APPEAL Training Materials for Continuing Education Personnel (ATLP-CE)

Volume V

INCOME-GENERATING PROGRAMMES

UNESCO PRINCIPAL REGIONAL OFFICE FOR ASIA AND THE PACIFIC
UNESCO. Principal Regional Office for Asia and the Pacific.

APPEAL training materials for continuing education personnel (ATLP-CE)
121 p. (Asia-Pacific Programme of Education for All)


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APPEAL
Training
Materials
for
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Education
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Volume V

INCOME-GENERATING
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UNESCO PRINCIPAL REGIONAL OFFICE
FOR ASIA AND THE PACIFIC
Bangkok, 1993
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Asia-Pacific Programme of Education for All (APPEAL) was launched in 1987 by UNESCO with the aims of promoting literacy and basic learning skills through three programmes, i.e. 1) Eradication of Illiteracy (EOI), 2) Universalization of Primary Education (UPE) and 3) Continuing Education for Development (CED). The concept of basic education programme was reinforced and expanded by the World Declaration on Education for All adopted by the Jomtien Conference held in 1990. This expanded vision of education will help the people firstly to acquire survival life skills through pre-school education, primary education and functional literacy programmes. Secondly to acquire knowledge and skills to improve their quality of life, and attitude and habit of lifelong learning through continuing education programmes.

The world is going through a process of change which is unprecedented in its magnitude and implication. This phenomenon is specially noticeable in the Asia-Pacific Region where the progress is much faster and implications are far more profound. APPEAL has made a survey of continuing education programmes in various countries. The survey revealed that the countries were organising continuing education programmes under different names such as post-literacy, adult education, non-formal education, etc. The Second Meeting for Regional Co-ordination of APPEAL (Bangkok, 1990) decided to classify continuing education into six categories, they are (1) Post-Literacy Programmes (PLP), (2) Equivalency Programme (EP), (3) Quality of Life Improvement Programme (QLIP), (4) Income-Generating Programme (IGP), (5) Individual Interest Promotion Programme (SIP), and (6) Future Oriented Programme (FOP). Following the decision UNESCO/PROAP developed following manuals under the general title of APPEAL Training Materials for Continuing Education Personnel (ATLP-CE)

ATLP-CE Volume I Continuing Education: New Policies and Directions

ATLP-CE Volume II : Post-Literacy Programmes (PLP)

ATLP-CE Volume III : Equivalency Programmes (EP)

ATLP-CE Volume IV : Quality of Life Improvement Programmes (QLIP)

ATLP-CE Volume V: Income-Generating Programmes (IGP)

ATLP-CE Volume VI : Individual Interest Promotion Programmes (IIP)

ATLP-CE Volume VII : Future-Oriented Programmes (FOP)

ATLP-CE Volume VIII : Learning Centre Development Programmes

These volumes have been conceived, developed and written by the experts on continuing education in the countries in the region. Therefore, they have combined theory and practice into
suitable manuals and made them flexible so that each country can adopt and adapt them according to the situation and needs. These volumes are designed to act as source material for launching continuing education programmes. UNESCO/PROAP hope that each country will develop its own system of continuing education. A number of Regional and Sub-Regional Workshops are planned to train key personnel who would be working for continuing education in their countries. ATLP-CE will provide basic materials for such workshops. I hope the countries will also use them in their national workshops.

In the end I would like to express UNESCO's grateful thanks to all the experts who have contributed to conceptualise, develop and write ATLP-CE. I would like to request all the experts of continuing education to make suggestion to improve the series continuously. I firmly believe that in this ever changing panorama practitioners of education should not be silent spectators but the main actors to induce the change in the right direction.

Hedayat Ahmed

Director, UNESCO/PROAP
INTRODUCTION

Asia-Pacific Programme of Education for All (APPEAL) has the following Action Areas:

1. Universalization of Primary Education (UPE)
2. Eradication of Illiteracy (EOI)
3. Continuing Education for Development (CED)

UNESCO Principal Regional Office for Asia and the Pacific (PROAP) has been working very closely with the Member States to expand and improve Primary Education and Literacy Programmes. Specifically APPEAL Training Materials for Literacy Personnel (ATLP) has helped improve the quality of curriculum, learning materials and training for literacy programmes in Asia and the Pacific. Based on the experiences of ATLP, UNESCO/PROAP is developing APPEAL Training Materials for Continuing Education Personnel (ATLP-CE). It organized a Planning Meeting on 16-20 April 1990 in Hua Hin, Thailand, and developed the First Volume of ATLP-CE entitled: "Continuing Education: New Policies and Directions." The Planning Meeting prepared guidelines for the preparation of training manuals for the following six types of Continuing Education Programmes:

1. Post-Literacy Programmes
2. Equivalency Programmes
3. Quality of Life Improvement Programmes
4. Income-Generating Programmes
5. Individual Interest Promotion Programmes
6. Future-Oriented Programmes

UNESCO/PROAP has convened a series of Technical Working Group Meetings of Experts and developed eight volumes of ATLP-CE. This book is the fifth volume in the series and it deals with Income-Generating Continuing Education Programmes (IGPs). The first volume Continuing Education, New Policies Guidelines establishes basic principles and should be read in association with this present volume.

Income-Generating Programmes are those types of vocational continuing education programmes which help participants acquire or upgrade vocational skills and which enable them to conduct income generating activities. A case is made that such programmes should be directed mainly towards those people who are currently not self-sufficient in a modern world, and in particular towards those at or below the poverty line.
A programme framework for IGPs is described and its application in communities at low, mid and high levels of socio-economic development is discussed. The components of IGPs include occupational skills, entrepreneurial skills and general education and each of these components is described and discussed.

Guidelines for organizing resources for IGPs are provided and special emphasis is given to reviewing relationships with the world of work and especially with industry. The volume discusses organization and delivery of IGPs, the development of personnel and the monitoring and evaluation of programmes.

A special feature is the inclusion of numerous case studies which illustrate both general principles of programme design and delivery and the range and variety of IGPs in the Region.

T.M. SAKYA
Co-ordinator «APPEAL»
A. Introduction

This Volume deals with Income Generating-Programmes (IGPs) within the context of Continuing Education in Asia and the Pacific. All Member States aim to improve their economic potential and the social well-being of their citizens. All have socio-economic development plans. Central to these plans is the aim to improve living standards and to increase the capacity of people to produce goods and services — that is to generate income. Income-Generating Programmes and activities, therefore, need to be promoted and implemented in the context of overall national development, in the context of community development and in relation to individual needs.

B. The Socio-Economic Context of IGPs

At present there are many social and economic factors operating in the Region which influence the provision of IGPs. Some of these factors are illustrated in the following diagram (Figure 1.1). Each of the factors is described below:

Figure 1.1: Socio-Economic Factors Influencing Income-Generating Programmes
(a) Growing levels of literacy

Levels of literacy vary from State to State and group to group ranging from as low as 10 per cent in some instances to almost 100 per cent in others. The overall situation, however, is gradually improving as more and more effort is being made to eradicate illiteracy, through formal, non-formal and other modes of education.

Member States are witnessing an evolutionary growth from illiteracy towards the emergence of learning societies though the intermediate stages of semi-literacy, neo-literacy and functional literacy. As a result, the number of people requiring, and indeed demanding, continuing education is rapidly increasing. In particular there is a high demand for those continuing education activities which focus on improving the capacity to increase income. There is a growing realization that as literacy skills improve so capability of generating income improves. This is a major driving force for the provision of IGPs.

(b) Increasing Aspirations

With increasing literacy and access to information on global development, the aspirations of the people are growing to improve their living conditions and quality of life. The urge for higher levels of income is constantly on the increase. This has resulted in more and more people seeking opportunities to engage in economic activities through acquisition of relevant productive skills and abilities.

(c) Urban Migration

Many people residing in rural and semi-urban areas are migrating to nearby cities. This is because increased industrialisation has restricted opportunities for gainful employment in rural areas. Many social and economic problems arise from this trend. In order to minimize such problems people should be encouraged to stay in rural areas by helping them develop appropriate skills and abilities for improving their income generating capacity through agriculture related businesses and enterprises.

(d) Poverty Alleviation

A great majority of people in many developing countries are living below the poverty line. In addition the economic conditions of some sections of society even in developed countries need to be improved. This calls for preparing the people with technical, vocational and entrepreneurial skills aimed at income generation in order to solve the problems associated with acute poverty.

(e) Equity and Social Justice

Several kinds of disparities exist in the living conditions among the different sections of society. This is mainly due to differing capacities and opportunities for income-generation. Groups especially disadvantaged in this regard include rural women, unemployed youth, the aged
and certain ethnic minorities. In order to minimize disparities and provide social justice, adequate opportunities need to be provided to equip less fortunate people with competencies to raise their levels of income.

(f) Changing Employment Patterns

Due to rapid changes taking place in technological, industrial and economic spheres, the world of work is undergoing rapid transformation. Some jobs and businesses are becoming obsolescent giving place to new ones. The scope for paid employment is not in keeping with the growing demand. Self-employment and co-employment (with partner or cooperative) are on the rise. More and more women are entering the work force. To cope with these trends and changes, people need to be trained and retrained to continually sustain their earning power.

(g) Economic Prosperity

All Member States are concerned with improving their economic prosperity. They wish to become less dependent on other nations and obtain maximum advantages from the changing complex interdependent world economy. This is only possible when a great majority of the people are in a position to richly and effectively contribute to the national economy. Hence there is need for involving maximum numbers of people in income generating activities.

C. Income Generation Programmes

(a) The Focus

Nations and their Governments have responsibility to take care of all citizens. There are disadvantaged persons in the community who, if provided with support, could become self-supporting. In other words they could begin to generate sufficient income to provide for themselves and, their families. It is for these people that Income-Generating Programmes are especially required.

(b) The Meaning of Income Generation

Income generation takes many forms. Originally it was a term used only by economists to explain the intricacies of a nation’s economy. However, it is now quite widely used to cover a range of productive activities by people in the community. Income generation simply means gaining or increasing income. There are three ways income can be generated. Firstly, income generation does not always mean the immediate getting of money, although in the end we use money to place a measurable value on the goods and services people produce. An example of income generation which does not lead to getting money would be a situation where a productive person produces enough food to feed himself or herself and the family. Skills have been used to meet immediate needs and thus savings have been achieved. A money value can be placed on the food produced and so the food can be seen as income.
A second way a person can generate income is by astute investment of existing resources. An example would be development of a piece of land through planting a crop for sale. The money gained is income. An indirect form of investment is to bank savings or to purchase part ownership (shares) in a productive enterprise such as a business. Money generated from such investments is income. A third way to generate income is for people to use their skills by serving another person who pays for the use of those skills. That is they earn wages.

In summary, income can be generated by self-employment, by working for others or by adding to personal resources through investment.

(c) The Priority Target for Income Generating Programmes

This volume focuses upon those members of our community who have difficulty in generating income, in particular on those with not enough income to become self-sufficient and so enjoy a reasonable quality of life. Self-sufficiency and quality of life are, of course, relative terms. The so called poverty line is described in many ways but at its most basic it identifies those persons who have such low income that they cannot exist without regularly calling upon the rest of the community for assistance to acquire the most basic things in life - food, clothing, shelter, education and good health. (Figure 1.2). In some instances whole communities are below the poverty line and assistance is not immediately available.

Figure 1.2: Income Generating Programmes are like a bridge between two islands
In this Region there are many people whose income generating powers are very limited, indeed, in many cases so limited that they are unable to fully provide for themselves. Human resources are the single most important factor in the economic development of a country. People at or below the poverty line have a negative effect on the total disposable wealth of a country. Income Generating Programmes (IGPs) seek to redress this imbalance by equipping these people with knowledge, skills, attitudes and values such that they become positive contributors to their nation’s economy. In addition, as shall be developed in more detail later, these programmes assist these people to develop self-esteem and be self-reliant. In brief IGPs are designed to contribute to both the social and economic welfare of a community and a nation.

A general definition of an Income Generation Programme was given in ATLP-CE Volume I as follows: -

**AN INCOME-GENERATING PROGRAMME HELPS PARTICIPANTS ACQUIRE OR UPGRADE VOCATIONAL SKILLS AND ENABLES THEM TO CONDUCT INCOME GENERATING ACTIVITIES.**

This general definition was focused more sharply by an additional statement.

**IGPS ARE THOSE VOCATIONAL CONTINUING EDUCATION PROGRAMMES DELIVERED IN A VARIETY OF CONTEXTS AND WHICH ARE DIRECTED IN PARTICULAR TOWARDS THOSE PEOPLE WHO ARE CURRENTLY NOT SELF-SUFFICIENT IN A MODERN WORLD, THAT IS THOSE PERSONS AT OR BELOW THE POVERTY LINE.**

It must be appreciated however that income generating programmes can cover a wider range of people than our primary target group - the poor. Indeed vocational continuing education as a major means of preparation for people to develop income-generation capabilities, covers a very wide spectrum of occupations, industries and groups in the community. At the very highest level senior executives and professionals undertake twining to upgrade their skills and improve their earning capacity. Still others study and train to equip themselves for more highly paid positions. However, it is a far better priority for governments to lift the income generating capacity of those persons who are not adequately contributing to the economy than to ignore them and continue to invest only at higher levels.

**Income Generating Programmes as an Aspect of Continuing Education**

In Volume I of ATLP-CE CONTINUING EDUCATION is defined as **A BROAD CONCEPT WHICH INCLUDES ALL OF THESE LEARNING OPPORTUNITIES THAT PEOPLE WANT OR NEED OUTSIDE OF BASIC LITERACY EDUCATION AND PRIMARY EDUCATION.** Income generating Programmes are indeed one of those learning opportunities. Income generating programmes invariably involve adult people with particular learning needs, who require customised as often as conventionally structured packages which should be available at any stage of their life.
This idea is illustrated in figure 1.3 below:

Figure 1.3: IGPs raise income levels progressively as a community develops.

There are many reasons why people at a number of stages in life will need to improve their income generating capability: They may be retrenched from employment; they may suffer an injury or ill health; they may find their skills redundant; or they may need to supplement their pension after retirement. However, this volume directs the application of lifelong learning principles towards that large proportion of people in the Region who are poor and disadvantaged.

D. Purpose of Income-Generating Programmes

The main purpose of an IGP therefore is the promotion of a better quality of life for all citizens. In order to achieve this there is a need to develop vocational skills, knowledge, attitudes, and values, and to ensure that these are used to generate income.

Another important purpose is to upgrade work ethics so that people become useful and productive members of society. Only then can they meaningfully contribute to nation building.

The central focus of IGPs as provided in this volume is to alleviate poverty and to contribute to the development of human resources. This is achieved in the following ways:

a) By empowering people to identify their economic needs and explore ways and means of fulfilling those needs;

b) By developing self-confidence and ability to undertake income generating activities through appropriate and adequate training and motivation;
c) By providing opportunities for continuous upgrading of vocational knowledge and skills for gainful employment;

d) By developing a team spirit for working together for sustainable social and economic growth.

**E. Promoting Income Generation Programmes**

The following policies are suggested to ensure that IGPs will be accepted and promoted within any country or community. See Figure 1.4.

![Figure 1.4: Promoting Income Generating Programmes](image)

(a) Political will

There is need for political commitment to IGPs if they are to effectively alleviate poverty and enhance human resource development. Since IGPs provide skills, improve work habits and ethics and promote business enterprises which generate income, they should be seen to be part of a nation’s overall process of development. This implies that they should be built in to any overall programme of development.

In order to foster political will there is need for awareness campaigns, mainly through the mass media. These should reach the decision makers and policy planners, potential implementors such as formal and non-formal educational agencies, industry, the business community and the people as a whole.

Since many agencies must be involved in developing and implementing IGPs the approach is multi-sectoral. This means that each country needs a lead agency which coordinates
all aspects of implementation and which provides overall guidelines. The agency should have a facilitating rather than a controlling role.

In order to convince various agencies which could be involved in providing IGPs that such activities contribute to improving the quality of human resources including alleviation of poverty, it may be appropriate to launch a pilot IGP. This would have a demonstration effect.

(b) Focus on Practical Learning

In most if not all countries of the Region there are income generating activities and programmes. These need to be surveyed and analyzed with the aim of maximising learning. This learning should focus on the development of relevant marketable vocational skills. The quality of the learning is critical. While there should be a strong basis in theory the majority of time should be given to practical activity - preferably on job. Opportunities for IGPs should be available at any point in the adult life of all citizens according to need. Perceptions of organisers and learners should be in tune to ensure maximum relevance.

Policy should be such that neo-literate adults should be motivated to continue to learn throughout life with the aim of increasing their capacity to improve income. This lifelong learning should help in adapting to new situations, and in taking maximum advantage of new opportunities.

It is suggested that exemplar programmes be used as «models» for implementors and trainers, either directly or through video. This approach has been shown to be especially useful in programmes dealing with self-employment.

Implementation policy involves intervention at the production processing, and marketing stages of the products or services arising from any income generating activity. In particular a careful market analysis is needed to ensure success.

(c) Resource Policy

All existing relevant government and non-government agencies need to be motivated and mobilized for the delivery of IGPs (Chapter Four). Resources needed include personnel at levels A (national), B (provincial) and C (local) levels. These personnel need to be appropriately trained (see Chapter Six). A second category of resources includes buildings, equipment, raw materials, as well as learning materials and transportation facilities. Adequate financial and administrative back-up is also necessary.

To ensure success a concerted effort needs to be made to mobilize the following:

- Experienced skilled personnel from both government and non-government agencies and from the business and industrial sectors.
• Credit organizations - both government and private.

• Individual mentors and decision makers.

• Government financial resources.

All available facilities for training should be utilized and coordinated. These include:

• All the relevant institutions of the formal education system.

• Learning centres, reading centres and community centres.

• Distance learning institutions.

• Youth camps and recreational camps.

• Workshops, businesses, farms and factories - for on job training.

• Any other relevant community agencies.

(d) Policy in Regard to Accreditation

For maximum effectiveness there should be provision for appropriate recogni-
tion and credit for those who may wish to continue their education. Involvement in IGPs
may need to be given credit and certification which may relate to existing levels and
categories in the world of work and employment. In IGPs flexibility and inter-sectoral
co-operation in regard to accreditation is an important aspect to ensure maximum
involvement.

(e) Evaluation Policy

Evaluation studies should be conducted to determine the impact of IGPs and
to facilitate corrective intervention wherever necessary. If possible all aspects of pro-
gramme planning, development, and implementation would be facilitated if
Management Information Systems (MIS) could be developed at national, provincial
and if possible at local levels. In particular such systems could provide valuable data
for monitoring all aspects of IGPs to ensure their optimum efficiency, effectiveness and
productivity.
Chapter 2

PROGRAMME FRAMEWORK

A. Introduction

At present many Member States in Asia and the Pacific offer several kinds of income generating programmes with many a target group in mind. Though the main aim is to raise the level of income of the participants, most programmes generally end up with skill development. They are conducted by many types of agencies in an ad hoc and poorly coordinated manner. Frequently there is overlap, and sometimes important needs are ignored.

It must be recognized that an IGP, as one of the distinct types of continuing education, is not an isolated programme or activity offered in a particular vocation or occupation. It covers a whole range of courses offered and services extended to enable all sections of society to continuously update and upgrade their competencies for the purpose of enlarging and enriching their sources of income and quality of life. IGPs go beyond offering courses for skills development. They extend to equipping participants with managerial and enterprise skills such that they could use the facilities and services made available by the community and government to engage in a variety of gainful income generating activities.

B. A Framework for IGPs

In view of the circumstances stated above, it is necessary to develop a systematic approach for bringing greater effectiveness in the planning, programming, implementation and evaluation of IGPs. A possible programme framework which is action-oriented is presented here for the use of planners, managers and other implementors of IGPs. The framework provides a general model for nation-wide action at one level, and the development of specific activities such as projects and courses at the other. The framework as illustrated in Figure 2.1, has the following components:

- Progression from low level development through intermediate stages to higher levels of development;

- Progression measured against a series of socio-economic and educational indicators;

- Specific programmes sufficiently flexible to cater to the needs of a variety of people at defined levels of income;

- Interventions by means of income-generating projects and activities;
- An anticipated outcome which raises overall levels of income and improves qualify of life.

Each of these components is presented in details in the following sections.

