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Replicating Success




A Manual to Alleviate Poverty through Peer Training

Subregional Office for East Asia

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PREFACE

"Decent work is the ILO's primary goal for everyone, including people with disabilities."

ILO Director-General Juan Somavia
on 3 December 2007
to mark the International Day of Disabled Persons

The ILO defines decent work as productive work in conditions of freedom, equity, security and human dignity. People with disabilities in all countries and societies want and need the same things as everyone else - a home, good health, and a full life, including the chance for decent work and the resulting financial, social and psychological benefits. However, people with disabilities and other groups of people that are socially excluded face greater challenges in obtaining education and training and gaining and retaining employment.

The ILO recognizes that many who live in rural and remote areas, and those who are most socially excluded, require unique approaches and supports tailored to their needs in order to obtain decent work.

The Alleviating Poverty through Peer Training (APPT) project was one of the ILO's technical cooperation programmes addressing the prejudices and barriers faced by people with disabilities when accessing training and employment opportunities. Implemented in Cambodia from October 2002 to September 2007, it aimed to increase the income levels of its clients residing in rural areas with limited training and employment prospects.

To achieve this, the project used a methodology called "Success Case Replication" (SCR). SCR is a simple method of village-based informal apprenticeships that involves villagers imparting their skills to a person or group through informal methods. Many income-generating and vocational training projects report that successful training graduates often train others in their skills. This approach is not unique. It is simple, straightforward and operates at the grassroots level. However, by systematizing and adding some components to the process, such as strengthening training or adding access to small grants or loans, the APPT approach to skills transfer increased the likelihood of success and income generation.

The SCR methodology was field-tested in several Asian countries and formalized into eight steps by the United Nations Economic and Social Commission for Asia and the Pacific (ESCAP) and Food and Agriculture Organization (FAO) in the 1990s. The ILO started using it in Cambodia in a project that pre-dated the APPT project. One year of field-testing on a limited basis yielded promising results and with assistance from the Embassy of Finland in Bangkok, the ILO initiated the small-scale APPT project to further explore its application. With additional funding from the Arab Gulf Programme for United Nations Development Organizations (AGFUND), the ILO was able to add components to better serve women with disabilities and families affected by disability and people living with HIV/AIDS.

While the SCR approach could be beneficial to any group of individuals who face barriers to accessing formal employment, such as those who lack literacy skills and access to transportation or formal training, the ILO found it particularly useful for disabled persons residing in rural areas who may require one-to-one training, are unable to access training centres or who prefer to remain in their homes or villages. Additionally, many people, especially the poorest, need to learn and earn quickly. They do not have time for long training programmes or are unable to leave home and families for training. They need fast and practical solutions to their training and work needs. The SCR or peer training approach offers an alternative to more traditional or longer-term training.

This manual describes the core elements of the approach which was at the heart of the APPT project's success. It is designed to assist organizations and agencies learn how to replicate or adapt the APPT project and the SCR approach that uses local entrepreneurs with proven income-generating activities and small businesses to train others in replicating their businesses. The success of the approach has generated increasing interest and several international and local NGOs in Cambodia have already started replicating it.

This manual is part of the *Replicating Success Tool Kit* developed by the APPT project. Other tools supporting the manual include a video, *Replicating success*, the APPT database and Management Information System (MIS) used for tracking clients and evaluating the project impact and its accompanying *Managing success: An instruction manual for the APPT database and Management Information System*, as well as *Training for success: A guide for peer trainers*.

Because so many individuals and organizations have contributed to the success of the APPT project and this manual, there is a special "word of thanks" at the end of this manual.

While the APPT project and tools were specifically developed to address the needs of people with disabilities in Cambodia, the application of the SCR approach and the APPT tools are transferable to other countries and other target groups. Several organizations have already done so. You can also adapt this approach to on-going or future livelihood projects. We wish you success in *Replicating success!*

Abbreviations

AAC	Artisans' Association of Cambodia
AC	Advisory Committee
AGFUND	Arab Gulf Programme for United Nations Development Organizations
APPT	Alleviating Poverty through Peer Training (Project / ILO)
CDPO	Cambodian Disabled People's Organization
CDRA	Cambodian Disabled Relief Association
CT	Cambodia Trust (International NGO)
DAC	Disability Action Council (Cambodia)
DC	Decision Committee
DoSVY	Department of Social Affairs, Veterans and Youth Rehabilitation
EEOW	Expansion of Employment Opportunities for Women (Project / ILO)
ESCAP	Economic and Social Commission for Asia and the Pacific (UN)
FAO	Food and Agriculture Organization (UN)
HAI	HelpAge International (International NGO)
HIF	Handicap International France (International NGO)
HOM	Old Ages and Most Vulnerable (Local NGO / Cambodia)
IEP	Informal Economy, Poverty and Employment (Project / ILO)
ILO	International Labour Organization (UN)
ISED	Integrated Support to Small Enterprise Development in Mekong Delta Countries (Project / ILO)
MFI	Micro-finance institution
MIS	APPT Project's monitoring and information system
MODE	Minority Organization for Development of Economy (Local NGO / Cambodia)
MoEYS	Ministry of Education, Youth and Sport (Cambodia)
MoLVT	Ministry of Labour and Vocational Training (Cambodia)
MoSVY	Ministry of Social Affairs, Veterans and Youth Rehabilitation (Cambodia)
MoWA	Ministry of Women's Affairs (Cambodia)
NGO	Non-governmental organization
NIS	National Institute of Statistics (Cambodia)
OPA	Older People's Association
PACE	Poverty Alleviation through Community Empowerment (Project / WRF)
PoSVY	Provincial Offices of Social Affairs, Veterans and Youth Rehabilitation (Cambodia)
PPA	Project for Poverty Alleviation (Project / MODE)
SCR	Success case replication
ToT	Training of Trainers
UXO	Unexploded ordnance
WEDGE	Promoting Women's Entrepreneurship Development and Gender Equality (Project / ILO)
WRF	World Rehabilitation Fund (International NGO)

INTRODUCTION

1.1 SECTION INTRODUCTION

In this section you will learn about:

- decent work barriers people with disabilities face worldwide and in particular in Cambodia;
- the strategy proposed by the APPT project to overcome these barriers;
- this manual and how to use it.

1.2 PEOPLE WITH DISABILITIES AND BARRIERS TO DECENT WORK

In all countries and societies, women and men with disabilities struggle to access education and training and are often unable to find decent jobs. Many become discouraged by the discriminatory barriers and mistaken assumptions about their capacity to learn and work. Some withdraw from the active search for jobs due to the lack of opportunities. In addition, women with disabilities suffer from additional discrimination based on gender.

The barriers people with disabilities face include:

- negative attitudes and discrimination arising from ignorance, myths, stereotypes and fear;
- unequal access to education and training programmes;
- lack of equitable inclusion in poverty alleviation, employment services, credit and business development schemes;
- inaccessible buildings, communication systems and transportation to the place of training or work;
- overprotective families and low self-esteem among some people with disabilities;
- lack of access to assistive devices, technology, support services and information;
- lack of policy or legislation including passage and enforcement of legislation and comprehensive implementation efforts with regard to employment and training policies.

Statistics and demographic reports by governments and international agencies seldom include disabled people, and when they do, the data is often unreliable. Knowledge about the numbers and needs of disabled persons is therefore lacking, impeding the impact of advocacy and the development of effective policies. It is known that poverty and disability are linked in a vicious cycle: poverty causes disability and disability causes poverty. Perhaps as much as 20 per cent of the world's poor is composed of disabled persons, and the impact is felt beyond the individual - it affects families, communities, countries and the world at large.

Here are some examples of how great the challenge is worldwide:

- Many people with disabilities become discouraged and drop out of the labour market.
- Of an estimated 650 million disabled people worldwide, approximately 470 million are of working age.
- Approximately 80 per cent of people with disabilities live in the developing countries. Of these, some 426 million are estimated to live below the poverty line.
- Globally, the unemployment rate of disabled persons can be double that of the general population.
- In developing countries, most disabled people reside in rural communities where their access to services, resources, and employment opportunities are most limited.
- Ninety per cent of children with disabilities in developing countries do not attend school and the literacy rates for adults with disabilities are far lower than rates for the general population.

1.3 People with disabilities in Cambodia

To understand the background and rationale of the APPT project, it is important to know the context in which it was implemented. Knowing more about the situation of people with disabilities in Cambodia, the primary target group of the APPT project, will also help to follow and make best use of this manual.

Like in many other countries, official statistics on the number of people with disabilities in Cambodia vary greatly and are often outdated. In 2003, the National Institute of Statistics (NIS) reported that 1.5 per cent of the population was disabled, while the 2004 Census estimated the disability rate to be 4.7 per cent, that is, approximately 666,400 persons out of the total population of 14 million. However, many types of disabilities, especially those that are not visible, go underreported and many unofficial sources estimate the total number to be much higher. Ten years ago the primary cause of disability in Cambodia was mine or unexploded ordnance (UXO) related incidents due to the long legacy of the civil war, but today more people become disabled because of traffic accidents, illness and old age.

Box 1. Types of disabilities in Cambodia

According to the NIS (2005), there are six main categories of disabilities in Cambodia:*

1. moving difficulties (25.8 per cent male; 18.9 per cent female)
2. feeling difficulties (12.5 per cent male; 10.6 per cent female)
3. psychological difficulties (6 per cent male; 10.6 per cent female)
4. learning difficulties (3 per cent male; 2.9 per cent female)
5. people who have fits (2.9 per cent male; 3 per cent female)
6. other, including seeing, hearing and speaking difficulties (7.8 per cent male; 6.6 per cent female)

* *Note that the above terms are Cambodia-specific and not internationally-used terminology. However, given the implementation context of the APPT project, these terms are also used in this manual.*

Lack of access to training and jobs among people with disabilities

The APPT project served people with all types of disabilities and there was a special emphasis on women and those who reside in rural areas. Rural residents are the least likely to have access to the very resources that could improve their livelihoods, including education, skills and vocational training, job placement, income-generation and poverty alleviation opportunities and other services. Disabled women face additional barriers. In Cambodia, health care, education, employment and training systems lack the financial and human resources to meet the needs of the general population, let alone people with disabilities. When services do exist, they are often inaccessible to disabled people, especially women. People who are Deaf and blind also face particular obstacles due to a lack of capacity to address their specific needs.

Mainstreaming, that is the inclusion of disabled persons in training, employment and job programmes for the general population, is limited, although no good statistics exist. Almost all of the vocational training programmes targeting disabled persons are situated in and around Phnom Penh, the capital city. In 2007, less than 700 individuals with disabilities graduated from these programmes. Yet, almost 85 per cent of Cambodians with disabilities live in rural areas. As a result, a geographical mismatch exists between such disability-specific training services and the rural areas where most disabled people live. Participation in classroom-based training programmes for disabled persons often requires that a person leave their village and attend classes for up to one year and sometimes longer. This is an unlikely option for anyone with family responsibilities. Additionally, many who complete training no longer want to return to their villages.

Government resources to serve disabled persons are limited. The Government works with and through NGOs in the disability sector, yet most NGOs focus on rehabilitation and advocacy. The APPT project attempted to balance this existing gap and provide alternative training and employment opportunities for people with disabilities in remote rural areas, in collaboration with the Government and local NGOs.

1.4 Why the APPT project succeeded

Box 2. The APPT project achievements in short (2002-07)

- A total of 958 clients were served during the five-year period. Fifty-one per cent were disabled women or women affected by disability in the family.
- More than 200 peer trainers were used to impart village-based training. Seventy per cent of the peer trainers were women and 26 were former APPT clients.
- 750 clients received peer training and 82 were referred to other training services.
- 609 clients, of which over 60 per cent were female, started their own businesses.
- 126 clients received business enhancement services to develop and improve their existing businesses.
- The APPT project's long-term success rate, that is, the percentage of people still in business one year or more after having received business start-up or business enhancement services, progressed steadily from 76 per cent at the beginning of the project to more than 90 per cent in the last year of the project.

The APPT project used people with successful small businesses or income-generating activities as peer trainers. This strategy cut through barriers of accessibility, attitudes and lack of services in remote villages by bringing the services of a peer directly to the individual's home, village or other nearby location. One-on-one peer training helped the trainee to learn how to replicate an already successful business when there was a market for another such income-generating activity. This was in the heart of the success case replication (SCR) or peer training methodology. For Cambodia, this approach:

- was culturally appropriate;
- took into account the local market situation;
- was low cost (many of the peer trainers provided the training free of charge);
- offered a quick way to train;
- was effective for many disabled people who lacked literacy skills or had disabilities, such as visual or hearing impairments, as training could be tailored to individual needs.

In addition to organizing the peer training, the APPT project offered financial assistance to the clients in the form of small grants and loans that were used to set up new businesses or to enhance existing ones. New businesses set up with the project's assistance ranged from pig raising, rope making and Khmer cake making to tailoring and TV repairing. Examples of business enhancement services included: providing expertise, analysis and grants or loans for saving or expanding existing businesses, such as vending (ice cream, cake making and grocery selling), water jar making and basket-weaving. The project also provided training fees for the clients when needed and special allowances to cover training expenses, such as food, transport or training material costs.

While the SCR methodology is not intended to replace formal or classroom-based vocational training, it offers a short-term, village-based approach that often resulted in immediate income generation for people with disabilities once their training was completed.

Case study: Ms. Mey Nith, ice-pop vendor from Siem Reap

Ms. Mey Nith making ice-pops for her customers.

Ms. Mey Nith, 35 years old, lives with her ageing mother in a remote village of Touel in Siem Reap province of Cambodia. She is blind in one eye because of an accident and cannot read or write. Before the APPT field worker identified her, Nith used to stay at home with no source of direct income, and struggled to survive. With the help of the project's field worker who interviewed her and assessed the local market, Nith decided to learn how to make and sell ice-pops in her village. The APPT project arranged for peer training and she was trained by a woman in the neighbouring village for one week. After the training, Nith received a start-up grant of US$25 from the project to set up her own business. Although she has never been to school, she learned how to calculate the net profit of her business and how to manage it. In addition to the advice given by Nith's peer trainer, the field worker helped her with basic numeracy by using simple charts to calculate and giving step-by-step instructions during follow-up visits. Now Nith is the only one in her village selling ice-pops and her business is flourishing. She first started making about US$35 per month from her ice-pops and has already saved up some money and invested it to expand her business. She now also sells sugar and other small items which has increased her net profit to about US$50 per month. Nith has used the money to buy medicine for her mother and improve their living conditions and diet.

1.5 About this manual

Replicating success: A manual to alleviate poverty through peer training aims to help others replicate the SCR or peer training approach. Organizations and government agencies that provide vocational training and business development services at the grassroots level will find it most useful especially for socially or geographically isolated individuals for whom participation in more formal programmes is difficult.

The manual was developed to:

- assist project managers in designing and implementing the SCR approach in their service delivery projects; and
- support direct service or field staff working with clients at the grassroots level.

Contributions

As the APPT project pioneered the use of the SCR methodology for people with disabilities in Cambodia, information compiled in this manual is mostly based on the APPT project's experience. To broaden this perspective, the input of key stake-holders and organizations that have implemented the SCR approach was solicited. These included the following three organizations which were provided direct technical assistance by the APPT project staff to replicate the SCR methodology:

- the World Rehabilitation Fund (WRF), an international NGO focused on rehabilitation;
- Minority Organization for Development Economy (MODE), a local NGO that addresses poverty reduction;
- Mlup Preah Thor, a Buddhist organization locally referred to as the Buddhist Fund, which works with the most poor.

In addition, the following three international NGOs that participated in SCR training programmes and workshops and adopted the methodology or some aspects of it were also consulted:

- HelpAge International (HAI), which primarily deals with international ageing issues;
- Handicap International France (HIF), which addresses disability;
- Cambodia Trust (CT), which serves disabled persons.

These organizations commented on the drafting of this manual and provided examples, ideas and other contributions. Hopefully, these inputs illustrate how to adapt and apply the SCR approach to different types of clients and situations.

Box 3. Important reference points

Replicating success decision points, organizational examples, client case studies and coordinator and field worker tips are included in this manual to highlight key issues for the readers.

- **Replicating success decision points** are questions or issues that the readers should think about when developing their projects or programmes. These points aim to provide guidance for establishing a structured and well-designed project plan and are especially important to project staff responsible for management and planning.
- **Coordinator tips** provide practical advice on how to implement the SCR approach from the project management perspective.
- **Field worker tips** have been collected from the field staff of the APPT project and other organizations consulted during the drafting phase. These tips provide practical advice about how to implement the SCR process at the grassroots level and are particularly useful for project staff interacting directly with clients.
- **Organizational examples,** on the other hand, are more related to the structure of the service delivery process and project planning. These examples have been collected from the APPT project or organizations that have already adapted the SCR approach to suit their own project area, needs and clients.
- **Client case studies** are good practice examples and aim to better illustrate the SCR process by giving concrete examples of real clients and results the APPT project or other SCR projects have had on their lives.

Outline

The manual is divided into the following sections:

- **Section 1** provides a brief background on the needs of people with disabilities in Cambodia and why the APPT project was set up.
- **Section 2** goes into more detail on how the APPT project integrated the SCR methodology in its project approach.
- **Sections 3 to 9** contain a more detailed account of the SCR approach and how to implement it. These sections form the key part of the manual.
- **Section 10** includes examples of how other organizations have adapted or applied the SCR approach to their work.
- **Section 11** provides additional information on project supports that the readers should consider in project implementation, such as developing human resources and building capacity of local partners.
- **Section 12** includes a summary of the forms developed and used by the APPT project in the field to collect information and implement the SCR approach, as well as other relevant resources available for organizations planning to implement SCR.
- **Appendices** contain the APPT forms, sample peer training workshop agenda and a bibliography for the relevant resources.

It is suggested that readers first scan this manual and its contents and then spend a considerable time reviewing the heart of the manual (Sections 3 to 9) which deals specifically with the service delivery process and how to implement the SCR approach.

A word about terminology

The terminology and language used in this manual, in particular related to disability issues, is based on universally-accepted terms and those prevalent in Cambodia at the time of writing. However, some definitions used are more APPT-project specific.

For example, the term “client” is used for people who participate in the project as trainees, and the term “field worker” for the staff that directly interact with the clients and implement the SCR approach at the grassroots level. Other projects may prefer to use “beneficiaries” instead of “clients” and “community organizers”, and “field coordinators” and other titles instead of “field workers”.

The APPT Project and The SCR Methodology

2.1 Section introduction

In this section you will learn about:

- the SCR methodology and APPT service delivery process; and
- the APPT project structure and partners.

2.2 Project, process and method

For the purposes of understanding the manual, it is important to distinguish among 1) the APPT project, 2) its service delivery process and 3) the main methodology that the project used - called Success Case Replication (SCR), which is based on peer training. The following section describes each of these items and Diagram 1 illustrates the interplay among them.

As a project, the Alleviating Poverty through Peer Training (APPT) project had specific objectives, structures, staffing patterns, partners, reporting requirements and obligations to its stakeholders. The basic objective was to demonstrate the SCR methodology on the poverty reduction of people with disabilities, especially those in remote and rural areas. Section 2.4 describes the APPT structure and its partners.

The APPT service delivery process was designed to meet the project's objective, and the individual needs of the project clients, some of whom required a training intervention other than SCR or peer training, or may not have required any occupational skills training at all, but did need business development support.

The APPT service delivery process included the following phases:

- outreach and recruitment;
- assessment and planning;
- vocational training (including SCR/Peer training);
- business start-up and development;
- follow-up;
- closure and impact assessment.

As its major skills training method, the APPT project adapted the SCR steps from those used originally by the FAO and ESCAP in their poverty alleviation work. The APPT project wanted to more clearly emphasize the aspect of business development. The SCR steps are as follows:

1. locating successful entrepreneurs;
2. evaluating profitability and market viability;
3. assessing the willingness of the entrepreneur to be a trainer;
4. identifying trainees;
5. matching trainer to the trainees;
6. establishing a practical hands-on training programme;
7. supervising training;
8. planning the business with the trainee;
9. arranging for access to credit or providing a grant;
10. providing follow-up; and
11. arranging secondary replication (that is, for successful trainees to become trainers, if possible).

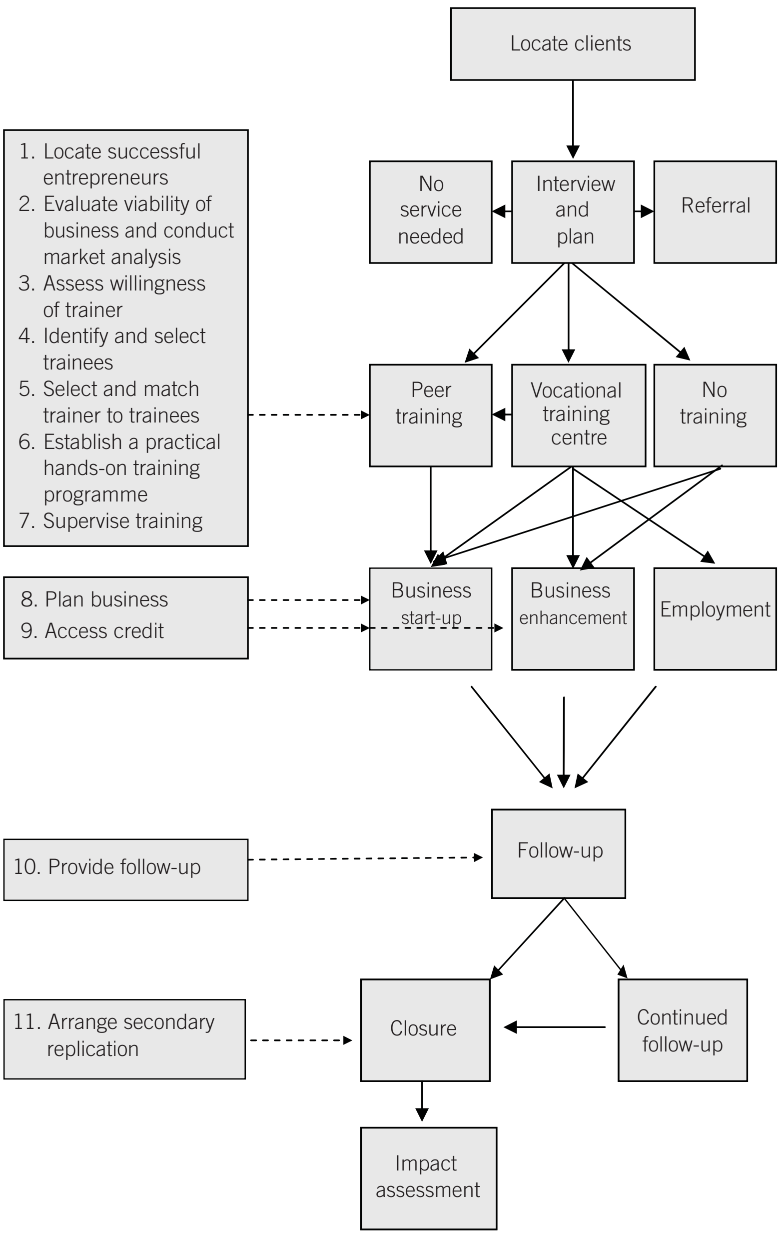
The relationship of the SCR steps and methodology to the overall service delivery process is illustrated in Diagram 1.

Because developing and implementing a project requires strategic thinking and taking decisions, Diagram 1 also includes some of the questions and decision points for developing a similar service delivery process.

DIAGRAM 1: SCR METHODOLOGY, APPT PROCESS AND MAJOR DECISION POINTS

SCR steps

APPT service delivery process



Replicating Success decision points

I. Outreach and recruitment
Who will you serve? Who can help? How will you recruit them? How will you locate successful entrepreneurs?

II. Assessment and planning
What types of assessment will you use? What are your criteria for selecting clients? What will be your approach to individualized client planning? How will you collect baseline data to measure impact?

III. Vocational training
What types of training will you offer? If SCR or peer training is used, how can it best be adapted? How will you work with other training providers? How will you find and evaluate peer training?

IV. Business start-up and development
How will you approach business planning? Will you engage in business enhancement? How will you measure success?

V. Follow-up
What methods and policies will you put in place for follow-up?

VI. Closure and impact assessment
When will you close a case and cease follow-up? How can you encourage multiplication of success? How will you measure impact?

2.3 About the service delivery process

The word “process” is important. While Diagram 1 shows the SCR steps and how they are linked to the service delivery process, in actuality many activities took place simultaneously. For example, since the APPT project was client-centred, Diagram 1 shows the service delivery process starting with the clients. In reality, identifying clients and peer trainers or “success cases” may take place simultaneously.

Finding peer trainers who operate viable businesses that can be replicated is critical to the success of the SCR methodology, which recognizes that economic opportunity nd market strength are crucial to the success of a business. Finding a good trainer is critical to the services delivery process and the client’s ability to replicate the business.

Locating clients and success cases often involved similar techniques, such as making contacts with local authorities, village chiefs, informal leaders, and soliciting leads. After recruiting prospective clients, the field workers conducted in-depth interviews and if the persons seemed appropriate for the project, the field workers worked with them to develop a plan of action. Similarly, an interview and assessment process was used to determine if entrepreneurs or potential success cases might become effective peer trainers.

Once recruited, clients moved into the assessment and planning phase where a decision to engage in some kind of training (peer training or classroom-based) was made. After completing training, clients moved to the business start-up and development phase of the service delivery process. Those who did not need training could move to the business start-up phase directly. For example, some clients had an existing business or income-generating activity that was in jeopardy or was not meeting basic income needs. These clients were accepted for services that included business development support or a grant or loan with support to help improve their income-generating activity. The project referred to the latter service as “business enhancement”.

Those clients who completed the vocational training phase moved into the business development phase. Business development actually starts prior to the training initiation with a market assessment and planning that ensures the trainee’s prospective business can earn money. Business development also includes guiding the clients through the process of business planning, accessing credit and taking action to start or improve their businesses.

In selected cases, some individuals went to work in the formal sector, that is, they got a regular job. But since the APPT project concentrated on rural and remote areas, and because of the nature of the project, most people moved on to starting new income-generating activities or small businesses or enhancing their existing ones.

(Note that it is not the ILO’s policy to provide direct loans in its projects, but to help people access loans through local micro-finance institutions or programmes. Unfortunately, due to the poverty status of clients, transport access and other barriers, the APPT project had to make loans directly, especially in the earlier stages).

Once the clients have started a new business or developed their existing ones, the follow-up phase began. Follow-up in the APPT project was more than just "checking in". Field workers assessed the status of the business, calculated its profitability, assessed the need for more business development services, linked the new business owner to other services, helped to solve business problems and made suggestions to improve the business. Impact was regularly assessed as well. Sometimes, the field workers supported clients to form self-help groups.

After one year, if the business was stable, if loans had been repaid and if no other immediate interventions were needed, the case was closed for project purposes. At the point of project closure, field workers also assessed impact and assessed for secondary replication, that is, the replication of the business by another APPT client with the former client serving as a trainer.

In reality, however, field workers regularly visited villages and were available for continued assistance beyond closure, if needed. Many trainees often became peer trainers as well, or became part of self-help groups, which meant that contact with the APPT field workers continued. Various types of support groups were organized and sometimes services were delivered to a group. See Section 11.4 for examples of group services.

Case study: Ms. Kuon Sinan, grocery vendor from Siem Reap, Part I

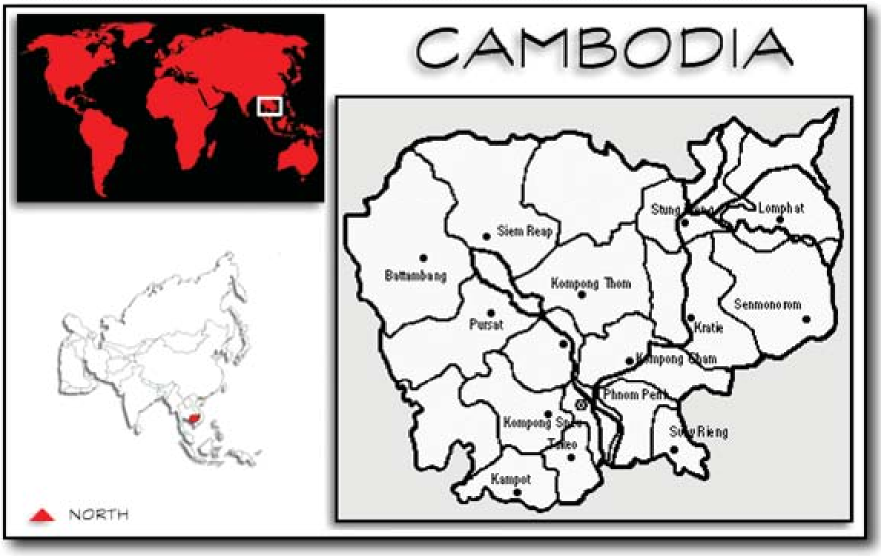
Ms. Kuon Sinan making a record of the daily transactions of her business.