**DEVELOPMENT MODEL FOR IGP**

![Diagram showing the development model for IGP](image)

*Figure 2.1: A Framework for Income-Generating Programmes*
C. Levels of Development

It is a fact that the Member States are in different stages of development from low to high. This does not imply that their level of development is uniformly low or high with respect to all communities and geographical locations. There exist high levels of development in some parts of a country and among some sections of the society in the under developed and developing nations. Similarly, there are pockets of low level development even in the most developed nations. The following gives a general description of three levels of development as generalised scenarios.

**SOCIO-ECONOMIC DEVELOPMENT - THREE LEVELS**

a) LOW LEVEL OF DEVELOPMENT

It is generally characterised by:

- A high percentage of people living in rural areas as small scale farmers or landless labourers;

- A great majority of people having only seasonal employment with little or no work for more than half of the time;

- Urban population comprising a considerable percentage of slum dwellers with underemployment or unemployment;

- Low percentage of literacy, especially lower percentage among the rural people and still lower percentage among women;

- A low enrolment in primary and secondary schools and a high drop out rate.

- A huge number of illiterates with a growing number of semi. neo and functional literate youth and adults;

- A predominant agriculture sector, low industrial base, chronic unemployment and low per capita income; and

- An on-going battle to overcome the problems of poverty and illiteracy.

b) MID-LEVEL OF DEVELOPMENT

It is generally composed of:

- A high percentage of literacy, a higher percentage of enrolment and a low dropout rate;

- Increasing number of school leavers at primary, middle and secondary stages waiting to be absorbed in economic activities;
As stated earlier, these levels of development exist in most countries, though to a varying degree. The low level development may comprise many people living below the poverty line struggling for survival and existence. The middle level development may comprise a majority of the people around the poverty line and in need of improving their income and quality of life. The higher level development may consist of a large number of people above the poverty line looking for opportunities for a better and more comfortable living.

The whole purpose of IGP must therefore be to enable people and nations to move up from one level to the other by bringing about constant improvements in their income level.

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- Gradually decreasing engagement in agricultural related occupations with corresponding increase in manufacturing, service, small-scale and household businesses;

- Growing number of job opportunities at semi-skilled and skilled levels; and

- Overall position of high rate of employment, low per capita income and poor quality of life.

**c) HIGHER LEVEL OF DEVELOPMENT**

It is generally made up of:

- A very high percentage of literacy with a majority of people having reached the stage of autonomous learning;

- The percentage of learners, leaving before the completion of secondary and higher secondary stages on the decrease;

- Growing concentration of people in urban areas accompanied by thinning population in rural communities;

- Rapid shift from an agrarian to an industrial society;

- Rapidly decreasing engagement in agriculture related activities with corresponding increases in the service, manufacturing and high technology sectors;

- Scope for semi-skilled and skilled jobs reducing but with unemployment remaining in manageable limits.

As stated earlier, these levels of development exist in most countries, though to a varying degree. The low level development may comprise many people living below the poverty line struggling for survival and existence. The middle level development may comprise a majority of the people around the poverty line and in need of improving their income and quality of life. The higher level development may consist of a large number of people above the poverty line looking for opportunities for a better and more comfortable living.
D. Interventions through IGPs

(a) Planning Aspects

Any intervention for the promotion of income, needs to be carefully planned. Three aspects need particular emphases. These are:

i) policy support;

ii) information systems; and

iii) mobilisation of resources.

i) Policy Support

A well defined national policy provides legitimacy to any programme. As of now, most countries have not made definite policy on continuing education in general and income generating programmes in particular. Until such a policy is made the support is to be derived from the other approved policies and programmes in related sectors and areas:

Most countries are giving a high priority to modernisation and industrialisation as part of their overall plans to upgrade quality of life. Towards this end, many short and long term socio-economic programmes have been launched. Important among them include: Integrated rural development; development of youth and women; poverty alleviation schemes; non-formal education and lifelong education. In all these initiatives, human resource development is recognized as a vital component. The central objective of IGP which is also to develop human resources for income generation fits very well into such programmes.

It is essential that IGP planners and implementers should:

- study the related policies, plans and programmes and look for policy, administrative and financial support emanating from them for promotion of IGPs;

- have extensive consultations and agreements with concerned government agencies, non-government organisations, confederations of industry, business and commerce, trade unions and the like to ensure their support for and involvement in IGPs;

- create awareness of the importance of IGPs and build pressure for recognition as a national priority;

- prevail upon concerned agencies to make regulations requiring the people to possess professional competence in the form of a license for practising a trade or business. This single step alone would raise the need, demand and credibility of IGPs.
**ii) Information System**

For effective organization of IGPs, accurate, reliable and complete information is required on:

- dynamically changing market trends, job patterns and workforce requirements sector-wise, category-wise, competency-wise and local-specific;
- varying characteristics of target groups in terms of socio-economic conditions, educational background, employment and income-generation needs;
- the existing resources (physical, fiscal and human) that may be optimally mobilised and profitably used for IGPs.

Creation of a self-contained Management Information System (MIS) exclusively for this purpose is expensive and time consuming. In many cases it may not be accepted. The best way of doing it is to collaborate with those agencies who have already established an MIS for their own and other national purposes. Where an MIS does not exist and cannot be developed, data can be collected from the following sources, processed and classified to meet the needs of IGPs:

- Socio-economic surveys conducted by sectoral government departments at unit levels (village/block).
- Registrations made at employment exchanges.
- Census reports and classified publications;
- Research studies and reports published by government, industry and business organisations.

**iii) Resource Mobilisation**

It is essential to ensure that IGPs should not suffer from resource constraints resulting in poor quality of processes and outputs. Some simple directives will go a long way in the effective mobilisation of resources. These could be:

- to permit educational institutes and other government departments make available their premises, equipment and personnel for IGPs during spare time;
- to allow utilisation of resources and facilities created for IGPs for undertaking job, repair and maintenance work with a provision for recycling the sale proceeds for creation of additional facilities;
- to permit acceptance of donations, loans, and voluntary services from interested parties within or outside the country with regulations where necessary;
- to encourage NGOs to organize IGPs on a wider scale;
- to set norms and standards on optimal requirements of physical and human resources so that wastage could be avoided;
to create networks and linkages among the various agencies involved in IGPs for minimizing avoidable duplication and overlapping.

(b) Programming Aspects

The programming aspects mainly consist of
i) selecting target groups and IGPs, and
ii) specifying the curriculum.

i) Selecting target groups and IGPs

IGPs are at an early stage of development in many countries of the Region. It is not possible to cater to the needs of all the target groups. Priority should be given to the target groups in low and middle level of development. Such target groups include the following:

- Rural farmers and labourers living below subsistence level seeking opportunities for additional income.
- Rural women in need of supplementary income for supporting their families.
- Unemployed and underemployed youth in slum and semi-urban areas suffering from frustration and unrest.
- Unemployed youth in urban areas looking for opportunities to join the main stream of the economy.

IGPs should be decided on the basis of:

- Manpower requirements in the world of work and suitability of the target groups in the context of national priority plans and programmes.
- Implementability of the programmes with respect to available physical, material and human resources.
- Scope for utilization of acquired skills and competencies with immediate effect.

There is scope for IGPs in every conceivable technical, vocational and occupational area. The list is endless. They could be in areas as diverse as mechanical, electrical, construction, office management, garments, printing, service, paramedical, agriculture, livestock, craft and small business areas.
ii) Specifying the Curriculum

As in all curriculum development, three areas need to be addressed:

i) goals;
ii) content, and
iii) resources and methods.

• **Goals**: IGPs have several objectives within the overall context of income generation. It is necessary to state the objectives in clear terms to ensure focus and direction during implementation. Some important objectives are:

  - To enhance the productivity of people already employed in some vocation or other.

  - To develop salable skills and competencies for immediate job employment.

  - To develop trade and enterprise skills for self-employment either singly or in partnership with others.

  - To upgrade skills for reemployment in upcoming areas as a result of changes in technology, industry and the world of work.

• **Content**: To provide relevant training, content should be selected on the basis of:

  - Analysis of a particular job and its duties, tasks, functions, and responsibilities;

  - Identification of the relevant components of knowledge, skills, competencies and attitudes arising out of the job analysis:

  - Sequencing the above components into viable and implementable units of learning.

The major components of IGPs may include:

  - A bridge course to upgrade literacy and to promote social and technological awareness.

  - Skill development comprising:

    • **Basic skills commonly required**

    • **Trade skills at proficiency level**

    • **On-site training for real-life situations**
• Related trade theory to provide scientific understandings
- Entrepreneurial development comprising:
  • Enterprise skills
  • Book keeping skills
  • Marketing skills
  • Money saving skills
• Resources: The IGP curriculum must also involve the following:
- Course duration arrived at on the basis of time allocation required for each unit of learning.
- Personnel requirements (instructors, training managers) specifying the levels of professional competence.
- Quality and quantity of equipment needed for providing practical Paining.
- Methods, media and materials to be used with emphasis on learning by doing.
- Locations for on-site training.
- Assessment procedures to be followed during and at the end of courses.
- Certification to be awarded.

(c) Implementation Aspects

Implementation is the most important and difficult area. The success of IGPs very much depends on how well they are implemented. It is mainly associated with delivery systems, development and application of learning methods, media and materials, utilisation of resources and facilities, and training and development of implementers. These aspects are briefly outlined here and they are further dealt with in later chapters.

i) Delivery Systems

The delivery systems should be of a broad outreach type to cater for people living in remote, distant, hinterland, coastal and mountain areas. They should relate to learning styles, pace and time. It is therefore necessary to adopt a multiple approach such as:
- mobile training units reinforced by mass media through radio and T.V. as well as self-contained learning modules;
- multi-media approach comprising learning modules supplemented by exhibits, models, folk media, drama, audio and video cassettes, slides and films;
- Direct contact sessions, demonstrations, study visits, shop floor training, on-site training, apprenticeship training as well as modules for self-learning.
More details on the organization and delivery of IGPs are given in Chapter Four.

**ii) Facilities Utilization**

Most often, the entire community is the biggest facility, but there is a need to identify those aspects which are directly relevant to the kind of training to be undertaken. It is therefore necessary to have an inventory of these facilities so that they can be improved and upgraded for maximum use. These facilities are particularly useful for people in community based learning centres which are managed by the people themselves under the leadership of local government units.

Similarly locally available facilities in technical and vocational schools, secondary schools, manpower development centres, in-plant training centres in industries and private educational institutions should be tapped for IGPs. There is therefore a need to execute a «Memorandum of Agreement» with the concerned agencies and groups, such that these facilities and services can profitably be shared for common and public interest. Chapters Four and Five deal with these aspects in greater detail.

**iii) Learning Materials Development**

Learning materials, both print and non-print, such as manuals, guides, models, charts, and audio and video media constitute the software required in programme implementation. They are very important because they help participants learn easier and faster as independent learners. Mechanisms for their production, validation and distribution must be developed by establishing linkages with agencies involved in such activities. For further details see Chapter Five.

**iv) Training of Implementators**

It is always necessary that personnel involved in any educational programme should be properly oriented and professionally developed, so that they can carry out their functions more effectively. The implementators of IGPs comprising planners, supervisors, programmers, content specialists, curriculum writers, material developers, guidance counsellors, shop owners and the like must be trained in the respective areas of their operation. Networks and linkages must therefore be developed with the existing training institutions such as craftsmen training institutes, teacher training institutes, advanced training institutes, and management training institutions. Chapter Six gives more details on the training of IGP personnel.

**(d) Evaluation Aspects**

Evaluation of IGPs continuously as well as at the end of each stage is necessary for remedial correction, enrichment and expansion. Relevancy of the programmes, objectives, training content, learning strategies, assessment procedures vis-à-vis the needs of the target groups in each area and applicability of the skills acquired to the field situations and the benefits accrued must be tested from time to time. Utilization of the infrastructure, both human and physical, has to be continuously evaluated. The performance of the teachers and the participants,
the improvements made in income generation and satisfaction of the community must be ascertained to assess the success of implementation of IGPs. Further details are covered in Chapter Seven.

(e) Summary of Interventions

In short, development of an income generation programme consists of the following steps:

STEP 1 : Derive policy support from the on-going socio-economic and educational programmes and projects.

STEP 2 : Study the dynamically changing market and employment trends in the given locality.

STEP 3 : Analyse the socio-economic and educational background of the people in that locality.

STEP 4 : Select an IGP activity or project which meets manpower demands and the needs of the people in the best possible manner.

STEP 5 : Develop the curriculum methodically defining the objectives and content in action terms.

STEP 6 : Develop appropriate learning strategies and ensure availability of physical, material and human resources.

STEP 7 : Establish linkages with local community organizations to share facilities and resources.

STEP 8 : Monitor and evaluate activities at every stage of implementation.

STEP 9 : Assess quality and relevance on the basis of applicability of skills to local situations for income generation.

STEP 10 : Provide follow-up services and support towards inducting the participants into gainful wage or self-employment.

E. IGPs Specific to Levels of Development

The Programme Framework described above (Section 2) is general in nature. It provides direction to develop an appropriate framework specific to a given situation. Based on this, setting up IGPs and their conduct relevant to the three levels of development is described below in action terms followed by an illustrative case study for each level of development.
(a) IGPs in Low Level Development

- Give preference to subsistence farmers, women, unemployed youth as they are deprived, disadvantaged and poor.

- Select IGPs related to agriculture, livestock, rural craft, food processing and agrobusiness for rural people.

- Select IGPs related to construction, services, repair and maintenance, and smallscale industry for people in urban and semi-urban areas.

- Focus on self-employment particularly in rural areas and wage employment in urban areas as the main objectives in consideration of the low level of education of participants.

- Organize the people with identical needs into viable groups for each kind of IGP under the guidance of local leadership.

- Decide the training content in consultation with the participants, instructors, employers, and community leaders.

- Give emphasis to practical training and skill development, including management and marketing skills.

- Conduct the IGP in community based learning centres or in the local schools technical and vocational institutions.

- Use local people as instructors as far as possible.

- Encourage methods such as demonstration and learning-by-doing approaches.

- Use local farms, road-side workshops and the like for on-site training.

- Provide follow-up services for gainful employment.

- Encourage the rural participants to form cooperatives for sharing common and costly facilities.

AN ILLUSTRATIVE CASE STUDY - TRAINING OF RURAL YOUTH FOR SELF-EMPLOYMENT

Training of Rural Youth for Self-employment (TRYSEM) was launched as a centrally sponsored scheme by the Government of a country in southern Asia under the Department of Rural Development.

The main objective of TRYSEM is to provide technical and entrepreneurial skills to rural and semi-urban youth to enable them to take up self or wage employment in the broad fields of agriculture, industry, services and business activities.
The target group mostly comprises rural and semi-urban youth and women in the age group of 18-25 who have received education mostly under literacy development programmes.

The selection of vocations is done by the District Rural Development Agency (DRDA) in consultation with district level officers of different departments keeping in mind the demand for skills, goods and services in the nearby areas.

The training programmes are conducted at the local technical, vocational and training centres of various public and private organisations making use of their buildings, equipment and facilities. In addition, part-time instructors and reputed master craftsmen are also utilized.

The training includes job skills as well as managerial and entrepreneurial skills required for employment at semi-skilled levels. The course duration is around six months. Stipend is paid to the trainees. A Certificate is awarded by the training institute on the basis of proficiency demonstrated in a performance test at the close of training.

A tool kit is given to the trainees free of charge. Fifty percent of the sale proceeds of the articles produced during the training period is given to the trainees. A loan is also arranged for engaging in self or co-employment activities. The central and provincial governments share the expenditure on 50:50 basis.

The scheme is very popular and has benefited several thousands of trainees to secure either self-employment or wage employment.

**Analysis of the Case Study**

- Policy support was derived from an on-going integrated rural development scheme.
- Preference was given to rural and semi-urban youth and women because they constituted a very high percentage of population and were below the poverty line.
- The main aim was to develop the participants for self-employment in the vocational areas practised locally.
- Training focus was on development of practical skills.
- Locally available physical, material and human resources were utilized.
- Follow-up facilities and service were provided to install participants in gainful employment.
(b) IGPs in Mid-Level Development

- Concentrate on school leavers, drop-outs and unemployed youth.

- Select IGPs in mechanical, electrical, construction, automotive, service areas and trades.

- Orient IGPs towards wage employment at semi-skilled and skilled level and also self-employment in the case of motivated groups.

- Publicize the IGPs through brochures, leaflets, newspapers.

- Decide the training content in consultation with prospective employers, market leaders, business groups, and instructors.

- Conduct IGPs in local technical and vocational institutes, secondary schools and other existing training centres.

- Draw the instructors from local industry, business, practising master craftsmen, technical and vocational institutes.

- Mobilize the support of the local community for on-site training.

- Adopt print and non-print media supported by field visits and in-plant training.

- Provide follow-up services for placement in the local employment market.

AN ILLUSTRATIVE CASE STUDY - SKILLS DEVELOPMENT PROGRAMME FOR SCHOOL LEAVERS

The Non-formal Education branch of the Ministry of Education, in a South East Asian country, among its other programmes and activities, offers a variety of courses for providing employable skills to school leavers.

School leavers in the age group of 15-24 years with about eight years of schooling are admitted to these courses. The students are selected from among the many applicants by a selection team on the basis of performance in an interview and according to educational background.

The courses are generally conducted in the Technical Units attached to formal schools. Additional facilities, equipment and instructors are provided on the basis of number and nature of the courses. The principal of the school, NFE field officer and Regional Director provide overall supervision, direction, control and coordination to ensure conduct of the courses with efficiency and effectiveness.
Courses are conducted in more than 600 Training Units admitting over 20,000 youth per year to 55 different skills. The duration of the courses ranges from 6 to 8 months with about 14 three hour sessions per month. The major areas in which these courses are offered include agriculture, animal husbandry, traditional crafts, small-scale industries, construction and services.

The curriculum and instructional guidelines are prepared by the NFE Instructional Materials Development Unit of the Ministry with the assistance of selected instructors and resource persons. The Unit also develops course guides and media materials for use by the students and instructors. The performance of the students is regularly evaluated and those successfully completing the course are awarded a certificate under the seal of the Regional Director of Education.

The instructors are recruited on the basis of their proficiency in the skill. They are paid remuneration on an hourly basis. The principal of the school is also paid some remuneration for assuming the responsibility for running the Technical Unit located in his or her school.

Regional Educational officers and the NFE branch of the Ministry of Education arrange for training of principals, instructors and others concerned by providing short courses, workshops and seminars. These courses are very practical in nature providing marketable skills for gainful employment.

**Analysis of the Case Study**

- Policy support was derived from an on-going NFE scheme.
- Preference was given to school leavers because of high percentage of literacy in the country and high unemployment among school leavers.
- Training areas were selected keeping in view the scope for employment and the education level of the participants.
- Adequacy of the resources required for skill development at desired levels was ensured.
- Locally available physical, material all(l human resources were mobilised.
- Resource materials were developed by all concerned on professional lines.
- Implementers of the course were trained.
- Progress of the course and achievement of participants were assessed.
- An attempt was made to make the programmes cost-effective and relevant to the local situation.
IGPs in Higher Level of Development

- Most people in this stage are educationally developed and capable of self or autonomous learning.
- Most people are aware of their development needs for continuous improvement of their income.
- The people employed in organized sectors have enough opportunities for periodical upgrading of their skills and competencies.
- There exist many private organisations offering several kinds of job oriented programmes on commercial lines.
- IGPs are required for job seekers, job upgraders, job transferees and the self-employed.
- IGPs in areas like electronics, office automation, fashion design, manufacturing and services are most relevant and appropriate.
- Part-time, week-end IGPs are more convenient;
- Self-learning modules supported by audio and video packages are preferred.
- Technical and vocational institutes, universities, and other training centres of the relevant sectoral government departments and industries serve as the best places of learning.
- Experienced professionals from industry, business and educational institutions would be helpful as resource persons for training and for development of curriculum and learning materials.

AN ILLUSTRATIVE CASE STUDY - WOMEN'S JOB TRAINING CENTRE

A non-government organisation, in a particular country of Northern Asia, is mainly devoted to lifelong education and social development of women comprising youth, house-wives and senior citizens. The Centre was built mostly from donations from members and voluntary workers with a little support from the government.

The centre offers training programmes in areas like precision and measuring instruments, electronics, office automation, jewelry crafts, mechanical design, and fashion design. Some of the courses offered in these areas include Architectural Crafts, Esthetics, Precious Metal Working, Jewelry Design, Cooking, Dry Cleaning, Curtain Making, Wall Papering, Salesmanship, Make-up Artistry, Boiler Maintenance, Photo Studio Technology, Business Management.
Women of the age group 18-22 with about 11 years of schooling are admitted to these courses. The duration of the courses is 6 months, 5 days a week from 9:30 a.m. to 3:00 p.m.