Kuon Sinan is 19 years old and lives with her parents and two siblings in Chea Smorn village near Siem Reap in Cambodia. Disabled from birth with serious multiple disabilities, she is missing one arm entirely; her other arm ends above the elbow, and she has a slight mobility impairment. Sinan was a good student and attended school until the sixth grade after which she was forced to give it up because her father got ill and her family no longer had the money to keep her at school. Because of her disability and lack of support, she had to stay at home. The APPT project field staff identified Sinan through the local government office. After the first assessment and interview, the field worker found out that Sinan was interested in starting up her own business to earn much needed extra money for the family and to gain more independence. She decided to start a small grocery shop because her village did not have one and there was a market for it. The field worker matched Sinan to her peer trainer, Ms. Sok Pen. The training on how to set up and run a grocery shop lasted for four days and was arranged at Sinan's home where the trainer commuted. After the training, the APPT project provided Sinan a US$50 start-up grant to buy materials, the initial stock and to build a stall in front of her home for the shop. Today Sinan's business is stable and she earns approximately US$30 per month. She has used the additional income to care for her sick father, buy more items to sell in her shop and purchase two pigs that her family can raise for further profit. Moreover, she is happy that she has been able to go back to school and dreams of a job in an office when she finishes her studies.

Read more about Ms. Kuon Sinan and the assessment phase in Section 4.

2.4 The APPT project structure and partners

The ILO executed the APPT project in collaboration with the Ministry of Social Affairs, Veterans and Youth Rehabilitation (MoSVY), its provincial offices (PoSVY) and collaborating NGOs located in the three provinces where the project operated. The project had formal and informal partnerships with local and international NGOs for the purpose of referral and collaboration for client services that the project did not provide.



The APPT management structure

The office and management structure involved the following:

- backstopping from the ILO office in Bangkok, Thailand;
- a coordinating office in Phnom Penh, Cambodia;
- three provincial field offices in Pursat, Siem Reap and Kompong Thom.
- a Project Advisory Committee (AC).

Staffing varied over the life of the project and according to funding levels, but at the end of the project, the staff included:

- one National Project Coordinator (NPC);
- a Government counterpart;
- one support staff;
- three lead field workers;
- four additional field workers.

The NPC, located in the coordinating office in Phnom Penh, supervised the implementation of project activities in the three field offices. The coordinating office also housed a Government counterpart from MoSVY, who was specialized in information management, and a secretary. The NPC was supported by the ILO Senior Specialist in Vocational Rehabilitation, who provided technical backstopping from Bangkok. Additional support was provided by young professionals funded by their governments to work at the ILO.

Seconded Government staff was the main source of field staff in an effort to build local capacity and ensure sustainability. Each APPT project site was staffed with two to three field workers, of whom at least one was a woman and one assigned as the lead field worker. The lead field workers had the overall responsibility for planning and implementing the activities in the project sites, including reporting from the field to the coordination office in Phnom Penh, managing the Participant Fund (that is, funds that went directly to clients and trainers), linking to NGOs and Government's provincial offices, and providing training and guidance to other field workers.

An Advisory Committee (AC) was set up in 2006 to strengthen linkages and coordination between stakeholders at the national level and with other ILO projects in the country. The AC met on a quarterly basis to:

- provide technical support and advice;
- coordinate with their offices and ministries;
- provide strategic guidance related to long-term project planning and sustainability;
- review and make recommendations related to materials development and training events organized by the project.

The AC consisted of partner ministries, NGOs that work for both disabled and non-disabled people, representatives of disabled people, and relevant ILO programmes.

Box 4. The APPT AC members

- Ministry of Social Affairs, Veterans and Youth Rehabilitation (MoSVY) - the main government counterpart
- Ministry of Women's Affairs (MoWA)
- Ministry of Education, Youth and Sport (MoEYS)
- Disability Action Council (DAC)- a coordinating body to MoSVY
- Cambodian Disabled People's Organization (CDPO)
- Cambodia Trust (CT) – an international NGO
- World Rehabilitation Fund (WRF) – an international NGO
- ILO project on Promoting Women's Entrepreneurship Development and Gender Equality (WEDGE)
- ILO project on Expansion of Employment Opportunities for Women (EEOW)
- ILO project on Integrated Support to Small Enterprise Development in Mekong Delta Countries (ISED)
- ILO project on Informal Economy, Poverty and Employment (IEP)
- ILO project on HIV/AIDS Workplace Education.

Coordinator tip: Working with the AC

A quarterly meeting of the APPT AC in 2006.

"When you set up the AC, try to identify and invite those who are interested in the project or already involved in similar activities to become members. They are more likely to participate actively and give quality input that the project can use. I found that getting to know the members personally also helps to keep them motivated. I regularly touched base especially with the Government partners and invited them to project events and training. The most important thing is to discuss the role of the AC and make sure the project and the AC members agree on it. Do not expect them to do the work for you, they are experts offering their valuable advice, contacts and time. Make sure you address their concerns, be they project-related or about practical things like getting transportation to the AC meeting. The members are often very busy, so make sure you are organized and prepared for the meetings and keep them short and concise. With the APPT project, we decided to organize the meetings on a quarterly basis – that provided enough time between meetings to make progress with the project activities and allow for some reflection, but not too long for the members to lose interest or forget about the project. I always briefed those who missed a meeting to keep them on board. And I started each meeting with a progress report to keep the members updated on the project activities."

Mr. Ros Sotha, former APPT Project Coordinator and current volunteer adviser to the Buddhist Fund.

The APPT partners

The main APPT partners included:

- the Government;
- local and international NGOs;
- other ILO projects.

The Government, in particular MoSVY and its provincial offices, was the main partner of the APPT project. Through the partnership, staff were seconded, office space was provided through the provincial offices (PoSVY) and information and guidance was secured. Linkage to provincial offices was helpful in making local contacts and finding clients. The partnership with MoSVY and the establishment of the APPT Advisory Committee also resulted in better coordination with other ministries. The project maintained a formal Memorandum of Understanding with MoSVY.

Local NGOs provided assistance in administering the Participant Fund in each project location. Training fees, materials and other costs related to training and business set-up were covered for by the Participant Fund in the form of special allowances or grants and loans. The project sought one NGO in each province to lessen the burden on field staff and to provide for additional accountability with regard to how resources were allocated. In practice, the APPT field workers assessed the costs to meet the reasonable training and business needs of clients, concluded special allowance and grant agreements with them, and then helped with arranging for the training, purchasing the needed materials and setting up the business. Through collaboration and random field visits to clients, the local NGO partners helped to verify that these costs were calculated on the basis of local prices and were reasonable to meet needs, and that the materials were indeed purchased as planned. The project entered into formal relationships with these local NGOs.

Additionally, the project had informal relationships with several other international and local NGOs, especially at the provincial level and with specific disability groups, including, and especially, organizations of disabled persons. The purpose of these partnerships was to strengthen linkages for referring clients for services not provided by the project, to identify clients for the APPT project, to share information and resources and to cross-train staff from among the organizations. Through these efforts, several local NGOs adopted aspects of the SCR methodology. When the project later included a focus on families with a disabled child, this network of local contacts became more critical to serving the needs of the disabled children who formed a new population for the field staff.

The work with local and international NGOs became stronger as the project focused on sustainability and through increased funding from AGFUND to support more training and a greater emphasis on women's issues. Through on-the-job training, workshops and knowledge sharing, the lessons learned and skills required by the SCR methodology were systematically transferred to several other NGOs and Government offices.

The APPT project also partnered with several other ILO projects in the country. The ILO projects on Promoting Women's Entrepreneurship Development and Gender Equality (WEDGE), Expansion of Employment Opportunities for Women (EEOW), Integrated Support to Small Enterprise Development in Mekong Delta Countries (ISED), Informal Economy, Poverty and Employment (IEP), and HIV/AIDS Workplace Education were members of the formal AC, but also assisted the APPT project at the grassroots level by providing information or even training and giving grants to APPT clients.

Now that you have learned about the APPT project in Cambodia, the following sections of the manual will take you through the phases of the project and provide guidance in how to adapt and replicate it for your situation.

Phase I: Outreach and Recruitment

3.1 Section introduction

In this section you will learn:

- about different types of clients and how to define your target group;
- how to recruit clients once you have decided who to serve.

3.2 Who will you serve?

The decision to serve a particular group of clients will depend on many factors, including the needs of the geographic location in which you operate, the mission of your organization, the needs of the potential client population, and so on. The target group may change or expand during the project's duration, but it is good to define it at the onset. Among other things, this will help to:

- identify and focus on the project strategies and activities;
- target recruitment efforts;
- identify appropriate partners;
- organize data collection and management more efficiently.

The SCR approach can be viable for many target groups. It is a particularly useful approach to reach people who have specific learning needs and might benefit from one-on-one training, face difficulties in getting formal vocational training including those who are geographically isolated, cannot afford regular training programmes, cannot travel because of their disability, lack money and time, or have low literacy levels. During the life of the APPT project, the client base expanded from adults with disabilities to include:

- mothers or fathers of a disabled child(ren);
- spouses of disabled persons;
- persons living with HIV/AIDS (with or without disabilities);
- adult representatives of disabled family members other than children (for example, grandparents, aunts, and so forth).

The SCR approach is particularly female-friendly because it uses peer trainers who can teach at home, train in home-based income-generating skills and be flexible to adjust to family responsibilities. As a result, more than half of the APPT clients were female, as were many of the peer trainers. The SCR approach also provides an ideal training alternative for older people who have faced many barriers to participating in the economic mainstream or have never worked before.

Case study: Mrs. Choen Reuoy, an older woman living with HIV/AIDS

Choen Reuoy is 61 years old and lives with her daughter-in-law and grandson in Prek Norin village in Battambang Province in Cambodia. Her only son died of AIDS in 2003 and her daughter-in-law is HIV positive and very weak. Reuoy is the main income earner in the family and cares for her daughter-in-law and grandson. She used to make cakes for sale, but her business was failing and she was struggling to support her family. The work was very time-consuming and she had difficulties finding customers with other cake sellers dominating the local market. After identifying Reuoy through the Older People's Association (OPA), the HelpAge International (HAI) field worker worked with her to change her occupation to something more suitable. Reuoy wanted to become a mobile clothes vendor. She chose the clothes business because few people were selling clothes this way and because, unlike cakes, the product will not spoil if not sold immediately. HAI arranged for peer training and provided her with a bicycle and a grant to start up her business. Now Reuoy earns about US$30 per month. She uses this money to buy food for her family, pay her grandson's school expenses and pay for medicine for herself and her daughter-in-law. Reuoy is happy with her choice. She has more energy and she can now pay all her bills every month.

Mrs. Choen Reuoy, comforting her daughter-in-law who is HIV positive and very weak.

Apart from specific client groups, the SCR approach is suitable for vulnerable and poor people in general to help to lift them out of poverty. If your geographical location is small or scarcely populated, you may want to serve several client groups that might be very different, but have similar business development or income-generating needs.

Organizational example: The Buddhist Fund's wider client base

In its pilot activity in the Kompong Chamm province in Cambodia, the Buddhist Fund targets vulnerable people in general, including people with severe disabilities, those living with HIV/AIDS, orphans, poor widows with many children, elderly people who have no family support, adults caring for family members with chronic diseases, and others. This ensures that the project is helping all those in need, and from a disability perspective it encourages the mainstreaming of disabled persons. Such a broad target group is possible since the pilot project's location is limited to only a few districts and the client population has similar needs.

Monks working with one of the vulnerable Buddhist Fund clients

Read more about the Buddhist Fund in Section 10 and Appendix I.

3.3 How to locate and recruit clients

Once you have decided who forms your primary target group, you need to develop an outreach and recruitment plan. The following factors will determine your approach:

- nature of the target group and how it can best be reached;
- level of the country's development and types of methods or media that can be used for recruitment;
- nature of the environment (for example, rural versus urban, level of remoteness, level of organizational development of partners, existence of self-help groups, and so on);
- resources and partners at your disposal.

Depending on the context, there are many ways to locate clients. Some work particularly well in rural and isolated areas or where illiteracy is high; others may be more appropriate for urban or developed areas. Here are some examples:

- consult local authorities and government offices;
- meet with village or commune chiefs;
- work with self-help groups and NGOs that represent or work with a particular target group;
- work and link with NGOs, government agencies, employment services, trade unions and other formal groups that may work with a general population and are interested in helping the target group you have selected;
- visit villages and communities and talk to villagers;
- find out through word of mouth or from other clients and self-help groups operating in the project location;
- place advertisements using appropriate media for the community and population, such as radio, television, newsprint, public billboards, and so on;
- conduct a census or baseline research.

Specific measures may be required for people with disabilities, such as for those who are Deaf or blind, or for persons with low literacy skills, or socially or geographically isolated persons. For example, posting something on a village bulletin board may mean that blind or visually-impaired persons, those who are illiterate and persons who are unable to leave their homes will not have access to that information. Creative, locally appropriate means of reaching the target group need to be identified.

Field worker tip: How to locate clients

"I found it useful to attend regular meetings with PoSVY and DoSVY (Provincial and District Offices for Social Affairs, Veterans and Youth Rehabilitation) staff and other NGOs, especially at the early stages of the project. In this way I could hear where to find new clients who were not necessarily listed in the official reports, and find out what others were doing. Besides finding clients, I could then use the information about other agencies to link clients to other services they needed but were not provided by our project. Also, good contacts with DoSVY and other district officials helped me to get the cooperation of village chiefs. Village chiefs were often more friendly and open to help after the district chief had contacted them and recommended the APPT project to them."

Mrs. Som Chan Bopha, APPT field worker in Pursat

Using local contacts who know the village or community is especially important for locating individuals with more severe disabilities, the parents of disabled children and those whose disabilities are not obvious, such as people with psycho-social or intellectual disabilities. In addition, many people, especially those in the remote areas, may not know about or apply for government services or be known to service providers. Women in rural areas are less likely to travel or seek out services, so relying on formal referral sources or government databases may not yield results.

Organizational example: Cambodia Trust organized "Open Days" for locating clients and conducting awareness raising sessions

Participants of the CT's "Open Days"

Cambodia Trust (CT) started organizing "Open Days" to locate and recruit clients and to educate the local authorities about the rights of persons with disabilities and the rights of children to schooling. In the remote district of Kampot in Cambodia, CT invited all village chiefs, commune leaders and district officials to a series of meetings at the Sihanoukville Rehabilitation Centre. They were paid small daily allowances to cover food and accommodation costs up to US$10 per day, and their transport was organized and paid for. After the meetings, the local officials and commune leaders went back to their communities with the responsibility to engage and encourage potential clients to apply for the rehabilitation and community services CT had to offer. This approach was beneficial in getting the buy-in from the local community leaders to the project. In addition, the client selection process was open and widely notified, for example through a newsletter called "Village Notes – Sharing Information". As a follow-up to the Open Days, officials were invited to a one-day Disability Rights Workshop and CT staff visited the local areas for further awareness raising, follow-up and assessment of clients indicatively selected for services.

See Appendix I for more information about CT.

HelpAge International (HAI) used the combined expertise of its client population, existing local networks and community leaders to prioritize clients for SCR activities.

Organizational example: HAI works together with OPAs at the community level, Part I

To implement project activities targeting older people HAI supports and works through Older People's Associations (OPAs). OPAs are community-based organizations open to all village members over 55 years of age. The OPA committees in particular have a key role in recruiting clients. First the local OPA committee invites a group of about 20 older people, half of whom are women, to meet to do a "wealth-ranking exercise". The HAI community organizer (that is, field worker) facilitates the meeting, and local community leaders, such as people from the Village Development Committees, are also invited. The participants divide local community members into four groups: rich, medium, poor and the poorest. They use a simple wealth ranking tool to do this. The tool is a chart where basic demographic data is filled in and boxes ticked according to a person's situation, including their living standard, dependency on others and health condition. At the end of the exercise, the participants propose roughly five to nine candidates from the group of the poorest for participation in the project. These prioritized candidates do not have a small business, but might be willing and able to run one. To make the final selection, the HAI field worker, together with the local OPA leader and village leader, later visit and assess these candidates (see Section 4 on assessment and planning). These poorest of the poor become the target clients for peer training.

Read more about the role of OPAs in the SCR process in Sections 8 and 10.

See Appendix I for more information about HAI.

A note on needs assessment exercises

Many service delivery projects start by conducting community audits, needs assessments or "service mapping" exercises of a particular geographic location or target group. Such research may be a good way to start out to determine needs for services which do not exist in the community in question, the types of individuals who live there and are unserved or underserved, and other key characteristics. As part of the later stages of the APPT project, a needs assessment was completed to inform the remainder of the APPT project and future initiatives about women in the target locations.

Organizational example: APPT women's needs assessment, Part I

Systematic information gathering about the socio-economic needs of women with disabilities is rare both in Cambodia and throughout the developing world. The APPT project surveyed women and men with disabilities to specifically identify the needs of women as compared to men and to enlighten future services for women. The needs assessment was conducted in three provinces in Cambodia during 2006 by trained Khmer interviewers who collected data from 40 women and 25 men. According to the needs assessment, women with disabilities reported being more limited by barriers to training and acquiring credit than men. Women also indicated that they face greater constraints in transport and were less likely to engage in simple activities such as attending social events or going to the market, suggesting they are more socially isolated. Women reported lower literacy skills and access to skills training. Additionally, women felt that their gender was a barrier with regard to many socio-economic activities. These characteristics and some direct questions about the APPT project suggested that women wanted to increase their income, appreciate accessible training and become more socially engaged after they started a business or income-generating activity. This input was incorporated into the project refinements.

Conducting a needs assessment exercise is certainly a good practice, but it will depend on the available project resources, both human and financial, and the time that is involved. It is important to be realistic and to consider the data that is readily available. The APPT project conducted the women's needs assessment when it received additional funding and there was a need to revisit some of the project strategies to better address the needs of female clients.

Replicating success decision points

You have learned about different client populations and approaches to locate them. Now it is time to decide:

- Who will your project or programme serve and where are they located?
- What strategies will you use to find and recruit prospective clients?
- What resources, such as funds and partners, do you have to do this?

Phase II: Assessment and Planning

4.1 Section introduction

In this section you will learn about:

- assessing and selecting clients;
- the importance of planning for impact assessment;
- planning for services according to client needs.

4.2 How to assess and select clients

A simple, but effective, tool for assessment and selection is an interview with the prospective clients. Their families, such as spouses or parents, other service providers or neighbours, members of local community, self-help groups and others may also be involved in the initial interview and selection process, depending on the situation and the project.

Here are some ideas about what to ask during the interview:

- **Demographic data:** Age, living situation, marital status, family members, financial situation, and so forth.
- **Current abilities and skills:** Education, training background, and so forth.
- **Interests, future hopes and aspirations:** Types of businesses and skills the clients are interested in, and so forth.
- **Specific needs:** Type(s) of disability of the clients and their other needs or constraints relative to disability or other characteristics.

The APPT project developed an *Initial Interview* form to guide the field workers conducting interviews and assessing clients. See the form in Appendix II for more ideas and questions.

Field worker tip: What to keep in mind when meeting clients in the selection phase

"When I first meet with possible clients, I give them time to respond and think, I am honest and try to make a good impression. I do not ask them to make a decision right away about what they want to do, but try to get to know them and their families as well as the local community. If possible, I ask the village chief to join me to introduce the project and to explain why I am there. This normally helps to gain the local person's trust. I let the clients think about what has been suggested and discussed. I go back later. When I know them better, it is easier to talk about their motivation and needs and suggest and discuss different options available. Sometimes the first assessment takes weeks or more than a month. But it pays off. When I give them time to decide, the clients are more motivated and are less likely to change their minds and drop out of the project activities."

Mr. Pho Samet, lead APPT field worker in Siem Reap

As you can learn from this APPT field worker, it normally takes more than one visit to determine if clients are interested in and suited to the project. Whatever is decided, it should be a joint decision and communicated clearly and openly to the clients and their families, and others who are involved. Basically, four options or directions exist:

1. **Accept** the clients for the project services.
2. **Postpone** consideration and revisit the clients later. For example, they may not wish to participate until after harvest time or are unavailable due to family matters.
3. **Do not accept** clients for the project services because some other service need is indicated first, for example, educational or medical. In this case, make the appropriate referrals to other organizations or agencies and follow-up later.
4. **Do not accept** the clients for some other valid reason and clearly explain why.

The APPT project used the above-mentioned *Initial Interview* form to complete the initial assessment for client selection. As noted in Section 3, HAI conducted first a simple wealth-ranking exercise to prioritize candidates and then interviewed and visited the prospective clients to make the final selection. Much like HAI, the Buddhist Fund also uses a wealth-ranking tool called *Participatory Rural Appraisal;* that aims to identify the poorest people in the village by using the expertise of villagers and local authorities, and then interviews the candidates with the help of the APPT form to select clients.

Case study: Mrs. Sim Lorn, Khmer noodle seller from Battambang, Part I

Mrs. Sim Lorn, 63 years old, lives together with her husband in Konh Khlong village, Battambang province. They were farmers when they were younger, but could no longer handle such physically demanding work. When Lorn heard that the local OPA was providing opportunities for skills training as part of the HAI project, she was eager to participate. Once she expressed her interest to set up a business selling Khmer noodles, the HAI field worker and the OPA assessed her suitability for training. They first used a wealth ranking list that included all families in the village. According to the list, Lorn had a low income and basic living conditions, the main selection criteria for project participation with HAI. The OPA committee then talked to Lorn about her plans and motivation. After having reviewed all questions, the HAI field worker and the OPA decided that Lorn was a reliable person and would be committed to her business. The OPA helped to arrange peer training for Lorn and provided her business start-up assistance as part of the HAI project.

Sim Lorn making Khmer noodles

In Section 6, read more about Mrs. Sim Lorn and how HAI and the OPA helped her to assess the market and set up her business.

When client selection is made, it is important to explain the underlying reasons for the decision taken to the clients, their families, neighbours and community. It is always good to reiterate the project criteria and goals and explain how each case fits into that. For example, the person was selected because they:

- fit with the project's definition of a target group (for example, they may have a disability and/or HIV/AIDS);
- live in extreme poverty or in need of improving their income/livelihood more than others in the target location;
- need and want to increase their income and show promise and interest in doing so;
- have access to the needed supports that can make them successful or the supports can be accessed through the project activities or the family, neighbours and community;
- agree to the project goals and conditions (for example, sometimes projects may require the clients to put aside additional resources for completing project goals. This could be money or other resources to be invested in the business, or money, time and willingness to send and keep disabled and/or other children in school).

Comprehensive client interviews and regular meeting and consultation with clients ensures their involvement in the decision-making and planning process. If your project takes a grassroots approach, you do not need to use more sophisticated assessment tools that are not suited to the context or are beyond the capacity of field workers to use.

Most of those who were interested in services were accepted by the APPT project. People should not be screened out if they cannot operate a business independently. When human support was needed to operate a business, a family member was sometimes invited to participate and/or the person was encouraged to join or form a group, where limitations or other issues could be accommodated with the support of others.

4.3 A WORD ABOUT IMPACT ASSESSMENT

Every project should think about how to measure the impact of its activities and what strategies, tools and resources are involved. To effectively measure impact after project interventions, baseline data needs to be collected during the initial interview or assessment phase.

Organizational example: Evolving baseline survey and impact assessment methods of the APPT project, Part I

The APPT impact assessment methods were gradually improved over the course of the project. Initially, income increases and the clients' self-reports based on field worker queries were the bases of the impact assessments along with the field workers' observations. Later, digital cameras were used to take photos of the clients and their living situations to show changes in housing, the building of sheds, shops or to document business expansion. After the input of an external evaluation mid-way through the project, a more systematic impact assessment survey was used. Field workers collected and recorded information during the initial interview and assessment period with the help of the APPT forms developed for this purpose. One year later, photographs and changes in the baseline data, as well as the self-reports, were used to document impact. The information was entered into the APPT database and management information system (MIS) where it was analyzed and used for reports, summaries and impact analysis.

Read more about the APPT project's impact assessment in Section 9. For more details about how the APPT database and MIS worked, see Managing success: An instruction manual for the APPT database and Management Information System (ILO, 2008).

4.4 How to plan for services

Planning usually begins as part of the first visit and interview. Depending on the clients, their current skills, employment status and aspirations, this part of the planning process is to decide what the clients want to do and how their skills and abilities measure up. You must decide what kind of training or service programme is needed to move toward the goal. As noted in the description of the service delivery process in Section 2, for the APPT project the options were:

- peer training;
- other types of training (at a vocational training centre, mobile unit, etc.);
- immediate business start-up or business enhancement, if there are no training needs.

Part of the planning process needs to include a market assessment for the planned business. It is useful to assess the market together with the clients, and critically important to do so before any training or business development assistance is organized. There is no point in conducting training or developing a business if there is no market for the product or service in the location. Section 6.4 addresses market assessment. However, just for illustration here, if a village lacks a haircutter and the villagers go elsewhere for this service, a training programme in haircutting could be a worthwhile endeavour. If two people are already engaged in motorbike repair and the field worker talks to them and finds out they do not have enough work, there is no need for a third person doing motorbike repair.

While it is important to make sure that planning is realistic and responds to actual market place demands, the interest of the clients should always be considered as well. Clients should be active participants in planning and deciding their futures, not the recipients of plans that reflect the availability of trainers.

Field worker tip: How to jointly decide what business is the best for the clients

"Sometimes my clients have already a good business idea that meets the market demand in their villages. They may have seen someone else's business, like hair-cutting or chicken raising, or a product, like baskets or Khmer cakes, which they have liked and want to do the same activity. But clients who are more severely disabled, blind, Deaf or have intellectual or psycho-social disabilities often struggle to know what they want or can do because they are more likely to be socially isolated than others and may lack self-esteem or others' support to start a business. To help, I ask questions like: Do you go to the market? What kinds of products have you seen or felt there? Do you know any people in your village who are running small businesses? What kinds of activities do you like doing? What interests you? I also ask their families the same questions and discuss ideas with them. Sometimes I show photos or bring products for them to give examples of different businesses. Or, I take the disabled clients and their families to see other disabled and non-disabled people working or running their own businesses. There are often a lot of prejudices about what disabled people can and should do, so I also try to suggest different and more advanced types of activities the clients may not be familiar with and explain what is needed to do them. I am patient and give the clients and their families enough time to think about my suggestions. Sometimes as many as three or four visits are needed to make the final decision."

Mr. Pho Samet, lead APPT field worker in Siem Reap.

Ideally, both the field worker and the clients should jointly agree on the next steps to be taken. It is good to write down the key points, even if the clients do not have literacy skills. The key points will form a plan of action that should include:

- the type of business or income-generating activity planned, and its goals;
- the type of training and other services needed to achieve the goals;
- estimated timeframe for the main steps to be taken, for example, expected dates for starting and completing the training (if any) and starting the business;
- other factors that need to be kept in mind, such as specific needs of the clients (for example, a woman may prefer a female trainer; accessibility issues need to be checked for a trainee with mobility impairments when training is organized at the place of trainer's business; and so on).

It is also recommended that clients give their sign of agreement and understanding to the plan of action by signing it or, for those who do not write, affixing their thumbprint. It is important to work together and make sure that the clients understand the agreed-upon plan, especially if they cannot read. See Appendix II for an example of a standard plan of action developed and used by the APPT project.

Assessing and planning for specific needs

It is important to identify barriers or specific needs an individual may encounter in training or setting up a business and address these early in the process. Specific needs could be related to disability, health status, child care or other family situation, transportation issues or any variety of personal issues. For example, people with disabilities may have needs related to:

- access to transportation;
- assistive devices;
- literacy.

Case study: Planning for special needs, Ms. Kuon Sinan, Part II

Ms. Kuon Sinan, disabled grocery vendor

Sinan writes, eats and washes herself with her feet, but sometimes needs the help of other family members. She has difficulty walking as her one leg is shorter than the other, and she cannot travel long distances on her own. Considering her specific needs, the APPT field worker discussed various training and business options with her. Sinan was interested in grocery selling. It had a good market in her village, she could work from home with no need to travel and her family could help her to package some products and lift them for display when it was physically difficult for her to do so. Since she likes bookkeeping and is good with money and people, many parts of the job would be easy for her to manage. The field worker arranged for a peer trainer to teach Sinan at home. In this way the family could also participate in parts of the training and give her support in running the business. The field worker also linked Sinan with the local Buddhist Fund that started providing her some financial assistance to help her buy books and other materials for school. The Buddhist Fund has been so impressed with Sinan's progress at school that it has decided to offer her an internship to work at the Buddhist Fund's office after she finishes her studies.

Read more about Sinan in Section 2.

Individual specific needs influence the trainers' situation and success of the business. It is important to take a holistic approach and know all the clients' needs and what other organizations are doing in the community. Refer clients to other agencies if your project cannot accommodate these complex requirements. For example, the APPT project referred clients to the provincial offices of the MoSVY or Handicap International to arrange for wheelchairs or tricycles for clients who needed them.

Replicating success decision points

You have identified a target group for your project and learned about different methods and procedures to assess your target population and to plan for project services. Now it is time to decide:

- What kind of criteria will you use to select your clients?
- What kind of methods or tools will you use to assess clients' needs and abilities?
- How will you measure impact of the project activities?
- What planning tools will you put in place?

Phase III: Vocational Training

5.1 Section introduction

In this section, you will learn:

- about different training options;
- what to keep in mind when planning training for your clients.