The curriculum is prepared in consultation with instructors drawn from concerned businesses and enterprises on a part-time basis. The training goes beyond the skill development by promoting opportunities for immediate employment without any feeling of gender discrimination.

The centre has a section for providing guidance and counselling and placement of graduates for wage or self-employment. The sale proceeds of the goods and services produced by the Centre and the fees collected from the participants at subsidised rate support it to some extent.

There is no problem of employment as the graduates are in great demand due to the high reputation of the Centre and selection of the programmes on the basis of market needs and the educational background of the participants.

### Analysis of the Case Study

- The programme was for post-secondary school leavers because of the high literacy rate in the country with negligible drop-outs below that stage.

- The participants joined the programme not because of want of other opportunities for a job, but because they wanted better paid employment.

- The course selection in modern areas was due to fast developing services and an industry oriented economy.

- A reasonable fee was charged because the participants could afford to pay, and the purpose of their enrolment was for earning higher levels of income.

- The course was set up and conducted on professional lines as expected in this given stage of development.

There are many other successful case studies in the Asia and Pacific Region. Some of them are given in the Annex 1 at the end of this Volume.
Chapter 3

TYPES OF PROGRAMMES

A. Introduction

As discussed in the earlier chapters, IGPs are required for all kinds of people (educated and uneducated, employed and unemployed, men and women youth and adults) in all vocations (agriculture, small business, service and industrial sectors) and in all settings (rural, semi-urban and urban). However, it was emphasised that preference should be given to the rural people living below or at the poverty line who constitute a great majority of the population (more than 60 per cent) in most developing countries of the Region. Against this background, this chapter is devoted to development of approaches for conducting IGPs in rural settings.

B. Rural Setting

The rural population mainly consists of:

- illiterate youth and adults as small farmers and landless labourers - both male and female;
- school leavers (at secondary level) and drop-outs;
- traditional craftsmen and rural artisans;
- small scale businessmen.

Rural occupations are mainly associated with:

- agriculture, horticulture and farm machinery;
- livestock - poultry, cattle rearing, fish culture;
- social forestry - village nurseries and tree plantation;
- rural transport - rickshaws, country boats, push carts and vans;
- rural industries - flour mills, rice mills, oil mills, ice plants, lime kilns, brick yards, food processing;
- rural trading - buyers and sellers of products and services;
- traditional crafts - weaving, pottery, cane work, wood carving, lapidary, jewellery, shoe making, lace making, lacquer work, brass and silver work.
C. General Components of IGPs

In the context of the above content of IGPs ranges from providing basic literacy to establishing the participants in gainful employment. The major components of training need to be selected from among the following to meet the specific needs of the diverse target groups:

a) **Functional literacy.**
   
   This comprises basic literacy, numeracy and social awareness with emphasis on health, nutrition, hygiene, sanitation, safety, first aid, eco-systems, community, technology and basic science in the context of the life of Mural people, their problems and opportunities.

b) **Upgrading of literacy**
   
   The emphasis is usually on village organisation, management, leadership, cooperatives, rural banking, technological change, world of work and employment opportunities.

c) **Occupational theory**
   
   This covers input requirements, processes, products and related science, technology and mathematics.

d) **Basic occupational skills**
   
   These focus on increasing capacity and skill to carry out income generating activities effectively.

e) **Higher order occupational skills**
   
   These enable participants to undertake income generating programmes with increased productivity and quality control using modern tools and processes at proficiency level.

f) **Entrepreneurial skills**
   
   These comprise book keeping, accounting, marketing, problem solving, risk taking and communication skills.

g) **Follow-up technical and support services**
   
   These may include rural enterprise projects, credit facilities, and co-operatives for sharing costly inputs.

The degree of requirement of the above components depends on educational background, and scope and nature of employment needs. This is illustrated in the following diagram (Figure 3.1).
The assumption made here is that people with low level of educational background engage in occupations at a basic level. The training content for them includes basic level occupational skills, upgrading of general education and lower order of entrepreneurial development. Another assumption made is that the people with increasing level of previous education wish to pursue income generating activities which require higher order occupational abilities and competencies. As such, they require increasing development of occupational and entrepreneurial skills. Their need for general education will be in decreasing order in view of their higher level of previous education.

D. Target Specific Components of IGPs

On the above basis, IGPs for various categories of rural people comprise the following components. For coding (a) to (g) refer to the list at section C.

- Illiterate groups - require functional literacy (a) and basic occupational skills (d) and follow-up support services (g).

- School drop-outs - need upgrading of literacy (b), occupational theory (c) basic occupational skills (d) and follow-up support services (g).

- School leavers - require occupational theory (c), basic occupational skills (d), higher order occupational skills (e), entrepreneurial skills (f), and follow-up support services (g).
Traditional craftsmen - require upgrading of literacy (b), higher order occupational skills (e), entrepreneurial skills (f) and follow-up support services (g).

Small businessmen - require upgrading of literacy (b) and entrepreneurial skills (f).

E. Steps for Development Of IGPs

Possible steps for development of IGPs in rural settings is schematically represented as under Figure 3.2.

Figure 3.2: Steps for the development of IGPs in rural settings.
Earlier experiences indicate that rural people have not shown adequate interest to participate in literacy development programmes which focus on literacy alone. This is because literacy alone has not improved their income raising capacity. To obviate this difficulty, occupational skill development programmes have been conducted on the assumption that the skills acquired would enable participants to engage in gainful employment. Even this has not helped the participants as much as expected because most found it difficult to become involved in income generating activities without follow-up support services for placement either in wage or self-employment. If IGPs are to be successful in respect of rural people, functional literacy, skill development and follow-up services particularly credit facilities need to be arranged as integral parts of IGPs. Seed money, revolving funds, learning funds and cooperative banks (with rural people as shareholders) are some of the ways for extension of credit facilities. This integrated approach has two benefits. Firstly, it encourages rural people to participate in literacy and postliteracy development programmes on a wider scale, secondly, it ensures their absorption in appropriate income generating activities.

F. Development of IGPs in Thailand

In Thailand some nonformal education programmes are especially designed to generate rural employment, income-generation, self-employment or small scale business enterprise. Although, the programmes differ from each other, they share several common characteristics.

- They aim to bring about economic benefits to learners during the course of the training programmes or immediately after.

- The programmes are designed to assist learners in the entire cycle of income generation promotion activities from survey of economic opportunities, decision making, acquisition of necessary knowledge and skills to implementation of the activities.

- Comprehensive curricula are developed to upgrade basic competencies, technical skills, managerial and marketing skills, and abilities to work in groups. Support services are provided and actual working experiences are required as part of the training programmes rather than as anticipated outcomes of the programmes.

- All the programmes are planned and implemented by the Department of Nonformal Education but are carried out in close cooperation with a community’s local resource people, the private business sector and other development agencies.

The following are the three models currently in vogue in Thailand.
a) Model I: Vocational Training for Self-Employment

1. Guidance and Decision Making (1 week)
2. Basic Vocational Skills Training (6 weeks)
3. Management and Marketing (1 week)
4. Intermediate Skills Training (7 weeks)
5. Planning for Self-Employment (unlimited)
6. Entering Self-employment activities (unlimited)
7. Follow-up and evaluation (unlimited)

b) Model II: Business-oriented Vocational Training

First level training. 300 hours to provide basic knowledge, theory and intensive practical skill training in benchwork, arc welding, gas welding and turning

Second level training. 300 hours to provide knowledge and experiences obtained from producing commissioned works and dealing with customers.

Possible Alternatives

- Third Level Training 180-300 hours Learning to run and manage own enterprise
- Further training elsewhere
- Apprenticeship in enterprise

(c) Model III: Non-formal Vocational Education for Rural Employment Promotion

1. Organization, Identification and Training of Village Committee and Support Leaders
2. Assessment of Communities Occupational Needs and Potential
3. Setting up Learning Groups
4. Training of Occupational Group Leaders
5. Curriculum/Media Development and Preparation for Learning Activities
6. Organization of Occupational Training
7. Implementation of Occupational activities
8. Evaluation
In addition to specific training courses which are confined to learners and to specific periods, the policy of the Thai educational system is to create a learning network through which people can acquire necessary knowledge and information on their own.

The learning network aims to achieve the following:

i) To foster self-directed learners and learning groups in the communities.

ii) To strengthen indigenous learning networks which already exist in the communities through such measures as parent education, village technical cooperation, promotion of local resource persons, and use of folk artists and religious leaders in education.

iii) To enrich the learning environment through establishment of learning resource centers (libraries, museums, etc.) and the use of mass media for education.

iv) To create mechanisms through which the learning network can be strengthened.

G. Conclusion

Most of the developing countries in the Region are seriously concerned with socio-economic and educational development of their people. The IGPs conducted by them contain several of the components and elements described above. There are however some variations in the design and development of the models and their implementation. Traditions, ethos, local genius, immediate needs and facilities for implementation are some of the factors which have influenced their design and development.

The suggestions presented in Chapter 2 and 3 of this volume are intended to strengthen current practice by advocating (i) a more systematic approach to IGPs and (ii) improving coordination between all relevant agencies.
Chapter 4

ORGANIZATION AND DELIVERY SYSTEM

A. Introduction

Income-generating programmes (IGPs) may only be implemented successfully if the organization and delivery systems are attuned to national development plans and policies. The organization and delivery should ensure two types of communication, i.e. vertical and horizontal and in both, two-way processes should be instituted.

In this Region, most if not all Member States have their organization system at different levels where government agencies and non-government agencies are already involved in the implementation of IGPs through formal and non-formal education programmes.

B. Organization of IGPs

In most cases in the Region, efforts from the government are playing the major role in IGP implementation through different departments or ministries such as Education, Human Resource Development, Labour, Agriculture, Trade and Industry and others from central to local levels. Some non-government groups and organisation such as labour associations, business communities and employer associations are being harnessed for planning and implementing IGPs.

From the management point of view, so many agencies and organisations are involved in the implementation of IGPs that considerable and unnecessary overlapping occurs. Most countries of the Region have limited financial resources for IGPs, yet because of lack of coordination some of these resources go to waste due to ineffective implementation. Considering this situation, it is desirable to have a single body at the national level to coordinate IGP implementation.

It was stated in ATLP-CE Volume I that each country may wish to develop a National Coordination Committee or Council for Continuing Education (NCCCE), and in each province, region, or state, there could be a Provincial Coordination Committee or Council for Continuing Education (PCCE). Detailed tasks for an NCCCE and PCCCE were also proposed (ATLP-CE Volume I). Coordination of IGP implementation may be conducted by these organizations or their executive and professional bodies.

An overall coordination scheme is illustrated in Figure 4. I
The following practical procedures may be undertaken to facilitate coordination between organizations.

a) Ensuring that all members of NCCCE and PCCCE are aware of the objectives and nature of IGP by providing sufficient information and arranging field observations.

b) Requesting PCCCEs to establish executive and professional sub-groups to monitor local IGPs implementation. Such groups should include civil servants and experts from relevant local government departments, industries and businesses.

c) The functions of the proposed executive and professional sub-groups could include:-

- To direct all local IGPs towards the vision of local socio-economic development;
- To provide local labour market forecast data;
- To review, approve, and evaluate existing and future IGPs;
- To allocate and distribute, in a coordinated manner, financial resources for IGPs;
- To facilitate linkages between educational institutions (formal and non-formal) with funding agencies, industries and the business community;
- To coordinate training by various agencies;
- To promote selling the goods produced by IGPs.

There is now a trend in the Region to decentralize education management systems. The purpose is to stimulate individual initiative, and to foster institutional and community participation. Therefore, any coordinating body should encourage development of a working network among the various agencies and organizations rather than controlling them.

It is frequently observed that coordination at the national level may be more difficult because of multiple responsibilities of ministries and other national bodies. Some Member States however find that strong coordination at the local level is most effective. This is probably due to common local interests and a clear perception of problems to be solved. This practice should be encouraged. Hence the need for delegation of authority to facilitate bottom-up and top-down communication.

C. Delivery of IGPs

Delivery systems for IGP are very varied and can be provided through formal and non-formal education. At the grassroots level, the delivery is usually handled by motivated institutions and their personnel both in the field of education and training and those normally seen to be outside of it (industry, agriculture, business communities, etc.). This is shown in the following diagram (Figure 4.2)

![Delivery System for Income-Generating Programmes](image)

Figure 4.2: Delivery System for Income-Generating Programmes
Any delivery system, however, should be skills-oriented and must be attuned to: (i) the need of the target groups either for self-employment, wage employment or for personal use and (ii) to the needs of the community (market). The delivery system must also take into consideration the economic level of the localities in each country so that participants can be moved from stage one (low economic level) to middle stage and eventually up to high levels of development (see Figure 2.1 Chapter Two).

(a) Forms of Delivery

IGPs can be delivered in the form of (i) face-to-face or contact session; (ii) independent or self-learning; (iii) distance learning; and (iv) a combination of any of those. All of these delivery systems should be practically oriented. Refer to figure 4.2.

i) Face to Face or Contact Sessions

The delivery mechanism mostly used nowadays for IGPs is the face-to-face or contact session where working and learning are closely integrated.

- **Workshops** - This is a delivery system where theory and practice are balanced. The learning groups have an extensive practicum under the guidance of a facilitator.

- **On-the-job Training** - Participants, especially those from educational and training institutions, are given an opportunity to apply in practice what they team in school in the factories, shops and other establishment. In some cases the training schools are actually located in the factory or other place of employment. Participants learn a trade while earning credit for their experiences, and probably also earn a little money.

- **Project-based learning** - This is a delivery system where training is based on specific requirement for a development project. Focus on project requirement is emphasized in this training under the supervision of a technically expert trainer.

- **Apprenticeship** - This is the most popular face-to-face delivery system in institutions where trainees have their practicum in industries/factories/establishments. There is an agreement between the institution and the industry manager or proprietor that apprentices are trained in a specific trade competently managed by an expert in the factory or business. Several conditions are adhered to by the institution and the employer such as the following:

  - The apprentices use the facilities of the factory or business for the specific trade under the supervision of the expert from the factory or business.

  - The factory or business provides the appropriate training, evaluates performance and reports to the institution the result of the training. Likewise, since the employer uses the labour of apprentice groups for production, it is possible under an agreement that the trainees are given
subsistence allowances or some other form of incentive commensurate with their services. Thus both the employer and the apprentices enjoy mutual benefits.

- Through the apprenticeship delivery system, the training institution concerned has the opportunity to upgrade its facilities for instruction in cooperation and consultation with employers.

- The apprentices while undergoing training and specializing in a given trade may become expert enough to be credited for employment. It is also possible that with adequate training they may establish their own business and so develop from a learning group to a producer group.

- Apprentices are not the only beneficiaries. Upon the completion of the apprenticeship programme, the employer may select and employ the best trainees. This employment procedure would certainly strengthen productive capacity.

- Apprenticeship as a delivery system is also applicable in agriculture, food services, management, office work and other vocational training programmes.

**ii) Self-Learning**

Self-learning can occur in both formal and non-formal education. Self-learning through modules or do-it-yourself kits, facilitates learning.

Since a possible outcome of IGPs is to foster self-employment, wage employment or the personal use of skills, self-learning delivery systems may contribute to better productivity since they promote self-reliance. Therefore, any of the following procedures can be adopted for IGPs through self-learning.

- **Interest Group.** A group of learners with a common interest learns by means of teaching modules and self-learning kits. The training is relevant to their needs, to the available community resources and the demands of the market. The group learns by themselves using the modules and any other relevant materials they can obtain either through mass media or trade manuals. Their interest in a particular trade binds them together and this ultimately contributes to their productivity.

- **Hobby Group.** A hobby is generally an activity performed by individuals from their own choice and self-commitment. After gaining some skills in vocational training it is possible that some individuals may develop interest in pursuing a project on their own such as gardening, paintings, computer programming, or cooking. Due to self-motivation, better products emerge which give satisfaction to the learner. This encourages individuals to go on further producing and the products continue to improve with practice. When the products command good prices in the locality the hobby group may convert themselves into a producer group giving rise to an IGP. Thus hobby activities will ultimately be of benefit
not only to the individuals, and the family, but to the community as a whole.

- **Sandwich Course.** This is a delivery system where an individual intersperses training with periods of employment. After certain periods of practice, the individual goes back for a further period of learning. The periods of training and employment are interspersed, with improvement in skills and increases in wages occurring as an individual progresses in both training and employment.

- **Study Tour.** Trainees observe different IGPs in a variety of settings. They study trades in a range of areas in industry, agriculture and commerce and individuals can select trades which interest them. If successful IGP projects are presented comprehensively and analytically they can inspire trainees to emulate good practice.

- **Exhibitions and Fairs.** These are sometimes held at the end of a project or training programme. They may also be held in association with multi-media delivery systems. Products are shown to the public through a fair. The fair may be promoted and strengthened through TV and radio broadcasts, demonstrations, leaflets, handouts, manuals and sample products. Fairs have a built-in potential for enhancing income generation in the longer term because if properly planned with social and market needs in mind, they can stimulate demand for products emerging from IGPs. An advantage for the learners is the concrete experience provided to undertake market analysis, promote products, consolidate skills, improve quality of production, and raise funds for larger scale production.

**iii) Distance Learning**

In situations such as remote rural areas, face-to-face training is not always possible and distance learning systems are required. Mass media such as broadcast TV and radio are frequently utilized. Serialized lessons can be provided supported by leaflets and other printed materials. Opportunities can be provided through local factories, farms or elsewhere for the practice of skills. Another type of distance learning involves the use of training modules with a focus on the development of practical skill. Feedback is provided between learners and facilitators. The system depends on the availability of local resources for practical work. Modular training is effective only if there is a high rate of literacy amongst the target group.

**iv) Combination Delivery Systems**

The three main types of delivery system — face-to-face, self learning and distance learning may be combined in various ways for the delivery of IGP activities. Training people to form co-operations provides a good example.

In some Member States in the Region, cooperative programmes are gaining headway. This delivery system is adopted for empowering the people to organize themselves through a common goal of improving the quality of life. Such types of programme usually have the following aims:-
• to develop leadership and capability of a given community group organizing themselves for achieving a common goal;

• to establish linkage between the learning group, business groups and funding agencies for the development of self-sustaining income generating activities;

• to harness the maximum utilization of community resources for economic productivity.

In order to organize this approach the following steps are necessary.

Step 1 : Provide information through mass media, brochures, leaflets and by others means (distance mode);

Step 2 : Organize meetings of potential learning groups and education and training personnel on cooperative programmes (face-to-face mode);

Step 3 : Identify those learning groups with common entrepreneurial interests (learning group mode);

Step 4 : Identify resources within the community for specific learning programmes;

Step 5 : Establish a communication network between the teaming groups and funding agencies.

Step 6 : Organize a specific cooperative programme selected by each teaming group;

Step 7 : Institute linkage between each cooperative programme and funding agencies and credit organizations.

Cooperative programmes as a delivery system if properly managed and implemented will provide equity and social justice because of its built-in income-generating focus.

D. Importance of Entrepreneurship Training

Entrepreneurship training aims to empower individuals to be creative, innovative, productive and self-reliant in their approach to all kinds of endeavour. Thus, it is a key part of continuing and lifelong education. Entrepreneurship is increasingly recognized as one of the most vital approaches to help Member States in their economic development through IGP activities. The increasingly competitive and changing global economy demands that economic gaps between developing and highly industrialized countries should be considerably reduced in order to improve quality of life. As we live in changing times, where the pace of change seems to be continuously accelerating, individuals will need entrepreneurial skills and competencies to cope with this change. Families and communities can be strengthened and made more effective in dealing with changing life, societal needs and market demands. In order to facilitate this, trained, dedicated and effective teachers with entrepreneurial competencies are needed. The following
can be cited as examples of why entrepreneurship training is needed for income-generating activities:

Entrepreneurship :-

- Provides opportunities for building self-confidence and self-esteem.
- Focuses on development of knowledge, attitudes and skills in a wide range of general competencies (for example, creativity, goal setting, team building, productivity, achievement orientation and cost effectiveness).
- Leads to new income generating ventures, new jobs and new employment opportunities.
- Helps people adjust and respond to opportunities generated by the shift from agriculture towards service industries and an information-based society.