Clients, who already have skills or have received training in some other venue, may be ready to start a business directly; others may already be engaged in a business and may need help to maintain or improve it. If business start-up or business enhancement is the next step for the clients, service delivery moves to the business development phase, which is described in Section 7. Even those clients who have already received some formal training in technical and business skills may still benefit from further training tailored to their needs. This section deals with training options and plans.

5.2 Training options

Depending on your project, there are many different ways, types and/or venues of delivering training. The following are examples of most used training options for grassroots projects like APPT:

A. peer training
B. centre-based training
C. apprenticeship and on-the-job training
D. other community-based training
E. group training
F. business development training
G. other training.

A. Peer training

Peer training is a process where successful business people teach their skills to others. According to the SCR methodology, peer training results in the trainees starting businesses similar to that of the trainers. “Peer” means that the trainers and trainees come from similar backgrounds, for example, from the same geographical location, or that they share similar living conditions, have comparable levels of education, and so forth.

As the SCR approach relies primarily on peer training, this option is explained in Section 6 in more detail. However, even if peer training is the main training approach in the SCR methodology, remember to be open to the needs of the clients, and also use other training options available within the community, if most appropriate to the individual.

Organizational example: Handicap International France (HIF) incorporates peer training

Peer training, an important part of the HIF’s project strategy, is not its main training option, but one of many used. According to the needs of the clients, some are referred to provincial vocational training centres operated by MoSVY, some receive training from the Agriculture District Officer and others receive only business management training by the HIF field staff. The training option is always decided with the clients according to their needs and wishes and the type of training and funds available. Sometimes peer training is used in combination with other methods.

Read more about how the HIF adapted the APPT tools in Section 10.

B. Centre-based training

Many individuals are suited for, interested in, and can benefit from, longer-term vocational training organized in training centres. Sometimes the formal training centre may even be the only viable option for a specific type of training or the qualifications sought.

Depending on the location, the training centres are operated by the Government or NGOs. They normally target the general population as a whole, but there may also be courses or centres which serve people with disabilities in particular.

The selection of the school and programme also depends on the institution’s or the NGO’s ability to provide accommodation, transportation and other support to the trainees. In Cambodia, most training centres are free of charge for disabled persons. However, if there are training fees or other costs related to accommodation, travel and food which are not provided by the training institute or NGO, remember to think about how to fund these costs and plan for them.

Field worker tip: Getting to know the training place

"Some of my disabled clients and their families think that they cannot succeed in mainstream training programmes and institutions. This is not true. Some also think that such places are not suitable for women or are too far away from home. I have encouraged clients to consider centre-based training and organized small trips for them and their families to visit the place of training and meet with the teachers before making the final decision. During the trips we can discuss with the training staff and clients how to meet certain specific needs, like organizing different types of chairs or ways to enter the classroom with a wheelchair. Also, it is a good opportunity to go over the curriculum to make sure it is relevant to the client's needs, ask about transportation and housing if they are needed, and talk with the other students who attend these programmes. I have noticed that this helps the teachers to be more sensitized to the clients' needs. The family is also more at ease with the choice and does not worry too much when the training starts."

Mr. Sok Im, lead APPT field worker in Pursat

Even if the trainees go to a vocational training centre, you should assess the local market first and make sure they can earn a decent living with the skills taught at the training centre. Bear in mind that such centres are sometimes slow to respond to market needs and the training offered may not reflect current demands in the market place. Do not assume that just because a training centre is offering a programme that it will result in a good job or business development opportunity. Read more about the market assessment in Section 6.4.

C. Apprenticeship and on-the-job training

An apprenticeship is a formal agreement between the clients who want to learn a skill and formal employers who need skilled workers. Apprenticeship training is normally an "earning while learning" arrangement for a fixed term. The clients or the apprentices receive compensation for their work and in exchange receive knowledge and develop skills associated with a specific trade through supervised on-the-job training. Less formal ways of learning in the workplace are referred to as "on-the-job training".

Sometimes an apprenticeship in a formal business or on-the-job training is the most realistic option. While this was often rare in rural settings in Cambodia and not often used by the APPT project, this option should be made available to the trainees where it is in their best interest and opportunities for such arrangements are found.

D. Other community-based training

Sometimes there are also other types of training options available in the community or that are needed by an individual. For example, in 2007 in Cambodia, the Ministry of Labour and Vocational Training (MoLVT) organized mobile training aimed at the poor in rural areas on various topics, such as horticulture and animal husbandry. As you can see from the example in Section 5.2 A, the clients of HIF profited from the training conducted by local Agriculture District Officers in the communities. The project should find updated information about these opportunities and take advantage of them. Interaction and good relations with local authorities and NGOs that operate in the project location are important.

E. Group training

Group training is a highly effective method and saves time and resources where there are many people in the same location with similar training needs.

Organizational example: Poverty Alleviation through Community Empowerment (PACE) project recruits master trainers to train small groups

The WRF's PACE project worked with the village of Veal Thom in Cambodia which includes a high percentage of disabled people. (The village land was originally donated by the Government to help disabled people, most of whom could not earn a decent living because of the lack of basic economic infrastructure). The PACE project adapted the SCR approach to meet the community development needs of the village and organized peer training in small groups to develop the skills of the villagers. After assessing the community needs and recruiting persons with similar business interests, the PACE project set up small occupational groups of six to15 people who had similar training and business development needs and selected two to three master trainers from each group. For example, the project set up groups on vegetable growing, furniture making, and so on. First the master trainers from each group received training from Government experts, successful entrepreneurs from neighbouring villages, NGO staff or other trainers. Depending on the business activity, the training was organized in the village or at the place of the trainer's business and it did not exceed more than three months at the most. After the training was completed, the master trainers went back to their occupational groups and trained other group members to replicate the business in question. After the completion of the training, the PACE project gave financial and other support to all trainees to set up their businesses. Because of the economic and skills development needs of the community of disabled people living in Veal Thom, group training was found to be a more efficient approach than the traditional one-on-one peer training.

Mr. Men Monn is one of the PACE project's master trainers for making rattan furniture.

Read more about the WRF and its PACE project in Section 10 and Appendix I

It is also a good idea to work with self-help groups, or in case they do not exist, to help set them up in your project location. Such groups can act as savings groups or provide other support and social contacts to their members. Group training is especially beneficial for occupational self-help groups; that is, for those groups where all members are doing the same business such as basket-weaving or playing music. It can improve the quality of the product or service to meet the growing market demand, develop the skills of the group members and help to develop team spirit that makes the business more enjoyable and profitable. Read more about group services in Section 11.

Case study: Musicians' group in Siem Reap

The leader of the musicians' group.

The group is lead by Mr. Mar Ray and is composed of six disabled and six non-disabled members; nine are men and three are women. The ages of the disabled members are from 31 to 51 years. Their disabilities include visual impairments or blindness and mobility impairments from polio or loss of limbs resulting from landmines. They all had different jobs before joining the group, such as farming. The APPT field staff helped them to set up a musicians' group and linked it then to another ILO project on the informal economy that was able to give the group further support. The group members were provided with musical instruments and training in traditional Khmer music by established musicians. The staff of both ILO projects helped with marketing the group's musical services. For example, ILO staff helped to get permission from the local authorities that allows the group to play at the temples in the most visited tourist areas. In addition to local weddings, now the group plays also for tourists at the Angkor Wat temple. The group can earn approximately US$450 per month from playing at the temple in addition to the US$250 or more per month they make from playing at weddings.

F. Business development training

Sometimes more formal business development training is available, other than the guidance from the peer trainer and field staff. This option is good for those clients who already have basic business management skills, but need to improve their businesses and practices to increase profitability of current business activities or to expand them.

Organizational example:
APPT project clients benefit from the ILO's Get Ahead training

In an effort to build the capacities of female clients, the APPT project sent 12 of them to participate in the ILO's Get Ahead for Women in Enterprise training that develops the skills of women starting, formalizing and growing their small businesses. This training was organized and sponsored by another ILO project in Cambodia, Women's Entrepre-neurship Development and Gender Equality (WEDGE). The training targets female entre-preneurs at the grassroots level and includes practical sessions that are tailored to fit the skill levels of participants. For example, the APPT clients learned how to better manage money, keep records, improve marketing and assess risks. Those clients who became peer trainers also transferred these new skills to their trainees.

Read more about additional project supports for clients in Section 11.

Organizational example: HelpAge International (HAI) organizes separate business development training sessions for all its clients

HAI adopted a policy of providing all trainees two days of training on small business management after the peer training was completed. The business training includes marketing, maximizing profit and managing finances and savings. The HAI field staff conducts the training in small groups. HAI's local partners in the communities, the Older People's Associations (OPAs), also join in the training and facilitate as they can. The group training also provides an opportunity for the clients to come together to share problems and potential solutions and advise each other. In addition, group contacts and the OPA involvement facilitate successful follow-up and on-going support.

Read more about follow-up activities in Section 8 and about HAI in Section 10 and Appendix I.

Business development training is also provided by the peer trainer as part of the hands-on training programme and is further developed during the business development phase when the trainer and the field worker provide assistance and follow-up.

G. Other training

Other types of training are often demand driven by the client. Examples of other types of training include literacy classes, occupational health and safety for home workers, awareness raising on gender, family planning, and so forth.

Case study: Mr. Tok Vanna, book seller from Siem Reap learns English, Part I

Mr. Tok Vanna with his mobile book stall.

Mr. Tok Vanna, 32 years old, lost both of his lower arms in a landmine accident in 1990 when he was a soldier. After his injury, he earned his living by begging and his family lived in extreme poverty. In 2003, the APPT project arranged for peer training and Vanna learned how to sell books from another disabled book seller. In addition to seed money and a loan to start up his business, Vanna was awarded a special allowance so that he could take English lessons that helped him to communicate with his customers who are mostly foreign tourists. This gave him an advantage as compared to some of his competition and his business started thriving. Vanna earns between US$65 and US$140 or more per month depending on the tourist season. He uses the income to support his family and two children to go to school.

Read more about Mr. Tok Vanna in Section 9.

Other training is normally organized through referrals to specialized agencies, organizations or private companies, like the language training in Tok Vanna's case. It can also be conducted in small groups by the project staff. For example, the APPT project and Cambodia Trust organized awareness raising education and information sessions on disability, HIV/AIDS, gender and other issues to their clients and staff. The Buddhist Fund also provides additional spiritual counselling to those clients who are interested. The types of other training that can be provided greatly depend on the staff capacity and what is locally available. For this reason it is important to network with other organizations present in the project location to find out potential opportunities that could further benefit clients and to regularly train your own project staff. Read more about additional project supports in Section 11.

Replicating success decision points

You have selected your project clients and learned about different skills training options the project could use. Now it is time to decide:

- What type of training suits your clients and the local market situations best?
- What kind of training can the project offer within its resources?
- In addition to peer training, what other training options are locally available?
- How will the project fund the training?
- How will you identify and cooperate with other training providers active in your project location?

Peer Training Under a Microscope

6.1 Section introduction

In this section you will learn how to arrange for peer training and implement the SCR steps involved in the process. In particular, you will learn about:

- peer trainers and how to find and recruit them;
- assessing market capacity and whether the business is replicable;
- matching trainers to trainees;
- establishing a hands-on training programme;
- monitoring and supervising the training.

6.2 How to locate successful entrepreneurs ("success cases")

Recruiting successful entrepreneurs who are willing and able to train others is a key to the peer training approach. You have to be creative to find these "success cases". It is good to start by asking those who know the project location well or are well-connected in the local communities. These include the following people or organizations:

- local authorities;
- local business organizations;
- village leaders;
- self-help groups, women's groups or other local networks;
- teachers;
- street vendors;
- other entrepreneurs in the area;
- local market vendors and middle men;
- clients themselves;
- former clients who have gained experience and might want to become trainers (see Section 8 on secondary replication for more information);
- local banks and micro-finance institutions;
- formal businesses.

This list is not exhaustive. In practice, the field workers should be constantly on the lookout for success cases while visiting villages and locating clients.

Field worker tip: Finding success cases

"When I see a lot of customers in front of a food stall or someone at the side of the road repairing motorbikes, I will go and talk to them. I often admire the products or the quality of the service or even buy something from them to start a conversation. Good times to visit are normally after lunch or in the afternoon when the vendors are more relaxed and open to discussion than in the mornings. I also listen to the gossip from neighbours, customers or business people to find out more information. This is useful to get tips about who is the main competition, who earns the most in the village, or if there are new and popular products or services that have recently entered into the local market. I get different ideas from different people. For example, the younger ones usually know the best new and fashionable things, like where to get the most sparkling hairclips or the best cut trousers, whereas the older ones are familiar with traditional occupations, like chicken raising. Usually the same names pop up in the discussions and this is a good way of knowing that you are on the right track. Out of three success cases identified, about two can normally become trainers."

Mr. Pho Samet, lead APPT field worker in Siem Reap

Sometimes the field worker can also provide the training. This is normally done when the training is short in duration; the field worker has the skills and access to the necessary materials and tools for training; and when no other suitable or willing trainer can be identified. However, the role of the field worker is mainly that of a facilitator and not a peer trainer. Other experts, such as government and NGO staff or representatives of formal businesses can also be recruited to give training.

Organizational example: The APPT project recruits trainers from formal businesses

Approaching a successful formal business proved to be a way to find trainers for the APPT project in some cases. For example, a thriving pig farm was willing to train people to raise pigs at home and then provide an immediate market for the trainees. The pig farm thereby gained access to more pigs to sell. A basket-weaving company that has an international export market offered to train a leader of the basket-weaving self-help group how to make baskets according to its designs. The company then purchased the quality baskets made by the group to sell them to foreign buyers. These types of training situations, where larger formal businesses are involved, may offer both training and direct markets for former trainees and benefit the larger business through its increased access to its products.

Read more about the basket-weaving group and follow-up activities in Section 8.

6.3 How to evaluate profitability

Before making the decision to use the success case as a trainer, it is critical to evaluate the profitability of their business. You need to interview or work with the successful business person to do the assessment. The net profit of the business should be used as the main criterion. Note, however, that it may be difficult to calculate how much net profit the business makes, because many business people may not know if their businesses are successful or how successful they actually are. Also, some may want to hide certain business secrets or costs that have an effect on evaluating profitability. Those who want to hide aspects of their business operation are usually not good trainers.

Field worker tip: Assessing how successful the business really is

"It is often hard to get detailed information from the success cases on costs and profits of their businesses. Many times they are reluctant to talk about money or they forget to tell about all costs. For example, one business woman forgot to include the price of coconuts when calculating the costs of making coconut cakes. She did mention sugar, flour and other ingredients, but because she got coconuts free from her family she did not think about including these costs. I always look around the place of business and observe what kinds of raw materials are used and what kind of set-up is needed for running the business. I also ask about the step-by-step production process and the price of raw materials and other equipment, how long it takes and how many times new equipment is needed. If possible, I ask the customers as well, because sometimes the sale prices may fluctuate. Many times the business people do not know how much their net profit is per year or even per month. In this case it is easier to calculate the profit per day and come up with an average per week or month."

Mr. Sin Soeup, MODE coordinator and former APPT field worker, Kompong Thom.

To many field workers evaluating profitability of a business may seem the most demanding part of the SCR process, because it involves going into details about sensitive issues, like money and trade secrets, or having to work with figures.

The APPT project developed a *Measuring Profitability* form to help assess profitability in a more systematic way. The form was often filled in by the field worker with the successful entrepreneur, who may or may not have known how to properly determine the costs involved in operating their business. Calculating the profit together was beneficial for the entrepreneur, too. The *Measuring Profitability* form is attached in Appendix II.

The concept of assessing profitability involves calculating all the costs of doing business. The simplest way to proceed for small grassroots-level businesses producing goods is to understand raw material supply and costs, production process and associated costs, and marketing and sale price of the product or service. This means adding the prices of raw materials, labour, rent, equipment, transportation, marketing, taxes, loan repayment costs, and so on, and deducting them from the income generated by the sale of goods to determine the net profit to the business. See the example below that is based on the soybean milk business of Mrs. Seng Sopheap, an APPT client and a peer trainer from Pursat.

Example 1. Calculating the profitability of a soybean milk business, Part I

Mrs. Seng Sopheap produced and sold soybean milk at home, but changed her business and home location to be closer to a local school where most of her customers are. Her family has set up a small grocery shop at the house and she also sells some soybean milk to other grocery vendors who come to purchase the bottles from her home.

Mrs. Seng Sopheap finishing the day's work.

This is how she calculated the profit of her business:

Costs for raw materials (per day)		US$
• ½ kg of soybean	=	0.45
• 0.7 kg sugar	=	0.17
• Charcoal to boil milk	=	0.25
• Ice to cool the soy milk	=	0.50
• Plastic bottles for packing	=	0.10
Total cash costs	**=**	***1.47***
Production process and other costs (per day)		
• Rent	=	0.00
• Labour: 5 hours/day to pound beans, strain solution, boil milk, selling, etc.	=	1.25
• Transport to market, etc.	=	0.00
• Marketing costs	=	0.00
Total costs (incl. cash costs)	**=**	***1.25***
Total Production Cost	**=**	***2.72***

Total revenues (per day)

- ½ kg soybean = 35 bottles (per bottle = ½ litre)
- Price per bottle = US$0.125

Total revenues: 35 bottles x US$0.125 = US$4.38

Gross profit (per day)

- Total revenues – total production costs = gross profit

Gross profit: US$4.38 – US$2.72 = US$1.66

Read more about how to calculate profitability in Part II of the case study below.

6

PEER TRAINING UNDER A MICROSCOPE

For more complex and accurate analysis you also need to calculate **depreciation costs** in net income calculations. What is depreciation? All tools used to produce the product or deliver the service eventually wear out and will need replacing. Depreciation costs are calculated by dividing the purchase price of the tool or equipment by the number of days, months or years it can be used. This is to determine how much can be saved each day, month or year to replace the tool or equipment at the end of its useful life. See the same soybean milk business example when depreciation costs are taken into account.

Example 1. Profitability of the soybean milk business, Part II

<u>Depreciation costs</u>

- Costs of tools (mortar and pestle): US$20.00, useful life indefinite
  Daily depreciation: US$0
- Cost of charcoal stove: US$4.00, useful life 400 days
  Daily depreciation: US$4.00/400 days = US$0.01

  Total depreciation: US$0+US$0.01 = US$0.01 per day

<u>Net profit per day</u>

- Gross profit – depreciation costs = net profit

  Total net profit: US$1.66 – US$0.01 = US$1.65 per day

<u>Reasonable net income per month</u>

US$1.65 x 20 days = US$33

The depreciation costs had quite a small effect on the soybean milk business, as you can see. The soybean milk business did not need much investment and Mrs. Seng Sopheap had no loans left to pay back. However, some other businesses that need more investment in the equipment, like motorbike taxis common in Cambodia, the depreciation factor can make a difference between a successful and sustainable business or indebtedness when the equipment needs to be replaced. Thus, it is important to remember to include depreciation costs in the profitability calculations.

After calculating the profitability of the business, you need to define how much the business has to make per month to be successful and replicable by others. For example, the APPT project decided that if the business could not generate at least US$20 per month, it was not considered. This criterion was selected because it was considered as the poverty point at the time in Cambodia. Of course, the more money the business could generate the better. Some of the businesses that were replicated with the help of the APPT project yielded profits of US$200 per month and more, which is a sizeable income for rural Cambodians. Note also that some of the APPT supported businesses with lower profit margins were seasonal or set up to support other sources of income of the family, such as pig raising and running a small grocery business. Most families in Cambodia actually have several sources of income.

Replicating success decision points

You have learned about different ways to recruit successful business people to train others and how to evaluate the profitability of their businesses. Now it is time to decide:

- ➲ What approaches will you use to find potential trainers?
- ➲ What method will you use to calculate profitability of the successful entrepreneurs' or clients' businesses?
- ➲ What will be the minimum amount of profit that makes a successful business for the purposes of your project?
- ➲ Will your project support seasonal businesses and strategies for multiple sources of income for the client's family? How will this affect your project strategies?

6.4 How to assess the market

Assessing the market is a continuous process that begins with project planning and is ongoing. Each income-generating situation must be assessed in terms of the local market condition. A detailed market assessment is particularly important to carry out after determining if the business is profitable. This means that before starting training or supporting any new businesses, you need to make sure that the market is strong enough for another person to engage in an activity similar to the trainer's business. It does not make any sense to train clients for an activity that the market cannot sustain or that can hurt the business of the trainers.

Like calculating profitability, assessing the market can sometimes seem a daunting task. However, it can be done in an informal way with very simple tools for most grassroots-level projects. The APPT project adapted *Questions for Success Case Person* and *Assessing Market Capacity* forms from other ILO sources to help and guide the field workers or other staff carrying out local market assessments. There are simpler versions attached in Appendix II.

Where to start

First you need to determine if the market is saturated or open for new businesses. A saturated market means that it cannot handle any more of the given goods or services in the same location without hurting the existing businesses already offering these goods or services. This is called a **market surplus**. If there is a surplus, or if a surplus develops, the market becomes "flooded" and the money an entrepreneur receives for the goods or services will decrease or the number of customers will decrease since some will go to the competition. Flooding the market is not good for the trainers already operating a business or the clients who want to start a business, and it should be avoided at all times. A **market demand**, on the other hand, is when there is a need for similar businesses in the same market location because there are more customers for the given goods or services than the existing businesses can handle or the goods or service are not available in a particular location.

In other words, you need to find out if there is a surplus or a demand for the goods or services at the local market. First-hand knowledge is critical to acquire updated and accurate information. This is best done by interviewing relevant persons, including:

- business people/“success cases”;
- customers;
- trainees;
- self-help groups and other local networks;
- other experts, such as formal businesses with a larger market area.

The success case is often the first person to get asked about market information. Their experience from several seasons of marketing the product or service usually enables reliable evaluations to be made. The trainee may also have an idea about a business before the success case or a prospective trainer is found. Project partners and supporting networks are also useful sources of information.

Case study: Mrs. Sim Lorn, Khmer noodle seller from Battambang, Part II

Mrs. Sim Lorn, whom you met already in Section 4, decided to set up a business selling Khmer noodles. She used to work in the fields, but at the age of 63 she had become too weak to continue farming. Lorn had observed that there is a strong demand for noodles in her village and a new business selling them could provide a good income. The HAI field worker and the local OPA committee conducted an assessment of the potential Khmer noodle business in Lorn’s village with the help of the APPT forms and their local knowledge. The HAI field worker and the OPA committee agreed with Lorn’s initial market assessment and decided to go ahead with training her and developing the business. A successful Khmer noodle seller in a nearby village was located by the HAI field worker and Lorn completed five days of peer training learning how to make and market Khmer noodles. Upon completion of the training, HAI provided a business start-up grant of US$100 to help Lorn establish her Khmer noodle business. Since starting her business, Lorn has an average income of US$45-50 per month, depending on how many days she works. Her living conditions have improved as a result. She can now help pay for her grandchildren’s school expenses, buy clothes and participate in Buddhist celebrations. Most importantly she now has enough to eat every day and can pay for health care when needed.

Read more about Mrs. Sim Lorn in Section 4.

A NOTE ON MORE ADVANCED METHODS TO ASSESS THE MARKET

As noted, the informal market assessment described above is suitable for grassroots level projects. However, the procedure may be different in an urban area or in a more advanced country where economic information is readily available and reliable.

One example of a more formal method of market assessment is the ILO's Rapid Market Appraisal. The assessment provides a system for small-scale entrepreneurs, or their advisors, like the field workers, to collect market information, and identify and develop new products or market products to new customers. According to this system, the customers are the main source of information, as they help to determine the market demand for the products. In brief, the process of surveying customer needs is learning what products to make, knowing how to improve products and to value the customers and consider their needs. See Section 12 and Appendix IV for references and more information about *Rapid market assessment: A manual for trainers*.

REPLICATING SUCCESS DECISION POINTS

You have learned that assessing the market is critical at this stage of the project to make sure the project activities are not flooding the local market. Now it is time to decide:

- What method of assessing the market is suitable for your project location?
- What kinds of resources are available and what do you need to carry out market assessments? For example, what kind of training do you need to provide for the field workers or other staff doing this exercise?

6.5 HOW TO ASSESS THE WILLINGNESS OF THE TRAINER

If the business is profitable and there is a market demand for another such activity, you need to make sure that the successful entrepreneur in question is willing to train others. If so, it is important to do an assessment of the prospective trainer's attitudes about the target group(s) and what they expect to get from the training. You need to interview the success cases to find out:

- Where are they willing to train?
- What types of disabled persons or other clients are they willing to train or feel confident in training?
- How long will the training take?
- What is the training fee?

- What costs might be involved in delivering the training (training materials, meals, accommodation, and so forth.)?
- Are they willing to share all the aspects of the business? This includes business secrets, technical aspects of making the product or delivering the service, information about raw materials, equipment, marketing, and so on.
- Are they willing and able to provide follow-up support to the trainee after the training is completed?

See the *Questions for Success Case Person* form in Appendix II which was developed by the APPT project for more guidance on how to assess the potential trainer.

Field worker tip: How to assess success cases

"I have observed that many successful business people are reluctant to start training because they do not feel they are qualified enough or because they fear competition. For this reason, I prefer to do the market assessment and profitability calculation together with the success case. I get to know them better this way and it helps to gain their trust. At the same time, they can learn something new about their own business. I also explain that the training is simple and practical and assure the potential trainers that I will give support before, during and after the training as needed. I always make sure that the business people have the free time to train others. To my experience, most people decide to train others out of compassion; they want to help poor people and people with disabilities. Some also feel flattered about being selected and think training others can improve their social standing. And some are motivated by money. A small training fee can be an important additional source of income."

Mr. Pho Samet, lead APPT field worker in Siem Reap.

It is a good practice to conclude a formal training agreement with the successful business person who will act as a trainer. This formalizes the training situation and can be used as a reference for monitoring and revisions. The APPT project developed sample agreements to be filled in with the trainers and the trainees (see Appendix II).

The information in the training agreements can also be used as a resource base that helps keeping track of the number of peer trainers and their skills available to future clients. For example, the APPT project maintained a list of SCR/Peer trainers in the APPT database (see Appendix II).

6.6 How to match trainer to trainee

The steps involved in making the match between a trainer and a trainee are varied. It depends on whether the trainer is found first or whether the trainer was sought out based on a trainee interest. Although the following steps do not apply to all situations, they may be useful. They are suited to a more client-centred project approach, like that of the APPT project.

- Assess a possible match when you have found both the trainee and the trainer.
- Ask the trainee if they are interested in the training.
- Discuss the situation with the trainer to determine if they are interested in training the particular trainee.
- Assess transportation, accommodation and other considerations related to the training.
- Arrange for an initial visit and let the trainer and the trainee get to know each other.
- Arrange for a try-out if needed.
- Help the trainer to develop a hands-on training programme and training agreement (see more below).

Some of the factors that you need to consider in the matching exercise include the following:

A. compatible interests and motivation;
B. cost: Training fees and other costs;
C. ability and disability;
D. individual and cultural factors;
E. geographical location and place of training.

A. Compatible interests and motivation

- Make sure that the trainee wants to learn the skills and business that the trainer has to teach.
- Ensure that the trainee is ready to complete the proposed training programme and commit the time.
- Ensure that the trainer is willing to train the proposed trainee.

Effective assessments of the trainer's willingness and the trainee motivation are first steps to ensuring compatible interests and motivation. Try-outs and visits where the trainer and the trainee get to know each other can be useful.

B. Cost: Training fees and other costs

- Consider the costs related to the training and compare them to the funds or other resources available to your trainee and the costs of other types of training to make sure the match will be financially realistic.
- Include costs for transport and meals, accommodation (sometimes needed if the place of training is far away from the trainee's home), materials and equipment needed for the training and a training fee.

Note that many trainers are willing to train for free. For example, at the Pursat APPT project site, approximately 10 per cent of the trainers conducted training for free. When HAI started implementing the SCR approach it found out that 13 of the first 27 trainers agreed to provide the training for free.

Otherwise the training fee generally depends on the length of the training, the type of skills taught and the location of the trainer. For example, trainers at the Pursat APPT project site charged approximately US$10 for two-day training for businesses like vegetable growing, pig raising and cupcake selling. For MODE in Kompong Thom, the fees generally vary from US$10 for two-day training on chicken raising to up to US$300 for a two-month training of a group of ten people to weave baskets. In Battambang, HAI reported that the training costs are up to US$20 per person for training periods ranging from two to 30 days with an average training period of three days.

Case study: Mrs. Linh Mei, peer trainer on collecting and re-selling material for recycling, Kompong Thom

Mrs. Linh Mei is teaching her trainee, Ms. Khiev Vin, how to weigh the recycled material.

Mrs. Linh Mei, 45 years old, was identified by the MODE field worker because she was running a very successful recycling business in Krachab village in Kompong Thom in Cambodia. Mei collects and buys used materials that can be recycled, such as plastic bottles, cans and paper. She then sells the sorted-out material with a profit to a local company that dispatches and sells it for processing elsewhere in Cambodia, Thailand and Viet Nam. When Mei was asked whether she would like to train Ms. Khiev Vin, a person living with HIV/AIDS, she agreed but wanted the project to reimburse her for the daily profit for the days she is training. In the end, the MODE field worker negotiated a better deal for everyone. The project would reimburse a small part of Mei's daily profit and Vin, the trainee, would work together with Mei and help her in her daily tasks. This way, Mei did not lose on her profit and Vin was able to learn the business by working together with her trainer.