Entrepreneurship training should be included in all types of IGP and in all forms of delivery. (figure 4.2)

E. Importance of Guidance and Counselling

Guidance and counselling are essential components of any delivery system for IGPs. (See Figure 4.2). At the national level institutions and agencies involved in IGPs should promote guidance and counselling systems congruent with national development plans. At provincial and local levels guidance and counselling is needed to facilitate delivery and to ensure effective implementation.

Appropriate guidance and counselling should be linked in to all types of delivery to provide adequate information on the labour market, market demands, career opportunities, placement in employment and the status of agencies such as training institutions and employer organisations such as factories, farms and businesses.

In the formal system of education, guidance and counselling is well established for vocational guidance and so can provide resources for activities outside the formal system. Guidance and counselling is also needed in IGPs provided by non-formal education systems to link training to the employment market.

Effective guidance and counselling, however, depends on adequate access to information. A Management Information System (MIS) based on a strong communication network is needed. In addition information needs to be widely disseminated. Leaflets, brochures, pamphlets and other materials should be available to specific groups and to the community as a whole.
Chapter 5

RESOURCES FOR INCOME GENERATING ACTIVITIES

A. Introduction

Income generating programmes require very careful thought in respect to the human and material resources needed to present them. As stated in ATLP-CE Volume One, Continuing Education is a means through which human resources can be developed and socio-economic prosperity enriched. This chapter will consider the types of human resources which are available and suggests a rationale for their selection. Training materials are also important. Education and training professionals have built a wide range of learning materials over many years and some of these are very suitable for IGPs. There are, however, many other material resources available which are not often utilized by the formal education system yet which are valuable for Income Generation Training. These materials have sometimes been created for other purposes but can be easily adapted to the needs of IGPs. Other materials will be found through the inventive and creative abilities of IGP clients. The community is rich in resources which can be improvised for these purposes.

ATLP-CE Volume One lists many resources which could be suitable for IGPs; still others will be added in the following pages. What now follows is a description of a process which the planners and organizers of IGPs may find useful. It has been found by people who have conducted IGPs in a number of countries that while each programme has its own characteristics there is a core of things in common. The process outlined below may help organizers and participants identify resources which best suit particular programmes, activities and courses.

B. The Trainers

The success of IGPs depends a great deal on the identification and selection of suitable trainers. These people should have a number of qualities:

- expertise in the subject to be learnt.
- willingness to participate and to serve others.
- communication skills.

They will need support from a number of people especially those directly involved in the world of work. These people include the following:

- teachers (full time and part time)
- employers
- skilled craftsmen
These types of people have made an excellent contribution to IGPs and have found their experiences to be very rewarding. Indeed it is the human rather than the material resources which are the key to success. Personnel training, however, is reviewed in more detail in Chapter Six.

C. Learning Situations

(a) Places for learning

One of the most interesting aspects of the methods of learning which can be utilized in a continuing education environment is the wide choice of places and facilities available for IGPs. Traditionally, it has been assumed that learning normally takes place in an educational institution. It is now appreciated, however, that learning occurs not only throughout life but also in an amazing range of locations. Our first learning experiences are in our home and with our families. The next learning phase is usually within the social and working life of the local community. Schooling comes next. During and after schooling learning also goes on in all agencies of the society.

So where are these places? Some of them are given in the following list:

Formal Educational Institutions - schools, colleges, technical schools, polytechnics, agricultural institutions, universities.

Non-formal - training centers, workshops, engineering centres, production centres, factories, cultural centres, farms, hotels and restaurants, hospitals, shops, commercial firms, community centres, religious centres, homes of master craftsmen, at home, night classes, clubs, self-initiated study groups, work sites, armed services, fishing fleets and so on.
(b) Training Materials

Not only can an IGP use the wide range of teaming places described in the previous section but also it can draw upon an equally rich supply of materials to fit the many learning methods available. Indeed it is sometimes the reverse; that it is the materials chosen which determine the method used. There is of course that bank of print and non-print materials which are regularly used in education:

**Print**

- manuals
- handbooks
- learning packages
- newspapers, periodicals and magazines
- posters and illustrations
- diagrams

**Non-Print**

- slides
- videos and audio cassettes
- films
- photographs
- radio
- computers

In addition, there are methods which rely very much upon the spoken words of trainers and participants (quite often learners themselves are an excellent source of skill and knowledge.) However, not infrequently these methods depend upon materials which the trainer uses to demonstrate or simulate an activity. IGPs by their nature are activities designed to provide participants with very practical skills and, therefore, even lectures usually involve materials of some kind.

An example which illustrates the type of learning and, therefore, materials most commonly used in IGPs may be training in agriculture. Here the tools, equipment and products of the farm are the main resources. They need to be supplemented, however, by other instructional materials.

Wherever possible, therefore, an IGP should draw upon materials already available in the community. In most communities there are television sets, radios and newspapers. A learning activity may well centre around a group discussion on an agricultural topic by experts and learners. It could be recorded on video. Another group in a village may watch this structured discussion and not only learn from it but also consolidate that learning through a subsequent group discussion, perhaps with a chosen group leader or facilitator. The cost of this learning is very small but it can be very effective. Another method may be for a group to meet on a farm with a chosen expert, using the materials on that farm. Techniques can be demonstrated and practical farming problems can be presented and solved. Most importantly such activities increase
participants skills and knowledge. These same methods and materials can be used equally successfully for learning about the management of resources, marketing, obtaining loans and credit, distributing products and so on.

(c) Forms and Combinations

It is important to examine how personnel, training places and learning materials can be combined to provide the most effective system for learning.

The most critical factor to be considered is the profiles of the participants. For example, some or most may have low levels of literacy. Therefore, for them print material should be at a minimum and use only basic language. They should draw substantially upon diagrams, illustrations, and posters. It may be wise, if resources permit, to rely more upon non-print materials, such as video, film and radio. Equally, the use of ‘show and tell’, role playing, demonstration and discussion group methods may be appropriate. Too often courses fail despite the fact that an extensive range of materials is available simply because course planners have not understood the starting strengths and weaknesses of the participants.

A profile of the students can enable resource combinations of another kind to be facilitated; that is, student to student as well as trainer to student. Although this is not a combination of materials it nevertheless effects the choice of the materials. IGP s should be structured such that skills and knowledge can be obtained from a range of sources, including the participants themselves. The participant who has particular knowledge or skill to transfer to the other learners needs material support as much as trainers.

Figure 5.1 (below) illustrates the interaction which can take place between learners, between trainers, and between trainers and learners — each combination may use different mixes of materials, even when they are dealing with the same or similar subjects.
Further combinations can be obtained by bringing to the attention of the wider community the activities of any successful IGP. Two groups may combine and learning for both groups further enriched. This may lead to further combinations and the possibility of establishing a network of learning then emerges.

Networking, like establishing student profiles, is an important aspect of successful IGPs. (See figure 5.2). Networks facilitate exchanges of information, materials and other resources and the total result is a better range of services for participants. Indeed the development of grass root networks can often lead to the establishment of national or regional networks. IGP planners should consider creating support networks before an activity begins. Even when a course is completed, learners will need to have access to human and material resources to ensure that the learning is re-inforced and continues.

IGP Trainers need support. If that support can be strengthened by linking into the support services for other trainers then so much the better. Some trainers may lack teaching skills, even though they have skills and knowledge and a personal commitment to participants. These trainers need an opportunity to acquire training skills. There are many short «train the trainer» courses already in existence which could be adapted to most, if not all, IGP programmes.

Figure 5.2: Networking for IGPs
D. Sources of Training Materials

IGP planners and organizers need strategies for acquiring and developing materials. The following strategies are suggested:

(a) The first step is to gather together and scrutinize all available materials related to the IGP curriculum, identifying those which can be used and discarding the remainder. It must be remembered that some materials will be quite suitable after some minor adaptations; indeed very few materials from other sources are exactly what is required.

(b) The next step is to find ways and means to obtain the materials which are not readily available. There are a number of means for achieving this.

i) Tap into such organizations as learning resource centres, educational institutions, and cultural centres (refer to section C in this Chapter). These centres or institutions may be willing to lend their materials or allow them to be copied.

ii) Hire or purchase materials. Sometimes it is necessary to hire or purchase one part only of a particular resource and then use local facilities to put together the remaining parts e.g. parts of a machine.

iii) Construct the materials using local expertise. For example, there may be craftsmen who are willing to make teaching aids and models such as diagrams, charts and simulation models.

iv) Do not overlook the possibility of local groups making materials, each contributing their expertise.

v) Local businesses may be prepared to donate or lend materials, including equipment. They may be willing to allow a group of learners to visit their factory and use their equipment for training.

vi) Quite often participants or others in the community have equipment acquired for another purpose but would be most useful in a course. For example, home sewing machines, or perhaps video or audio recorders originally purchased for home entertainment. As stated previously, the best materials are often obtained from local sources. For example, a course on fishing is best taught using real boats and fishing equipment belonging to the local fishing industry. Owners may be willing to allow students to use their equipment in off peak periods.

vii) Occasionally it will be found that there are idle resources which can be used, e.g. a motor no longer used by a local authority could be overhauled by the students as part of a course on mechanical maintenance, or unused teaching equipment in a local high school may be utilized.
The final and very important step is to evaluate materials. There are a number of ways of doing this such as through pilot courses, questionnaires to students or discussion groups. Sometimes it is useful to ask an external person to conduct an evaluation or to ask another IGP or learning centre to try out the materials. Another advantage of networks is that it may be possible not only to obtain materials from other sources but also to obtain materials which have been evaluated.

E. Distribution of Materials

The importance of networks to support learners, trainers, planners and organizers of IGPs has been stressed. These networks not only bring together existing resources but also provide channels through which organizers can learn about recent materials development. Networks are also an invaluable means for IGP's to work together to develop materials beyond the resources of any one group or which require expertise in short supply. One example of this kind of material is videos. Very few communities or educational institutions have video production facilities. They are expensive to buy and operate. IGPs need to have access to the services of such facilities and this may best be achieved through a network. A central production facility can make videos on common topics where the numbers of users are high. The cost for each user is then quite reasonable. It is not only costs in terms of production which should be taken into consideration. Materials from a successful IGP may be quite cheap in money terms but will have taken time to develop and test in the field. A materials distribution network can inform other groups about successful try-outs and they are immediately able to use these tried and tested products. This idea is illustrated in figure 5.3.

There are a number of practical steps to be taken by planners and organizers of IGPs. for ensuring the effective distribution of materials, there are follows:-

(a) Prepare a card inventory of the resources available in the local community

(b) Prepare a card inventory of centres and institutions which may have resources and progressively add to it lists of resources they have available.

(c) Prepare an inventory of the materials developed for each IGP activity. The inventory should describe each item and its use.

(d) Make contact with other IGP organizations and ask them to prepare similar inventories. Obtain their agreement to regularly exchange information.

(e) Make it an objective to work towards centralizing the inventories created. It will be necessary to identify a suitable person or agency who could undertake this task, e.g. a Department for Continuing Education or a Department of Non-Formal Education in the district, province or even nationally.

It is important that these steps are begun at an early stage and given high priority. The investment of time on this work will be quickly rewarded with easy access to tried and tested materials.
Figure 5.3: An example of an IGP Learner Group obtaining materials support through linkages and networking. This example can be adapted by any IGP learner group, e.g. fishing, cultivation of a particular crop, handicrafts, etc.
At the beginning of Chapter Two it was suggested that not only should IGPs be encouraged at the grass roots level but they need to be supported at a national level. A national policy framework and resources to help build networks will accelerate the growth of such networks. It is important that the national government does not impose a structure over IGPs and restrain their creativity and highly consultative methodology. What is needed is support rather than control assistance to clear blockages in and between organizations, to encourage open communication and to fund information systems and Clearing Houses.

F. Relationship with World of Work

As has been stated the real world of work presents many resources and situations which can be harnessed for IGPs. As has been previously stressed an important criterion for success of IGPs is that they be learner and industry driven. For industry to become a stake holder in IGPs it must be convinced of the benefits. This is not a selfish position but one of common sense. The successes of industry, the community and individual citizens are inextricably linked but at times these linkages are obscure. IGP planners and organizers need to constantly identify benefits in such a way that industry commitment is obtained.

Industry is naturally very reluctant to expose its facilities and equipment to students without skills and experience. They fear that their equipment may be damaged, materials wasted, and that people could be injured. They must also take into account that time given to students may be time lost to production. Indeed developed countries for many years have opted to leave most vocational training to separate technical and vocational institutions.

In recent years industry in developed countries has realized that by detaching itself from formal training it has lost control over curriculum and may no longer be obtaining the graduates trade and technician level in particular - which it requires. There is an abundance of case studies to demonstrate this situation. Therefore, industry is seeking to be directly involved again.

It is important that there be extensive consultation with the world of work to explain the following:

a) IGPs will increase the availability of persons with basic skills;

b) IGPs will increase the supply of trained persons;

c) increased income-generating by a community increases purchasing power and industry is able to sell more products.

d) there is considerable evidence to prove that people with skills and knowledge are less prone to damage equipment or injure themselves - thus reducing substantial costs to industry.
Equally, it is important for industry to have a major say in the curriculum and a specific role in teaching. In these circumstances it can take precautions to protect equipment. If industry trainers are given sound induction in the fundamentals of teaching it is easy to construct a curriculum to build-in safety aspects and guidelines on the care and maintenance of equipment and facilities. Times for learning can be chosen at stages of least inconvenience to an employer that is one reason why evening classes are very popular. Some employers in engineering and hospitality firms set aside an area for training and provide special equipment. Others donate training equipment and install it in a school or some other facility. Still other employers encourage exchange of staff between their factories or businesses and IGPs. All of these actions can build confidence between industry and IGPs.

There are many other ways in which it can be demonstrated that inconvenience to industry can be minimized and benefits maximized. The key factor is that IGP planners and organizers must constantly analyze the labour market, evaluate IGPs and produce evidence to demonstrate their assertions.

The public profile of IGP's should demonstrate a strong relationship with the world of work. This relationship should:

(a) be stated up-front

(b) state its outcomes in advance

(c) state outcomes in terms of

- benefits to participants
- benefits to the world of work

(d) ensure that outcomes are measurable quantitatively and qualitatively

(e) demonstrate a concern and action to minimize inconvenience to participating employers

(f) ensure that industry and business is a stockholder in terms of the:

   objectives
   curriculum,
   management, and
   teaching processes

Effective materials and physical facilities are vital to IGPs. They should be well chosen, maximizing the use of both formal and non-formal resources. An industry driven IGP has the greatest possibility for obtain the optimum type and mix of materials and facilities.
Chapter 6

PERSONNEL AND THEIR DEVELOPMENT

A. Introduction

As discussed in other volumes of ATLP-CE, all types of continuing education, including IGPs, need to be supported by specially trained continuing educators. Trained personnel are he fact integral to the success of IGPs.

Personnel are already available in existing organisations in a country, in the education, economic and service sectors. These persons need to be identified and their skills utilised at appropriate levels for IGPs. Additional personnel need to be identified and trained for areas where existing personnel are not available or are not available in requisite numbers.

A broad classification of the personnel required for a successful IGP is detailed below:

<table>
<thead>
<tr>
<th>Level A Personnel (Nation level)</th>
<th>Level B Personnel (Provincial &amp; State)</th>
<th>Level C Personnel (local level)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Senior educational managers</td>
<td>1. Trainers of trainers</td>
<td>1. Field consultants</td>
</tr>
<tr>
<td>2. Educational planners</td>
<td>2. Resource developers</td>
<td>2. Local counsellors and guidance officers</td>
</tr>
<tr>
<td>3. Socio-economic planners</td>
<td>3. Field consultants</td>
<td>3. All type of providers, especially lay teachers and volunters</td>
</tr>
<tr>
<td>4. Human resources planners</td>
<td>4. Counsellors and guidance officers</td>
<td></td>
</tr>
<tr>
<td>5. Senior managers in non-governement agencies</td>
<td>5. Members of provincial CE management committees</td>
<td>4. Tutors</td>
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<td></td>
<td></td>
<td>7. Instructors</td>
</tr>
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<td></td>
<td></td>
<td>8. Motivators</td>
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<td></td>
<td></td>
<td>9. Change agents</td>
</tr>
</tbody>
</table>
B. Levels of Personnel

As shown above IGP personnel are required at three levels:

(a) Level A - Senior administrators and policy makers.

Level A personnel are individuals at national level in charge of making policy and planning and implementing the Income Generating Continuing Education Programmes in their country. As a country achieves higher rates of literacy, and the emphasis on IGPs increases, their roles need redefinition and reorientation may be required. As the emphasis on literacy programmes decreases, the altered roles would become more significant and increasingly focus on promotion and implementation of IGPs.

(b) Level B - Provincial/district supervisors and trainers of trainers.

It is assumed that a cadre of high level professional supervisors and trainers will emerge to operate in key locations throughout the country. A percentage of the cadre of supervisors and trainers for the non-formal programmes of basic literacy could be reoriented to the goals of IGPs. This implies that there should be some immediate retraining of personnel already involved in non-formal literacy programmes. There will thus be Level B personnel involved with the programmes of basic literacy and those involved with the dual responsibility of basic literacy and IGP. Individuals from various sectors with which the IGPs are to link together such as Agriculture, Industry, Cottage Industry, and various other occupations would also require orientation training. In addition teacher trainers and teachers from formal education, in particular from the vocational technical education sub-system, should be given orientation training. Thus there would be a scenario where a category of Level B personnel concerned only with IGP would emerge.

(c) Level C - Teachers and field consultants in Continuing Education.

There is need for two types of level C personnel. The first would provide extensive training for neo-literates to foster continuing development towards autonomous learning. Others would be providers of special education programmes like the IGP. The second category would have a broader community role, functioning as field consultants throughout the community to help the community identify its needs and later provide linkages with programmes to address these needs. Both types of Level C personnel would need to be trained by Level B trainers following the national guidelines developed at Level ‘A’.

C. Sources of Personnel

Level B and C field consultants and lead persons (change agents in Level C) could be drawn from occupational sectors such as the following:

Agriculture

- Workers from the following areas: agronomy, dairy, poultry, fisheries, bee keeping, sericulture, horticulture, food preservation and processing, marketing, beef fattening.
Construction - Estimators, draftsmen, supervisors, masons, carpenters, plumbers, painters and interior decorators.

Electrical - Linesmen, repair and maintenance personnel for radio, T.V., other appliances, telephone and switch board mechanics, lift mechanics, motor rewinders, operators and maintenance repairers of electromedical equipment.

Metal Work - Fitters, turners, welders, grinders, blacksmiths, tinsmiths, millwrights, tool makers, moulders, pattern makers.

Transportation - Operators and mechanics for motor vehicles, tractors, motor cycles, hysters, all earth moving machinery, and agricultural implements.

Marine personnel - Speedboat, motor launch and other boat maintenance

Printing trades - Book binders, camera operators, graphic designers. printing machine operators.

Garments & Textiles- Cutters, tailors, printers, sewing machine textiles operators, wool knitting personnel, weavers, carpet weavers.

Catering - Cooks, bakers, waiters, housekeepers, hotel front lobby personnel.

Secretarial - Typists, stenographers, computer programmers, personal secretaries, word processors, clerks, accountants and book keepers, office machine operators, interpreters and translators, telephone/fax/telex operators.

Cottage industry and Micro businesses - Workers involved in pottery, weaving, cane work, bamboo work, pulse husking, oil making, soap manufacturing, rice trading, grocery shops, leather products, handmade paper, jewelry work, gem cutting, and fish hatcheries.

Other miscellaneous occupations - Beauticians, tourist guides and travel agents, sales and distributive personnel, watch and ward service personnel, gardeners, laundry operators, club assistants, compounders, real estate brokers, and health, nutrition and family planning workers, midwives and housewives.

The above list is representative and not exhaustive. Selection of occupations would depend on a series of criteria including the levels of development in a country, the area where the programme is to be implemented and multi-sectoral interfaces.
Once lead personnel (change agents) have been identified they would be brought to local learning centres for consultation with field consultants in Level C and Level B (experts in the trade or subject). Consultations would be based on specific short duration courses.

Training courses should be based to the maximum extent possible on field and practical work.

D. Duties, Tasks and Competencies

(a) Level A Personnel

The duties and tasks of Level A Personnel would include:

i) Integration of IGCE programmes with national development plans/policies;

ii) Advocating acceptance of IGCE by developing agencies at all levels, politicians, mass organizations, mass media etc.;

iii) Planning, implementing, monitoring and evaluating IGPs programme;

iv) Mobilizing resources - financial technical and human;

v) Anticipating challenges for socio-economic and technological change;

vi) Undertaking comparative studies.