C. Ability and disability

- Ensure that the trainee has the ability to do the work and learn the skills that the trainer will teach.
- Consider specific adaptations for disabled trainees and give additional support for peer trainers training disabled trainees.

To determine whether the trainer-trainee match will succeed, you may have to develop a simple assessment tool. Accommodations or adaptations must also be considered in making this decision. For example, if the work requires measuring or some level of literacy, the field worker, together with the trainer, may need to design a simple test to evaluate if the trainee has the capability to do the work. One of the best ways to determine if the trainee can manage the work is to arrange a simple job or training "try-out" so the trainer can assess the trainee's capability.

The trainer-trainee match must also consider specific needs that may relate to a disability. For example, physical accessibility issues must be considered and accommodations made so that the trainee can do the work. You may have to rearrange the workplace or install ramps so that a person with a wheelchair can access it. See the training methods in Section 6.7 for other examples including training persons with visual and hearing impairments, and with learning disabilities.

D. Individual and cultural factors

- Consider individual needs as well as local traditions and other cultural issues when making the match.

Each person's needs are different. Some trainees may prefer a certain type of a trainer to be motivated or a more flexible and extended learning period to be able to attend training sessions.

In some situations gender, age, social status or cultural, religious, or political background and other factors may play a role in the match. Women may feel more comfortable being trained by another woman. A young disabled person who lacks confidence might do well if trained by another disabled person who can serve as a role model as well as a trainer.

Field worker tip: Matching trainees to trainers

"In my experience, most of the prejudices the trainers have are linked with how the trainees look or stereotypes that are attached to certain conditions, such as HIV positive people. Trainers are often reluctant to train someone with a severe disability that is visible or an illness that they fear is contagious. To break these prejudices, I try to show a good example and give the trainers information about the condition of the trainee. I explain, for example, how HIV/AIDS is transmitted. Once they know the facts, I have found that people are quite open-minded. Working in villages, I have not had many problems with other things, like age, politics, religion or even gender. If the trainer is good at what they do and makes good money, the trainee is normally eager to learn, despite age or other differences."

Ms. Duong Sokunthea, lead field worker, Kompong Thom.

E. Geographical location and place of training

- Conduct the training at the trainer's place of business, if possible, so that the trainee can better understand all aspects of the business and observe the business in operation.

Generally one of the benefits of the peer training approach is that trainers and trainees often live in relatively close proximity, either in the same village or in neighbouring villages. However, this is not always the case and the training location might be an issue to consider in the matching exercise.

6.7 How to establish a practical hands-on training programme

Once the trainer and the trainee have been matched, it is time to set up the training programme and arrange for the training. According to the SCR approach, the trainer designs the hands-on training programme. However, at the village level the trainers have often limited prior experience and can benefit from the field workers' support in developing the training programme and with other practical matters.

Therefore, it is recommended that the field worker takes an active role, especially if the trainee has a disability or other specific needs to be taken into consideration, or if the trainer is new to the experience. It is good practice to "coach" the peer trainer, especially a new trainer, on how to work with a disabled person or any trainee, in case the trainer feels unsure or insecure about their training abilities.

Case study: Mr. Sen La, an experienced haircutter from Kompong Thom, becomes a peer trainer, Part I

Mr. Sen La, 32 years old, has been running his small haircutting shop for eight years in Trapeang Veng village in Kompong Thom province in Cambodia. The MODE field worker identified him through his client who admired La's business and wanted to become a haircutter like him. After assessing the profitability and the market, the field worker and the trainer agreed on the training programme. To do this, they went through it one step at the time. It was easy for La to decide how to teach haircutting and shaving, but he did not realize at first that marketing and other business management skills were as important to teach as the technical skills. La had already trained two other people before, but had not included these skills in the training plan. The MODE field worker helped him to update the training plan to include all aspects of running the business, and negotiated the training fee to be US$25 for six weeks of training. This also included the cost of training materials. The next step was to agree on the time and place of training and other costs involved for the trainee. The field worker decided to bring the client to meet La and they agreed that the training would take place at La's haircutting shop, even though it was a bit far from the client's home, and that it would start the following week. In addition, La, the field worker and the client estimated together the costs for transport, food and accommodation for the client during the training. La agreed that the client could sometimes sleep at his shop for free when it was too late or difficult to travel back home. To cover the food and transportation costs, a small special allowance was granted by MODE to the client.

Mr. Sen La working in his shop.

Read more about Mr. Sen La and his training programme in Parts II and III of the case study below in this section.

Administrative things to consider

The administrative and practical matters that you need to consider before arranging for the training relate to:

- organizing the payment of the trainer's fee, if the trainer charges one;
- determining what training tools, equipment and raw materials are needed, and deciding how these will be secured (who will purchase - the trainer, field worker, trainee) and who will cover the costs (the project, part of the training fee, the trainee);
- determining where the training will take place and if needed, how food and lodging will be handled and paid for the trainee.

Once these administrative issues have been assessed, you need to take steps to secure the needed resources for them (see the next section on accessing credit). Some projects prefer to purchase training materials and arrange for meals and transport directly and some may find it more straightforward to grant small allowances to the trainee. For example, Cambodia Trust field workers purchase the items directly. In contrast, the MODE field workers award the money to the clients, help them if needed in purchasing the needed products and equipment, and follow-up to make sure that all items are purchased as agreed.

If grants, special allowances or other forms of financial support are given directly to clients, follow transparent procedures to avoid misuse of funds, even if the amounts are small. It is good to agree in writing with the trainee what materials, equipment and other costs are needed and secure receipts from vendors, trainers and/or trainees who receive the funds. The APPT project developed a sample *Application for Special Allowance* and *Receipt* forms for this purpose. The *Application for Special Allowance* form included a list of items to be purchased and other training costs to be covered with the money granted. These forms are attached in Appendix II.

Developing the training programme – Where to start

As noted, the hands-on training programme is often designed jointly by the trainer and the field worker. The trainee may also be involved. The field worker's tasks are to:

- assist in developing and/or reviewing the programme designed by the successful entrepreneur;
- come up with training adaptations together with disabled trainees with specific needs, as necessary;
- ensure the training covers all the relevant activities; that is, both business and technical aspects;
- anticipate possible problems that might occur during the training and find solutions for them.

The APPT project developed *Training for success: A guide for peer trainer*s to support the APPT peer trainers in designing and conducting simple training programmes. It includes training methods, when to use them and how to adapt and use them more effectively with people who have certain types of disabilities. It is highly recommended that field workers share the guide with the peer trainer and, if possible, train the trainer before they start to teach the trainee. See Section 11 for more information about the guide.

In short, when designing a standard training programme irrespective of the business in question, the trainer and the field worker should first define:

A. What to teach – Training basics;

B. How to teach – Training methods.

A. What to teach - Training basics

The basic training concepts of skills, knowledge and attitudes are helpful in deciding what to teach. The peer trainer, as a successful business person, has skills and knowledge that the trainee needs to learn to be able to replicate the business. (Adapted from *Training for success: A guide for peer trainers)*.

- **Skill** means being able to do something. Learning how to vaccinate pigs and how to calculate profitability are examples of skills. The following are various types of skills often needed to operate a business:

  ➲ **Technical skill**

  Being able to complete technical work tasks involved in doing a business are technical skills. For example, you may be able to cut different hair styles or make good Khmer cakes.

  ➲ **Business skill**

  Being able to do tasks involved in operating a business, such as keeping records and marketing goods or services, are examples of business skills.

  ➲ **Literacy skill**

  Being able to read and write and do simple math calculations are literacy skills.

  ➲ **Core work skills**

  Communication and problem-solving skills are examples of core work skills. These skills may be needed to succeed in any work task or job and are learned from everyday life, family and friends and enhanced during working.

- **Knowledge** is information you need to acquire to do a job or work task. Knowing the signs of sickness in a pig is an example of technical knowledge. Knowing where to locate thirsty customers is an example of business-related knowledge.
- **Attitude** is a way of thinking that affects behaviour. For example, a trainer must have a positive attitude about the capacity of a disabled person to learn the business. The disabled person must believe that they can do the job. A person who will train others to raise pigs should like animals, but not so much that they will fail to send the pig to market. A business person who thinks and behaves in a positive way has more chances to be successful. Having a positive attitude helps in the learning process. Attitudes are difficult to teach; they usually are based on experience.

Each job will have its unique set of skills, knowledge and attitudes required to be successful. The process of designing a training programme requires identifying these and identifying ways to teach them to the trainees.

B. How to teach - Training methods

Everyone learns differently. Some may find it easier to take notes and listen while others need to practice the tasks right away. A trainee who is Deaf but can read may want to study the basics first by themselves and then observe when the trainer performs the job tasks. Or, the trainer might need to guide the hands of the trainee who is blind to teach them how to weave baskets.

It is important that the peer trainers learn about different training methods to know how to teach the skills, knowledge and attitudes to their trainees who have different needs and likes. The selection of an appropriate training method to ensure efficient learning is especially important with disabled trainees and those who have other specific needs.

The APPT project found that the following training methods were the most used in peer training situations:

1. Explaining or lecturing

Explaining or lecturing means telling someone how to do something, or giving information. Explaining can be done by talking, using sign language or in writing. It is a good way to teach new skills and information in a short time. It is an efficient method to use in formal settings and to teach larger audiences. For example, the APPT project used lecturing as one of the training methods in peer training workshops when introducing new ideas to a group of peer trainers. Used alone, explaining is not very effective for teaching practical skills. However, explaining while using other methods can be very effective.

2. Showing or demonstrating

Showing or demonstrating is physically doing the activity you want your trainee to learn. It is a good way for almost all groups of people to learn, except those who are blind or visually impaired. Explaining and showing at the same time really works. Showing is especially important for people who are Deaf. For example, an APPT peer trainer in Pursat trained her Deaf trainee to make soy milk by showing her the process and communicating with hands and simple signs. Showing is a good way to teach complicated tasks or those that have many steps.

3. Learning by doing

Learning by doing is probably the training method most used by peer trainers in the villages. The trainee learns by doing when working together with the trainer or when the trainer gives the trainee a practical task. Learning by doing has different approaches which are explained in the Training for success manual. Practice sessions are used to help build speed and improve quality. Learning by doing can be used on its own or with other training approaches. It is a good way for trainees to learn practical skills and can also be used to evaluate whether the trainee is learning.

Learning by doing is especially important for those trainees who have limited education, learning difficulties or are visually impaired. For example, an APPT peer trainer in Pursat trained a blind man to weave rope tethers to animals by taking his hands and physical guiding him through the process and then letting him practice.

4. Role playing

Role playing is like a game or a play. It involves setting up a scene, assigning roles and acting out a scene so the trainee can learn something. Role playing is a good way to teach new skills, especially those that involve interaction with others or are fairly complex. If people are afraid of interacting with others or are shy, it is a good way to learn how to be comfortable and confident. Role plays are also used to teach in a complex series of skills. For example, if a group of trainees is learning how to become grocery vendors, the peer trainer can organize a role play about a selling situation. One trainee acts as the grocery vendor and the others can be customers. Role playing encourages active trainee participation and can be a lot of fun. They can be used to build confidence, break stereotypes and change attitudes.

5. Using questions and assignments

Using questions and assignments is a good way to encourage active trainee participation and to test what the trainee already knows or if they have understood the training. Questions and assignments are often used with other training methods. These methods can also be used to find out new information. For example, the peer trainer can give the trainee an assignment to find out if anyone else is selling the same products in the trainee's local market and if so, for how much. This information helps to assess the market and understand competition and pricing.

6. Organizing exposure visits

Organizing exposure visits to a place of business is a good way to compare best practices or to learn a particular skill needed for running the business. For example, a peer trainer may organize an exposure visit to the local market where the trainee can buy the right types of raw materials for a good price. Or a peer trainer in pig raising could organize a visit to another pig farm to show different ways of doing the same business. Exposure visits are good ways to motivate and encourage trainees. They work best when they are combined with other training methods, such as using questions and assignments.

Case study: Mr. Sen La's training programme on haircutting, Part II

The following is summarized from La's detailed step-by-step training programme:

	What?	How?	When?
Technical skills	1. What tools and products are needed (scissors, combs, hairspray, shaving gel, etc.) and where to buy them?	1. Explaining, demonstrating and organizing exposure visits to the local market.	1. Weeks 1 and 5
	2. How to clean, maintain and repair tools.	2. Explaining, demonstrating, learning by doing.	2. Weeks 1-6
	3. How to use the tools and products.	3. Explaining, demonstrating and learning by doing.	3. Weeks 2-6
	4. How to shave. • basic shave • special styles	4. Explaining, demonstrating, learning by doing and using questions and assignments.	4. Weeks 2-6
	5. How to cut hair. • children's hairstyles • men's hairstyles • women's hairstyles	5. Explaining, demonstrating, learning by doing and using questions and assignments.	5. Weeks 2-6
Business manage-ment skills	1. How to select the location.	1. Explaining and organizing an exposure visit.	1. Weeks 1 and 5-6
	2. How to set up the shop and keep it hygienic and inviting.	2. Learning by doing and giving assignments.	2. Weeks 1-3 and 6
	3. How to interact with customers.	3. Learning by doing, role plays, and giving assignments.	3. Weeks 1-3
	4. How to attract customers (marketing strategies, such as signage, advertising, promotion, etc.).	4. Explaining, using questions and assignments.	4. Weeks 3 and 4
	5. How to price services and calculate profit.	5. Explaining, demonstrating, learning by doing and using questions and assignments.	5. Weeks 4-6
	6. How to keep records.	6. Explaining, learning by doing and using questions and assignments.	6. Weeks 4-6

Read more about Mr. Sen La in Parts I and III of the case study in this section.

See *Training for success: A guide for peer trainers* for more examples and details about the training methods and how to develop a practical training programme.

In short, the critical aspect of the training plan is that the trainee learns the information and develops the skills needed to run the business and has the confidence and proper attitudes to succeed in the business. The trainer, who is the expert, should be able to determine what the trainee must learn and be able to evaluate that the trainee is learning. The field worker takes a supporting role in the process and helps with practical matters, such as organizing the training schedule; purchasing the training materials, if needed; helping with trainee's transport and accommodation arrangements; and so on.

The training programme should fit the complexity of the business. Most of the training organized by projects that use or adapt the SCR approach is likely to be simple income-generating activities. It is often sufficient to discuss simple training programmes first verbally and then confirm them through a written agreement. Sample agreements developed and used by the APPT project are attached in Appendix II.

6.8 How to monitor and supervise training

During the training period, the field worker needs to supervise the training by visiting the training site and talking to the trainer and trainee. During these visits, the field worker should:

- make sure that the training plan is being followed or adapted to needs;
- find out if the trainee is satisfied with the training and is learning the requisite skills;
- find out if the trainer is pleased with the trainee's progress;
- make sure that the quality of the training is acceptable;
- deal with any problems that arise, and solve them;
- determine the need to make any adjustments to the training agreement, programme or the training situation;
- continue to plan for business start-up after training.

Case study: Mr. Sen La, peer trainer in haircutting, Part III

The MODE field worker goes to visit Mr. Sen La and his trainee, Mr. Sek Sok Keam, every week to monitor the training. La and Keam seem to be getting along well and the training is progressing quicker than what was expected. Keam is strongly motivated and has not missed any lessons. The field worker asks La about Keam's attendance and performance and observes the training during each visit. He asks the customers whether they were happy about their haircuts and shaves and how they would improve the service. He also tests the trainee randomly when there is time for it by asking him about the different tools, haircuts and what he has learned so far. The field worker identifies a problem: Keam says he does not have enough money to eat because of the high prices of food that the small special allowance cannot cover. After some discussion, La agrees that Keam can eat sometimes with him for free. La has been satisfied with Keam's performance and wants to keep supporting and working with him in the future.

Mr. Sen La going over the day's lessons with his trainee, Mr. Sek Sok Keam.

Read more about Mr. Sen La in Parts I and II of the case study in this section.

It is important to evaluate the training during and at the end to make sure the training has reached its goals and will be useful for the trainee. It is also good practice that the trainer provides a formal certificate of attendance upon completion of the training. This may be needed in applying for a grant or loan to start up the business, which is the next step of the SCR process. The APPT project developed a *Certificate of Attendance* form, which is attached in Appendix II.

Replicating success decision points

You have learned about developing the training programme, arranging for the training and monitoring or supervising it. Now it is time to decide:

- How will you fund the training and other costs involved during the training (materials, transport, accommodation, etc., costs for the trainee)?
- What kinds of support can your project give to peer trainers? Will you organize peer training workshops and/or give individual support to trainers before they train? What about follow-up during the training?
- What skills are needed from the field workers or other project staff to support and train peer trainers? How will you build the capacity of the project staff to do this? (See Section 11 for more details.)

Phase IV: Business Development Services

7.1 Section introduction

In this section you will learn about:

- business planning;
- arranging credit for clients through specialized institutions;
- managing a grants and/or loans scheme as part of the project.

7.2 Business planning

According to the SCR approach, business planning is a continuous process that starts at the initial assessment and selection phase and continues throughout the vocational training, business start-up and follow-up plans.

At first, business planning is generally done in a more informal way before and during the training when assessing the market and viability of the business. In the formal business planning step, relevant information should be organized into a written plan. If the clients do not know how to read or write, the field workers should assist them Formal business plans are required to access credit through micro-finance institutes (MFIs). It is a good practice for NGOs and other organizations managing smaller-scale grant or loan schemes to assist clients in developing formal business plans. This will also contribute towards establishing transparent and fair financial procedures for the project.

Key issues to consider

Regardless of the type of business, there are certain critical factors that need to be considered when completing a business plan. The following list of questions is not exhaustive, but provides a guideline for the field workers or other staff who develop the business plan with the clients:

- What are the main reasons for starting up the business?
- Who will be your main customers?
- Have you acquired all skills and knowledge needed for running the business?
- Do you have any prior business or employment experience that will enhance the business?

- Do you need additional support or training to be successful?
- Do you need any permits for doing the business?
- How will you plan to promote or advertise your business?
- Where will you plan to operate your business – at home, local market or another location?
- Will you rent a space to sell your products or services?
- How big is the market – small, medium, or large?
- Is there competition? If yes, how will you plan to overcome it?
- How much money do you think you can earn in one year?
- What items do you need to purchase to set up the business? How much will they cost, and where will you purchase them from?
- How much merchandise do you plan to have for initial stock (or for operating a service business)?
- What about materials and supplies – how much raw materials do you plan to have?
- Do you have any utility costs, such as electricity, gas, water and so on?
- How will you manage your money?
- How will you secure funding to start up the business? In case of loans, what is your repayment schedule? Interest rate?
- Will you run the business by yourself or in collaboration with partners?

The APPT project developed a simple form for business planning which can be found in Appendix II.

Different organizations may have different procedures for developing formal business plans. For example, HIF establishes them at the initial assessment phase, whereas the APPT project conducted business planning throughout the phases, and then formalized them at the completion of the training.

Case study: Ms. Reth Sinourn, planning a grocery vending business in Battambang, Part I

The peer trainer is observing how Ms. Reth Sinourn is dividing the merchandise into smaller portions.

Ms. Reth Sinourn is 35 years old and married to Mr. Dara, who is disabled by a landmine accident. They have four children. Sinourn is the breadwinner of the family. She used to sell cakes from home and do some manual labour, but it was not enough to meet the needs of her family. The HIF field worker interviewed Sinourn and found out that she was interested in setting up a small grocery shop near her home. According to the HIF procedures, the field worker and the client conducted a local market assessment and established a business plan with the help of "Steps to Develop the Grocery Shop" - tool developed by the HIF. Then Sinourn's case was taken to the Decision Committee (DC) of the project (consisting of the HIF Heads of the Livelihood, Social and Database Section and a local government representative) for selection and approval. The next step was to find a peer trainer. Ms. Dol Sary, who lives in a commune near to Sinourn's home, agreed to train Sinourn, together with other women. The training was arranged at Sary's home and attended by four other women who all live in the neighbouring communes. After training, HIF provided Sinourn with a professional kit for business start-up, initial stock and helped her to get the grocery business up and running. After four months, Sinourn's monthly income reached US$60. This has enabled her to improve the family's standard of living, send her four children to school and help her disabled husband to retrain himself to repair machines. In addition, through the grocery business Sinourn's family has more contact with other villagers and is more involved in the social events of the village.

Read more about how Ms. Reth Sinourn plans to develop her business in Part II of the case study below.

7.3 How to access capital

In poor rural areas of Cambodia, people do not have the needed capital to start a business and usually lack any form of collateral needed to secure a loan. To create and start up a business requires both resources and capital. While many projects offer training and equipment or other material to set up a business, the importance of accessing credit, i.e. money, cannot be overstated. Finding credit or securing financial assistance is critical to improve the livelihoods of the poor in any significant way. To access credit, the clients can be linked with specialized credit providers or the project can offer micro-grants and loans as part of its activities.

Loans from specialized organizations or agencies

In Cambodia, like other developing countries, specialized agencies providing micro-credit or loans include village banks, savings and credit associations, commercial banks and MFIs. These organizations or institutions require formal business plans for setting up or expanding the business and collateral from the clients before loans can be granted. Sometimes approval from local authorities is also needed.

However, many livelihood projects in Cambodia and especially those focusing on people with disabilities, have found that the majority of their project clients do not meet the requirements of credit institutions for collateral even if these institutions are designed to serve the poor. Or, the clients are discriminated against in trying to access credit because of their disability. In addition, field workers and people at the grassroots level often feel that MFIs are not flexible in times of need. Some have witnessed their family or others losing their homes or businesses because they have not been able to pay back the loans due to unforeseen illnesses, accidents or other events. Such stories spread quickly, and some clients refuse to use such institutions because of these stories.

Accessing credit must be done in a responsible way and clients should always understand the responsibilities that come with loans.

Cooperation and information sharing with specialized agencies providing loans can be helpful. Try to find out which MFIs or other specialized agencies exist in your project location and link up with them and seek out their services whenever possible. You can offer to train the MFIs on disability issues and work closely with them when they process the credit requests of the project clients. The ILO policy is to link entrepreneurs to lending groups or MFIs to avoid conflict of interest (field worker as helper and lender) and so that people learn where to go to get resources to build their businesses. In reality, many disabled people simply could not access credit due to various barriers related to their disability, poverty or remoteness. The APPT project did make loans under certain circumstances, but usually provided small grants for business start-up.

Case study: Ms. Reth Sinourn, aspiring grocery vendor in Battambang, Part II

Since Sinourn set up her grocery shop with the help of the HIF programme, she has managed to save approximately US$0.25 every week. Encouraged by her successful business start-up, Sinourn plans to increase her profit and expand her business to sell gasoline and additional products. In addition, her husband wants to put his new training into practice and set up a machine repairing business that would operate in the same location as the grocery shop. To access the capital needed for these investments, Sinourn and her husband plan to apply for a loan at a local MFI, with the help of the HIF field worker. They have the needed collateral from savings and an updated business plan to succeed. In addition, the HIF field worker will help to negotiate reasonable interest rates and a realistic repayment schedule with the MFI and provide Sinourn's family assistance in their business expansion

Ms. Reth Sinourn's new grocery shop.

Read more about Mrs. Reth Sinourn in Part I of the case study above.

Providing grants and loans as part of the project

NGOs, government agencies, foundations and local associations often offer financial assistance in the form of grants and loans to help vulnerable groups to maintain or increase their livelihoods. Financial services may not be the primary task of these credit providers and these services are added to their other developmental activities. This has both advantages and disadvantages.

The main strengths of non-specialized credit providers are that grants and loans are frequently offered with training and other support and they may be in cash or in kind. Some agencies provide equipment directly to the clients.

For a training provider, however, managing a credit scheme comes with key challenges. Think about the following issues before designing and starting a grant or loan scheme:

- **How much time and professional expertise is needed to manage the credit scheme and collect loans if they are offered? What conflicts might arise?**
  Many organizations often underestimate this. It can cause a conflict of interest or unnecessary confusion of roles when field workers also become loan collectors.
- **What are the costs of operating such a scheme?**
  Make sure operation costs are not disproportionately high in relation to the outcome achieved.
- **How will you pre-screen your clients before giving out grants or loans?**
  Make sure that the procedures are not too lenient and the clients are genuinely interested and capable to make use of the funds successfully, and repay them.

It is generally advised that loans should be made as a last recourse by projects, and clients should be directed to micro-finance or lending institutions, whenever possible. This will reduce the burden on human resources and the project staff can focus on other activities.

Organizational example: The APPT project runs a Participant Fund

The APPT project established a Participant Fund to cover all costs related to training and business start-up. For example, it was used to pay training fees for trainers; special allowances for those in training to cover costs related to equipment, accommodation, transportation and other costs; and grants and loans for business start-ups and business enhancement. In Cambodia, small businesses require modest sums of money, often as little as US$25. The project therefore chose to make grants when the need required for up to US$50. In special circumstances, it also gave loans for up to US$100 if resources could not be located elsewhere. Higher loans could be approved for groups if special permission from managers was secured. The project charged a 5 per cent interest rate per year and had a three-month grace period before clients had to start paying back the loan. However, during the last two years of the project's duration, only four loans were granted and financial assistance was mainly dispatched through grants and special allowances, as providing loans is generally against ILO policy which encourages use of local MFIs.

To reduce the risk of misuse of funds and promote transparent procedures, the Participant Fund was co-managed with local NGOs. By co-signing the money withdrawal, the partner organization verified that the amount requested was appropriate and reasonable from the perspective of local costs and standards for the purpose for which the money was withdrawn. Following the APPT's example, MODE has established its own Participant Fund in Kompong Thom and the Buddhist Fund has started a smaller-scale Client Fund in its project area in Kompong Chamm.

Organizational example: Cambodia Trust (CT) encourages cost sharing

CT assists setting up or enhancing small businesses through the provision of small grants, training and field worker support. It works in partnership with people with disabilities, which means that both parties have roles and responsibilities. Based on their means, CT expects clients to make a contribution to the US$50 grant offered by them. For example, CT supported Mr. Tim Chorn, disabled from a motorcycle accident, and his family, to enhance their existing business. Chorn had extensive injuries and had difficulty in sitting, standing and walking. As a result, he could no longer work on his own and the whole family became reliant on his wife's vegetable growing business. The family was very poor, but they were able to make a contribution of US$7.50 to match the CT's grant for business development. The family's contribution amounted to 15 per cent of the total costs and this, combined with CT's financial and other support, enabled the family to enhance their vegetable growing business and make it profitable.

Setting up savings groups

There are other ways than offering grants and loans to address the credit issue. Two options are linking up with local self-help groups or helping new savings circles which operate like informal community banks get started.

Case study: Establishing a savings group in Siem Reap, Part I

The APPT field worker helped to establish a savings group of 14 APPT clients who have different types of businesses but similar support and financial needs. The group consists of disabled women and men who have hearing, vision or mobility impairments from landmines, traffic accidents or polio. Some are living with HIV/AIDS. The APPT field worker assisted them to create a savings group policy and record keeping system. The group meets once a month to discuss business problems and update its joint savings account. The group members have agreed to save a certain amount each month and to save for one full year before starting to make loans. The loan will be discussed jointly and agreed by a majority of the members. For now, the group intends to give loans only to its members, and mostly for business expansion purposes. Every month, the group leader writes down the amounts saved by each group member and when they issue loans, the repayments made. The group has agreed to allow some flexibility into its savings and loan plans: savings or repayments can be postponed for one month or so if a member cannot provide the money because of bad crops or other business or family problems.

Read more about the savings group and the follow-up activities in Part II of the case study in Section 8.

Experience has confirmed that even the poorest among the poor can and do save. Learning the habit to regularly set aside resources, even the smallest amount, which can be drawn upon when needed, is essential to cope with everyday life and to manage a business. Through saving, clients learn to manage money, and it can build their self-confidence and group solidarity. See Section 11 for more information on development of groups.

Disbursing of funds

After business planning and securing of funds, the next step is to make the business a reality. This means setting up the place of business and purchasing all equipment, tools and products needed.

Different organizations have different systems for disbursing the funds. The field workers generally assist in buying the materials and equipment that are needed. For example, CT normally purchases the items together with its clients, HIF purchases them directly after consulting the client, and MODE, following the example of the APPT project, grants the money directly to the clients and supports them to purchase the required items if needed and verifies receipts during regular follow-up visits. Whatever the practice, it is important to remember to document the financial transactions, even for small sums of money or equipment. The APPT project developed receipts for this purpose (attached in Appendix II).

Field worker tip: Building capacity of clients and verifying the use of funds

"After some experience, I started giving the grants gradually to clients. I no longer give the whole amount at once, but talk about the business needs first, then release the first part of the grant or allowance to buy a specific tool or product. Then I go back to see the clients to verify that they had used the money as agreed. Releasing the grants and special allowances in small parts like this worked well in practice and helped to make sure that the funds were used properly. I think trusting the clients with money to make important purchases also gave them more responsibility and room to make their own choices."

Mr. Pho Samet, lead APPT field worker in Siem Reap.

Replicating success decision points

You have learned about different ways to address planning and funding a business start-up. Now it is time to decide:

- Will your project offer grants? What amount is reasonable to meet the needs of your clients?
- What about loans? Will you partner or work with MFIs or other lending programmes? What organizations exist in your project location and how will you link up with them? If loans are offered by your project, what will be the interest and repayment plan? How will the loans be administered? How can you avoid conflict of interest?
- What procedures will be put in place to reduce the possibility of misuse of funds?
- Will you plan to work with local self-help groups or set up new savings groups?

Phase V: Follow-Up

8.1 Section introduction

In this section you will learn:

- why follow-up is important;
- when and how to conduct follow-up.

8.2 What is follow-up and why do it

For the purpose of the SCR process, follow-up means regularly visiting clients after they have started their businesses. Follow-up is done to provide ongoing support to them in operating their businesses, as well as to identify and resolve challenges before they are detrimental to the business. Follow-up can also present opportunities to help clients further develop their businesses and markets.

Case study: APPT project links the basket-weaving self-help group with an international export company

The APPT field worker identified Mrs. Chay Her, who has a mobility impairment, through the PoSVY office and arranged peer training for her to learn how to weave baskets. Basket-weaving had a profitable market in Siem Reap with locals and also foreign tourists who buy baskets as souvenirs after visiting the Angkor Wat temples. During follow-up visits, the field worker noticed that Chay Her struggled to get enough profit from her baskets. There was not enough demand for the types of baskets she was making in the local market. To boost her business and further develop her skills, the field worker linked her with the international exporter company named Baskets of Cambodia. The company agreed to give samples of higher quality baskets that they wanted to purchase and trained Chay Her how to make them. Soon the company placed so many orders that Chay Her could not produce enough baskets herself. During follow-up visits, the field worker suggested that Chay Her become a master trainer to meet the growing market demand and linked her with five other disabled people in her village who she trained. Chay Her now works together with her trainees in a self-help group that the field worker helped them to establish. In the group they support each other, buy the needed raw materials in bigger quantities which makes it cheaper, and produce more baskets for Baskets of Cambodia and the local market.

New designs of the basket-weaving group.

Follow-up is critical to the success of the new business. The field workers are generally the key persons to conduct follow-up visits. Also peer trainers and project partners can play a significant role in providing regular business development and other support for the new businesses.

Organizational example: HelpAge International (HAI) works with Older People's Associations (OPAs), Part II

HAI uses the expertise of their village level project partners, the OPAs, in follow-up and carrying out impact assessments of project activities. During regular monitoring visits the clients are advised and supported to record their income, expenditure and profit each day. A simple tool is used to do this. At the end of each month the OPA leader collects the information and passes it on to the HAI Community Organizers (that is, HAI field workers) and project managers. Monitoring through the OPAs has many advantages. It saves time and resources for the HAI and at the same time the clients receive more regular support from a source close to home. The interaction between the OPAs and the HAI clients often continues even after the project activities end.

OPA committee meeting

Read more about the HAI cooperation with OPAs in Sections 3 and 10. See Appendix I for more information about HAI.

The purpose of follow-up is to:

A. assess the status of the business, including income and profitability;
B. make interventions, if there are problems;
C. provide continuous business development assistance;
D. refer clients (and their families) to other services.

A. Assess the status of the business, including income and profitability

During follow-up, it is important to check the place of business, verify the quality of goods or services offered, observe if customers are coming, assess profitability, and so on. This should be done together with the clients. This is also a good opportunity to check and provide further guidance on business management aspects like bookkeeping. From HAI's organizational example, you could see that the OPA leaders and the NGO staff regularly help their clients to calculate the profit earned per month.

Field worker tip: Importance of continuous assessment of the business

"Every time I do follow-up visits to clients, I ask about their daily or weekly income and the customer base. Clients' income fluctuations are normal, especially for businesses where the product needs a longer time to make, such as jar making, or for businesses that are seasonal. But sometimes changes can be the first signs of problems ahead. For example, I have a client who makes big ceramic jars where you can keep water. His weekly income was quite good because he had just sold a batch of jars. However, he had fewer orders for the future. During a follow-up visit, I discovered that his neighbour had copied him and taken some of his old customers and my client was no longer the only jar maker in the village. In these cases, it is good to locate new market opportunities, reassess the profitability of the business and think about other strategies to cope with the new competition. My client needed a vehicle to transport his jars to the market in the neighbouring village to reach more customers."

Mr. Sin Soeup, MODE Coordinator, Kompong Thom.

B. Make interventions, if there are problems

Try to keep the peer trainer involved, if possible. Sometimes clients forget about certain technical processes or where to buy the right kind of raw materials, for example. The trainer can provide further support and refresher sessions in these cases.

Clients may also face other problems, such as a changed market or personal situation that affects their business. Solutions for these problems should be sought on a case-by-case basis. For example, the field workers can help in identifying new market opportunities or even think of re-supporting the clients for another business.

Field worker tip: Giving "second chances" when the business has failed

"During my follow-up visits, sometimes I find that the business planned for the clients is no longer suitable for many reasons. For example, I have a female client who learned to raise chickens. Her husband had another business and she started chicken raising to bring additional income to the family. The chicken raising was a good option at the time, because the client was pregnant and she could do the work at home. However, her husband died about the same time when she had her baby. Her life changed completely. She had to sell all her chickens to survive and she was left with nothing. We decided to support her for another business which was more suitable to her new life situation. She needed regular income which chicken raising does not give. She decided to start selling sweets and MODE provided her another business start-up grant and arranged for peer training. Now she is about to start her new business selling sweets that will give her a regular daily income. I hope she gets back on her feet."

Ms. Duong Sokunthea, lead MODE field worker, Kompong Thom

C. Provide continuous business development assistance

Regular counselling to develop and consolidate clients' businesses is part of the follow-up process. This can include advice and assistance with joining or forming business associations and self-help groups. If clients need more training or detailed advice, they could be referred to another service provider or organization providing such training, as it can be beyond the capacity of the field workers. If not, the field workers can provide needed tips and advice during follow-up visits.

Organizational example: The APPT project refers peer trainers and clients to additional training

The APPT project referred many female peer trainers who were former project clients to the ILO's Start and Improve Your Business (SIYB) and Get Ahead training programmes offered by other ILO projects in Cambodia. The results were encouraging. For example, one of the female trainers who received Get Ahead training leads the basket-weaving group in Siem Reap, and another one has started her own savings group in Pursat. Both of these peer trainers have continued training others and transferred their new skills to their trainees. Some clients were also given the opportunity to take part in promotional activities on entrepreneurship organized by other projects, such as trade fairs. Exposure in such local events, and especially dealing with customers, helped to promote positive attitudes towards persons with disabilities and reduce negative perceptions. Moreover, clients' businesses benefited as they reached more customers for their products and services. These linkages helped clients to "grow" and advance their income-generating activities and gave them the skills to move to another level.

D. Refer clients (and their families) to other services

It is crucial in all aspects of the service process to find out what kind of other services are offered by other organizations and institutions in the project location. Try to identify issues or problems that are not necessarily related to the clients' businesses directly, but that will have an effect on it. For example, the provincial government offices or NGOs can help with providing assistive devices such as wheelchairs to clients with mobility impairments. Or, MODE has linked up with other NGOs that are working on domestic violence issues and commune council members to mediate delicate family situations identified by MODE field workers. Linking up with self-help groups or helping to establish them can provide clients with long-term support and valuable social links with others.

Case study: Savings group in Siem Reap, Part II

During follow-up visits, the APPT field worker linked the savings group of APPT clients with their local village leader. Now the savings group leader regularly reports to the village leader about the group's savings policy and other issues, including social problems they sometimes face. The village leader has started participating in the group's meetings and had planned to provide support on record keeping, priority setting and other relevant group management and organizational support. This encouraged the group members. With the support of the village leader, they seek to access more training and other assistance from NGOs or others working in the village. They are also actively participating in the village's social events.

The APPT field worker having a meeting with the village leader.

Read more about the savings group in Section 7, and see Section 11 for more information on developing groups.

8.3 When to conduct follow-up visits

Follow-up is especially important during the first month after clients have started the businesses in order to verify that the business has been set up properly and that they are on the right track. For instance, the HIF field workers conduct at least three follow-up visits within the first month alone. After the first month, follow-up visits can be done less frequently. The APPT project's practice, for example, was to conduct follow-up visits at least on a quarterly basis for up to one year, after several contacts during the first month of setting up the business.

Depending on the resources and time available, every project should determine how often and how long it can do follow-up with its clients. Note that regular monitoring and contact with clients gives them a better chance of succeeding.

Replicating success decision points

You have learned why conducting regular follow-up is important. Now it is time to decide:

- What resources do you need to do follow-up? For how long and how often can you do follow-up?
- How could you use other resources available in your project location and link up with other organizations providing services?
- What kind of additional business development services is your project able to provide or access from other agencies?
- Will you encourage the development of self-help and other groups that can help to sustain successes?

Phase VI: Closure, Impact Assessment and Secondary Replication

9.1 Section introduction

In this section you will learn about:

- when to close a client file;
- carrying out impact assessment;
- using the skills of former trainees to train others (secondary replication).

9.2 Closing client files

At some point, services offered to clients and follow-up visits need to be phased out and ended so that others can be served. Usually projects do not have sufficient human or financial resources to manage indefinite follow-up. The decision to close a case and cease services or follow-up is required.

Closing the case means that the client's business is considered a success (or unsuccessful for some reason) and the client is no longer in need of project services. An unsuccessful case closure can result from many reasons, and some record of the reasons can be useful to monitor from a management information perspective. Projects need to keep a record of successes and lack of success for donor reporting, quality management and individual service delivery purposes.

Closure does not always mean an end to contact, however.

Coordinator tip: Maintaining client contacts after closure of files

"Even if the case is closed as successful, the development of clients' businesses continues. With the APPT project, the closure of client files was done for administrative purposes to mark the point where the official and regular project services ended. In practice, however, many of the field workers still stayed in contact with the clients and visited them every now and then if they were in the neighbourhood and if the time allowed. Many times the field workers developed personal relationships with clients. The good client-field worker relations paid off in the end. It was easier to locate and recruit clients that had developed successful businesses to become peer trainers. In this way the project kept on developing their potential and benefiting from their new skills."

Mr. Ros Sotha, former APPT Project Coordinator and Buddhist Fund volunteer.

At the outset, it is important to determine the timeframe for closure and criteria on the basis of which cases can be closed or the follow-up continued. There are three options:

1. **Successful closure**
   The clients do not need further assistance and their businesses are on a solid basis. Their project files can be closed and follow-up ended for administrative and project service-delivery purposes.

2. **Extended support or follow-up**
   The clients' businesses are in jeopardy or they need additional support to grow the business further.

3. **Unsuccessful closure**
   The clients' businesses have failed and there is little chance of reviving them. The clients no longer want or need additional services. Unsuccessful closure also occurs in cases of illness, relocation or other non-business reasons. In this case, it is often best to close the cases as unsuccessful.

The APPT project reviewed all clients for closure and impact assessment one year after they had started their businesses or received business enhancement services. At this point, most cases were closed and official follow-up ended. However, in some cases services were continued or the clients were referred to another service provider for further support. The APPT project developed a *Closure* form (attached in Appendix II) where details for successful closure and reasons for unsuccessful closure were collected. This information was entered into the APPT project's database and management information system for further analysis and assessment.

9.3 A SECOND NOTE ABOUT IMPACT ASSESSMENT

In Section 4 you learned about the importance of preparing to assess the impact of the project by collecting baseline data about clients at the initial assessment phase. To measure the impact the project activities has had on clients, requisite data should be collected at the closure phase and compared to the baseline data.

There are many ways to collect and analyze this data. Collecting case studies is a good way of documenting impact on individual clients. A random sample impact assessment carried out at the end of the project and/or regular assessment of the impact of the project's activities will provide a wider and more realistic picture of what has been achieved and what the project could do more, or an impact assessment can be carried out on each client.

Organizational example: APPT impact assessment, Part II

At the end of the APPT project, an internal impact assessment survey was carried out for a random sample of 20 per cent of the APPT clients. This was done by using the already collected data and tools available as part of the APPT database and monitoring and information system (MIS). Quantitative and qualitative data collected covered the following key areas: clients' economic situation (income and assets); social integration; children's education; and self-assessment. This data was analyzed using the database and MIS. According to the findings, the most visible impact of the APPT project on its clients was increased and more sustainable income which resulted in improved living conditions, investments in household and animal assets and diversified businesses. A notable change was also found in the social status and integration, especially of female clients. More women attended social events and meetings and visited markets as a result of the project. Access to training and the small grants was considered extremely valuable. These results were supported by a final evaluation carried out afterwards by an external consultant.

Read more about the evolution of the APPT project's impact assessment in Section 4.

The range of questions and data to be gathered for an impact assessment depends on each project's goals and outputs and what needs to be measured. As the APPT project's example showed, the impact assessment could include the following socio-economic factors:

- **Economic situation** of clients before and after the project intervention, such as increased income, savings, loan repayment, household animal and other relevant assets, access to credit, health care, and so on.
- **Social situation** of clients before and after the project intervention, such as involvement with local community activities, children's schooling, local travel, relations with family and neighbours, and so on.
- **Clients' self-assessment** at the end of the project, such as reduced discrimination, improved self-esteem, improved lifestyle, and so on.

Increase in income is the easiest and most quantitative measure of impact. The result of increased income on health status, their children's access to schooling, their relations with the community and family, including equal participation and reduced discrimination in the community, and better housing are all examples of impact, which may be more difficult to measure.

The APPT project developed and used a *Baseline Survey/Impact Assessment* form to interview clients in order to collect this information before and after the project services. To analyze the information, it was entered into the APPT database and MIS. The database and MIS enabled case-by-case comparisons to report the impact on one or selected clients, as well as at the wider project level to measure the impact of the project activities' clients in general. The *Baseline Survey/Impact Assessment* form is attached in Appendix II. For more information about the APPT database and MIS, see *Managing success: An instruction manual for the APPT database and Management Information System*.

9.4 Secondary replication

Secondary replication means that former project clients become peer trainers and train new clients to replicate their businesses.

Case study: Mr. Tok Vanna, book vendor becomes a peer trainer, Part II

Mr. Oun Vonthon with his tricycle.

You met Tok Vanna already in Section 5, “Other training”, and learned how he set up his business to sell books in Siem Reap. After Vanna’s business stabilized and he had gathered enough experience from running it, he wanted to help other people with disabilities like the APPT project had helped him. When approached by the APPT field worker during the follow-up visits, Vanna said he wanted to train others to replicate his business provided that there was enough demand in the market. Vanna trained two people with disabilities with support of the APPT field workers. One of his trainees is Mr. Oun Vonthon, who is 24 years old and in a wheelchair. Vanna trained him for four days and the project provided Vonthon a US$50 start-up grant to buy history books, postcards and other souvenirs to be sold to tourists in Siem Reap. The APPT field worker also referred Vonthon to Handicap International Belgium, who provided him a new wheelchair. Now Vonthon can earn about US$90 per month with his book selling business. He and Vanna still meet regularly and exchange business tips with each other.

Read more about Mr. Tok Vanna in Section 5.

The potential of former project clients who have developed successful and stable businesses can and should be used to train others, if it is feasible from the market perspective. Many of the APPT clients trained others, like Mr. Tok Vanna. Former clients are often already familiar with the peer training process and what is expected from them as trainers. Like other peer trainers, they can also benefit from field worker support in developing the training programme and preparing and conducting the training. Read more about how to assess the market and the peer training process in Section 6 and about the supports for peer trainers in Section 11.

Replicating success decision points

You have learned about closure, assessing impact of the project activities and secondary replication. Now it is time to decide:

- At what point in time will you formally review clients for closure?
- How will you define success or lack of success?
- What methods will you use to measure impact of the project activities? What resources do you have to conduct an impact assessment exercise?
- How will you utilize the increased capacity and potential of the former project clients?

Replication by Others

10.1 Section introduction

In this section you will learn:

- how other organizations adapted the SCR methodology to their service delivery systems.

The organizations are:

- The World Rehabilitation Fund (WRF);
- HelpAge International (HAI);
- Minority Organization for Development Economy (MODE);
- The Buddhist Fund (Mlup Preah Thor);
- Handicap International France (HIF);
- Cambodia Trust (CT).

As noted in the introduction, these international and local NGOs were trained by the APPT or ILO staff to replicate the SCR methodology. Their staff helped in drafting and revising this manual and you have already seen case studies, tips and organizational examples collected from them in previous sections. This section gives more information about their SCR results and strategies. See also Appendix I for short introductions of these organizations.

10.2 Overview of other SCR adaptations

The **World Rehabilitation Fund** (WRF), an early partner in implementing the APPT project, replicated the SCR methodology in its Poverty Alleviation through Community Empowerment (PACE) project in the village of Veal Thom in Cambodia. The WRF adapted the SCR method to meet the community development needs in the project location.

Veal Thom is mostly inhabited by landmine survivors and their families who are disabled and very poor. The village was established after the Royal Government of Cambodia donated land to support members of the Cambodian Disabled Relief Association (CDRA), a self-help group of disabled ex-combatants. Other disabled and poor people who lacked land, opportunities and funds for a better life later joined them in Veal Thom. However, the village was isolated, poor and without an economic direction. The WRF's PACE project addressed these problems. Within a two-year period, 177 inhabitants of Veal Thom were provided training under the project. Over 90 per cent of these persons initiated businesses that enabled them to reach economic self-sufficiency for themselves and their families. This in turn uplifted the economy of the entire village.

Organizational example: WRF replicates APPT in the PACE project, Part I

WRF adapted the SCR methodology to address the community focus of its PACE project and added two initial steps related to community assessment and preparation, resulting in the following:

Stage 1: Community preparation

Step 1: Community recruitment

Step 2: Elicit community needs and interests

Stage 2: Identify trainers and training areas

Step 3: Locate successful entrepreneurs

Step 4: Evaluate their businesses in terms of profit potential and marketability

Step 5: Assess replicability of business

Step 6: Assess the trainers' willingness to train persons with disabilities

Stage 3: Develop and implement the training programme

Step 7: Establish a hands-on training programme with the trainer

Step 8: Select, screen and match trainees with trainer based on compatibility of interests and personality

Step 9: Supervise and monitor training

Step 10: Provide "business kits" and workshops on business and marketing to trainees upon graduation to assist business start-up

Step 11: Provide ongoing follow-up assistance to trainees, especially with regard to business planning

Step 12: Encourage second round training (enlist trainees as trainers of others)

Read more about the PACE approach to SCR in Sections 5 and 11. Training was typically done in groups, by first-training trainers. For more information about the PACE project strategy, see also "They now see my ability rather than my disability" - A Manual for the initiation and implementation of a socio-economic reintegration project for landmine survivors and others with disabilities.

Help Age International (HAI) has included the SCR/Peer training methodology in two of its projects implemented in collaboration and/or support with the Family Health International and the European Commission. In 2007, HAI, in partnership with four local NGOs and village-level OPAs, helped 220 people to establish small businesses in 32 villages in Battambang and Banteay Meanchey provinces. The majority of the small business owners have been older people but other people, such as those affected by HIV/AIDS also expressed an interest in SCR and have subsequently been involved. A wide range of businesses have been identified by the older SCR clients, ranging from animal raising, cake and noodle selling, weaving and sewing, grocery and clothes sales, to hairdressing and bicycle repairing. Older people can select their business based on their capacities, and to fit with their existing obligations such as child care. By increasing and diversifying their income sources, vulnerability is reduced.

Organizational example: HAI adapts the SCR steps and implements it through the OPAs

As noted, HAI supports and works through the OPAs to implement community development and SCR activities in its project locations. These community-based organizations have proven to be invaluable focal points that assist the HAI field workers throughout the SCR process from the initial selection of clients and trainers to monitoring and follow-up activities. This has many advantages. The local OPA leaders and committee members know their communities and, in particular, they:

- know which community members could benefit most from peer training and other assistance;
- have a good knowledge of current businesses in the village and potential markets and can identify gaps in the markets;
- can help the field worker find suitable trainers who are often willing to support the OPA and give their training for free;
- help the clients establish their new businesses (especially in buying equipment and materials);
- provide ongoing personal and problem-solving support to clients as well as a forum for them to come together and share experiences.

Recognizing the important OPA contribution, HAI modified the SCR steps and divided the responsibilities as follows:

SCR steps	By whom
1. Prioritize clients	• A group of about 20 older people led by the OPA committee • Village development committee • HAI field worker
2. Confirm clients	• HAI field worker • OPA Committee • Village leader
3. Discuss small business activities with clients	• HAI field worker • OPA Committee • Village leader
4. Conduct market analysis	• HAI field worker • OPA Committee • Village leader
5. Select a business and identify peer trainer to help with business planning	• HAI field worker • OPA Committee • Client
6. Draft a business plan	• Client • Peer trainer
7. Review business plan	• HAI field worker • OPA Committee
8. Confirm peer trainer to conduct the training	• HAI field worker • OPA Committee
9. Sign agreement	• Client and peer trainer • (HAI field worker and OPA leader)
10. Approve the activity	• HAI
11. Conduct training	• Client • Peer trainer
12. Agree on the budget for business start-up	• Client • HAI field worker • OPA Committee
13. Provide the grant	• OPA Committee with funds from HAI
14. Monitoring and evaluation	• OPA Committee • HAI field worker

See Section 11 to learn about SCR training provided to the OPAs. Read more about HAI in Appendix I and the role of OPAs in Sections 3 and 8.

Minority Organization for Development Economy (MODE), which was an implementing partner of the APPT project, took over the APPT Kompong Thom project site in Cambodia from July 2007 onwards as part of the APPT sustainability plan. With a new project called Project for Poverty Alleviation (PPA), it continued APPT project activities in this location, especially related to using the SCR methodology. The PPA also expanded to an additional two districts and widened the scope of clients to include women head of households and people living with HIV/AIDS, in addition to people with disabilities and their families who were the primary clients under the APPT project. MODE intends to reach a total of 288 people with their families over a three-year period. It continues to follow the procedures developed by the APPT project and document the project activities and impact. In addition, it has continued with the peer training workshops initiated by the APPT project and aims to organize at least one workshop per year to develop the skills of those peer trainers who are most often used by the project. MODE staff have also received additional training on the database and MIS, as well as regular monitoring support from the ILO staff.

The Buddhist Fund has started using the SCR methodology in its activities carried out by monks across Cambodia. It is running a small-scale pilot activity called Poverty Alleviation Movement through Mutual Help in the province of Kompong Chamm in Cambodia to test how the SCR methodology is suited to its purposes. The Buddhist Fund aims to reach 60 people during the first year of the project and then scale up. The project will have a focus on women with the target of at least half of the clients being female. Relevant Buddhist Fund staff and volunteers have been trained in SCR by former APPT staff. The Buddhist Fund has also received ILO support in the form of advice and project equipment. The long-term goal of the Buddhist Fund is to train all of its member organizations, as well as monks in wats and temples across Cambodia to replicate SCR in their respective target locations.

Organizational example: The Buddhist Fund simplifies the SCR approach

The Buddhist Fund decided to simplify the SCR steps and some of the APPT tools in order to make the SCR approach work with limited funds and staff at its disposal. The Buddhist Fund staff is generally recruited directly from the communities and have less experience and training than their counterparts working for the NGOs or the UN agencies. The Buddhist Fund is now testing the following SCR steps in its pilot activity:

1. identify and recruit the trainer;
2. select the trainee;
3. match the trainer and the trainee;
4. establish practical training programme;
5. supervise the training;
6. assist the trainee to plan the business and access credit;
7. arrange for follow-up and business development;
8. organize secondary replication.

To implement these steps, the Buddhist Fund uses 17 of the 28 forms developed by the APPT project to collect information in the field and for project management purposes, *including the Initial Interview, Measuring Profitability and Baseline Survey/ Impact Assessment* forms, as well as receipts, sample agreements and reporting forms. The Buddhist Fund established a Client Fund which provides grants of up to US$25. In addition, the Buddhist Fund also decided to organize the trainees into self-help groups (one village - one self-help group) where they can work together and receive peer support. This also facilitates the follow-up.

Read more about the Buddhist Fund in Appendix I.

Rather than adopting the SCR methodology directly, **Handicap International France** (HIF) decided to include and adapt some of the resources developed by the APPTproject to further develop its own project services. In particular, certain parts of the APPT forms to collect information at the grassroots level were adapted and included as part of the HIF practice. For example, the *Initial Interview* form's table on work history and client income, including the list of skills and businesses, was in HIF's own forms and is now used by its livelihood teams in the Battambang province in Cambodia. Some questions from the *Assessing Market Capacity* form were adapted and included in HIF's own feasibility study form. The form to identify success cases has been used as is. HIF is also currently looking into the possibility of developing a database similar to the one used under the APPT project to better track and measure the project activities.

After receiving training in the APPT approach to SCR by the ILO in 2007, **Cambodia Trust** (CT) started a process to review its project tools on the basis of the resources developed by the APPT project to improve internal data collection and documentation and to measure the project activities in a more efficient way. CT started using peer trainers in a more systematic way and encouraged secondary replication whereby people with disabilities were trainers and as trainers they became the experts and trained other members of their communities.

Depending on the project or organization, there are different ways to use and benefit from the SCR methodology and tools developed by the APPT project. As you have seen, some organizations have used the resources to improve their own service delivery approach, whereas others have directly incorporated the SCR approach into their existing project strategies.

Replicating success decision points

You have learned about how others have adapted the SCR methodology to suit their project needs. Now it is time to decide:

- What will your service delivery flowchart look like?
- How might your project adapt the APPT project and SCR methodology?
- Will you use the tools developed by the APPT project, or adapt them to suit your needs?

Project Enhancements

11.1 Section introduction

In this section you will learn about:

- training the key project staff and partners;
- building the capacity of peer trainers;
- supporting the formation and operation of groups.

The SCR/Peer training approach as tested in the APPT project is cost effective from a financial perspective; however it relies heavily on human resources. In this section, you will learn about identifying and developing those human resources that are essential to the success and sustainability of the project.

11.2 Training field workers

The field workers are the key actors in the SCR process. They are the ones implementing the services at the grassroots level, interacting directly with the clients and peer trainers as well as assessing local markets, calculating profitability of the businesses, providing training support for peer trainers and liaising with other organizations for referrals and other support. In sum, field workers cover the whole spectrum of the APPT Project and SCR process. This makes it a challenging mix of tasks and responsibilities which require a multitude of different types of skills. Building their skills is critical to enhancing the success of the project's activities.

When interacting with clients, the field workers need the following social work skills:

- assessment;
- interviewing and communication;
- service planning.

As the PACE and APPT project examples demonstrated, field workers may also need some skills in community development, such as the following:

- community needs assessment;
- service mapping;
- group formation;
- community mobilization;
- resource mobilization from local authorities.

In the area of business development, the field workers must have:

- skills in market research assessment;
- business planning and development skills;
- knowledge about local communities and especially markets or the skills to get the needed information.

To provide the needed support for peer trainers, the field workers need to be familiar with basic components on adult training, including:

- training components of knowledge, ability and skills;
- different training methods suited to the project or programme context;
- assessment methods.

Finally, the field workers will also require skills specific to the project management, such as:

- knowledge of the target population and their specific needs;
- project/programme methodology;
- policies and procedures of the project/programme;
- data collection and impact assessment.

Depending on the background of the field worker and the focus of the project, they will need to improve and develop the above-mentioned skills or gain the knowledge where it is weak or deficient. And even if the staff have the needed training and prior experience, it is good to regularly train them to improve their capacity throughout the project. Regular skills training fosters staff motivation and ensures quality project services.

Organizational example: Developing the capacity of the APPT field workers

The APPT project completed a training needs mapping for each staff member. According to results, key training gaps were addressed within the available resources. The mapping was a useful tool since the field staff backgrounds and skills varied a lot. For example, the project used staff from the PoSVY offices who had many community and social work skills, but had less experience in business development. The business development skills were improved through continuous on-the-job training by more experienced staff, through supervision and support by the project management staff and specialized courses. The staff regularly attended Training of Trainer (ToT) workshops delivered by the ILO staff and projects, especially those related to entrepreneurship promotion. These included the Start and Improve Your Business (SIYB) programme, which consists of modules of training materials targeted to entrepreneurs, trainers of entrepreneurs and master trainers and aim to enhance the capacity of local business service organizations to deliver training to entrepreneurs. The APPT staff were also trained in the Get Ahead training which is a training programme designed especially for low-income women with low literacy skills engaged in individual, family or group businesses. The Get Ahead training package encompasses essential business skills from a gender perspective. The other training included: ToTs on Development of Business Associations, Work Improvement for Safe Home (WISH), HIV/AIDS and sessions on gender and disability awareness and programme management, English language and computer courses, in addition to training specific to the APPT/SCR process.

It is important that the field workers understand and are confident in using the SCR methodology. In replicating the APPT project in Cambodia, new staff or organizations not familiar with the method were offered basic training on the methodology and how to use it. The first training was followed up with on-the-job support or follow-up workshops. For example, after the initial start and the ILO week-long training seminar on SCR in 2007, HelpAge International (HAI) commissioned more tailored training sessions to all its field staff. These smaller workshops with more practice-orientated sessions allowed questions and problems to be identified and addressed locally and more detailed technical support provided on the SCR methodology to the staff interacting on-the-job with the clients. Read more about HAI training its local partners in Section 11.4.