To perform the above duties and tasks level A personnel would require the following specific competencies:

• Understanding the concept, principles and benefits of IGPs

• Assessing present status of IGP;

• Advocating acceptance of IGPs by agencies at the central level;

• Assessing and strengthening coordination for IGPs;

• Developing planning, implementing, monitoring and evaluation guidelines;

• Mobilizing financial, technical and human resources;

• Undertaking policy analyses;

• Initiating action - oriented research;

• Initiating impact studies.
(b) Level B. Personnel

Duties and tasks of Level B Personnel would include:

i) Promoting IGP

ii) Liaising with development departments at the national/provincial/district/sub-district levels.

iii) Mobilizing support for the programme at various levels.

iv) Organizing and coordinating Income-Generating and other continuing education programmes at the state/provincial, district and sub-district levels.

v) Setting up mechanisms for monitoring and organizing the programme.

vi) Participating in national, regional and local committees and sub-committees.

vii) Training level C personnel

In respect of Level B duties and tasks, specific competencies required would include:

• Undertaking a needs analysis of Level ‘C’ personnel - i.e. analyzing the labour market, designing curriculum.

• Developing materials and designing learning activities. (This would include developing guidelines for production and marketing products.)

• Developing guidance and counselling services.

• Fostering links between agencies.

• Eliciting support from media agencies.

• Mobilizing support and resources from agencies/individuals

• Organizing and coordinating IGPs.

• Setting up mechanisms for monitoring and evaluating IGP and undertaking action research, including impact studies.

In order to acquire the above competencies personnel at level B would have to be engaged in continuous updating of their educational and trade skills.
(c) Level C Personnel

Duties and tasks of Level C Personnel would include:

i) Undertaking, conducting and promoting IGP

ii) Acquainting themselves with the community and identifying groups for IGP activities.

iii) Assessing needs of specific groups for IGP activities.

iv) Assisting the community to assess their needs and priorities and formulating their plans and methods of intervention. (This would include identifying local resources - physical human and technical required for the IGP.)

v) Mobilizing support for IGP from different sections.

vi) Developing simple materials and where necessary select and adapt existing materials to suit local needs.

vii) Helping organizing and coordinating IGPs.

viii) Helping set up a simple monitoring system and system for evaluating the IGPs.

ix) Participating in national, regional and local committees and sub-committees.

Level C would require to develop specific competencies to:

• understand the community and identify groups/occupations for whom IGPs are necessary;

• undertake vocational guidance and counselling;

• undertake labour market studies;

• adapt IGP activities/programmes to local conditions

• identify local resource and also mobilise them;

• promote an understanding of IGPs in the community;

• link IGPs with local private enterprise and marketing;

• promote small scale industry;

• develop and/or adapt materials;

• assess local development against national indicators;

• undertake action research, individually or in association with level B personnel; and

• set up a system for monitoring and evaluating the programme.
E. Training of IGP Personnel

Training is one of the vital inputs, which if successfully conducted will ensure the success of the programme.

(a) *Since Level A personnel are senior policy makers at top levels of management, their training would be of short duration. One or two national level training organizations could have the overall responsibility for preparing the curriculum and materials for organizing training programmes for this level. The training strategy could include organization of national level orientation workshops possibly for one day, small group interactions, learning from case study materials, field visits, and use of audio-visual materials. The training should be specially designed to facilitate coordination and cooperation of all agencies involved.*

(b) *Training for Level B personnel should be organized by state or provincial level training organizations. These would draw resources - technical and human - from various agencies and organisations at national, provincial and local levels.*

The following aspects should be stressed:-

• A network of institutions and individuals could strengthen the training capability of the local training centres.

• NGOs could play an important role in providing training support.

• A variety of training materials would be required to train the personnel.

• Materials in existence could be suitably adapted for use.

(c) *Training of Level C personnel needs to be organized by local level training agencies.*

The following points are important:

• Teams of personnel could be identified to carry out training programmes.

• The training strategy would have to be field based and practice oriented and supplemented with suitable print and A/V materials; demonstrations in pilot projects, model farms and the like.

F. Training Curriculum for IGP Personnel

This section briefly reviews curriculum required for ‘Training the Trainers’ for IGPs in general terms and then comments on the training curriculum for specific occupation groups.

(a) Training the Trainers

For the purpose of delivery of an IGP trainers need to be identified from among the teachers of technical-vocational education and training systems, and from among field personnel working in different occupations.
For the trainers of IGP a comprehensive training programme should cover the following:-

- Principles of learning
- Communication and Interpersonal skill
- Developing a Training Manual
- Planning, Preparation and Delivery
- Exposure to available resources/presentation
- Questions and Answers
- Feedback
- Handling Anxiety
- Individual Presentation
- Practice Sessions (as applicable)

A Training trainers curriculum should follow a practical approach including demonstration, participatory learning, and learning by doing, rather than a theoretical approach.

At all stages the trainers should be given to understand that they are all important. Since the trainers are likely to be already engaged in some activity, the strength of their previous experiences should be taken into account, weaknesses addressed by way of imparting new skills and techniques and information made available to increase their knowledge base.

A carefully prepared time schedule should be followed and sessions designed to be brief and to the point with a focus on field application. Participants would be encouraged to take part actively. Time slots should be allocated for group activity and for personalized attention.

(b) Training Curriculum for the Specific Target Groups:

Training trainers for specific occupations requires careful attention to specific skills.

Trainers also need a back up on the several processes of curriculum development since they may not always find a ready made curriculum for a particular trade or occupation. The logical steps to which the trainers should be exposed are as follows:

- Occupational Analysis - market analysis
- Identification of specific occupation/trade/duty or task
- Conducting a task analysis
• Identifying knowledge/skills needed
• Setting up aims and objectives
• Determining duration of a course
• Establishing evaluation criteria
• Selecting instructional methods
• Listing facilities, tools and equipment

After the trade or occupation for which a new curriculum is to be developed has been decided, the task of curriculum development could be taken up by a team of experts with persons from Level B and C. The various components of the curriculum would be as follows:

• Name of Trade or Course
• Job opportunities
  - self-employment
  - wage employment
• Objective of the course with level
  - General objectives
  - Specific objectives
• Activities to be performed or content to be covered
  - Theory or knowledge based
  - Practice or skill based
• Criteria for evaluation
• Course duration
• Instructional methods
• Facilities, tools and equipment
• Instructional materials
• Number of trainees/groups
• Resource staff available
• Entry level requirements.
G. Career Development and Incentive Programme for IGP Personnel

As stated earlier, in the operation of IGPs in a national setting, three levels of personnel will be involved, in addition to persons in the target groups (direct beneficiaries). Since people in the target groups would be involved in income generating activities leading to a better quality of life for themselves and their families motivation is built in. Other personnel involved in the IGP may need to be given specific incentives and career development opportunities.

Persons at Level A should play a key role in setting examples. Persons at Level B are crucial to the success of IGPs. Their level of motivation must be maintained with systematically administered incentives. Within this group, at least for those from Government agencies, there should be promotional opportunities and incentive plans. For some special benefits (monetary and others) should be extended, especially for those who are on secondment from GOs to NGOs or from one organization to another.

National competitions for district and sub-district level activities may be initiated and administered based on specially selected criteria and thorough scrutiny. Lead farmers and farms, model villages, accident free record production centres and so on should be given special recognition.

Persons who show demonstrable success after having attended an IGP activity should be recognized and rewarded and used as role models. This would encourage various target groups to utilize their newly acquired knowledge and skills.
Chapter 7

MONITORING AND EVALUATION

A. Need for Evaluation

Like any education programme, an IGP has to be monitored and evaluated to assess its effectiveness. Like in any educational evaluation, the goal of evaluation is to assess whether or not the desired objectives have been achieved.

Evaluation of IGPs is needed for the following reasons:-

• to help in formulating national policy;
• to facilitate better coordination between the wide variety of agencies;
• to assess results in the short and long term;
• to check on the effectiveness of innovative programmes and activities.

In this context, evaluation would enable corrective intervention wherever required.

Because many IGPs are relatively new and innovative they also need to be carefully monitored and guided during all phases of implementation. This can be achieved through careful supervision and counselling. On going monitoring is essential.

In Chapter Two a general framework was presented for Income Generating Programmes. The framework showed three basic components:

1) Development from low income levels to higher levels.

2) General Intervention strategies through income generating activities to promote development.

3) Specific projects and activities for specific groups.

Any system of evaluation for an IGP should address all of these components. It is important to know if the development levels have been carefully defined. It is critical that the intervention is appropriate and effective. It is also important to Low if the current groups of clientele have been identified and that suitable projects have been prepared for them.

In practice the overall programme has to be evaluated during all phases of its development and implementation. This concept is illustrated in the following diagram.
THE PROCESS OF EVALUATING IGPs

Steps in Programme Development

Selected Elements to be Evaluated

Phase of Evaluation

PLANNING

- Policies & Structure
- Baseline data
- Target groups & priorities
- Design of Management System
- Available resources
- Finance and Budgeting
- Performance indicators

PROGRAMMING

- Needs of target groups
- Scope and dimensions of programmes
- Objectives of programmes
- Contents and methods
- Outcomes

ORGANIZATION & DELIVERY

- Evaluation of structure
- Coordination of agencies
- Degree of participation
- Linkages and networking
- Management Information System (MIS)
- Delivery mechanisms
- Effectiveness of delivery

PHYSICAL RESOURCE

- Institutional resources
- Learning resources
- Financial resources

PERSONNEL AND THEIR TRAINING

- Categories of personnel
- Selecting of personnel
- Job Analysis
- Training of personnel
- Effectiveness of personnel

IMPACT

- Quality of life
- Civic awareness
- Value systems
- Socio-Economic systems

Feedback
Evaluation is a continuous process, providing evidence about the immediate effectiveness of the design and implementation and also on longer term affects. Feedback obtained from the evaluation should be used to adjust all aspects of IGP needing improvement.

B Levels of Monitoring and Evaluation

Like all other forms of continuing education, IGPs are also organized at national, provincial and local levels. There should be a monitoring and evaluating body at each level. These could be the NCCE, PCCC and LCCC as suggested in ATLP-CE Volume I. Monitoring data from specific projects should be transmitted to trainers. Higher level bodies should use this information to assist and facilitate the work of lower levels without constraining their independence and innovation. Evaluation, therefore flows both from the lower to higher levels and from the higher to the lower. This is especially important for IGPs because of the large number and variety of agencies delivering the programmes at the local level.

C Methods of Monitoring and Evaluation

All educational programmes have basic and familiar methods of monitoring and evaluation. In this volume, attention is given only to issues and methods specifically relevant to IGPs.

<table>
<thead>
<tr>
<th>Components</th>
<th>Examples of Specific Issues</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Planning</td>
<td>- Relevance of national development policy in relation to IGPs.</td>
<td>Questionnaire to planners. Market surveys Employment surveys</td>
</tr>
<tr>
<td></td>
<td>- Relevance to poverty alleviation</td>
<td>Survey of extent of poverty Survey of income level.</td>
</tr>
<tr>
<td></td>
<td>- Distribution of income</td>
<td>Economic surveys</td>
</tr>
<tr>
<td></td>
<td>- Delivery and organization for IGPs</td>
<td>Survey of existing and potential delivery systems.</td>
</tr>
<tr>
<td>2. Programming</td>
<td>- Design of programme</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Target group oriented</td>
<td>Interviews with clientele.</td>
</tr>
<tr>
<td></td>
<td>• Programme catering for all people needing to improve their basic income.</td>
<td>Enrolment and access surveys</td>
</tr>
<tr>
<td>Components</td>
<td>Examples of Specific Issues</td>
<td>Method</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
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<tr>
<td></td>
<td>• Determination of suitable elements of the programme adequately integrated.</td>
<td>Analysis of the effectiveness of elements.</td>
</tr>
<tr>
<td></td>
<td>– Survey of changing income levels.</td>
<td>Economic survey.</td>
</tr>
<tr>
<td></td>
<td>– Selection of methods for increasing income.</td>
<td>Survey of changing income levels.</td>
</tr>
<tr>
<td></td>
<td>– Degree of coordination between IGP agencies.</td>
<td>Critical review of management system.</td>
</tr>
<tr>
<td></td>
<td>– Participation level.</td>
<td>Numbers enrolled and drop-out rate.</td>
</tr>
<tr>
<td></td>
<td>– Effectiveness of networking</td>
<td>Study of benefits gained from the network.</td>
</tr>
<tr>
<td></td>
<td>– Effectiveness of delivery mechanism for raising income and quality of life.</td>
<td>Survey of changing levels of income</td>
</tr>
<tr>
<td></td>
<td>– Effectiveness of Management Information System.</td>
<td>Analysis of the appropriateness and usefulness of data obtained.</td>
</tr>
<tr>
<td></td>
<td>– Effectiveness of learning materials.</td>
<td>Try-out and feedback.</td>
</tr>
<tr>
<td></td>
<td>– Adequacy of financial provision and financial management.</td>
<td>Auditing.</td>
</tr>
<tr>
<td>5. Personnel and their training</td>
<td>– Categories and numbers of personnel needed for IGPs</td>
<td>Survey of needs and existing manpower.</td>
</tr>
<tr>
<td></td>
<td>– Types and quality of training.</td>
<td>Job analysis.</td>
</tr>
<tr>
<td></td>
<td>Analysis of training curriculum.</td>
<td>Evaluation of instruction.</td>
</tr>
<tr>
<td></td>
<td>– Access to training for trainers</td>
<td>Survey of training needs and opportunities.</td>
</tr>
<tr>
<td></td>
<td>– Overall effective of personnel</td>
<td>Study of the effectiveness of personnel in fostering income generation.</td>
</tr>
</tbody>
</table>

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D. Personnel Responsible for Evaluation

All personnel at all levels of organisation and delivery of an IGP have responsibility in monitoring and evaluation. Categories of personnel involved depend on the purpose of the evaluation. For overall evaluation at national level, including evaluation of policy and of longer term impact, the responsibility mainly rests with senior government officials and leaders of commerce and industry. Such macro-level evaluation may need to be validated by independent agencies or groups such as teams of international or national consultants.

At the provincial level, evaluation focuses mainly on the implementation of national policy, on management aspects and on assessing the effectiveness of specific projects. Supervisors, project developers, trainers of trainers and other management personnel should accept responsibility for this work.

Local organizers, facilitators and presenters in formal vocational institutions, in on-job settings, in community-based enterprises and so on, should themselves accept responsibility for evaluating the day-to-day and longer term effectiveness of their IGP activities. They may need help in this important work from provincial level experts.

At all levels continuous ongoing evaluation needs to be built in to all IGP activities. The evaluation work of personnel from many sectors and a variety of agencies needs to be systematically organized and utilized for improvement of all aspects of the overall programme. Costs for this must be shared. Government alone cannot meet all the costs involved. In particular the industrial and commercial sectors should play their part. They will share with the workers the benefits of IGPs and therefore should contribute to the costs of implementation, including the costs of evaluation.
E. Focusing on Outcomes

In most forms of continuing education, programmes aim to produce specific skills. This is of course true for IGPs. But in IGPs, it is especially important that these skills be applied in working life. This means that the focus of evaluation should be on application of relevant skills to daily life. The ultimate test is whether an individual, a community and a nation as a whole have generated more income.

Further, evaluation should look into whether this income is being used wisely. Does it lead to improved quality of life, enhanced civic awareness and development of positive social values? Evaluation of these long term outcomes is difficult but should be undertaken. It is these aspects which are at the heart of personal and national development. The only effective way of evaluation is to become closely involved with members of the community. This technique is variously called Quality Research, Participatory Observation or a Community Adoption Scheme. Evaluation should measure social change against a series of indicators in relation to individual and community life especially in terms of obtaining and managing resources (income) and the extent and nature of people’s involvement in community affairs.

In the longer term, if the IGPs have been truly effective, they bring about structural changes and progressively improve them. A small rural village may become a business center: places without schools may build schools; factories may improve productivity and improve the opportunities for their employees, and so on.

Some examples of in-depth community intervention to improve income are given below as a series of case studies. In each case study the evaluation procedures used at each phase of implementation are briefly described.

The case studies chosen are from different levels of development reflecting different needs in terms of income generation.

Case Study I (Nepal) is about a very poor rural community almost at the point of extinction. The community has very low self-esteem. Skills needed are absolutely essential for survival.

Case Study II (Malaysia) focuses mainly on the need to change the attitudes of a group of hard core poor in a rural area of a rapidly developing country.

Case Study III (Thailand) is about a small rural community with low levels of income needing to extend their opportunities for gaining further income.

Case Study IV (Australia) is concerned with a specific group of unemployed youth in a developed country who need job related skills.
These case studies, therefore, involve target groups representative of development stages outlined in the general programme framework presented in Chapter Two.

Each case study is presented in a series of project steps and for each step the evaluation procedures have been built in and are briefly described. The purpose is to show how evaluation must be an integral part of any IGP. Most of the case studies are described under the following steps:

1. Surveying the community.
2. Analyzing how to increase income
3. Assessing how to overcome problems
4. Determining project aims
5. Helping to develop skills needed
6. Setting up the training programme
7. Ensuring application of skills
8. Outcomes: assessing long term change

**EVALUATION CASE STUDY I: NEPAL-RURAL INCOME GENERATION FOR CHEPANG WOMEN AND YOUTHS**

**Community**

Chepang are a tribal community living in extremely rugged territory in the Mahapharat. They are a most disadvantaged population, on the verge of extinction. They live in small mud-built huts scattered on steep hill-sides. The soil is poor and there are few natural resources.

**Objective**

Because the Chepang women are seasonal workers the project objective was to promote income generation through providing employment in months when the women and youth are usually unemployed. Another objective was to improve farming practice to further increase income in general.

**Team and Resources**

The project was sponsored by the Research Centre for Educational Innovation and Development of Tribhuvan University and the action team consisted of 12 professional and field staff working with the villagers. Resources included training materials, improved seeds, fertilisers and other materials to upgrade Arming practice.
1. **Surveying the Community**
   Field team found that the occupation of the Chepangs is farming. They work on difficult and poor land. The products are adequate just for 3-4 months each year. This-compels the people to look for other wage earning jobs. The level of income falls well below the poverty lines.

2. **Analysing how to increase income**
   A Study was made to find out how to increase income in the community. It was found that since the people were engaged in seasonal agriculture for only about 3 to 4 months per year, their remaining time could be utilized in other income generating activities such as agro-based employment.

3. **Determining Aims.**
   The aim of intervention was therefore defined to break the vicious circle of poverty by enhancing levels of income through adoption of income generating activities, including better farming practice.

4. **Helping the Community Identify skills needed to raise standard of living through increasing income**
   The people were divided into several groups in terms of income-generating activities based on local settings. Each group was asked to identify their needs and relevant skills required to satisfy their respective needs. A revolving fund was established to provide loans to the action groups.

5. **Setting up the Training Programme**
   A community learning centre was established at a central point in the project area for conducting various skill centred training programmes based on a base-line survey. Some non-formal education centres were also established within the project area.

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The study team consisting of economists, educationists, sociologists, anthropologists and other experts visited the project area and conducted a social survey using observation scales and interviews schedules. They spent about 15 days in the field.

The study team held discussions with the local people to find out the exact pattern of seasonal employment and to verify what they really wanted to do and could do during the months of unemployment. They also made a survey to find out available physical resources for suggesting appropriate income-generating schemes.

A group of experts reviewed the specific programme designed to raise the income level of the target populations.

Experts met the target groups and held discussions with them to identify needs and required skills. Experts helped establish the revolving fund for the project and checked whether it was appropriate and adequate.

The facilities available in the community centre as well as non-formal education centres were also recorded to indicate their locations and coverage.
6. Conducting Training
The centre organized various non-formal classes, discussions, training activities and forums for disseminating technical information. Non-formal education centres organized classes on literacy, numeracy, and functional skills in health sanitation, child care, environment protection.

7. Helping the Community use Skills to make Money
People of the project area were asked to select one or several types of income-generating actions based on their needs and skills. These were grouped into the following categories:

- Live stock raising (goat)
- Horticulture (banana, pineapple, orange)
- Cash-crop farming (ginger, maize, sugar cane)
- Kitchen gardening
- Animal drafting
- Poultry farming

The participants also received training in use of pesticides and preparation of organic manure.