11.3 Support for peer trainers

The peer training approach relies on successful businessmen and women to train others in informal settings. However, just because someone can run a successful business does not necessarily mean they can train effectively. For this reason, field worker guidance, support and oversight is crucial before, during and after the peer training.

You should expect the capacity of the peer trainers to vary greatly according to their personal background and other factors. Some of the trainers may have many years of experience running a business and may have already trained numerous people before, whereas some of them may be training others for the first time, have less business experience, or are illiterate or have other gaps in their knowledge. All peer trainers can benefit from support in developing the training programme, planning and organization of the training.

Organizational example: The APPT project trains peer trainers

The APPT project used the services of almost 200 peer trainers. Some of the peer trainers had little or no previous experience with training others. To address their training gaps, the project used a simplified "Skills, Knowledge and Attitudes" approach which was field tested in a series of peer training workshops at all project locations. Thirty-six peer trainers, of which more than 50 per cent were women and many disabled persons, participated in the training. The workshops were two days long, and were based on *Training for success: A guide for peer trainers*, a training manual developed by the APPT project and improved during the workshops to better meet the needs of the peer trainers. The aim of the training manual and the workshops was to provide a brief overview of the standard peer training process and teach peer trainers simple training concepts, approaches and techniques, especially as they apply to persons with disabilities. The training manual includes many of the lessons learned and best practices collected from the APPT field workers over the years, as well as feedback received from the peer trainers during the workshops. A sample workshop agenda used by the APPT project is attached in Appendix III.

A small group work activity during a peer training workshop in Pursat.

For more information about the peer training process, read Part II of the example in this section and see Section 6 as well as Training for success: A guide for peer trainers.

It is good to develop the training skills of those peer trainers who the project will use repeatedly, like the APPT project did. Make sure that the project does not repeat using ineffective trainers, but learns from experience and supports those trainers who are most motivated and whose skills are often needed.

Organizational example: Adapting the training for illiterate peer trainers

One of the learning by drawing activities. The peer trainer copied the lesson by drawing pictures to illustrate points made.

Group photo of the training participants with some of the training materials displayed.

MODE wanted to continue with the APPT project's peer training workshops because it helped to motivate the peer trainers and make them better trainers. Many of the APPT peer trainers had low literacy skills or were illiterate. Even though the training materials are simple, it needed to be adapted for those who could not read or write. In practice, the workshop facilitator used a lot of drawings or pictures instead of written materials during the training. For example, to explain technical skills, trainers used drawings of tools, and for business skills, a calculator. These symbols helped the peer trainers to better understand and retain the message. The facilitator used the training method of learning by doing, with people working in pairs or groups and demonstrated concepts whenever possible.

11.4 Development of groups

Besides serving individuals, the APPT project developed groups for sustained and long-term support of clients and for self-help. Groups that are most beneficial to the SCR approach include:

- groups that provide services in the project location, like the OPAs;
- groups of project clients or other local individuals involved in self-help.

Groups that provide services

The OPAs and the Buddhist Fund's local branches are good examples of already existing groups or networks working at the grassroots level. These actors are knowledgeable about the local issues and have an excellent outreach to the population. They may already provide social support in the villages, deliver services, and act as the natural meeting places for the local population already. This makes them ideal implementing partners for SCR projects. However, these groups often lack business development skills that are a crucial part of the SCR approach. If local groups will be used for implementation, training needs to be given to their members.

Organizational example: Business skills training organized for OPAs

One of the OPA members presenting a group report on business promotion.

HAI organized a series of workshops for its local partners in the villages, the OPAs. With the help of former APPT staff experienced in SCR, nine two-day workshops were organized for 18 OPAs. This benefited a total of 179 OPA members involved in SCR activities. They learned about assessing businesses, business development, calculating profit, how to access and assess the market, basic tools to manage money and basics about marketing and planning. The training was based on the relevant ILO tools on market assessment and small business development which were simplified and shortened for the target audience to meet their needs. Some of the participants were illiterate and many were introduced to these terms for the first time. The training resulted in an improved know-how of the OPA members and greater success in working with clients. It also increased the motivation of the local partners.

Read more about the OPA role in implementing SCR in Section10. See Section 12 for more information about resources.

In the case of the WRF's PACE project, no existing administrative group was available to build on, such as a village development committee, so WRF organized a group.

Organizational example: PACE project adapts the SCR methodology to meet community needs, Part II

The PACE project addressed the livelihood development needs of the entire village of Veal Thom and its disabled inhabitants. It started with organizing the community and mapping its most immediate needs. The project integrated all individual clients' business and training plans into a joint community action plan. Occupations were identified according to the needs and interests of the community as a whole, and a village development advisory group was formed to guide the implementation of the community action plan. The project then organized job training programmes according to the peer training model, but adapted it to group settings. It also linked up with the Government and other organizations to acquire specific training expertise on horticulture and livestock raising, for example, and to mobilize more financial and other support to the community.

Read more about the PACE approach to SCR in Section 10. See Section 5 for examples of group training situations organized by PACE.

Self-help groups

Organizing people with disabilities or their families or other types of individuals into self-help groups is useful and can have many purposes and benefits. Monitoring and follow-up can be easier to arrange when the clients are organized. Self-help groups facilitate the empowerment of clients and their self-reliance. When the groups are linked with other support people or networks like village chiefs, commune council members or OPAs, it can also reduce the need for continuous field worker support and dependence of the clients on the project.

Self-help groups can be specialized or have multiple agendas. The following three types of self-help groups are particularly relevant to the SCR process:

1. **Savings and financial**
   There can be different types of savings groups. Some groups save small amounts of money on a regular basis and invest in group enterprises. Others may provide small loans to its individual group members to start or develop businesses or for other purposes, such as health care. The interest paid by the borrower is income to the group. As such, it is a form of savings which benefits all group members including the borrower; the capital sum increases as loans are repaid. The group is entirely in control of its policies and resources. Such self-help groups are empowering when money generated and lent comes from the members and not from outside the group.

2. **Occupational and marketing**
   Sometimes it makes sense to work together as a group. It is useful for people of same or similar occupations to organize so that they can benefit from the mutual support with respect to strengthened market access, skills replication from one group member to another, enhanced community involvement, increased bargaining power, and even the reduced costs of raw materials if they are bought in bulk by the group.

3. **Rights and advocacy**
   People with disabilities and others who are socially excluded are the most qualified and best equipped to support, inform and advocate for themselves. Self-help groups are often the most motivated to speak on their own behalf concerning, for example, the proper design and implementation of strategies which will ensure their full participation in all community life, including economic, cultural and political aspects.

Try to find out about the existing self-help groups in your project area. These can be valuable sources of information, human resources (source for potential peer trainers, for example) and support networks for the clients.

Consider also helping to set up new self-help groups. For example, the APPT project helped to establish 12 groups, including occupational and savings groups. Most of the savings groups consisted of members who earned their income from different activities, from pig raising to motor-bike repair. Examples of occupational groups included musicians' and basket-weaving groups. See the case studies in Sections 7 and 8.

Coordinator tip: Setting up self-help groups

"Setting up self-help groups is not always easy. It demands a lot of commitment from their potential members, as well as from the field workers who assist them. Sometimes the process of setting up a group and making sure that it can function independently can take two to three years. The field workers have many roles in this process. They need to act as recruiters, promoters (selling the idea of self-help group to the clients), trainers, mentors and so on. It helps also to know how to read people – the group is unlikely to succeed if its members cannot trust or like each other.

There are many ways of setting up the groups, but I use the following six main steps as a general guideline:

❶ Identify clients who have similar interests and invite them to a meeting. This is when I introduce the self-help group concept and see who is interested in participating.

❷ Invite the interested clients to another meeting. I then discuss with them criteria and structure for the group. I usually also start talking about the roles of key people, that is the leader, secretary and treasurer.

❸ Select leaders. These persons should have some basic literacy skills so that they can efficiently run the group activities. I normally organize a secret ballot and get the village leader or the village development committee members involved in overseeing the process. Instead of writing, which is difficult for illiterate people, I use symbols for each candidate, such as stones, flowers, and so on. The members then vote in their own leaders.

❹ Train the group members on bookkeeping, meeting organization, and other basic tasks. I have found that on-the-job training has worked well. I usually start the group meetings gradually and provide training and support at the same time. This is a long process, and takes sometimes months or even a year of coaching.

❺ Mentor and support. I try to link the groups to other organizations or people for more support. Occupational groups benefit from regular skills upgrading.

❻ Phase out after two to three years of monitoring. Occupational groups need normally more time than savings groups, but after two to three years of support, the mentor or coach should fade out."

Mr. Ros Sotha, former APPT Project Coordinator and Buddhist Fund volunteer.

See Section 12 for resources about self-help group formation and working with self-help groups.

11.5 Building the capacity of partners

Depending on project needs and actors involved, partners may have varied roles and responsibilities. There can be implementing partners, referral sources, Government partners, advisory partners and so on. For example, as noted in Section 2, the APPT project had the following partners:

- Government that provided advice, coordination, office space and staff;
- Advisory Committee members that provided project development advice, linkage and coordination, and helped with sustainability plans;
- NGOs and other service providers as referral sources;
- NGOs as implementing partners, such as the local NGOs co-managing the Participant Fund.

The partners' roles need to be clearly defined. If the partners have not worked on business development or disability issues before, training needs to be done. The training can be specially planned and organized for the partners in question, or they can be included in other staff training and events. For example, the APPT project invited local partner NGOs to field worker training. Those NGOs that were sub-contracted to co-manage the Participant Fund required additional on-the-job training to help their staff understand and fulfil the tasks as defined in the agreements. This helped to build the capacity of the local partners that were often weak and somewhat inexperienced in record keeping and project management issues. Those used as referral sources, such as local authorities, NGOs and other service providers, needed training or information on the nature of the project activities and criteria for selection so they could assist in finding clients and providing them services as needed.

Replicating success decision points

You have learned about different types of project supports for peer trainers, clients, partners and staff. Now it is time to decide:

- ➲ What are the strengths and weaknesses of your project staff? How can you address their skills and knowledge gaps within your available resources?
- ➲ What kind of support to clients or peer trainers do you plan to give?
- ➲ How will you link up with other organizations and projects that can provide training and other support for your staff and/or clients?
- ➲ What kind of group services do you plan to include?
- ➲ Who will you partner with? What will be their roles? Do these partners have the capacity to perform their tasks? If not, what kind of support and training do you plan to give to your partners?

FORMS AND RESOURCES

12.1 SECTION INTRODUCTION

In this section you will learn about:

- the APPT forms to guide service delivery and collect information;
- other relevant tools and resources developed by the ILO or other organizations.

Every project or programme will need to develop or adapt its own tools and resources to meet its needs. The APPT project identified and developed many such tools and resources. Other organizations using the SCR approach also did the same or used or adapted the APPT tools and resources to their needs.

12.2 FORMS DEVELOPED BY THE APPT PROJECT

Out of the 28 forms developed by the APPT project, ten were used for entering data into the database and management information system (MIS). The other 18 forms were used for case management and service delivery purposes during each step of the SCR process. As noted, many of these forms are currently been used or have been adapted by other organizations. The following is a list and summary of forms used by the APPT field workers. The complete forms are attached in Appendix II.

NOTE THAT:

= **Key form used by the APPT field workers that may be of most use to readers.**

= **Forms used to enter data into the APPT database and MIS.**

1. **Initial Interview**
   This is one of the key forms and it is used to guide the interview process, record the client perspective and collect baseline data at the onset of services. This information is used to select clients and start assessing their needs based on their backgrounds, skills and other relevant issues. See Sections 3 and 4 for more information about the outreach and planning phases.

2. **Plan of Action**
   This form is completed at the assessment and planning phase. It outlines the planned services for the clients, such as training and business enhancement services, and notes down the expected timeline. See Section 4 for more information about assessment and planning.

3. **Measuring Profitability**
   This form includes key questions and supports to measure the profitability of the clients' or the potential peer trainers' businesses, including how to calculate production costs, total revenue, gross profit, depreciation of tools and machines and net profit. It is recommended to be filled in together with the clients or the peer trainers. See Section 6 for more information about measuring profitability of the business.

4. **Assessing Market Capacity**
   This form includes key questions and issues to be considered when assessing the local market from the point of view of the clients' businesses or prospective income-generating activities. It is recommended to be filled in together with the clients. It leads to a conclusion of whether the market is saturated or strong enough for the proposed business. See Section 6 for more information about market assessment.

5. **Questions for Success Case Person (prospective trainer)**
   This form provides guidance for interviewing successful business people who show potential for being peer trainers. See Section 6 for more information about recruiting and working with successful business people.

6. **Internal Agreement for SCR/Peer Trainer**
   This form is tailored to meet the needs of the APPT project procedures in the peer training situation and was systematically used by the project before the start of each peer training. See Section 6 for more information about the peer training process.

7. **Receipt of Training Fee**
   This form is tailored to meet the needs of the APPT project procedures and was systematically used by the project to enhance transparency of financial transactions. See Sections 6 and 7 for more information about the peer training process and ensuring transparent financial procedures.

8. List of SCR/Peer Trainers

This form is used to collect key information of successful business people who are potential peer trainers and to keep track of them. See Section 6 for more information about the peer training process.

9. Internal Agreement for Trainee

This form is tailored to meet the needs of the APPT project procedures in the peer training situation and was systematically used by the project. See Section 6 for more information about the peer training process.

10. Training Completion

This form is filled at the end of the training to sum up which training activities were completed, their timeframe and to record financial support provided. See Section 6 for more information about the peer training process.

11. Client Training Satisfaction Survey

This form is a simple checklist to verify whether the training was satisfactory and suitable to the clients. It was systematically used by the APPT project to ensure the quality of training provided. See Sections 6 and 8 for more information about the peer training process and follow-up activities.

12. Certificate of Attendance

This form is tailored to meet the needs of the APPT project procedures in the peer training situation and was systematically used by the APPT project. See Section 6 for more information about the peer training process.

13. Business Plan

This is one of the key project forms and it is filled in to formalize the outcomes of the business planning process. It is recommended to be filled in together with the client. It details key aspects that need to be considered when setting up a business or enhancing it, including financial and other resources, marketing strategies, and so on. See Section 7 for more information about business planning.

14. Business Start-up and Enhancement

This form is filled in when the client receives business start-up or enhancement services. It includes projections of expected monthly earnings, business goals, details of financial assistance and other services received. See Section 7 for more information about business development services.

15. Application for Special Allowance

This form is filled in together by the clients and the field workers to apply for financial assistance in the form of a special allowance. See Section 6 for more information about planning the training costs, and Section 7 about accessing capital.

16. Application for Grant or Loan

This form is filled in together by the clients and the field workers to apply for financial assistance in the form of grants or loans. See Section 7 for more information about accessing credit.

17. Receipt

This receipt template is tailored to the needs of the APPT project and was systematically used to ensure transparency of financial transactions. See Section 7 for more information about disbursing money.

18. Loan Agreement

This form is filled in together by the clients and the field workers if a loan is granted. It formalizes the repayment schedule and other provisions. See Section 7 for more information about accessing credit.

19. Loan Repayment Log

This form is used to record loan repayments during follow-up visits. See Section 7 for more information about accessing credit.

20. Business Follow-up

This form is filled in during the follow-up visits to the clients' businesses. It includes assessment and information of the status of the businesses and other services the clients' need. See Section 8 for more information about follow-up activities.

21. Baseline Survey/Impact Assessment

This is one of the key forms and is filled in two phases: during the initial assessment to collect baseline survey data of the client, and during the closure phase to collect impact assessment data for comparison. It includes data on the economic and social situation of the clients and a self-assessment section. See Sections 4 and 9 for more information about conducting impact assessments.

22. Closure

This form is a simple checklist and is filled in when the clients' cases are closed to record whether the closure was successful or not and the reasons why. See Section 9 for more information about closing client files.

23. Evaluation of the Participant Fund Use

This form is tailored to the needs of the APPT project and its partners, and was used to ensure that the Participant Fund was managed transparently. See Sections 7 and 11 for more information about accessing capital and project enhancements.

24. **Monthly Report on the Use of the Participant Fund**
    This form is tailored to the APPT project's reporting needs in order to monitor the use of the Participant Fund. See Sections 7 and 11 for more information about accessing capital and project enhancements.

25. **Monthly Report**
    This form is tailored to the APPT project's reporting needs, and was used to monitor the performance of project sites and field workers on a monthly basis.

26. **Proposed Annual Report**
    This form is tailored to the APPT project's reporting needs. It was used as a guideline to report project performance to donors on an annual basis.

27. **Project Success Rates**
    This form was used in the early stages of the APPT project to calculate the project success rate in terms of how many businesses were still in operation a year after the business start-up or enhancement. Later, this function was included directly into the APPT database and MIS. See Sections 4 and 9 for more information about impact assessment.

28. **On-the-spot Checks**
    This form is tailored to the field monitoring needs of the APPT project. It was used by the project management staff to conduct on-the-spot checks of clients during monitoring visits. See Section 11 for more information about project enhancements.

12.3 OTHER RESOURCES

In addition to the APPT forms, the APPT project developed and/or used other materials related to:

A. training and the SCR methodology;
B. business development;
C. community development.

The list of references provided below is not exhaustive. It illustrates examples of materials found to be efficient in developing the capacity of project staff, clients and partners.

A. Training and the SCR methodology

- **Replicating success tool kit (accompanying tools for this manual), ILO (2009)**

  The tool kit consists of this manual and the following other products:

  ➲ *Managing success: An instruction manual for the APPT database and Management Information System (MIS)*
  This instruction manual and its accompanying CD-ROM with a soft copy of the APPT database and MIS are tools developed for monitoring, tracking clients and project services and measuring the impact of the project. The database and MIS are based on Microsoft Access software. It was developed to meet the needs of the APPT project, but can easily be adapted to better suit the requirements of other projects.

  ➲ *Replicating success - Video*
  This video provides an overview of the APPT experience and successe in Cambodia and illustrates the SCR approach with practical case study examples. It can be used as a training aid or as a more general introduction to SCR or the APPT project for potential partners, donors and other key stakeholders.

  ➲ *Training for success: A guide for peer trainers*
  This guide was developed to support village-based peer trainers. It aims to improve the training capacities of peer trainers and takes a simple approach to presenting basic training concepts. It describes a variety of training methods, gives practical tips for developing a hands-on training programme and how to adapt it to meet the needs of people with disabilities and others with specific needs. The guide is also useful to field staff who facilitate peer training or train clients themselves. It is recommended to use this guide together with Section 6 "Peer training under a microscope" of this manual.

- **Success case replication: A manual for increasing farmer household income, ESCAP/FAO (2000)**
  This manual describes the original SCR method as developed by the United Nations Economic and Social Commission for Asia and the Pacific (ESCAP) and Food and Agriculture Organization (FAO). It provides guidance on how to locate farmers, or groups, who have achieved good success in their enterprises and to mobilize them to train their less well-off fellow villagers. It also describes the intensive field trials that were conducted from 1994 to 1998 in eight countries: Bhutan, Lao People's Democratic Republic, Mongolia, Nepal, Philippines, Sri Lanka, Thailand and Viet Nam.

- **Skills development through Community-Based Rehabilitation (CBR): A good practice guide, ILO (2008)**
  This guide aims to inform and inspire policy-makers, service providers and people with disabilities to develop creative solutions to overcome barriers to training and employment faced by people with disabilities, especially at the grassroots level and in developing countries.

B. Business development

- **Business group formation: Empowering women and men in developing communities, Trainer's Manual, ILO (2008)**
  Forming business groups is a way for women and men in poor communities to enhance their income-generating activities and thereby improve the quality of life of their families and communities. This manual helps trainers to promote group formation as a way to empowering women and men. It is designed to be used in workshops to facilitate the group formation process.

- **Financial education for families of working children, Trainer's Manual, ILO (2006)**
  This trainer's manual has been designed to provide families of child workers with basic skills related to earning, spending, budgeting, saving and borrowing. The training primarily targets women in Cambodia who are usually the ones to manage household money.

- **Get Ahead for Women in Enterprise, Training Package and Resource Kit, ILO (2006)**
  This training package aims to assist ILO partner organizations and others to promote business development among poor women who want to start or are already engaged in micro or small businesses. It highlights essential entrepreneurial skills from a gender perspective.

- **EmployAbility: A resource guide on disability for employers in Asia and the Pacific, ILO (2007)**
  This resource guide promotes the employment of people with disabilities in the Asia and Pacific region in the formal sector. It contains useful information to assist businesses and organizations that want to employ and retain disabled workers.

- **Know about Business (KAB), ILO (2005)**
  KAB is a training programme for trainers and teachers in vocational, secondary and higher education. The KAB package is designed to provide educators with the material necessary for a course involving 80 to 120 sessions. It comprises a Facilitator Handbook and nine modules. Each module represents a key area of entrepreneurship and is divided into several topics. (Currently being revised to include a disability perspective.)

- **Managing small business associations – Cambodia, 2007, Reader, ILO (2007) and the Trainers' Manual, ILO (2006)**
  The trainers' manual aims to assist leaders and staff of small business associations to make informed and strategic decisions that will strengthen the association and its members' businesses. The reader provides background information and case studies on the various topics. They specifically address the concerns of women in business associations.

- **Start and Improve Your Business (SIYB)**
  SIYB is a business management training programme with a focus on starting and improving small businesses as a strategy for creating more and better employment in developing economies and economies in transition. SIYB is a globally-recognized ILO trademark, and the programme has been introduced in more than 90 countries. SIYB is built around three training programmes:

  - Generate Your Business Idea (GYBI), ILO (1997)
  - Start Your Business (SYB), ILO (1991)
  - Improve Your Business (IYB), ILO (1977)

- **Steps to develop the grocery shop, HIF (forthcoming)**
  This checklist is developed for field worker guidance. It includes basic steps involved in setting up a small grocery shop in rural Cambodia. All steps are completed by the clients with the assistance of the field workers and other appropriate supports, as necessary.

- **Training for Rural Economic Empowerment (TREE)**
  The TREE project was developed by ILO's Skills and Employability Department and conceptualized under the principles of community-based training. It promotes income generation and local economic development that emphasizes the role of skills and knowledge for creating new economic and employment opportunities for the poor, the underemployed, the unemployed and the otherwise disadvantaged towards sustained economic activities.

- **Work Improvement for Safe Home (WISH): Action manual for improving safety, health and working conditions of home workers, ILO (2006)**
  This manual addresses needs of home workers and provides them with practical ideas that are easy to implement in order to improve their safety, health and working conditions.

- **Rapid market assessment: A manual for trainers, ILO (2000)**
  This manual is for trainers, agencies and groups who encourage the development of micro and small-scale enterprises. It offers a method of sensitizing entrepreneurs to the market and developing practical products that can find a profitable place in local markets. The manual describes a three-day course that takes entrepreneurs through the steps of understanding market demand, developing innovative products, and surveying their local market to assess the potential of the new products.

C. Community development

- **Establishing and working with Older People's Associations in Cambodia: A practical guideline, HAI (2006)**
  Older people are one of the most vulnerable groups in Cambodia. Changing family structures, migration, years of civil conflict and the HIV/AIDS pandemic have weakened traditional support systems. To address the support needs of older people in Cambodia, HelpAge International (HAI) has developed and established a network of Older People's Associations (OPAs). This publication provides practical guidelines for establishing and working with OPAs in Cambodia. It includes information on forming an OPA, encouraging participation, OPA activities and networking.

- **Guidelines on the formation of self-help groups for families of working children, ILO (2006)**
  These guidelines introduce the concept of self-help groups and how they can be promoted. It provides guidance on how to organize the groups, including setting their administrative procedures and internal regulations. The guidelines are adapted to meet the needs of poor families with working children who do not meet the requirements of MFIs to access credit.

- **Living with landmines, A film by Allison McMahan, WRF/PACE (2005)**
  The World Rehabilitation Fund (WRF) and McMahan Center-Abilities Activists have designed a peer-to-peer training programme according to the SCR methodology in the village of Veal Thom, Cambodia. This film shows the human cost of landmines, the training process for the survivors, and their success and persistence in the face of overwhelming odds as they build new lives for themselves.

- **"They now see my ability rather than my disability" - A manual for the initiation and implementation of a socio-economic reintegration project for landmine survivors and others with disabilities, WRF/PACE (2006)**
  This manual provides information on how to develop and implement a project to help a community of persons with disabilities. It is based on the PACE experience with implementing the SCR method in the village of Veal Thom in Cambodia (see the above film). The manual focuses on the economic development aspects of the community and provides a description of the SCR model as well as history and the major results of the PACE project.

- **PADEK: Partnership for Development in Kampuchea; More than just economic development… A study of the self-help groups, ILO, EU, Oxfam Netherlands (2005)**
  This publication introduces a self-help group concept which focuses on savings and credit activities for the benefit of the self-help group members and the local community.

A Word of Thanks

The ILO wishes to acknowledge the many individuals and organizations who have contributed to the drafting and revision of this manual. It has been a work in progress that spanned several years. Those involved in the development of the project, as well as in the manual itself, deserve acknowledgement.

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APPENDIX I:
Replicating organizations

As illustrated throughout this manual, a number of organizations have already adopted or adapted the APPT approach and/or tools developed under the project. In particular, the following organizations in Cambodia have been provided with technical assistance by the ILO or APPT project staff to replicate the SCR methodology and have contributed to the production of this manual.

- **Cambodia Trust (CT)**
  The CT was established in 1989 to meet the needs of people who are disabled as a result of landmine accidents and who require prosthetic limbs. However, it was realized that disability issues went beyond the landmine survivors, and three centres were opened to offer rehabilitation services for people with disabilities in general. A community-based rehabilitation programme was organized, and now, CT works towards an inclusive barrier-free and rights-based society with the focus on advocacy in the areas of equal access to education, health care and vocational and skills training and offers medical and vocational rehabilitation services. For more information, visit the CT website at: http://www.cambodiatrust.com

- **Handicap International France (HIF)**
  As an international, non-governmental, non-religious, non-political and non-profit-making organization, Handicap International works alongside people with disabilities, offering them assistance and supporting them in their efforts to become self-reliant. In Cambodia at the time of writing, the programme of its French section is active in the provinces of Battambang, Kompong Cham and at the national level. HIF's work is focused on running two rehabilitation centres, developing the country's economic and social structures with income-generating activities and formal employment projects, promoting inclusive education, prevention of disabilities and developing public health campaigns. For more information, visit the HIF website at: http://www.handicap-international.org

- **HelpAge International (HAI)**
  HAI has a vision of a world in which older people fulfil their potential to lead dignified, healthy and secure lives. The organization has been working in Cambodia since 1992, currently in 70 villages in Battambang and Banteay Meanchey provinces. Through OPAs, HAI implements projects aimed at improving livelihoods, food security and health of older people and other vulnerable groups. For more information, visit the HAI website at: http://www.helpage.org

- **Minority Organization for Development of Education (MODE)**
  Since 1994, MODE, a local NGO, has worked to help the poorest of the poor, especially women and children, in the rural areas of Kompong Thom province in Cambodia. Currently, it is one of the leading NGOs working in the Kompong Svay, Sandan, Staung and Stung Sen districts focusing on community development, food security, primary health care and HIV/AIDS, civil society, good local governance and promotion of self-employment and skills training. For more information, visit the MODE website at: http://www.khana.org.kh/images/OD/Minority%20Organization%20for%20Development.htm

- **Mlup Preah Thor, Volunteers' Fund to Support Buddhism for Liberating Lives from Suffering (The Buddhist Fund)**
  Established in 2005, the Buddhist Fund, as it is known locally, provides technical and financial support to the Buddhist and Khmer Society Network in Cambodia. It works to fight poverty and promote human rights. The Buddhist Fund is currently operating a poverty alleviation pilot project based on the SCR approach in two communes in the Batheay District, Kompong Cham Province, Cambodia. For more information, visit their website at: http://www.mluppreahthor.org

- **World Rehabilitation Fund (WRF)**
  Founded in 1955, the WRF is a pioneer organization devoted to the development and implementation of rehabilitation programmes for people with disabilities throughout the world. Its work focuses on all aspects of rehabilitation, from injury through socio-economic reintegration. In Cambodia, WRF has initiated three programmes: The Artisans' Association of Cambodia (AAC); Skills Training, Job Placement and Job Development Programme; and Poverty Alleviation through Community Empowerment (PACE). The latter project was based on the APPT project methodology. For more information, visit the WRF website at: http://www.worldrehabfund.org

APPENDIX II:
The APPT forms

List of SCR forms of the APPT Project

A-1	Initial Interview Form
A-2	Plan of Action
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A-16	Application for Grant or Loan
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A-23	Evaluation of the Participant Fund Use
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A-27	Project Success Rates
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A-1

Initial Interview Form

Instructions: This form is filled in by the field worker during an interview with a prospective client. Upon completion, if the client is accepted for services, the form is put in the case file and a copy is sent to the coordination office for data entry into the database. Items in **bold** must be completed and entered into the APPT database.

Code no.____________________
(Province initial) + (No.)

1. **Basic information**

1.1 **Name:**____

1.2 Current address:____
Village____________________Commune____________________District ______________

1.3 **Male / Female**

1.4 **Type of beneficiary** (check one):

____ Person with disability
____ Mother or father of disabled child(ren)
____ Spouse of a disabled person
____ Adult responsible for disabled family member

[Describe:____ (e.g. grand parent, aunt, etc.)]