8. Outcomes - Assessing Long-term Changes
Project team found the following:-

- Participants were found to be more aware of their development problems.
- Their level of awareness towards improved ways of agriculture, health, nutrition, sanitation, home management, personal cleanliness, environment protection and other life-related activities increased significantly.
- The nutritional status of children was significantly improved.
- The income-generating activities raised living standards. Most families started renovating or reconstructing their houses. Some people started giving loans instead

The contents of the non-formal classes were analyzed and classes were observed by the respective experts individually or in groups. Experts held discussion with the facilitators and target groups to find out if they had benefitted from the training. The data collected were recorded in categories.

The experts analyzed the feasibility of the income-generating projects selected by the community. Some changes in the selection of the projects were made because they were found to be unsuitable for some specific groups.

The level of awareness towards development problems and improved life were studied by using observation scales and by participatory observations techniques.

Experts recorded gain in income through data from structured interviews.
EVALUATION CASE STUDY II: MALAYSIA ADOPTION SCHEME FOR RURAL HARD CORE POOR

**Community**
- Rural people whose economy is based on agriculture.

**Why Chosen**
- Income from all sources M$175.00 which is below poverty line by Malaysian standard.

**Objective**
- To increase income by providing and using employable skills.

**Team and Resources**
- 1. KEMAS Workers (Community Development Workers - CDW)
- 2. Local Authority
- 3. Implementing Agencies
- 4. Village Development Committee
- 5. Funds from Federal Government

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**Steps in the Project**

<table>
<thead>
<tr>
<th>Steps in the Project</th>
<th>Evaluation Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Surveying the Community</strong>&lt;br&gt;Local authorities identified those people whose total income was M$175.00 monthly or less. They were termed the &quot;hard core poor&quot;.</td>
<td>CDWs was sent to meet families to verify the lists of hard core poor.</td>
</tr>
<tr>
<td>It was also found that attitudes were poor, health standards were low and there was little initiative.</td>
<td>CDWs were sent to stay with the families to check these elements and confirm the situation.</td>
</tr>
<tr>
<td>2. <strong>Analyzing How to Increase Income</strong>&lt;br&gt;CDW looked into the capacity of the local people to improve. They found that there was vacant land around the houses. The women after doing house work spent their time freely and not did care much about general hygiene.</td>
<td>CDW checked with local authorities if there were any economic projects that could be provided for the people and found that several IGPs were in fact available in the local district.</td>
</tr>
<tr>
<td>3. <strong>Assessing How to Increase Income</strong>&lt;br&gt;CDWs proposed IGPs but people initially not responsive.</td>
<td>CDW identified attitudes through discussion with families and community leaders. It was found that the people had plenty of free time, were keen to earn extra money, but did not know how.</td>
</tr>
<tr>
<td>Steps in the Project</td>
<td>Evaluation Procedure</td>
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<td>--------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>CDWs were given a one week orientation courses by senior KEMAS staff. Motivational</td>
<td>After the courses CDWs were sent to stay with the families for ten days. They helped</td>
</tr>
<tr>
<td>aspects and methods for identifying of needs were noted.</td>
<td>with daily work of the families.</td>
</tr>
<tr>
<td></td>
<td>At the same time they looked into the needs and resources of the families, with a</td>
</tr>
<tr>
<td></td>
<td>view to organizing relevant income generating projects.</td>
</tr>
<tr>
<td>4. Determining Aim of the Project</td>
<td>CDWs discussed with the families how to use their existing skills, such as rearing</td>
</tr>
<tr>
<td>Aim was stated as building on present practices to enhance income.</td>
<td>chicken, cattle, fish and planting vegetables and also general hygiene. Reactions</td>
</tr>
<tr>
<td></td>
<td>were carefully noted.</td>
</tr>
<tr>
<td>5. Helping to develop Skills Needed</td>
<td>CDW listed all those who wanted to take part in IGP.</td>
</tr>
<tr>
<td>CDW encouraged community leaders and religious leaders to discuss IGP and to foster</td>
<td>At any village meeting, the ideas of IGP were discussed. Reactions were continually</td>
</tr>
<tr>
<td>participation</td>
<td>monitored.</td>
</tr>
<tr>
<td></td>
<td>All aspects monitored by CDW personnel.</td>
</tr>
<tr>
<td>6. Setting up Training Programme</td>
<td>Changes in community practice were observed and recorded. The following were noted:</td>
</tr>
<tr>
<td>CDW formed a training committee. All implementing agencies were called together with</td>
<td>Family initiatives increased. Families salted eggs and sold them rather than selling</td>
</tr>
<tr>
<td>representatives of the Village Development Committee. Several possible IGP were</td>
<td>fresh eggs. When they had free time, the women themselves organized cooking, dress</td>
</tr>
<tr>
<td>identified. Short term course were designed with both local and personal experience as</td>
<td>making and flower making classes.</td>
</tr>
<tr>
<td>input. CDW conducted the training courses.</td>
<td></td>
</tr>
</tbody>
</table>
**Community**
Ban Nong Prong is a small rural village of 98 households situated in Rayong province, 200 km. to the east of Bangkok. Most of the people earn their living by growing casava and rubber. Some boys and girls who do not continue schooling and do not have enough land for cultivating cash crops usually get jobs in sawmill factories in a nearby town or migrate to Bangkok.

**Why chosen**
The Non-formal Education Department in 1990 selected Ban Nong Prong as a project site for Strengthening Occupations for Rural Employment (NORE) because of the low levels of income and the willingness of the people to be involved.

**Objective**
The project aimed to upgrade community income and to lift standards of living.

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### Steps in the Project Evaluation Procedure

<table>
<thead>
<tr>
<th>Steps in the Project</th>
<th>Evaluation Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8. Outcomes : assessing Long-term Change</strong></td>
<td></td>
</tr>
<tr>
<td>CWD maintained close contact with the local people.</td>
<td>Course designs were evaluated by conventional curriculum evaluation methods and by interviews with participants.</td>
</tr>
<tr>
<td>It was found that:</td>
<td></td>
</tr>
<tr>
<td>1. Many families had established their own chicken pens.</td>
<td>Outcomes were carefully observed and recorded.</td>
</tr>
<tr>
<td>2. Homes were better kept.</td>
<td>Long term impact was evaluated as follows:</td>
</tr>
<tr>
<td>3. Personal hygiene was improved.</td>
<td>1. Home visits were made.</td>
</tr>
<tr>
<td>4. Home surroundings were cleaner.</td>
<td>2. Questionnaires were sent out to find income levels.</td>
</tr>
<tr>
<td>5. Self-reliant agricultural projects were established.</td>
<td>3. Extent of participation in community work was recorded.</td>
</tr>
<tr>
<td>6. Family initiatives increased including development of home crafts.</td>
<td></td>
</tr>
</tbody>
</table>

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**EVALUATION CASE STUDY III : THAILAND - STRENGTHENING RURAL EMPLOYMENT**
Team of Resources Persons

The intervention teams consisted of the following personnel:

- Vocational Trainers of Rayong NFE Provincial Centre
- Researchers of the Eastern Regional NFE Centre
- Educational Programme Planners of the NFE Department

<table>
<thead>
<tr>
<th>Steps in the Project</th>
<th>Evaluation Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Surveying the community</strong></td>
<td></td>
</tr>
<tr>
<td>a) Team collected information about the community</td>
<td>- Check if the data were sufficient for planning</td>
</tr>
<tr>
<td>- number of households</td>
<td>- Check if the indicators were appropriate for measuring changes.</td>
</tr>
<tr>
<td>- natural and human resources</td>
<td></td>
</tr>
<tr>
<td>- economic status (e.g. income levels)</td>
<td></td>
</tr>
<tr>
<td>- occupations</td>
<td></td>
</tr>
<tr>
<td>b) Team conducted individual and group interviews</td>
<td>- Assessment of the extent to which data had been used for project activities.</td>
</tr>
<tr>
<td>- community economic problems</td>
<td></td>
</tr>
<tr>
<td>c) Team observed the employment characteristics of community</td>
<td>- Peer review of findings</td>
</tr>
<tr>
<td>- division of employment</td>
<td></td>
</tr>
<tr>
<td>- community life style.</td>
<td></td>
</tr>
<tr>
<td><strong>2. Analyzing of the Community Interests and Needs for Increasing Income</strong></td>
<td></td>
</tr>
<tr>
<td>Team used interviews and questionnaire to determine interests and needs of individuals and groups;</td>
<td>- Interviews to check on the degree the community and project staff were satisfied with the project aims and appropriateness of its design.</td>
</tr>
<tr>
<td>- careers</td>
<td></td>
</tr>
<tr>
<td>- knowledge, skills, attitude</td>
<td></td>
</tr>
<tr>
<td>- community resources</td>
<td></td>
</tr>
<tr>
<td>- markets available</td>
<td></td>
</tr>
<tr>
<td><strong>3. Exploring of the wider scope of Occupational Information</strong></td>
<td></td>
</tr>
<tr>
<td>Team assisted individuals and groups of villagers obtain more information about employment patterns both in local towns and other cities. This was done through lists of information provided by resource persons and by study visits.</td>
<td>- Check on participants knowledge of occupations.</td>
</tr>
<tr>
<td></td>
<td>- Check on suitability of participants choice of skill training.</td>
</tr>
</tbody>
</table>
4. Setting up Training Programmes
Planning committee was set up to coordinate activities of NFE personnel and a village committee was established to organize plans for:
- timing
- number of participants
- duration of courses
- sites for training
- materials and equipment needed

5. Conducting the Training Programme
The training conducted was in several places. In the village, other towns and other provinces, depending on the skill training available in the various locations.

6. Helping Community use the Skills
The project staff helped participants utilize their skills for earning income in:
- planning businesses
- selecting locations
- identifying sources of funding
- undertaking market place analysis
- improving business

7. Outcomes - Assessing long term change
The team conduct a study by collecting and analysing social data and analyzing both advantages and disadvantages that affected the project from beginning to end.

It was found that
- income levels improved
- employment levels increased
- living standards were raised
- social attitudes were more positive

- Check on the appropriateness of training.
- Assessment of attitudes of people to be trained.

- The effectiveness of the project was monitored using indicators such as:
  - drop out rate
  - successes and problems
- The appropriateness of training and the sufficiently of materials was assessed.

Effectiveness evaluated by
- interviews to check satisfaction of the job holders and customers.
- observation of the sustain ability of the activity.
- recording the numbers of participants entering the job market.

The effectiveness of the project evaluated by:
- changes in individual and family incomes;
- changes in community infrastructure affected by the project;
- community opinion of the projects.
EVALUATION CASE STUDY IV : AUSTRALIA - YOUTH
CONSERVATION CORPS

Community

An industrial town in a remote rural area with economy based on mining and basic processing of iron ore.

Why chosen

A high level of unemployment (40 %) amongst youths 16-24 years of age in the town.

Objectives

To provide skills for the unemployed youth to equip them for community service employment for an award wage as members of a Conservation Corps.

Team and Resources

Teaching staff of the Technical Education System. Senior project officers and project officers. Youth Assistance Grants for purchase of training materials, special clothing, resource materials and to meet travel costs. Youth Strategies Grants administered locally by Regional Coordinating Committees to assist disadvantaged young people obtain employment.

Composite Report

The following description is based on activities in more than one State and is therefore not an account of a specific project, but includes elements from several projects.

<table>
<thead>
<tr>
<th>Steps in the Project</th>
<th>Evaluation Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Surveying the community</td>
<td>Data from social survey validated by visits to selected families - observation schedule and in-depth interviews.</td>
</tr>
<tr>
<td>Analysis of social attitudes and life styles with special reference to youth 16-24 by means of structured sampling - interview and questionnaire.</td>
<td></td>
</tr>
<tr>
<td>Assessment of per cent unemployed and of job vacancies by analysis of data from the local office of the National Employement Service.</td>
<td>Data checked by interviews with structured samples employers.</td>
</tr>
</tbody>
</table>
2. **Analyzing How to Increase Income**

   Project officers surveyed employment opportunities only to find none through conventional outlets. Noted that there were nearby National Parks needing physical upgrading - e.g. nature trails, shelter sheds, picnic areas and fire trails.

   If young people could be recruited to do this work and paid a small wage under a government JOBTRAIN Project they could be trained in appropriate construction skills e.g.

   - Concreting
   - Brick laying
   - Masonry
   - Horticulture
   - Basic Carpentry

3. **Developing Aim of the Intervention**

   The aim determined by the Project Officers was to develop basic construction skills likely to lead to employment in the town and which would allow opportunity for further training in specific construction trades.

4. **Helping the Community Identity**

   **Skills Needed to Raise Standards of Living Through Increasing Income**

   Project Officers organized a publicity campaign through local newspaper to interest the young people in joining the programme.

5. **Setting up Training Programme**

   Planning Committee Formed consisting of Project Officers, National Park managers and wardens, technical college staff and representatives of employers and of youth groups.

---

<table>
<thead>
<tr>
<th>Steps in the Project</th>
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<tr>
<td><strong>2. Analyzing How to Increase Income</strong></td>
<td>Checked by Surveys Undertaken of:</td>
</tr>
<tr>
<td>Project officers surveyed employment opportunities only to find none through conventional outlets. Noted that there were nearby National Parks needing physical upgrading - e.g. nature trails, shelter sheds, picnic areas and fire trails.</td>
<td>i) Work to be done in the local National Park.</td>
</tr>
<tr>
<td>If young people could be recruited to do this work and paid a small wage under a government JOBTRAIN Project they could be trained in appropriate construction skills e.g.</td>
<td>ii) Numbers of unemployed youth 16-24 interested in the possibility of training through a Conservation Corps to do this work for a small wage.</td>
</tr>
<tr>
<td></td>
<td>iii) Availability of training facilities to develop the skills needed to undertake the work</td>
</tr>
<tr>
<td><strong>3. Developing Aim of the Intervention</strong></td>
<td>Appropriateness of aim checked by a survey of job opportunities in building construction both in the town and the nearby district and also by a survey of local educational opportunities for further training in building and construction.</td>
</tr>
<tr>
<td>The aim determined by the Project Officers was to develop basic construction skills likely to lead to employment in the town and which would allow opportunity for further training in specific construction trades.</td>
<td>Effectiveness of the publicity campaign assessed by level of response. Publicity campaign then expanded using radio and local T.V.</td>
</tr>
<tr>
<td><strong>4. Helping the Community Identity</strong></td>
<td>Programme design self-evaluated by the committee and by an independent group of vocational educators. Focus on:</td>
</tr>
<tr>
<td><strong>Skills Needed to Raise Standards of Living Through Increasing Income</strong></td>
<td>i) appropriateness of aims and objectives;</td>
</tr>
<tr>
<td>Project Officers organized a publicity campaign through local newspaper to interest the young people in joining the programme.</td>
<td></td>
</tr>
<tr>
<td><strong>5. Setting up Training Programme</strong></td>
<td></td>
</tr>
<tr>
<td>Planning Committee Formed consisting of Project Officers, National Park managers and wardens, technical college staff and representatives of employers and of youth groups.</td>
<td></td>
</tr>
</tbody>
</table>
Specific construction projects and work skills identified and organize in a learning sequence.

Course designed with 30 per cent input by local college and 70 per cent input through on job work experience in the National Park.

6. Conducting the Training Programme

Construction projects in the local National Park implemented. Each Project 20 weeks duration (five months) with 10-15 participants in each.

Relevant training modules conducted by local Technical College from its Certificate in Introductory Vocational Education and from other specialised subjects from the College curriculum e.g. horticulture; rural studies.

Practical work in National Park supervised by Project Officers.

7. Helping the Community Use the Skills

i) Local employment office identified appropriate vacancies and advertised them.

ii) Project Officers provided vocational guidance educational placement and job search skills for trainees in each project

iii) Assistance was given to specific trainees in job placement.

iv) Follow-up undertaken by visits and interviews with newly employed youth and employers on quality of work.

v) Advice given to trainees on further educational and training opportunities.

Effectiveness of Programme assessed by:

i) interrelation between college work and on-job experience;

iii) skills curriculum;

iv) assessment procedures.

Effectiveness evaluated by:

i) Analysis of changes in unemployment over two-years from figures available from employment office.

ii) Survey of employers to assess their degree of satisfaction with skills of trainees.

iii) Tracer studies of placement of trainees in further education and on their performance at work and in education.

<table>
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<td>6. Conducting the Training Programme</td>
<td>iv) assessment procedures.</td>
</tr>
<tr>
<td>Construction projects in the local National Park implemented. Each Project 20 weeks duration (five months) with 10-15 participants in each.</td>
<td>Effectiveness of Programme assessed by:</td>
</tr>
<tr>
<td>Relevant training modules conducted by local Technical College from its Certificate in Introductory Vocational Education and from other specialised subjects from the College curriculum e.g. horticulture; rural studies.</td>
<td>i) drop out rate;</td>
</tr>
<tr>
<td>Practical work in National Park supervised by Project Officers.</td>
<td>ii) quality of construction work in the park;</td>
</tr>
<tr>
<td>7. Helping the Community Use the Skills</td>
<td>iii) assessment of on job skills developed by individuals;</td>
</tr>
<tr>
<td>i) Local employment office identified appropriate vacancies and advertised them.</td>
<td>iv) course assessment by the Technical College.</td>
</tr>
<tr>
<td>ii) Project Officers provided vocational guidance educational placement and job search skills for trainees in each project</td>
<td></td>
</tr>
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<td>iii) Assistance was given to specific trainees in job placement.</td>
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<td>iv) Follow-up undertaken by visits and interviews with newly employed youth and employers on quality of work.</td>
<td></td>
</tr>
<tr>
<td>v) Advice given to trainees on further educational and training opportunities.</td>
<td></td>
</tr>
</tbody>
</table>
Replication: Programme for the town to be «replicated» throughout a wider region in situations with similar patterns of youth unemployment. Outcomes of the wider coverage to be evaluated by longer term impact studies across a series of socio-economic indicators.

F. Evaluation Techniques

The above case studies of IGPs indicate the types of evaluation which could be used at different phases of a community involvement project. By way of summary the evaluation techniques that were employed are listed below:

<table>
<thead>
<tr>
<th>Evaluation techniques Used at Different Phases of Selected Income-Generating Programmes - See Section E above:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Pre-implementation Stage</td>
</tr>
<tr>
<td>Survey of unemployment levels by age.</td>
</tr>
<tr>
<td>Observation schedules to review status of community.</td>
</tr>
<tr>
<td>Discussion meetings to determine or validate survey data on levels of income.</td>
</tr>
<tr>
<td>Identification of courses and projects already in operation.</td>
</tr>
<tr>
<td>Interviews to determine needs.</td>
</tr>
<tr>
<td>Inventory of training facilities in learning centres and elsewhere.</td>
</tr>
<tr>
<td>Content analysis of relevant non-formal courses in the community.</td>
</tr>
<tr>
<td>Attitude surveys to validate social survey data</td>
</tr>
<tr>
<td>Survey of employment opportunities</td>
</tr>
<tr>
<td>(b) On-Going Assessment</td>
</tr>
<tr>
<td>Observation schedules to assess quality of training.</td>
</tr>
<tr>
<td>Discussions with participants to assess benefits.</td>
</tr>
<tr>
<td>Feasibility surveys of project effectiveness.</td>
</tr>
<tr>
<td>Inventory of response levels and drop-out rates.</td>
</tr>
</tbody>
</table>
A review of the case studies given above indicates the following general aspects of IGP evaluation.

(a) In spite of the differences and levels of content the evaluation procedures are almost the same. All involve intensive interaction with the target groups individually in a family setting and in the community as a whole.

(b) All of the evaluation methods investigate the development and use of skills in income generating activities.

(c) In every step evaluation feedback is used to suggest adequate and timely intervention for the improvement of project performance.

(d) Evaluation activities occur naturally as needed but systematically. They are built into the development process. The field officers and facilitators must be sensitive to the need for evaluation and to the timing and purpose of the evaluation.

(e) The techniques of evaluation depend on its purpose. If income levels are to be assessed an economic survey would need to be carried out. If attitude changes are to be measured people would need to be interviewed or their behaviour observed. In other words the evaluation techniques follow logically from each aspect and development step.

(f) Field evaluators must apply a wide range of evaluation techniques and methods. Therefore they must be appropriately trained.

G. Conclusion

The evaluation needed for IGPs is holistic. Since the aim of the programmes is to increase the income of participants and so improve quality of life all aspects of the evaluation should be concerned with checking on achievement of this goal. For this reason this volume does...
not provide details of specific data gathering instruments such as questionnaires, interview and observation schedules and course evaluation schedules. The format for such instruments is much the same for the evaluation of any educational programme.