1.5 **Age at interview** (write or circle one):______________________________
(18-24 / 25-34 / 35-44 / 45-54 / 55-64 / over 65)

1.6 **Marital status** (circle one): Single / Married / Separated / Divorced / Widowed

1.7 **Information about children in the household:**

Name	**Sex** (M/F)	**Disability** (see 2.1 for list of type of disability)	**Attending school?** (Yes/No/Before school age) **If yes, in what grade?**	**Special training/Assistive devices** (see 2.4 for list of devices)	
				Child has	**Child needs**

1.8 **Number of other dependents:** (F) ____________ (M)____________ (Total)______________

1.9 Means of transportation (circle all that apply):
Walking / Tricycle or Wheelchair / Motorbike / Car / Bicycle / Public bus / Rely on family or neighbours

2. Disability history*

2.1 **Type of disability** (check all that apply)**:**

___ Seeing difficulties
___ Hearing difficulties
___ Speaking difficulties
___ Moving difficulties
___ Feeling difficulties
___ Psychological difficulties
___ Learning difficulties
___ People who have seizures
___ Other:____

2.1.1 _________ What are the client's **functional limitations** related to their disability (circle)?

- If seeing difficulties: Completely blind / Blind in one eye / Low vision
  - Communication methods: Read Braille / Cannot read Braille
- If hearing difficulties: Completely deaf / Hearing impaired
  - Communication methods: Sign language / Reads lips / Has some hearing / Reads text / Unable to understand language
- If speaking difficulties:
  Has no speech / Has speech but cannot be understood except by family / Has speech impediment but can be understood outside family / Able to write / Able to use sign language
- If moving difficulties:
  Completely paralyzed / Partially paralyzed / Paralyzed on one side (Hemiplegic) / Upper limb amputee (single) / Upper limb amputee (double) / Lower limb amputee (single) / Lower limb amputee (double) / Other mobility, using calipers / Other mobility, using wheelchairs or tricycles
- Other, specify:____

2.2 **Person living with HIV/AIDS** ☐ (check if yes)

2.2.1 Receiving medication: Yes / No
(Details:____)

2.3 **Cause of disability** (circle all that apply):
Landmine / Other accident / From birth / Polio / Other illness / Old age / Developmental childhood disease / Other:____

2.4 Check the special training / assistive devices the client has or needs to train or work

Client has	Client needs
___________ Wheelchair	___________
___________ Tricycle	___________

* *Disability history refers to disabled applicant / child / family member. If there is more than one disabled family member, complete section 2 for each disabled family member.*

___________ Prosthetics (e.g. artificial limbs) ___________
___________ Orthotic device (e.g. special shoes, callipers) ___________
___________ Hearing aid ___________
___________ Sign language instruction ___________
___________ Mobility training ___________
___________ Braille training ___________
___________ Braille device ___________
___________ Other ___________

2.5 Year of onset of disability:___________

2.6 Does the client require any medical care (circle): Yes / No

2.6.1 If yes, explain:___________

3. Education and vocational training

3.1 Last grade completed:___________

3.2 Education (circle all that apply):
No education / Partial primary education / Completed primary education / Partial secondary education / Completed secondary education / Partial college / Completed college / Pagoda / Other: ___________

3.3 Prior vocational training (circle): Yes / No

3.3.1 If yes, complete the following:

Type of training	**Name of the institution**	**Length of the training**	**Year** (training completed)	**Skills acquired** (choose from the attached list)
Traditional/family/village				
NGO programme				
Provincial training centre				
Other government training centre				
Apprenticeship				
Other				

3.3.2 If yes, is the client using these skills now? (circle): Yes / No

3.3.3 If not, why not? ___________

3.4 Does the client have plans to get vocational training? (circle): Yes / No

3.4.1 If yes, explain: ___________

3.5 **Literacy:** Is the client literate? (circle all that apply)
Able to read letters / Able to write letters / Able to do math (add / subtract / multiply / divide)
Comments:___________

4. Employment and income-generating activities and income

4.1 Occupation before disability (choose from the attached list): ______________________

4.2 **Former / current military member**: Yes / No

4.3 Work history (complete the following table):

Type of work (choose from the attached list)	Location for income-generating activity or name of the employer	Length of employment	Monthly average income US$	Reason (if work stopped)

4.4 **Current income**

4.4.1 Current income-generating activities (choose from the attached list):

____

4.4.2 **Client income:**

Source		**Type** (choose from attached list)	**Monthly income US$**	Months per year worked	Average monthly income US$
Income-generating activity					
Employment					
Pension	Military				
	Work injury				
	Retirement				
Begging					
Other					
			TOTAL CLIENT INCOME US$		

4.4.3 **Family income US$** ______________________________(per month)

Income source (check all that apply):

____ Income-generating activity
____ Employment
____ Military pension
____ Work injury pension
____ Retirement pension
____ Begging
____ Other

5. Occupational interest

5.1 What is the occupational and employment interest of the client? (choose from the attached list)______________________________

6. Anticipated service needs (choose only one of 6.1, 6.2, or 6.3)

6.1 The client is accepted to the programme. The following services are currently anticipated (check all that apply):

Training	Business Start-up/Enhancement		**Other services** (specify)
	Business	**Participant Fund**	
__ SCR/Peer training __ Mainstreamed centre-based __ Disability specific centre-based __ Mainstreamed mobile/community-based __ Disability specific mobile/community-based __ Apprenticeship __ Other	__ Business Start-up __ Business Enhancement	__ Special allowance __ Grant __ Loan	

6.2 Acceptance pending on (circle all that apply):
Further market study / More vocational counselling / Seasonality of the activities / Need to identify the trainer / Further client assessment / Other, specify: ____________________

6.3 Not accepted for services (circle all that apply):
Sufficient income / Considered not feasible for services / Other

6.3.1 If other than sufficient income, explain: ______________________________

____

7. Referral to other agencies (check one that applies)**:**

7.1 ___ No referral needed at this time.

7.2 ___ Referral to the following service (describe service): ____________________

Name of field worker:______________________**Interview date:**________________

Notes:____

____

____

Occupations and income-generating activities

1. Accounting
2. Animal castration
3. Basket making
4. Bean sprout growing
5. Bicycle repair
6. Blacksmith
7. Book selling
8. Broom making
9. Car battery repair
10. Car repair
11. Carpentry
12. Chicken raising
13. Clerical work
14. Computer work
15. Cosmetology
16. Duck raising
17. Earthen pot making (small jar)
18. Egg hatching
19. Electronics repair
20. Factory work
21. Fish selling
22. Fishing equipment making
23. Goldsmith
24. Grocery selling
25. Hair clip making
26. Hair cutting
27. Hammock making
28. Ice cream making
29. Jar making (water)
30. Joss-stick making
31. Knitting
32. Leather carving
33. Locksmith
34. Masonry
35. Massage
36. Mat weaving
37. Military service
38. Motorbike repair
39. Mushroom growing
40. Musical instruments making
41. Other
42. Other food processing/selling
43. Ox-cart making
44. Painting (artistic)
45. Painting (house)
46. Palm-leaf/straw braiding
47. Pig raising
48. Refrigeration and air con equipment repairing
49. Retail shop
50. Rice growing
51. Roof making (leaf)
52. Scarf weaving
53. Shoe repair
54. Silk making
55. Silk screen printing
56. Silversmith
57. Small engine repair
58. Soybean milk production
59. Stone carving
60. Tailoring
61. Tinsmith
62. Traditional music playing
63. Umbrella frame making
64. Umbrella making
65. Vegetable growing
66. Welding
67. Wood carving

A-2

Plan of Action

Instructions: This form is jointly completed by the field worker and the client. A copy of the form is kept in the client file.

Code no.____________________
(Province initial) + (No.)

1. Name of the client:____________________

2. Services from the project

2.1 Training (check all that apply):
_____ SCR/Peer training
_____ Mainstreamed centre-based
_____ Disability specific centre-based
_____ Mainstreamed mobile or community-based
_____ Disability specific mobile or community-based
_____ Apprenticeship
_____ Other training
_____ Special allowance

2.2 Time and length of the training:____________________

2.3 Classification of business (circle): Business start-up / Business enhancement

2.4 Business goal (check all that apply):
_____ Add new product or service
_____ Add staff
_____ Invest in equipment
_____ Increase stock
_____ Increase working capital
_____ Improve location
_____ Invest in premises
_____Other:____________________

3. Activity of business start-up or enhancement ____________________(name of activity)

4. Time frame for activities____________________

4.1 Expected completion of the possible training:____________________

4.2 Expected date for business start-up:____________________

4.3 Expected time frame for business enhancement:____________________

5. Follow-up (field worker):

5.1 Expected training completion follow-up date:______________________________

5.2 Expected business follow-up date:____________________________________

5.3 Expected closure date:____

6. Possible factors influencing the success of the service delivery process
(e.g. family relations)____

7. Other:____

A-3

Measuring Profitability Form

Instructions: This form is to be filled in by the field worker with the entrepreneur/prospective trainer or alternatively at the briefing during follow-up to measure the profitability of the entrepreneur's business or income-generating activity.

Step 1: Write down the name of the entrepreneur and name of the enterprise (if it has one):

____

Step 2: Determine the total production costs of the business. These costs refer to raw materials, labour costs and other expenses. They are calculated on a daily basis.

Write down the raw materials needed and their costs per day. Then, write down the costs for rent, labour, transportation, marketing and tax/loan. It is important to note that labour costs mean wages for the business owner and any possible employees.

a) Raw materials: (list) (costs per day US$)

- __________________ = __________
- __________________ = __________
- __________________ = __________
- __________________ = __________
- __________________ = __________
- __________________ = __________
- __________________ = __________
- __________________ = __________

b) Rent: = __________

c) Labour costs (wages):

- to self = __________
- to others = __________

d) Transportation cost: = __________

e) Marketing costs: = __________

f) Tax payments and loan instalments: = __________

After you have determined all the production costs per day, calculate the total by adding them all up.

Total production costs per day (a + b + c + d + e + f) = US$____________________

Step 3: Calculate the total revenue per day. This is done by multiplying the unit price by how many units are sold/delivered each day.

1 unit price X Number of units to be sold = US$________________X________________

Total revenue per day= US$____

Step 4: Calculate the gross profit per day. This is done by deducting the production costs (Step 2) from the total revenue (Step 3):

Total revenue - Total production costs = US$ ________________–_________________

Gross profit per day = US$____

Step 5: Calculate the depreciation of tools or machines per day. This is done by dividing the total costs of tools or machines by their useful life.

Total production costs / useful life (days) = Depreciation per day

No.	**Descriptions** (tools/materials)	**Unit**	**Cost** (US$)	**Useful life** (days)	**Daily depreciation** (US$)
1					
2					
3					
4					
5					
6					
7					
	Total				

Step 6: Calculate the net profit per day. This is done by deducting gross profit per day (Step 4) from depreciation per day (Step 5).

Gross profit per day – Depreciation per day = US$______________ – ________________

Net profit per day = US$ ____

Step 7: Calculate the monthly net profit. This is done by multiplying the daily net profit (Step 6) by how many days the business is engaged per month.

Net profit per day X Total working days per month =US$____________X______________

Net profit per month = US$ ____

Monthly income (wages plus profit): US$____

A-4

Assessing Market Capacity

Instructions: This form is to be filled in by the field worker along with a local expert/entrepreneur and the trainee to determine the market capacity of a business when the business **will not** be located within the trainer's market area. Therefore a separate market assessment is needed.

*(**Note:** If the business is located within the same market area as the trainer, the Questions for the Potential Success Case Person can be used as the market capacity assessment).*

SUCCESS CASE

1. **Name of the entrepreneur and name of the enterprise** (if it has one):_______________
____
____

2. **Occupational group** (use attached list or insert another)**:**_______________
____
____

3. **Describe the business or services briefly:**_______________
____
____

4. **Location of the business:**_______________
____
____

5. **What is the profitability?**_______________
____
____

   (Refer to the Measuring Profitability Form)

PROSPECTIVE BENEFICIARY BUSINESS

1. **Geographic area of the assessment:**

2. **Raw materials:**

   a) Availability (where?):

   ____

   ____

   b) Are raw materials seasonal or for the whole year round?

   ____

   ____

   c) How often do raw materials need to be purchased?

   ____

   ____

   d) Cost:____

   e) Other conditions for the business: (e.g. needs land, must have a means of transport or delivery, etc.)

   ____

   ____

3. **Production/Service costs:**

   a) Labour costs: Hired labour and family's free labour:

   ____

   ____

   b) Minimum labour requirements to start the business and still make a profit?

   ____

   ____

   c) Costs for equipment, tools used in the production. Useful life before they are to be fixed or replaced *(This information is very important for the calculation of depreciation)*

   ____

   ____

4. **Goods/services:**

   a) Describe your product/service:

   ____

   ____

   b) Is the product/service seasonal?

   ____

   ____

   c) If yes, what is the exact time frame or frames for the demand?

   ____

   ____

5. **Market:**

a) How would you describe the demand for the market or goods/services in the area?

b) Who do you anticipate as your customers?

c) Where/how will you sell your goods/services to them?

d) How will you distribute or deliver your goods/services to them?

e) If you will go to a market, where is the nearest market where you might sell your goods and services?

f) How else might you sell or distribute your goods/services?

g) Do you need to advertise? How?

h) What will be the anticipated price of your final product/service?

6. **Competition:**

a) Who would be your competitors?

b) Where are your competitors located? Do they use the same methods of selling the goods/services?

c) What is the competition? Who are the competitors?

7. **Learning from the success case:**

a) How does the success case handle the competition they face in their geographic area?

____

____

b) Would this apply to addressing the competition in the noted geographic area?

____

____

c) What are some of the marketing strategies/channels they use?
(e.g. advertisement, signage, selling to middlemen, selling directly to the customers, etc.)

____

____

8. **Conclusions:**

a) Is the market saturated?

____

____

b) Is the market readily accessible in terms of quality of roads, distance to the market, and means of transportation?

____

____

c) Can a person with disabilities easily access the market?

____

____

d) Is the profit margin satisfactory?

____

____

e) Are there any changes that are anticipated in the economy/area that might affect the market?

____

____

f) Do you think the market is strong enough for this income-generating activity business?

Explain:

____

____

Date of assessment:____

People participating in the assessment:____

A-5

Questions for Success Case Person

Instructions: Field workers can use this form as a guide for interviewing success case persons to determine if they are interested in becoming trainers and to assess the market[1].

1. **Name of successful entrepreneur:** ________________________ Sex: ______ Age:________

   Disability:________________ Other noteworthy characteristics:__________________________

2. **Address:**____

3. **Name of business:**____

4. **Location of the business:**____

5. **Description of the business:**____

   ____

   ____

6. **Raw materials/equipment:**

   a) Availability (where?):

   ____

   ____

   b) Are raw materials seasonal or for the whole year round?

   ____

   ____

   c) How often do raw materials need to be purchased?

   ____

   ____

   d) Cost:____

   e) Other conditions for the business: (e.g. needs land, must have a means of transport or delivery, etc.):

   ____

   ____

---

1 *If there are questions about the viability of the market or if a trainee will operate outside the market of the trainer, a market survey of the trainee's market area will need to be done.*

7. **Production/Service costs:**

a) Labour costs: Hired labour and family's free labour:

b) Minimum labour requirements to start the business and still make a profit?

c) Costs for equipment, tools used in the production. Useful life before they are to be fixed or replaced *(This information is very important for the calculation of depreciation)*

8. **Market:**

(Not all questions will relate to the business; respond to those that do. Ask others that seem necessary to determine the market situation.)

a) Who are your customers?

b) Where/how do you sell your goods/services to them?

c) How do you deliver the goods and services to your customers?

d) Who are your competitors?

e) Where are your competitors located? Do they use the same methods of selling the goods/ services?

f) What is the location of the nearest market(s)/location for selling your goods/services?

g) What is the price of your finished product or your service?

h) Market limit—Do you think that the market can handle another business providing goods and services like yours? Explain. (Assess if the market is saturated or if there is still demand for the goods or services.)

9. Problems encountered by the successful person

a) Accessing raw materials or necessary equipment:

____

____

b) Meeting production demands or the needs of your customers:

____

____

c) In marketing:

____

____

10. Profitability of the business:

____

____

____

11. Willingness to train (circle all that apply)

a) Someone in the same business
b) Someone in the same business at the same location (if the market is not saturated yet)
c) Someone in the same business but who would operate in a different location (the market is saturated or the success person does not want competition)
d) Someone with a disability. Note disability groups:

____

____

e) Someone with HIV/AIDS
f) Someone who needs accommodations (because of disability)
g) Someone who needs to be trained at their home or village due to disability
h) Note any restrictions:______________________________

12. The training programme:

a) Training duration:______________________________
b) Content summary:______________________________

____

____

c) Number of trainees accepted by course:______________________________
d) Training fee(s), if required:______________________________
e) Length of follow-up support:______________________________
f) Cost of accommodation/food, if needed:______________________________
g) Need for training supplies (types and costs):______________________________
h) Location of training:______________________________

13. **Conclusion:**
Is that business replicable? Why?
____

Should the success person become an APPT trainer? If yes, why?

What kinds of individuals do you recommend they be matched to and why?

Completed by:

Date of assessment:

Method of locating success person:

A-6

INTERNAL AGREEMENT FOR SCR/PEER TRAINER

Instructions: The field worker and the trainer complete this form which is then placed in the trainer's file.

The APPT Project and Mr/Mrs/Ms:________________________(Name of the successful person), who lives at (address): ____Village, Commune____________________District____________________Province____________________ hereafter referred to as signatory, agrees to the following:

The signatory (SCR/Peer trainer) agrees to:

1. Provide qualified, adequate and complete instruction in the technical and business aspects of __________________________________ (insert occupation from attached list or add new name) as designed and agreed upon by the field worker and the signatory. The training will last for _______________________________days / week(s) / month(s) period starting from _______________________________ to ____________________________________

2. Share all relevant information about how to operate the business and produce the product or provide the service, including what might be considered "business secrets", which are necessary to succeed in the activity.

3. Provide follow-up support and advice to the trainee(s) after completion of the training as they begin to operate their own businesses.

4. Provide a Certificate of Attendance to the trainee(s) at the completion of the training course designed by the project.

5. Adapt the training to meet the needs of the trainee, which may include making certain accommodations or modification based on disability.

6. The training location will be:____

7. Add specific conditions (e.g. provision of accommodation, agreement to purchase initial tools or raw materials, etc.)____
____
____
____
____

APPT project through representative (field worker) agrees to:

1. Send____ (name of trainee or trainees) for the SCR/Peer training course.
2. Pay training fees of US$ ______________________________________ to the trainer. (A receipt should be made and attached)
3. Pay for tools, equipment and training materials (raw materials) for the training, if required, for the amount of US$____
4. Collaborate with the trainer to do a follow-up during the training and the business start up made by the trainee(s).

The signatory has read this internal agreement; understands it and agrees with it.

Signature or thumbprint of the signatory:_______________________ Date:___________________

Signature of APPT field worker:__________________________________ Date:___________________

A-7

Receipt of Training Fee

Instructions: This receipt should be attached with the copy of the trainer's agreement and filed in the trainer's file. A copy should be given to the trainer and to the co-signatory NGO.

Name of trainer: Mr/Mrs/Ms ______________________________

has received the amount of | US$ | (words): ______________________

____

as payment for providing SCR/Peer training in: ______________________ (skill taught)

for the period of __________ days / weeks / months starting from: ______________
to ____

Signature or thumbprint of recipient: ______________________ Date: __________

Signature of APPT field worker: ______________________ Date: __________

Signature of co-signatory NGO: ______________________ Date: __________

A-8

List of SCR/Peer Trainers

Instructions: This chart is maintained by the field worker and the information is periodically submitted to the coordinating office for entry into the database.

Project site: ____________________

No.	Name	Address	Sex	Age	Skill taught	Length of training in days	Cost of training (US$)	Person with disability (Yes/No)	Former APPT client (Yes/No)	Number of trainees	
										M	F
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											

A-9

INTERNAL AGREEMENT FOR TRAINEE

Instructions: This form is jointly completed by the field worker and the trainee. A copy of the form is kept in the client file and a copy is sent to the coordination office.

Mr/Mrs/Ms:____ (Name of trainee),

who lives at (address): ____________________________ Village__________________________
Commune_____________________________________ District__________________________
Province____

and who has been selected by the APPT for training in: _____________________________ (skill),

agrees to:

1. do their best in learning this skill;
2. have a good conduct;
3. start the business immediately after completion of the training;
4. let other people with disabilities replicate the business learned by the project for free of charge when they become successful.

Signature or thumbprint of the signatory:____________________________ Date:____________

A-10

Training Completion Form

Instructions: This form is filled in by the field worker during a follow-up visit to the client at the end of the training. Upon completion, the form is put in the client file and a copy is sent to the coordination office for data entry into the database. Items in **bold** must be completed and entered into the APPT database.

Code no.__________________

1. **Name:** ____

2. **Type of training** (check one):

____ SCR/Peer training
____ Mainstreamed centre-based
____ Mainstreamed mobile/community-based
____ Disability specific mobile/community-based
____ Disability specific centre-based
____ Apprenticeship
____ Other

3. **Status of training** (circle one)**:** Completed / Drop-out / Still-in

3.1 **If drop-out, why?** (check all that apply)

____ Ill-health
____ Death
____ Family problem
____ Moved out of area
____ Got a better job
____ Other
____ Unknown
____ Client terminated for lack of cooperation, explain why: ____________________
____ Client dropped out due to dissatisfaction, explain why: ____________________

4. **Length of training** (circle one):
1-2 days / 3-5 days / 1-2 weeks / 2-4 weeks / 1-3 months / 3-6 months / more than 6 months.

5. **Date of completion of all training:** ____________________________________

6. **Occupational skills** (choose from the attached list)**:** ______________________

7. **Did the client have a course in business development training?** Yes / No

7.1 If yes, length of training (circle one):
1-2 days / 3-5 days /1-2 weeks / 2-4 weeks / 1-3 months / 3-6 months / more than 6 months

7.2 If yes, where? ____________________________________

8. **Name of the trainer:** ____________________________________

9. Use of Participant Fund

US$	Participant Fund	Own contribution	Other sources	Main purpose*
9.1 Training fee				
9.2 Special allowance				

* **Main purpose for special allowance:**
Transportation / Food / Family support / Raw materials / Tools / Equipment / Other

10. Conclusions and field worker action

10.1 Is the client ready for income-generating activity / employment (circle): Yes / No

10.2 If yes, what services are anticipated (circle all that apply):
Business start-up / Business development training / Business plan development / Assistance in securing non-project credit / Referral to other services

10.3 If not, why not? ______________________________

____

Name of field worker:______________________________ **Interview date:**
____

Notes:______________________________

____

____

_

____

_

____

_

A-11

Client Training Satisfaction Survey

1. Tools/materials/equipment:

- satisfactory ☐
- unsatisfactory ☐

1.1 If unsatisfactory, explain____________________

2. Training environment:

- suitable ☐
- unsuitable ☐

2.1 If unsuitable, explain ____________________

3. Competence of trainer:
(e.g. attendance, training methods, revealing secrets, motivation)

- satisfactory ☐
- unsatisfactory ☐

3.1 If unsatisfactory, explain____________________

4. Special training/assistive devices:

- suitable ☐
- unsuitable ☐

4.1 If unsuitable, explain: ____________________

A-12

Certificate of Attendance

This is to certify that:

Mr/Ms/Mrs:________________________________ (Name of trainee)

Date of birth:____

Place of birth:____

Has successfully completed the SCR/Peer training course

in: ____ (Skill / Business)

For a period of: ____________________________day(s) / week(s) / month(s)

Starting date: ____

Ending date:____

Training location: Village:____________________ Commune: ____________________

District: ______________________________ Province: ____________________

Field worker	**Trainer**
Signature: ______________________________	Signature: ____________________
Name: ______________________________	Name: ____________________
Date: ______________________________	Date:____________________

A-13

Business Plan Form

Instructions: The business plan is developed between the graduate or the person with skills who wants to start up or develop business, and the field worker. The business plan is kept in the client file.

Code no.__________________

1. **Name:** ____Sex:________________
2. **Type of business:**____
3. **Form of business:**
   - Run and operated by themselves
   - Partnership
   - Other
4. **Location of business:**____
5. **Business starting date:**____
6. **Amount being requested:** US$____
7. **Terms** (circle)**:** Grant / Loan____
8. **Describe your qualifications:**
   - Skills:____
9. **Type of training received:** (circle one)

   SCR/Peer training/Mainstreamed centre-based/Disability specific centre-based / Mainstreamed mobile or community-based/Disability specific mobile or community-based / Apprenticeship/ Other training

   - Where did you receive the training?____
   - Who provided the training?____
   - Name of trainer (in case of SCR / Peer training)____________________________
   - How long did you receive the training? __________________________ days / weeks / month
     - Starting date:____
     - Ending date:____

10. **Do you have any prior business or employment experience that will enhance your business?** (circle) Yes / No

- If yes, describe:

____

____

11. **Who will be your main customers? List them:**

____

____

12. **Reason for this business:**

____

____

13. **How do you plan to promote or advertise your business?**

____

____

14. **Where will your products or service be sold?** (e.g. at your home, at the market)

____

____

15. **Will you rent a space to sell your product?** (circle) Yes / No

16. **How big is the market?** (circle one) Small / Medium / Large?

17. **Is there competition? If yes, list any competitors in the area:**

____

____

18. **How will you overcome this competition?**

____

____

19. **How much money do you think you can make in one year? US$**____________________

20. **List item(s) you need to purchase:**

____

____

____

____

- Where do you plan to purchase it or them?______________________________
- Cost per item(s): US$ ____
- New tools (circle): Yes / No
- Used tools (circle): Yes / No
- New equipment (circle): Yes / No
- Used equipment (circle): Yes / No
- Initial stock: How much merchandise do you plan to have?

- Materials and supplies: How much raw materials do you plan to have?

21. Do you have any utility costs? (e.g. electricity, water, gas)

22. How do you manage your money?

A-14

Business Start-up and Enhancement Form

Instructions: This form is to be filled in by the field worker during a follow-up visit to the client who starts a new business or receives business enhancement services. Upon completion, the form is kept in the client file and a copy is sent to the coordination office for data entry into the database. Items in **bold** must be completed and entered into the APPT database.

Code no.__________________

1. **Name:**____

2. **Type of service** (circle)**:** Business start-up / Business enhancement

   2.1 **If business start-up:**

   2.1.1 Expected monthly earnings after 3 months (US$):______________________

   2.1.2 Type of business (choose from the attached list):______________________

   2.2 **If business enhancement:**

   2.2.1 Current income, average per month (US$):___________________________

   2.2.2 Expected monthly earnings after 3 months (US$):______________________

   2.2.3 Type of business (choose from the attached list):______________________

   2.2.4 Business goal (check all that apply):

   ____ Add new product or service
   ____ Add staff
   ____ Invest in equipment
   ____ Increase stock
   ____ Increase working capital
   ____ Improve location
   ____ Invest in premises
   ____ Other:______________________________

3. **Business expected to be** (circle): Year-round / Seasonal

4. Business plan completed (circle)**:** Yes / No

   If no, why not?____

5. **Grant and loan**

US$	**Participant Fund**	**Own contribution**	**Other sources**	**Main purpose***
5.1 Grant				
5.2 Loan				

* **Main purpose for grant or loan:**
Raw material / Equipment or tools / Animals / Staff / Establish or improve location / Invest in premises / Add new product or service / Increase stock / Increase working capital / Other:_______________

6. Other services

6.1 **Self-help group** (name):

6.1.1 Type of group (circle one):
Business production / Finance / Networking / Marketing / Other

6.2 **Linkage to referral**

6.2.1 Name of the referral agency:____
____
____

6.2.2 Reason for referral ** (specify from the list):___________________________
____
____

** **Reason for referral** (circle):
Academic education / Literacy training / Health or medical / Medical rehabilitation (P/O) / Financial or emergency service / Housing / Social work or counselling / Family planning / Other: ___________________________

6.3 A**ssistive devices provision** (circle all that apply):
Wheelchair / Tricycle / Prosthetics / Orthotics / Hearing aid / Sign language instruction / Mobility training / Braille training / Braille device / Other:___________________________

6.4 **Other services**

6.4.1 Reason for other service*** (specify from the list): ____________________
____
____

*** **Reason for other services** (circle):
Entrepreneurship training / Peer training / Health or rehabilitation / Disability awareness / Gender awareness / English language instruction / Other: _________

6.4.2 Details ____
____
____

Name of field worker:___________________________________ **Interview date:**__________

Notes:____
____
____
____
____
____
____
____

A-15

Application for Special Allowance

Instructions: This form is jointly completed by the field worker and the client. It needs to be approved by the partner organization or grant committee before funds are withdrawn. A copy of the form is kept in the client file and a copy is sent to the coordination office. Also, the partner organization keeps a copy on file. The information is updated in the database by the coordination office.

Code no.__________________

1. **Name:**____

2. **Purpose of the application - to cover the costs of:**

- Transportation US$.............................
- Food US$.............................
- Family support US$.............................
- Raw materials US$.............................
- Tools US$.............................
- Equipment US$.............................
- Other US$.............................

Total: US$ ....