Evaluation of IGPs needs to focus on four aspects:

• The effectiveness of individual projects in achieving their objectives.

• The extent to which specific target groups have been helped to increase their incomes.

• The extent to which individual participants have improved their income generating capacity and their general standards of living.

• The wider impact of the programme as a whole on the socio-economic development of the country and quality of life of all citizens.

If a programme increases the income of an individual, improves his or her quality of life and promotes the well-being of a community then it has been a success.
Chapter 8

ISSUES AND PROSPECTS

A. Social Marketing Strategies for IGPs

Economic development is a very high priority for all countries in this Region, so much so, that all of them have prepared short and long term plans as a basis for development programmes. The Gross National Product of a country in one sense is a reflection of the collective income of its people. A measure of a country's growth is the size of that income and the rate at which it can be expanded. That expansion can occur in two ways:

1. by increase in the total number of persons generating income, and
2. by increase in the size of each person's income.

Education and training is a critical element in these plans because prosperity depends a great deal on the capabilities of country's human resources. Economic growth is possible only with a skilled workforce and by maintaining and increasing the quality of that workforce. Even the more developed countries recognize that their workforce must constantly acquire new skills and knowledge.

Unfortunately there are many people in the Region who have little or no vocational skills and therefore have a poor quality of life. These people have a negative effect on the economy because they have to be supported by welfare or in some other way. The programmes suggested in this volume are directed towards this target group and the objective is to turn this negative effect into a positive contribution to a nation's economy.

The formal system of education, of course, plays an important role in the economy, producing graduates who are able to gain productive employment. However, it is sad but nevertheless a reality that significant proportions of people either do not enter this formal system or drop out of it as an early stage. Those who drop out rarely return. Apart from the fact that in some countries the formal system is still short of the necessary resources to provide for all citizens, there is this group who for one reason or another will remain untrained unless special efforts are made to provide for them.

The fact is that most persons who are very poor are almost totally pre-occupied with survival. Some will understand the arguments used about increasing productivity and they will make sacrifices to grasp these training opportunities. However, most need an incentive of some kind as a motivation. One incentive could be the provision of learning and seed capital funds from which people can purchase materials they need for learning and from which products can be made and sold. The income generated can then provide funds for further courses. A further incentive could be to assist groups to find market outlets.
The support of industry in IGP is therefore essential. Industry has physical and human resources which IGPs need to use. Managers, supervisors and craftsmen have the skills and knowledge which IGPs can seek to transfer to the target groups. However, industry too needs some incentive to make those resources available. Most countries have found it difficult to persuade industry to assist in this way. Governments too need to aware that IGPs are directed toward expanding the skilled workforce. An effort is needed to convince high level policy makers and planners in the member countries to promote IGPs through continuing education.

B. Co-ordination Aspects of IGPs

There is a growing trend in the Region to include some income generating activities in the formal school curriculum. In primary school, activities focus on developing positive attitudes to work and to the dignity of labour. Some attention is given to using and saving money. In secondary school vocational oriented subjects form part of the curriculum. In some Member States there are separate specialized streams which focus on vocational and technical subjects. These newer secondary school subjects are not just conventional industrial arts or trades courses such as metalwork and woodwork but are broader in scope, emphasizing life skills.

All Member States also have a system of technical and vocational education running partly parallel with their secondary school system and sometimes going beyond secondary level, and also leading to tertiary levels. The main focus of such technical and vocational education is to provide training in job related skills and to prepare students for the world of work.

IGPs, therefore have some basis in the formal system, but the formal system does not cater for all needs. There is therefore, some alternative provision for IGPs through non-formal educational systems which organize programmes equivalent to those of the formal system.

In addition many groups in industry, agriculture, commerce, services and so on offer on-job training. Other agencies such as community centres and village cooperatives encourage entrepreneurship and provide programmes to foster self-employment and develop skills which could lead to employment for wages. These skills need identification in consultation with specific communities keeping their developmental foci in view.

All of these activities under IGPs need to be coordinated and should be complementary and not be in competition. They should share resources both human and physical. The format education system has a wealth of relevant resources, often not utilized intensively, and should make them available to the community for IGP activities. To achieve this there needs to be a clear policy to ensure strong coordination between government and non-government schools and other agencies so that the use of resources is maximized.

Providers in on-job situations such as factories, farms, or businesses are in special need of support, because they are not usually set up as training institutions but under IGPs accept a training role. They therefore need training resources. These can be supplied directly or by cooperation with local formal and non-formal educational institutions.
establishments within industry in specific cases should also be promoted.

All agencies involved in IGPs therefore would benefit if they were part of a well organized and effective IGP network. They could share resources, exchange resources, and benefit from sharing knowledge, experience and expertise.

IGPs cater specifically for groups and individuals who wish to improve their levels of income. The other types of continuing education, however, should also include some IGP related activities. This would ensure high levels of motivation and cater for genuine needs. This is particularly the case in Post-Literacy, Equivalency and Quality of Life Improvement Programmes.

In the changing global context, most individuals should learn throughout life. As they progress from basic literacy through changing life circumstances, most people need a type of education which helps them earn more money to live more comfortably. At each stage of life, specific needs in this respect may be different and changing. Any network of IGPs - formal, non-formal or provided by other agencies — must cater for these changing needs. An efficient network is essential to ensure that each individual has access to IGPs as needed.

C. Socio-economic Impact of IGPs

Successful conduct of IGPs can lead to upgrading of skills, productivity and employability of the participants. In addition IGPs can assist in expanding human capacity, innovation and creativity depending upon the people in the three levels of development discussed in the earlier chapters. These skills, abilities and competencies can lead to several kinds of benefits to individuals, societies and the nations at large. These benefits could be direct or indirect and short or long term. The possible impact of these developments can be described briefly with respect to each level of development as follows.

In low level development, a great majority of people live in rural areas with poor economic conditions. The skills developed through appropriate IGPs can raise the productivity of this bulk of the population engaged in agriculture, rural business, cottage industries and other cooperative undertakings. Large scale participation and improved performance of these people can enable them to raise income levels, improve quality of life, develop local communities and increase contributions to the national economy. Once convinced of the benefits of IGPs, motivation for higher levels of production and income could automatically follow taking them out from the vicious circle of poverty. To cite an example, the opportunities provided for upgrading skills along with the Saemaul movement (new village movement) in the Republic of Korea enabled the people and the society to become more prosperous and transform the country from a largely agrarian society to an industrial economy.

In mid level development, the opportunities provided through IGPs particularly for school leavers can enable them to participate in productive activities either through paid or self-employment. As a result, there can be a decrease in unemployment and social unrest among the educated unemployed. The large number of semiskilled and skilled workers produced through
IGPs and employed in industrial, economic and other service sectors can generate more income for themselves and also contribute to the national economy through higher levels of productivity in their own organisations. Singapore is a case in point, where skill development programmes conducted in an organized manner expanded the human capacity for achieving greater production levels, improving individual incomes, enhancing quality of life and increasing economic competitiveness.

In higher level development, IGPs could add new dimensions in value addedness, competitiveness, innovation and capability to manage dynamically changing technologies. IGPs can also equip people for participation in an effective manner in understanding and managing new technologies. This can result in continued growth. Korea, Japan, Australia, and New Zealand are examples of successful expansion of human capability through IGPs and other related programmes.

The overall impact of IGPs therefore can be seen over time progressively resulting in:

- increasing the productivity of the people
- enhancing their value addedness
- raising their levels of income
- improving quality of life
- decreasing unemployment and social unrest
- fostering greater participation in national development
- improving self-reliance and reducing dependence, and
- increasing the human potential and prosperity of nations.
Introduction

1. As mentioned in Chapter 2, the following case studies on conduct of IGPs in the Member States of the Region are included in this Annexure:

1. Income and employment generation programmes by Bangladesh Rural Advancement Committee (BRAC) in Bangladesh.

2. Vocational training at No. I Vocational school in Shandong Province, China.

3. Income generating programmes for unemployed youth under the scheme of community polytechnics in India.


5. Self-reliance village programmes (KEMAS) by Ministry of Rural Development in Malaysia.


10. Income generating programmes for farmers by Non-formal Department of Ministry of Education in Thailand.

2. The following aspects are highlighted in presentation of the case studies.

- Background factors for introduction of IGPs
- Objectives, target groups and programmes
- Training content, methods and materials
- Organization and Resource Mobilization
• Support Services

• Evaluation and achievements

3. On analysis, it is observed that the following appears to be the general trends in the conduct of IGPs in the Region.

• Developing countries are concentrating more on rural poor, school leavers and drop-outs.

• Functional education is considered as an integral part of IGPs in the case of illiterates and neo-literates.

• IGPs are selected in those technical and vocational areas which have potential for immediate absorption in neighbourhood employment.

• Practical training is emphasized for developing employable skills.

• Concern is expressed for developing training methods, materials and personnel in a more systematic way.

• Learning by doing in real-life situations is stressed.

• Importance is given to mobilizing community resources to make IGPs cost effective and to ensure active participation of the local people.

• Credit facilities and support services are provided in some cases, to promote self-employment.

• Most participants are able to secure suitable employment with opportunities for income generation or increase in previous levels of income.

• In developed countries, IGPs are seen to provide opportunities for upgrading of skills and competencies through recurrent education and training.

• The future of IGPs will be ensured with greater commitment and strong political will.
CASE STUDY 1 : INCOME AND EMPLOYMENT GENERATION PROGRAMMES RURAL ADVANCEMENT COMMITTEE IN BANGLADESH

Background

Bangladesh Rural Advancement Committee (BRAC), founded in 1972 pursues two major objectives: (i) Alleviation of Poverty, and (ii) Empowerment of the poor. The target group consists mainly of landless poor, both male and female. BRAC runs the following types of programmes, among others, to achieve the above objectives:

- Functional education
- Occupational skills training
- Rural credit projects
- Rural enterprise development
- Follow-up services

Conscientization

Functional education is an essential part of the BRAC’s development strategy. Simply raising the level of literacy is not considered enough. Something more is found to be necessary for uplifting those people who are at the lowest strata of the rural society. BRAC’s functional education combines elements of ‘conscientization’ with basic literacy and numeracy. It aims at developing critical awareness among the rural masses about their problems and the environment they live in. It also works to make the people aware of their hidden potential and opportunities. The participants who have gone through this programme successfully by the year 1990 number 166, 323 of which 122,285 were women.

Skills Development

Occupational skills training is designed to increase capacity and skills of landless poor to carry out income generating activities effectively. Training is currently given in areas such as agriculture, pisciculture, poultry, animal husbandry and rural technology. Functional education is a pre-requisite for occupational skills training. Functional literates are divided into occupation-wise groups and sub-groups according to needs, interests and scope for employment and income generation. The bunk of skills development is held at the field level. The content is very practical. For example, the poultry programme is built around the following components:

- Training of cadres as poultry workers
- Regular vaccination of chickens
- Establishment of day-old chicken rearing units
- Egg collectors
- Credit
- Follow-up on continuing basis

During 1990, a total of 925 courses were conducted involving 21,368 participants. 61 per cent indicating that women are the largest beneficiaries of BRAC’s training programmes.

Credit Facilities

Credit is an important component of BRAC’s approach to rural development. It operates a revolving land fund (lending-recovering-lending) which includes savings of the beneficiaries of BRAC’s training programmes. The fund is designed to meet the needs of participants (and also others) who are largely excluded from other institutional credit sources. Credit enables the target population to support various economic activities and generate income and employment. For example, credit is given for employment and income generation in rural transport which may comprise rickshaws, country boats, push carts, vans and the like.

Rural Enterprise

BRAC’s Rural Enterprise Project (REP) is a support service aimed at solving the slow growth of employment opportunities in agriculture related activities. REP helps participants of skills development programmes in setting up small businesses in agro-based food processing, village craft and light engineering areas. REP’s approach to rural enterprise follows a pattern comprising ideas generation, feasibility study, project selection, development, implementation, monitoring and evaluation.

Follow-up Services

Follow-up services include encouraging participants to form co-operatives for buying input materials in bulk quantities and marketing products and services at competitive rates. Technical support is also provided to procure expensive inputs such as farm machinery and cold storage plants on a sharing basis.

Personnel Training

BRAC has eight fully equipped training centers manned by professional trainers. These centres develop curricula, training methods, learning materials and media. They also undertake research studies on occupational problems and issues in addition to providing training for all kinds of personnel at managerial, supervisory and implementation levels.

The learning methods are wide ranging. They comprise brainstorming, group discussions, case studies, field visits, demonstrations, practical exercises, role play, simulation games, poster displays, slide shows, seminars and workshops.
Linkages

BRAC’s linkages are wide and far reaching. It works very closely with the sectoral departments of the government to avoid duplication and overlapping. Its linkages with a number of national and international organizations provides technical, material and financial support, besides keeping it up to date with global trends and practices in its areas of its operation. Activities and achievements are disseminated through monographs, magazines, newsletters, and research publications. Its personnel consist of 4,200 full time workers and about 36,000 paraprofessionals on a part time basis for functional education and skills development programmes.

BRAC’s programmes have helped the rural poor immensely in improving productivity, economic conditions and quality of life.
Regular Programmes

Jimuo No. 1 Vocational School is located in a rural area in Jimuo County, City of Qingdao, Shandong Province. The school was established in 1980 with five main specialties. They are:

1. Crop Farming
2. Fruit Growing (orchard)
3. Veterinary
4. Rural Economic Management
5. Township Enterprises Management

The total number of students is 850 with 160 staff. 1,630 students have graduated from this vocational school during the past 8 years (1992 data). All of them have found work in the countryside, and hundreds have become respected leaders in agricultural innovation. Many have been featured in newspaper articles and other media because of their success in income generation and in the utilization of new technologies.

Curriculum used for this formal type of vocational education and training is of three years duration and entry is the completion of junior middle school (grade nine). Subject matter is divided into three categories: (I) Academic (2) Technical and (3) Practical. The ratio between these categories is 3: 3: 4 respectively.

Teaching/learning aspects emphasize laboratory work for the academic and technical areas. Practice is based on «learning by doing» and is production oriented, so that experimentation, apprenticeship training and field work are stressed.

Non-formal Programmes

The school also conducts many short courses for farmers normally organized in nearby townships and villages. The course duration may be from a few days to few months according to need. The courses vary depending upon the season and on needs assessments surveyed by the school under the direction of a community coordinator.
In general, short courses conducted are as follows:

- Soil Analysis
- Insect Treatment
- Fruit Tree Pruning
- Research and experimental Methods
- Special Techniques in Wheat Planting
- The Use of Plastic Sheets in Vegetable Growing
- Fertilizers
- Mushroom Growing
- High Production in Growing Corn

A group or groups of teachers and students from the vocational school go to townships and villages to provide expertise. They help by advising, training and providing practical services to the farmers in response to their specific needs. More than 1,200 farmers attend these short training courses each year.

This case study is representative of similar projects being implemented in most parts of China. Vocational and technical education is thus moving ahead rapidly contributing to the development of middle school education, advancements in technology and to the nation’s overall economic development.

Policy Support

National policy is focusing on improving the manpower capacity in all sectors. Priority is given to supporting vocational education and all vocational and technical schools are encouraged to run bigger and more efficient enterprises to earn more money. This contributes to overcoming shortages in government investment, so that the profit from the vocational enterprises can be used to expand and develop the vocational schools themselves and pay back bank loans. This policy is now encouraging most vocational and technical schools to become very active and to rapidly expand their projects and activities.

A Typical Case: The Story of One Graduate

In Jimuo County, Shandong Province, Mr. Zhang, a farmer, a few years ago, contracted to manage an apple orchard of 4 hectares from the local government. He wanted to take advantage of the government’s new policy of allowing individuals to make money from their own efforts. However, as a semi-literate 50-year-old, traditional farmer, he did not have any scientific knowledge of apple growing. In spite of this, he put a great deal of money and labour into developing the orchard. To his concern in the first year productivity was low. Zhang gained almost nothing.

Later, Zhang sent his son who had just graduated from junior middle school (grade nine) to study at Jimuo No. 1 Vocational School which was located not very far from his village. After the first semester, the son started to apply the knowledge and skills learned at the school in
improving his father’s apple orchard. Due to application of appropriate technology, the productivity of the orchard began to improve and has continued to improve, turning a loss into a profit. Last year (1991) Mr. Zhang’s family made a profit of 50,000 Yuan (5.3 Yuan = US$1), from the mature apple trees from only one half of the land. With the maturation of younger apple trees on the other half of land, the family’s income as expected to be double in the next year (1992).

This is a convincing example to show the effect of IGP vocational education and training in rural China.
CASE STUDY 3 : INCOME GENERATING PROGRAMMES FOR UNEMPLOYED YOUTH UNDER THE SCHEME OF COMMUNITY POLYTECHNICS IN INDIA

Background

Concerned with growing unemployment among an increasing number of school leavers and drop-outs, particularly in rural and semi-urban areas, the then Ministry of Education (now Ministry of the Human Resources Development) launched a national level scheme known as the Community Polytechnic Scheme in 1981.

Aware of huge expenditure involved for creating a separate set up for this purpose, the Ministry thought it prudent to assign the scheme as an extension activity to a set of institutions which have facilities, resources and expertise to conduct IGPs in a variety of technical and vocational areas.

Selection of Institutes or IGPs

Polytechnics are a set of institutions which are located all over the country and which have a large infrastructure created over the years for the purpose of preparing personnel at technician level to meet the varying needs of industry. Polytechnics were therefore considered as appropriate institutions for implementing the scheme.

To start with, about 30 polytechnics were selected to conduct IGPs in close collaboration with provincial governments and their number rose to more than 120 by 1992. A cell was created in each of these polytechnics for organizing IGPs as an extension activity. The principal provides the leadership and a senior faculty member, designated as project manager, coordinates the programmes and activities. They are further supported by workshop instructors and other members of teaching staff.

IGP Activities

The major activities undertaken by polytechnics under this scheme consist of:

- socio-economic technical surveys
- manpower development and training
- transfer of services
- technical services
- support services
- dissemination of information
Manpower Survey

Socio-economic technical surveys aim at data collection in the neighbourhood villages on the felt needs of people and villages, scope and nature of IGPs, and resources locally available for mobilisation. These surveys help the polytechnics to prepare realistic plans and programmes.

Manpower Development

Manpower development is directed towards:

- imparting basic skills, knowledge and attitudes to help participants practice an occupational activity in villages;

- upgrading skills of participants in their field for adoption of modern tools, technologies and processes, e.g. a mason may be trained for construction of a gobar (cowdung) gas plant, a carpenter for furniture making, and a blacksmith for welding;

- developing skills for repairs and maintenance of farm, livestock, and rural transport and electrical equipment;

- training community leaders, supervisory and managerial personnel to undertake development activities in villages;

- providing entrepreneurial skills for starting cottage, small scale engineering and business enterprises.

Transfer of Technology

Transfer of technology is aimed at bringing modern technology appropriate to rural settings within the reach of villagers for improving their productivity and quality of life. Biogas plants, wind mills, improved versions of agricultural tools and equipment are some of the important technologies chosen for transfer to rural settings.

Technical Services

Technical services provided by community polytechnics aim at helping villagers and participants:

- to set up mobile service and repair units

- to establish service centres at fixed places for catering to a cluster of villages

- to set up production training Enters in selected villages

- for production of locally needed items and using these centres

- for training of youth.
Support Services

Support services provided by polytechnics aim at installing participants in income generating activities. These include preparation of project proposals, arranging for loans. Organizing mechanisms for purchasing raw materials and marketing products and services at competitive rates, and preparing schemes for setting up multi-purpose cooperatives.

Technical information on new technologies as adapted to rural needs is documented and disseminated through leaflets, brochures, posters, audio-visual aids, group discussions, and workshops. Effort is made to ensure that information is understood, appreciated and is appropriate for adoption.

Implementation Aspects

Participants selected for IGPs and other activities are in the age group of 15-35 with about a year's schooling. Preference is given to rural poor and female participants. The duration of programmes ranges from 6 to 12 months. Locally available experienced craftsmen and others are also drafted as instructors in addition to the staff of the polytechnics. Extension centres are established in the neighbourhood villages and community resources and facilities are utilized for operation. Certificates are awarded under the seal of the polytechnics to successful candidates. The expenditure on the conduct of IGPs is met by the Ministry in the form of annual grants to polytechnics.

Training of Personnel

The four regional technical teacher training institutes under the Ministry of Human Resource Development are assigned responsibility to:

- develop curricula for IGPs and develop learning materials in close collaboration with the concerned polytechnics.

- train and develop instructors, project officers and principals in pedagogical, supervisory and managerial aspects to conduct IGPs effectively;

- monitor progress and submit periodical reports to the Ministry.

Monitoring and Coordination

Advisory Committees are constituted at polytechnic level to provide guidance, and leadership and to monitor progress. The district administrator is nominated as the chairperson to ensure establishment of linkages and networks with other sectoral departments and agencies involved in rural development activities. Review committees constituted by the Ministry at periodic intervals assess relevance and usefulness of programmes and make suggestions for further improvement.
The scheme has benefited several thousands of young men and women in securing them wage or self-employment with opportunities for raising their income levels in a progressive manner. The Ministry is contemplating extending the scheme to many more polytechnics for increasing access for a greater number of unemployed youth and adults.
Aims and Objectives

In Indonesia, an Income Generating Programme is called KEJAR USAHA. Kejar Usaha emphasizes learning by doing in an enterprising programme or activity.

The overriding objective of IGPs is to help participants improve their knowledge, skills and mental attitude for enabling them to organize and operate an activity as a source for adequate and continuous income. Towards this end, IGPs are conducted to equip participants with the following abilities and competencies:

- To develop a learning fund
- To develop a business or enterprise
- To administer the enterprise efficiency and effectively
- To be able to market products and services.
- To have an adequate and continuous source of income.
- To have some savings in the bank out of profits earned.

Participants

The participants of IGPs are local community members in the age group of 13-44 with literacy in Latin characters and Arabic numerary. They are required to effectively participate and contribute to IGPs towards raising profits with a right to receive a share of profits.

Learning Fund

The learning fund is created by pooling profits earned from successful IGPs, financial assistance received from various institutions, and funds provided by government for non-formal/ community education projects. This fund is used to stimulate, encourage and develop various kinds of IGPs to produce marketable goods and services. Honoraria are paid to training personnel from this fund.

Learning Groups

Formation of learning groups is on the basis of felt needs of group members, their interest and motivation to learn together; their ability to participate in group work with a team spirit, and a commitment to learning until a particular IGP is successfully completed.
Programme Content

The learning programme is mostly developed by learners together with resource person(s) under the leadership of a local community education supervisor. The content is decided taking into consideration the needs of learners and local demand for goods and services based on a simple market analysis. Programme content is aimed at providing relevant knowledge and skills on the following aspects:

- Knowledge of materials and equipment needed for production.
- Procedures and processes of producing saleable goods and services.
- Ways and marketing products and services.
- Ways of administering and managing IGPs and learning funds.
- Ways of inculcating enterprising habits.

Learning Process

The learning processes are integrated with the work and enterprising processes. Therefore, learning takes place during the implementation of IGP activities in the form of taking notes, correspondence with the concerned parties, report writing, estimating capital requirements, calculating production costs of goods and services, book-keeping and the like. Learning methods include self-learning, group discussions, guidance from resource persons and apprenticeship under a skilled person.

Resource Persons

Resource persons are selected from among the community members. Proficiency in related skills and experience in the IGP chosen by the learning group, motivation and commitment to draw out the hidden potential in the group members are some of criteria for selection of resource persons.

Credit Facility

An IGP fold is given to a group or an individual for starting new businesses or for further development of those already in operation. Potential of the enterprise to earn adequate profits for persons concerned and for repayment of loan, and entrepreneurial skill and mental attitude of borrowers are also considered in granting loans from the leaning fund.

Management

A Management Board consisting of a chairman, a secretary, a treasurer, a production officer and a marketing officer is constituted to plan, develop and implement the complex learning-working-enterprising nature of Income-Generating Programmes.
Background

Datok Harmat Village is a new area developed by the State Government under the Self-Reliance Village Programme (KEMAS). The programme was first introduced in October 1990. The people were hard core poor comprising 135 villagers at first enrolment. Currently (September 1992) participation has increased to 1,113 persons representing 159 households. They did not have land to work on and had no access to credit before moving into Datok Harmat Village.

Objective

Implementation of the programme is undertaken by the local community through a Village Developing and Security Committee and a Self-Reliance Village Community. The government assists in providing technical knowledge and expertise. The local KEMAS community development worker is responsible for assisting the community in implementing development projects in a particular area for a duration of 3 to 5 years. The general aim is to utilize the environmental resources to improve family life, economic, health and civic consciousness.

Implementation

The project is conducted on a total land area of 58 hectares. Fifty-two of the 58 hectares have been used for agriculture - coconut, banana, oil palm and cash crops.

There are many activities being carried out in this village such as:

- Family Life Education
- Skill and Work Oriented Training
- Religious Class
- Pre-school Activities

The activities mentioned above stress making the Self-Reliance Village Programme more reliable and effective.

The village committee has developed good relations and linkages with government agencies, such as District Office, Health Centre, Agricultural Department, Veterinary Department, Irrigation and Drainage Department and Welfare Department. The Committee has ensured their help and support.
Datok Harmat Village has undertaken the following projects and activities for additional family income.

<table>
<thead>
<tr>
<th>Projects</th>
<th>Monthly Income</th>
<th>No. of Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Goat Raising</td>
<td>M$ 60.00 each</td>
<td>3</td>
</tr>
<tr>
<td>2. Poultry</td>
<td>M$ 60.00 each</td>
<td>57</td>
</tr>
<tr>
<td>3. Fish Rearing</td>
<td>M$ 333.00 each</td>
<td>2</td>
</tr>
<tr>
<td>4. Corn Growing</td>
<td>M$ 279.00 each</td>
<td>25</td>
</tr>
</tbody>
</table>

Other Projects and Activities

1. Tempe (Food) Projects (each individual project, gives an additional income of M$ 6.00 per day).
2. Furniture Project (KEMAS supports machines with capital grant of M$ 10,000).
3. Handicraft Project (giving extra income upto M$ 10,000).
4. Honey bee rearing (giving extra income M$ 14 per nest per three months).
5. Plastic flower making from scrap materials (giving extra income upto M$ 400 per month).
6. Chilli sauce processing (generate income about M$ 150 to 200 per month).

Impact

It is found that the environment in general including infrastructure has improved. Living conditions of people have been upgraded and they are more healthy. Income generating activities are expanding and the Village Development Committee continues to be very active. Their Self-Reliance Village Programme has been very successful and continues to promote development.
Background

Barani areas (dry lands) constituting about 36 per cent of total acreage and 25 per cent of population in the province of Punjab were left out of many development programmes for a long time on the grounds that it was a high risk area. An Agency for Barani Areas Development (ABAD) was created in 1978 for development of barani areas on the basis of recommendations made by the Punjab Barani Commission constituted by the Governor of Punjab. ABAD was entrusted with the responsibility for implementing the development programmes for the barani areas through functional units placed under its administrative control. It has another responsibility for coordinating development projects undertaken by the sectoral departments.

Strategy

ABAD works on a three-prong development strategy emphasizing the following:

- Land is the key to development
- Water is the linchpin for prosperity
- Human resources development is vital for prosperity.

ABAD has introduced several projects and schemes for development of land and water for improving irrigation, agriculture, livestock, forestry and the like in close collaboration with the concerned agencies. Human resources development activities of ABAD aimed developing appropriate skills in males and females in those technical and vocational areas which have potential for employment and income generation in the immediate vicinity.

Training Centres

ABAD launched a scheme of technical and vocational training programme in 1978. It has set up 23 male and 19 female technical and vocational training centres located at strategic places in barani areas. Financial assistance for establishment of these centres came from the Punjab Government and Youth Affairs Division, Government of Pakistan.

Programme Objectives

The programmes are developed with the following objectives:

- to provide or upgrade functional literacy of participants through themes relating to rural life and occupations;
- to impart employable skills relevant to local occupations;
- to upgrade skills of participants who are already practicing certain vocations;
- to develop competencies for introduction of appropriate technology and establishment of agro-based businesses and cottage industries;
- to empower women for active participation in socio-economic and income generating programmes and activities.

**Programmes**

IGPs are offered to males in the following areas:

- Auto and farm machinery and repairs
- Wood working
- Bulldozer mechanics
- Bulldozer operators
- Electricity
- Welding
- Tailoring
- Masonry
- Motor winding
- Radio mechanics
- Urdu typing

IGPs for women are offered in the following areas:

- Design, sewing/stitching, knitting, embroidery, and maintenance of machines and tools.
- Use, repair and maintenance of electrical/mechanical domestic appliances.
- Design and fabrication of articles of interior decoration.
- Rural poultry and livestock farming.
- Polishing, and making household goods from leather and other raw material.

**Resource Mobilization**

The participants are in the age group 15-35. The course duration varies from 6 to 12 months. Technically and vocationally skilled artisans, farmers and other educated youth are drafted for providing instruction and training. In addition, the resources and facilities of the
sectoral departments such as agriculture, animal husbandry and irrigation are mobilised for developing programme content; using their farms, equipment and premises for on-site training, and developing training personnel and learning materials.

Achievements

About 14,000 males and 7,000 females had benefited from these programmes by 1990-91. About 63 per cent of participants are locally absorbed in income generating activities. About 19 per cent join in nearby private firms and organizations. About 10 per cent have been absorbed in government and semi-government services. The rest have left the country for overseas employment. The programme activities have helped women to join the workforce with increased knowledge and skill for performing the tasks in their respective vocations.
CASE STUDY 7 : «BOLD» PROJECT, TRAINING IN SMALL SCALE MANUFACTURE AND SERVICING BY DECS, REGION IV, DIVISION OF BATANGAS IN PHILIPPINES

Objectives

The Philippines Bureau of NFE, Department of Education, Culture and Sports, has launched an intensive skills training programmes through a Project «BOLD» (Barangay Operation for Livelihood Development) for one selected plot «Barangay» in each region of the country.

The project is designed to help improve quality of life particularly of out-of-school youth and adults by providing them with basic vocational/technical skills for better job opportunities and for self-employment.

Programmes

The courses offered are in response to community needs and problems and make use of available resources. The basic vocational courses are: dress making and tailoring; culinary arts; cosmetology; handicraft; automotive mechanics; T.V. servicing, and electrical trades.

In this context Project «BOLD» provides specific training in making doormats and pot holders. This training is conducted at NFE Training Centres attached to formal schools. A first phase was held in February 1991, at Malva Central School and a second phase in February 1992. at San Isidro Elementary School in Malva District Batangas City.

Participants

Seventy participants, attended these training workshops mostly, women aged 19 to 45 years old, from different barangays of the community. Resource speakers and trainers are recruited from both non-government and government agencies on the basis of proficiency in the relevant skills.

Training methods include lecture, demonstration and introduction to self-paced learning modules. Exhibitions are also organized at the end of each course. The course duration is three days.

Follow-up services

After training, selected graduates are grouped and each group is given «Seed Money» as starting capital in this very interesting and worth-while income generating project. Other groups have been formed using their own money and have started small-scale industry in their respective barangays. They have hired out-of-school youth and adults interested in working with them and have organized an earn-as-you-train programme. The modules are also used by other groups who
want to be self-employed. Even young people at school show interest in this project and work daily after school hours and at week-ends.

The implementation of this income generating project making doormats and pot-holders is now (1992) being successfully implemented in Malva, Batangas. Market demand is increasing not only in the province but also in nearby provinces and in Metro Manila. Small beginnings have wide ranging effects.
BACKGROUND

The Republic of Korea is a newly industrialized country. National literacy rate is as high as 96 per cent. The enrolment in compulsory school years 1-6 is 100 per cent. The drop-out rate before completion of high school stage (grade 12) is about 2 per cent. The unemployment rate is around 2.4 per cent. The scope for continuing education for school leavers and drop-outs before the stage of secondary education is very limited. Moreover, the need for unskilled and semiskilled workforce is fast disappearing. Entry level jobs require qualification at the level of an assistant craftsman (skilled and licensed worker). The other levels are class two and class one craftsmen.

OBJECTIVES

Against this background, IGPs are offered with the following objectives:

- To achieve the goal of providing the minimum of one skill for every person.
- To train out-of-school youth beyond the high school stage for entry into jobs as assistant craftspersons,
- To increase the competence and productivity of unskilled workers already in employment,
- To update and upgrade skilled workers for vertical mobility,
- To develop new skills which will improve the nation's capacity to cope with technological changes and increasing competition at the global level.

UPGRADING PROGRAMMES

The Korean Manpower Agency is the top body at national level which has responsibility, among other things, to achieve most of the above objectives. The Agency coordinates all the basic vocational training and quality upgrading programmes conducted by different institutes categorized as:

- public vocational training institutes
- in-plant training programmes
- authorized vocational training programmes
Public Vocational Training

Public Vocational Training is sponsored by the national government, local governments and the public vocational training corporation. The latter, known as the Korea Vocational Training and Management Agency (VOTMA), provides training in difficult, export-oriented, «hightech» trades. Vocational training sponsored by central government caters to the needs of the imprisoned and low level incumbent workers. Local government meets the training needs of farmers for improving their income and quality of life. These programmes aim at training participants to reach the level of assistant craftsman. The curricula include liberal arts (about 6 %), technical theory (about 22 %) and vocational skills (about 70 %). The duration of the courses ranges from 6 months to one year. Pre-training and dormitory accommodation are provided.

In-Plant Training

In-plant training is conducted by industries by means of apprenticeships under direction of supervisors. The main objective of this programme is to help mono-skilled and semi-skilled workers reach the level of class 2 craftspersons. The training is provided by the employer within his or her firm, occasionally with other employers jointly. The duration is usually three months to one year.

Authorized Training

Authorized training is provided by non-profit organizations approved by the Ministry of Labour. The courses offered are those which are not usually conducted by other agencies. These include: cooking, wall papering, information processing, cosmetology, teletype operation, entertainment and hospitality. These programmes aim at preparing participants at craftsperson level.

In addition, various kinds of income generating programmes are offered by private institutions and NGOs on a payment basis with a profit motive.

Qualification Tests and Certification

Korea Manpower Agency has set up 14 local testing offices for national qualification tests and certification. The primary purpose of certification is to produce top quality manpower demanded by the industrial, business and service sectors. Certification has also enhanced the socio-economic status of workers equally as academic degrees. About 25 per cent of the applicants (roughly 2.9 million per year) qualify for certification in over 740 jobs.
CASE STUDY 9 : INCOME GENERATING PROGRAMMES FOR
SCHOOL LEAVERS
BY SRI JINARATANA VOCATIONAL AND
TECHNICAL TRAINING CENTRE, COLOMBIA
SRI LANKA

Background

SRI JINARATANA ADHYAPANA AYATHANA PALAKA SABHA is a
non-government organization, located in the heart of Colombo city. It is mainly devo-
ted, among other concerns, to religion, health, education, animal welfare and allevia-
tion of poor, women and the handicapped from their sufferings. The organization has a
high reputation all over the Island and its Head is held in great esteem by all sections
of the community. Expenses for various activities are met from a Jinaratana Fund
which is constituted from donations willingly made by the public and from support recei-
ved from business institutions, industrial undertakings and the government.

Seriously concerned with growing unemployment among educated poor boys
and girls, the venerable Head of the organisation dreamt of opening an educational
nerve centre for providing opportunities for skill development and income generation.
His dream came into reality with starting of Sri Jinaratana Vocational and Technical
Training Centre in 1981 with donations from the public and other sources.

Programme Selection

The Centre conducts as many as 44 courses per year with an annual intake
of about 3,200 poor youth irrespective of their caste, creed, sex or religion. Most of the
participants have a schooling of more than 9 years. Duration of the courses is gene-
 rally 6 months. The courses are selected in a pragmatic manner, ensuring absorption
of participants in wage or self employment immediately after completion of training.
Radio and tape recorder repairs, air conditioner repairs, refrigerator repairs, auto
repairs, moto mechanics, plumbing and its maintenance, leather and cushion work,
graphic art, secretarial assistance, photography, printing, and brasswork; are some of
the titles of the courses which reflect practicality and potential for employment in urban
and semi-urban areas.

Resource Mobilization

The equipment required to conduct the courses is mostly received through
donations of new and used articles from the public on an appeal made by the Head of
the organization. Motor cars, lorries, buses, heavy vehicles, tool kits, refrigerators, TV
sets, radios, tape recorders, photocopiers, welding sets, plumbing equipment and offi-
ce equipment constitute a representative list of the articles donated. Other items of
equipment to fill the gaps in each of the courses offered are purchased from the
Jinaratana fund.
Programme Implementation

The programme content includes theoretical learning related to particular vocations, basic workshop skills, trade related technical and vocational skills imparted on the shop floor, and on-site training in the production, repair and maintenance centres attached to the Institute. The production, repair and maintenance centres are set up as road-side garages and workshops. They attract an increasing number of customers in view of the quality of services provided cheaply and promptly. These are the places where participants develop practical skills in a professional manner by working in real life situations. Profits earned through these centres are recycled for development of the Institute on a continuing basis.

Training Personnel

The training personnel are carefully selected from among those who are highly skilled, experienced and qualified for actively participating in training and production activities of the centre. Their skills are upgraded periodically by master craftsmen. They are paid from the profits earned through undertaking job and maintenance work.

Operational Effectiveness

There is hardly any space which is not effectively utilized. There is no piece of equipment which is not put into optimal use. There is no time for loose talk or idling. Everyone is busy with his or her work. The centre works like a large-size workshop with articles coming in and going out. Discipline, productivity, quality and cost-effectiveness are the hallmarks of the centre. These are passed on to the participants in a great measure. The centre has earned the confidence of the public as well as business, industrial and service sectors. The participants are in great demand for paid jobs. Many of them, however, prefer to set up small businesses or micro-enterprises of their own in view of the scope for higher levels of income.
Background

In early 1990, Mahasarakham Province undertook a project involving income generating activities by providing training for Farmers of Sri-sook village, Kantavawichai District. This village has 169 households and a population of 782. Minimum literacy is primary education.

In order to implement the project, three committees were formed: (i) Advisory Committee chaired by the Governor of Mahasarakham Province, (ii) Operational Committee chaired by the Provincial Education Officer with the Director of Mahasarakham Province NFE Centre as secretary, and (iii) an Operational Sub-Committee with Director of the Provincial NonFormal Education Centre (PNFEC) as chairman and the District NFE Co-ordinator as secretary.

Programme Development

Needs assessment was undertaken and occupational priority determined by the Operational Sub-Committee. Counselling activities were organized by the PNFEC for villagers with an interest in joining the project. Villagers were asked to form groups according to the occupations of their choice.

Curriculum and instructional materials were prepared by the Operational Sub-Committee. Resource persons were made available from various agencies and also local knowledge was used. Training was mainly practical in orientation. However, general knowledge was included. Study tours were included to motivate trainees.

Employment Generation

The villagers who were successfully trained took up the following occupations:

1. Twenty three villagers started beef-cattle raising and divided themselves in groups of three to five.
2. Five villagers took up pig raising.
3. Cloth weaving (with hand pulling loom) was started by seven villagers.
4. Making products from woven materials was begun by five villagers.

Villagers were organized into small groups according to the vocation selected. Each group appointed their own chairperson and secretary. These people were given responsibility for coordinating activities and providing leadership. The profits from selling products were divided
into three categories: 30 per cent for group investment; 20 per cent for paying back loans from a revolving fund; and 50 per cent returned to the group members.

*Future Expansion*

During the initial months of this project some problems were encountered since the villagers did not have enough experience in developing their products. They also lacked knowledge and skills in marketing and management. The PNFEC accepted responsibility for strengthening these aspects by hiring local experts, successful in the respective occupations. In addition, the PNFEC allocated one experienced official in each occupation to each group. Their efforts resulted in members of each group becoming more confident in undertaking their occupations and further developing their expertise.

*An Evaluation of the Project*

A study undertaken in early 1992 revealed that the work potential of the village has increased, the villagers have a wider range of occupations, and income levels have risen.

It is now suggested that the project be expanded to other areas. Experiences learned under this project will be used as the basis for improving Thailand’s "Quality of Life Promotion project".
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Volume II : Post-Literacy Programmes (PLP)

Volume III: Equivalency Programmes (EP)

Volume IV : Quality of Life Improvement
            Programmes (QLIP)

Volume V  : Income-Generating Programmes (IGP)

Volume VI : Individual Interest Promotion
            Programmes (IIP)

Volume VII : Future-Oriented Programmes (FOP)

Volume VIII: Learning Centre Development Programmes

These manuals have been prepared under the project
Training of Literacy and Continuing Education Personnel
(504-RAS-10 & 11) funded by the Government of Norway.