Signature or thumbprint of the applicant:____________________________Date: _________________

Approved by:

1. APPT field worker: ____ Date: _________________
2. NGO partner:____ Date: _________________

Application for Grant or Loan

Instructions: This form is jointly completed by the field worker and the client. It needs to be approved by the partner organization or grant committee before funds are withdrawn. A copy of the form is kept in the client file and a copy is sent to the coordination office. Also the partner organization keeps a copy on file. The information is updated in the database by the coordination office.

Code no.__________________

1. Name:____

2. Purpose of the application - to cover the costs of:

• Raw material	US$............................
• Equipment/tools	US$............................
• Animals	US$............................
• Staff	US$............................
• Establish or improve location	US$............................
• Invest in premises	US$............................
• Add new product or service	US$............................
• Increase stock	US$............................
• Increase working capital	US$............................
• Other	US$............................
Total:	**US$ ....**

Signature or thumbprint of the applicant: ______________________ Date: ______________________

Approved by:

1. APPT field worker: ____________________________________ Date: ______________________

2. NGO partner: ____ Date: ______________________

A-17

Receipt

Instructions: This receipt is filled in by the field worker and the client upon delivery of the money or the product or service. The receipt is kept in the client file and other appropriate files.

This is to verify that (name of applicant): Mr/Mrs/Ms____

who has applied for (circle one):

1. **Special allowance**
2. **Grant**
3. **Loan**

for the purpose of: ____

has received the amount of | US$ | in words (___________________________)

Signature or thumbprint of recipient:_________________________ Date: _____________________

Signature of APPT field worker: _____________________________ Date: _____________________

Signature of co-signatory NGO: _____________________________ Date: _____________________

Note: If the special allowance is used to purchase raw materials, equipment or tools for the training, separate receipt(s) listing the costs of items should be attached to the above documents.

Loan Agreement

Instructions: This form is filled in by the field worker and the client together with the business plan and other supporting documents, and put into the client file.

This is to verify that (name of applicant): Mr/Mrs/Ms ______________________________

who has applied for a loan is approved.

1. **Date of receiving loan:** ______________________________
2. **Date repayments will begin (3 months after above date 1.):** ______________________________
3. **Date loan will be completely repaid (1 year after above date 2.):** ______________________________
4. **Amount of loan: US$** ______________________________
5. **Interest of 5% = US$** ______________________________
6. **Total amount of US$** ______________________________ will be repaid within one year with monthly payments of US$ ______________________________ per month.
7. **Repayments will be made to the NGO representative.**

Loan applicant agrees to the above conditions and has received the amount stated in this contract.

Signature or thumbprint of recipient: ______________________________ Date: ____________________

Signature of APPT field worker: ______________________________ Date: ____________________

Signature of co-signatory NGO: ______________________________ Date: ____________________

Note: There will be a **3 month grace period** given to the loan recipient where no repayments are required. After the grace period (3 months), the loan recipient is required to repay the loan within one year. There will be an **annual interest rate of 5 per cent** charged on this loan.

A-19

Loan Repayment Log

Instructions: This form is filled in by the field worker and the client during the field worker's follow-up and loan recollection visits. It is kept in the client file. The loan repayment is deposited into the project bank account and the information is regularly updated in the database.

1. **Name:** ______________________________
2. **Amount of the loan:** US$ ______________________________
3. **Interest of 5%:** US$ ______________________________
4. **Amount of the loan with interest:** US$ ______________________________
5. **Date when the loan was received:** ______________________________
6. **Date of first repayment:** ______________________________
7. **Date of last payment:** ______________________________
8. **Total amount repaid:** US$ ______________________________

No.	**Repayment** (US$)	**Balance** (US$)	Date	APPT/NGO	Applicant
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

A-20

Business Follow-up form

Instructions: This form is completed by the field worker during follow-up visits to clients after they have started a business or received business enhancement services. The form is filled in every three months for at least one year after which the clients are evaluated for closure. The same form is used during all follow-up visits and, upon completion, it is kept in the client file and a copy is sent to the coordination office for data entry into the database.

Code no._________________

1. Name:____

2. Business situation and income:

Monthly income US$	**Current business situation***	**Reason for negative or stopped business** (2.1)	**Field worker action** (2.2)	**For business enhancement: Has there been any expansion of the business?** (2.3)	**Field worker**	**Date**

* **Current business situation** (choose one): Positive / Negative / Stopped

2.1 **Reason for negative or stopped business** (check one):

____ Ill-health
____ Death
____ Family problem
____ Moved out of area
____ Got a better job
____ Competition
____ Decreased demand
____ Seasonality
____ Supply problem
____ Animal sickness/death
____ Natural disaster
____ Client unmotivated
____ Service did not meet expectation
____ Other:______________________________

2.2 What action is the field worker taking if there is a problem with the business (specify)?

____

____

(e.g. provide assistance from the Participant Fund, provide more training, assist with accessing market, ask trainer to provide input, etc.)

2.3 **Choose the type and/or purpose of business enhancement** (check all that apply):

____ Add new product or service
____ Add staff
____ Invest in equipment
____ Increase stock
____ Increase working capital
____ Improve location
____ Invest in premises
____ Other, explain:______________________

3. Other services

3.1 **Self-help group** (name):____

3.1.1 Type of group (circle one):
Business production / Finance / Networking / Marketing / Other_________________

3.2 **Linkage to referral**

3.2.1 Name and address of the referral agency: ____________________________________

____

3.2.2 Reason for referral** (specify from the list):______________________________

** **Reason for referral** (circle):
Academic education / Literacy training / Health or medical / Medical rehabilitation (P/O) / Financial or emergency service / Housing / Social work or counselling / Family planning / Other____

3.3 **Assistive devices provision** (circle all that apply):
Wheelchair / Tricycle / Prosthetics / Orthotics / Hearing aid / Sign language instruction / Mobility training / Braille training / Braille device / Other_______________________________

3.4 **Other**

3.4.1 Reason for other service*** (specify from the list): ______________________________

____

*** **Reason for other service** (circle):
Entrepreneurship training / Peer training / Health or rehabilitation / Disability awareness / Gender awareness / English language instruction / Other

3.4.2 Details ____

____

Notes:____
____
____
____
____

A-21

Baseline Survey/Impact Assessment form

Instructions: This form is first filled in by the field worker during the initial visit to the client (at the same time as collecting the initial interview data). This is to collect baseline survey data about the client. A copy is kept in the client file and sent to the coordination office for data entry into the database. The form is filled in for the second time by the field worker during a final follow-up visit conducted 12 months after the client has received business start-up or enhancement services. Upon completion, the form is put into the client file and a copy is sent to the coordination office for data entry into the database.

Code no.__________________

Name: ____

1. Economic situation

1.1 **Client income:**

Source		**Type** (choose from attached list)	**Monthly income US$**	**Months per year worked**	**Average monthly income US$**
Income-generating activity					
Employment					
Pension	Military				
	Work injury				
	Retirement				
Begging					
Other					
			TOTAL CLIENT INCOME US$		

1.2 **How much is your family income US$**__________________________________ (per month)**?**

Circle the income sources (multiple answers possible):

- Income-generating activity
- Employment
- Military pension
- Work injury pension
- Retirement pension
- Begging
- Other: ____

1.3 **Does your household income meet your basic needs for** (check each item that applies):

- Food ☐ Yes ☐ No
- Medical care ☐ Yes ☐ No
- Education ☐ Yes ☐ No
- Housing ☐ Yes ☐ No
- Transportation ☐ Yes ☐ No

1.4 **Do you have any savings?**

☐ Yes If yes, how much? US$ ____________________
☐ No

1.5 **If yes, where do you keep the money?** (circle the correct answers - multiple answers possible):

- Regular bank
- MFI (micro finance institute)
- Community bank
- Self-help group / Savings group
- Other: ____________________

1.6 **Do you owe any money?**

☐ Yes If yes, how much? US$ ____________________
☐ No

1.7 **If yes, to whom do you owe the money?** (circle the correct answers - multiple answers possible):

- Regular bank
- MFI (micro finance institute)
- Community bank
- Self-help group / Savings group
- Local money lender
- Family or relatives
- Other: ____________________

1.8 **Do you have access to credit to start or expand your business?**

☐ Yes If yes, specify from where? ____________________
☐ No

1.9 **Does your household have any of these items?** (circle any of the items listed - multiple answers possible):

- Electricity
- Radio
- TV
- Telephone / cellular phone
- Electric fan
- Bicycle
- Motorcycle
- Car / van
- Toilet
- Other assets: ____________________

1.10 **Does your household have any of these animals?** Check the boxes as relevant and give details:

- Pig ☐ Yes ☐ No If yes, how many? ____________________
- Buffalo ☐ Yes ☐ No If yes, how many? ____________________
- Cow ☐ Yes ☐ No If yes, how many? ____________________
- Goat ☐ Yes ☐ No If yes, how many? ____________________
- Poultry (chicken) ☐ Yes ☐ No If yes, how many? ____________________
- Fish ☐ Yes ☐ No If yes, how many? ____________________
- Others ☐ Yes ☐ No If yes, specify?____________How many? ________

1.11 **Does your family own the land that your house is on?** (circle the correct answer):

- Yes
- No, the house is rented
- No, squatting
- Other, specify: ____________________

1.12 **If yes, how big is the piece of land?**
Specify: ____________ (circle: m2, are, hectares, rai, kong, other:____________)

2. Social integration
During the last six months, how often did you engage in the following community activities?

	Rarely or not at all	Sometimes	Often
a. Attended community / political meetings or events	1	2	3
b. Attended social / religious ceremony (e.g. weddings, funerals)	1	2	3
c. Visited friends or relatives in another village	1	2	3
d. Visited friends or relatives in your village	1	2	3
e. Received visitors in your home	1	2	3
f. Went to market	1	2	3

3. Children's education

Name	Age	Sex (M/F)	Disability (select from the list below)	Attending school?		
				Yes or No	If yes, in what grade?	If not, why? (Specify the reason)

List of types of disability

- Seeing difficulties
- Hearing difficulties
- Speaking difficulties
- Moving difficulties
- Feeling difficulties
- Psychological difficulties
- Learning difficulties
- People who have seizures
- Other ______________________________

4. Self-assessment
(To be completed during the final follow-up visit or at closure point.)

4.1 **Has your life changed as a result of participating in the APPT project?**

☐ Yes, positive change ☐ Yes, negative change ☐ No change

Explain:____

____

4.2 **If yes, how has it changed?** Select from the items below.

- Improved housing, specify how: ______________________________
- Able to purchase medical care, give example:______________________________
- Able to enrol children in school, give details:______________________________
- Able to keep children in school, give details: ______________________________
- Improved food quality, specify how: ______________________________
- Improved mobility and accessibility (refers to disability issues), explain: ______________

  ____
- Better transportation and ability to travel to other villages and towns, explain:__________

  ____
- Gained self-confidence, specify how: ______________________________
- Gained respect from others, specify how: ______________________________
- Became an APPT peer trainer, give details:______________________________
- Joined a group, give details: ______________________________
- Improved social status, specify how:______________________________
- Others, give details:______________________________

4.3 **If no, explain the reason:**____

____

4.4 **After participating in the APPT project, have you noticed any changes in your relationship with your spouse (husband / wife)?**

☐ Positive change ☐ Negative change ☐ No change

Explain:____

____

4.5 **Have there been any changes in your relationships with other family members?**

☐ Positive change ☐ Negative change ☐ No change

Explain:____

____

4.6 **Have people in your community treated you differently?**

☐ Positive change ☐ Negative change ☐ No change

Explain:____

____

4.7 **Do you feel yourself happier as a result of the project?**

☐ Yes ☐ No

Explain:____

____

4.8 **Is there some other way the APPT project has had an impact on your life?**

Explain:____

____

Name of field worker:___________________________ **Interview date:** _______________

Notes:____

____

____

____

____

A-22

Closure form

Instructions: This form is filled in by the field worker when it is decided that the client no longer requires follow-up services. This is normally done 12 months after the client has received business start-up or enhancement services. Upon completion, the form is kept in the client file and a copy is sent to the coordination office for data entry into the database.

Code no.__________________

1. **Name:** ____

2. **Is the closure successful?** Yes / No

2.1 **If yes** (check one):

____ Client employed
____ Client running a business successfully
____ Client reached other goals

2.2 **If no** (check one):

____ Ill-health
____ Death
____ Family problem
____ Moved out of area
____ Lost a job
____ Business failed
____ Natural disaster
____ Other
____ Unknown
____ Client terminated for lack of cooperation, explain: ________________________
____ Client dropped out due to dissatisfaction, explain: ________________________

3. **Client reached expected earnings?** Yes / No

4. **Client reached business goals?** Yes / No (only for business enhancement)

5. **Is the loan repayment finished?** Yes / No

5.1 If not, how much is left? US$____

6. Current income

6.1 Client income:

Source		Type (choose from attached list)	Monthly income US$	Months per year worked	Average monthly income US$
Income-generating activity					
Employment					
Pension	Military				
	Work injury				
	Retirement				
Begging					
Other					
			TOTAL CLIENT INCOME US$		

6.2 Family income US$________________________________(per month)
Income source (check all that apply):

____ Income-generating activity
____ Employment
____ Military pension
____ Work injury pension
____ Retirement pension
____ Begging
____ Other:________________________________

7. Self-assessment

7.1 On a scale of 1 to 5, with 1 being the lowest score and 5 the highest, how would you rate the overall APPT project? (circle)

1	2	3	4	5

Name of field worker:________________________ **Closure date:**______________

Notes:____

A-23

Evaluation of the Participant Fund Use

Instructions: This form is to be filled in by the partner organization that co-manages the Participant Fund (PF). Reporting is made quarterly and the form is sent to the coordination office.

1. **Name of NGO partner:**____
2. **Evaluation period:** from ____________________to __________________ (months)
3. **Number of clients receiving PF for three months:** ______________________ persons
   - Training fees: ____________________________________ persons (trainers)
   - Special allowances: ________________________________ persons
   - Grants:____ persons
   - Loans: ____ persons
4. **Total amount of PF spent for three months:** US$
   - Training fees: US$ ____
   - Special allowances: US$ ____
   - Grants: US$ ____
   - Loans: US$ ____
5. **Average of PF received by client:** US$ _______________________________ / client
6. **Number of refused applications:**____

   Reasons for refusals (circle all that apply):

   1) Requested amount was too high
   2) Documentation was not sufficient
   3) Other, explain:____

Other issues, e.g. factors affecting operation of PF, site visits made by the partner organization to the clients, allocation to the community banks, etc. (describe freely):

Name of the NGO partner:____

Filled in by: ____

Date: ____

A-24

Monthly Report on the Use of Participant Fund

Instructions: This form is to be filled in by the partner organization that co-manages the Participant Fund (PF). Reporting is made monthly and the form is sent to the coordination office. For the most part, expenses relate to the administrative fees to the NGO for managing the fund.

Project site: ______________________________

Month / Year: ______________________________

1. Balance forward (Joint bank account as per day_______ / month_______): US$___________

2. Total outstanding loan amount (as per day_______ month_______): US$_________________

3. PF transaction for report period

   3.1 PF used from (day _______ month_______) to (day_______ month_______)

No.	Code no.	Name	Sex	Skills	Training fee US$	Special allowance US$	Grant US$	Loan US$	Total US$
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
				Total					

(Attach more paper as needed).

4. Expenses for this period (from 3.1 and administrative costs): US$______________________

5. Financial report for this period (prior to loan repayment)

   5.1 Cash in joint bank account: US$ ______________________________

   5.2 Total expenses: US$ ______________________________

   5.3 Balance: US$______________________________

6. Loan repayments in this period

No.	Code no.	Name	Sex	Loan received	Amount to be repaid US$ (with 5% interest rate)	Amount repaid this period (US$)	Cumu-lative amount repaid (US$)	Balance (US$)	Date of repayment
1									
2									
3									
			Total						

7. Cash balance position

7.1 Total amount collected from loan repayments: US$ ______________________________

7.2 Total cash balance in joint account (with loan repayment, i.e. 5.3 and 7.1): US$ ______________________________

7.3 Amount for PF in joint bank account as per (day_____ month_____): US$ ______________________________

7.4 Total PF if expected loan repayment for (day___ month___ year___) is added: US$ ______________________________

Submitted by: (name of co-signatory)____

Date: ____

A-25

MONTHLY REPORT

Month / Year:________________

Instructions: This report is prepared monthly by the coordination office and sent to the subregional office staff.

Summary of project activities: ____

____

____

Site activities:

1. Persons interviewed

Code no.	Name	Sex	Type of client	Current income-generating activities	Current income	Type of disability	Date of interview

2. Persons received training and business start-up/enhancement

Code no.	Name	Sex	Training information						Participant Fund	
			Type	Status	Drop-out reason	Length	Skill	Trainer	S/A*	T/F*

3. Persons followed up

Code no.	Name	Sex	Business information			Participant Fund	
			Business start-up/ Enhancement	Expected monthly income	Type of business	Grant	Loan

* S/A: Special allowance; T/F: Training fee.

4. Closure

Code no.	Name	Sex	Successful closure	If yes, why?	If no, why?	Initial income	Current income	Closure date

5. Loan repayment

Code no.	Name	Sex	Loan Received	Amount to be repaid	Amount repaid this time	Cumulative amount repaid	Balance	Date of repay-ment

Summary tables:

1. Number of clients in training and their training status

Province	Sex	SCR/Peer training				Other training			
		Completed	Drop-out	Still-in	Total	Completed	Drop-out	Still-in	Total
KTM	F								
	M								
	Total								
Pursat	F								
	M								
	Total								
Siem Reap	F								
	M								
	Total								
Total	F								
	M								
	Total								

2. Number of clients supported for business start-up/enhancement

Province	Sex	Business start-up				Business enhancement				No business after training
		After SCR/ Peer training	After other training	Without training	Total	After SCR/ Peer training	After other training	Without training	Total	
KTM	F									
	M									
	Total									
Pursat	F									
	M									
	Total									
Siem Reap	F									
	M									
	Total									
Total	F									
	M									
	Total									

3. Participant fund usage

Province	Sex	Training fee		Special allowance		Grant		Loan		Total amount
		No. of clients	Total amount	No. of clients	Total amount	No. of clients	Total amount	No. of clients	Total amount	
KTM										
Pursat										
Siem Reap										
Total	F									
	M									

Other activities:

1. Training staff attended: ______________________________

2. Meetings staff attended: ______________________________

3. Cooperation with other projects/programmes: ______________________________

4. Other relevant information: ______________________________

Other issues:

____

Next month work plan:

____

Prepared by: ______________________________

Date: ______________________________

A-26

Proposed Annual Report

Year:_______________

Instructions: The compilation of annual activities and project results is collected and put together by the coordination office and sent to the subregional office. A chart (*Project Success Rates* – A-27) depicting the sex disaggregated data on the numbers and status of served persons in various services is attached to the report.

Proposed outline of the annual report:

1. **Overview and background**
2. **Work done and achievement**
3. **Challenges / Remedies / Shortfalls**
4. **Plans**
5. **Financial report**
6. **Annexes**

    6.1 Outcome charts

    6.2 Workshop / Seminar / Training

    6.3 Peer trainer / Self-help group / Partner chart

    6.4 Case studies

Proposed outcome charts

Cumulative statistics (training)

Province	Sex	SCR/Peer training				Other training				Total
		Jan	Feb	...	Dec	Jan	Feb	...	Dec	
KTM	F									
	M									
	Total									
Pursat	F									
	M									
	Total									
Siem Reap	F									
	M									
	Total									
Total	F									
	M									
	Total									

Cumulative statistics (business)

Province	Sex	Business start-up				Business enhancement				Total
		Jan	Feb	...	Dec	Jan	Feb	...	Dec	
KTM	F									
	M									
	Total									
Pursat	F									
	M									
	Total									
Siem Reap	F									
	M									
	Total									
Total	F									
	M									
	Total									

Average income in each type of business

Income-generating activities	Average income (US$)			Average income (US$)
	KTM	Pursat	Siem Reap	
Accounting				
Bicycle repair				
…				
Total				

Beneficiary chart

Type	Sex	Disability									HIV/ AIDS
		Seeing	Hearing	Speaking	Moving	Feeling	Psycholo-gical	Learning	Seizures	Other	
Person with disability	F										
	M										
Mother/ Father of disabled child(ren)	F										
	M										
Spouse of a disabled person	F										
	M										
Adult rep. for a disabled family member	F										
	M										
Total	F										
	M										
	Total										

Field worker achievement (SCR/Peer training)

Field worker		Yearly target	Jan		Feb		...	Dec		Total	Achievement rate
			M	F	M	F		M	F		
KTM	A										
	B										
KTM subtotal											
Pursat	C										
	D										
Pursat subtotal											
Siem Reap	E										
	F										
Siem Reap subtotal											
Total											

Participant fund usage

Province	Sex	Training fee		Special allowance		Grant		Loan		Total amount
		No. of clients	Total amount	No. of clients	Total amount	No. of clients	Total amount	No. of clients	Total amount	
KTM										
Pursat										
Siem Reap										
Total	F									
	M									

Closure information

Province	Sex	Closure successful			Closure not successful								
		Client employed	Client running a business successfully	Client reached other goals	Ill-health	Death	Family problem	Moved out of area	Lost a job	Business failed	Natural disaster	Other	Unknown
KTM	F												
	M												
	Total												
Pursat	F												
	M												
	Total												
Siem Reap	F												
	M												
	Total												
Total	F												
	M												

Impact of the project

Province	Sex	Improved housing	Able to purchase medical care	Children in school due to the project	Increased food quality	Increased saving	Became an APPT trainer	Became a group leader	Received respect from the community
KTM	F								
	M								
Pursat	F								
	M								
Siem Reap	F								
	M								
Total	F								
	M								

Income change

Province	Sex	Average income before APPT (US$)	Average income after APPT (US$)	Income change (US$)
KTM	F			
	M			
Pursat	F			
	M			
Siem Reap	F			
	M			
Total	F			
	M			

Other:
Project summary: General description of the project activities and outcomes:

Information on skills and business provided, e.g. most common and why:

Training staff attended:

Collaboration with other ILO projects:

Collaboration with other programmes and organizations:

Progress made with special beneficiary groups, e.g. self-help groups or severely-disabled persons:

Progress made with community banking:

Progress made with linking to microfinance institutions (MFIs):

Future directions:

Obstacles and problems encountered:

Other conclusions:

A-27

Project Success Rates

Instructions: The chart is annexed to the annual report.

Number of clients in training and their training status

Field worker	Sex	SCR/Peer training				Other training			
		Completed	Drop-out	Still-in	Total	Completed	Drop-out	Still-in	Total
KTM	F								
	M								
	Total								
Pursat	F								
	M								
	Total								
Siem Reap	F								
	M								
	Total								
Total	F								
	M								
	Total								

Number of clients supported for business start-up/enhancement

Field worker	Sex	Business start-up				Business enhancement				No business after training
		After SCR/Peer training	After other training	Without training	Total	After SCR/Peer training	After other training	Without training	Total	
KTM	F									
	M									
	Total									
Pursat	F									
	M									
	Total									
Siem Reap	F									
	M									
	Total									
Total	F									
	M									
	Total									

A-28

Form for On-the-Spot Checks

Instructions: This form is filled in by the coordination staff of the project during the site visit or on-the-spot check. A copy of the form is kept in the client file and the original maintained in the files of the coordination office.

Code no.__________________

Name of field worker: ____

Date of site visit:____

Name of client:____

Address of client:____

Date of interview for APPT services:________________________________

Client's vocational training before APPT: ____________________________

Client's skills before APPT: ______________________________________

Client's income-generating activities before APPT:_______________________

Client's income before APPT: _____________________________________

1. Questions depending on the services received:

1.1 Training

Occupational skill: ____

Type of training (circle one)
(SCR/Peer training / Centre-based / Mobile or Community-based / Apprenticeship / Other)

Training completed
If yes, for how many days?____________________________________
If no, why not? ____
On-going____

Special allowance US$ _______________________________________
(Training materials / Transport / Food / Accommodation)

1.2 Business assistance

Business start-up or Enhancement (circle)
Type of business: ______
Is the business running? ______
If yes, how much is the monthly income? US$ ______
If not, why? ______
Grant, how much? US$ ______
(Raw materials / Equipment / Animals)
Loan, how much? US$______
(Raw materials / Equipment / Animals)
and when received? ______
Loan repayment: US$ ______

Business (circle): Year-round or Seasonal ______
Have you trained other disabled people yourself? (circle) Yes / No
If yes, how many?______
If yes, did you receive training fee?______

Business follow-up date(s): ______

1.3 Business development training (circle): Yes / No ______

1.4 Referral to other services______

1.5 Other services, e.g. Self-help group, Assistive devices, etc.______

2. Job interests and satisfaction with the APPT services:

2.1 Were you trained in the skills that you were most interested in?
(circle) Yes / No
If no, in which activity would you have wished to be skilled?______

2.2 If you had existing skills, did you wish to get those skills upgraded with the APPT services?
(circle) Yes / No
If yes, did you get the service from the APPT? ______

2.3 Did you get sufficient follow-up and support from the field workers?
(circle) Yes / No
If no, what would you have wished? ______

Notes:

______
______
______
______
______
______

APPENDIX III:
SAMPLE PEER TRAINING WORKSHOP AGENDA

TWO-DAY PEER TRAINING WORKSHOP

ILO/APPT

Purpose: To develop and strengthen the skills of peer trainers.

Objectives: After the workshop, the peer trainers will be able to:

1. understand the importance of peer training;
2. describe different methods of training;
3. assess training needs and prepare training programmes;
4. apply the methods to teaching different types of content and to accommodate people with various training needs.

Summary Agenda

Time	Topic	Process and methods
Day I		
30 min. 08:00 -08:30	Opening	Speeches of representatives of local authorities (PoSVY Director) and the organizing body (ILO)
45 min. 08:30 – 09:15	Introductions and expectations: • Who are you; what is your business; what is your experience with peer training? • What do you expect to get; what do you expect to give?	Ice breaker activity – work in pairs • Find out each others' background and current expectations and report to the group. Each pair has 2 minutes to present. • The trainer writes the key points on a flip-chart and hangs it on the wall.

III

APPENDIX

<table>
<tr><td>15 min.
09:15 – 09:30</td><td>Review of objectives and agenda</td><td>Lecture by the trainer</td></tr>
<tr><td>15 min.
09:30 – 09:45</td><td>Rules</td><td>Brainstorming with the group
The trainer sums up main rules after open discussion. The rules will be jointly agreed by all participants.</td></tr>
<tr><td>15 min.
09:45 – 10:00</td><td>Break</td><td></td></tr>
<tr><td>60 min.
10:00 – 11:00</td><td>Peer training basics</td><td>Drawing exercise – group work
Divide the participants into small groups (for example, three groups of four persons).
Each group has to draw or write, as they can, on the topic “Why peer training is useful? (advantages of peer training)”
Trainer summarizes main findings and adds as needed. Drawings will be hung on the wall.</td></tr>
<tr><td>30 min.
11:00 – 11:30</td><td>Training basics I
1) Key training concepts:
Skills
Knowledge/ information
Attitude</td><td>Brainstorming with the group.
Lecture by the trainer – use drawings and examples from Training for success: A guide for peer trainers.</td></tr>
<tr><td>2 hrs
11:30 – 13:30</td><td>Lunch</td><td></td></tr>
<tr><td>30 min.
13:30 – 14:00</td><td>Training basics I (continues)
1) Key training concepts</td><td>Energizer (a group activity).
The trainer sums up the main points discussed in the morning.</td></tr>
<tr><td>3 hrs
(including break at 15:00)
14:00 – 17:00</td><td>Training basics II
2) Different training methods:
Explaining/lecturing
Showing/ demonstrating
Learning by doing
Role-playing
Using questions and assignments
Exposure visits</td><td>Group work exercise
Divide the participants into small groups.
Introduction to training methods – what do the participants know already? Give each group a question:
“How did you learn to do your business (from whom and in which way?)”
The trainer selects a few groups to present.</td></tr>
</table>

		Lecture by the trainer on each training method and group work exercises related to the most used methods *(showing / demonstrating, learning by doing, role-playing)* • Divide the participants into small groups. • Organize a role play on teaching a blind/ Deaf trainee (make use of the participants' own experiences). • Organize a second role play on a selling situation according to the instructions in *Training for success: A guide for peer trainers.* Use at least four trainees.
Day II		
30 min. 08:00 -08:30	Review of day I	The trainer will facilitate the discussion and summarize key points.
3 hrs (including break at 09:45) 08:30 – 11:30	Designing training programme • What to teach? • How to teach? • When to teach?	**Lecture by the trainer** • Give a concrete example from *Training for success: A guide for peer trainers* (soy milk) or one from the participants. **Pair work** • Distribute blank *What? How?* and *When?* – charts to each pair (see *Training for success: A guide for peer trainers*). • Ask the pairs to choose one business (preferably their own) and fill in the charts. Start first with column *What?* of the chart. • Ask each pair to find another pair to compare and correct each others' charts. • Comment on the charts, and with the facilitation of the field workers (if present) help the pairs to improve the charts. • Do the same with columns *How?* (pairs match the training methods to their lists what to train) and *When?* of the chart. • At the end, the trainer selects a few best examples among the pairs and presents to the group.

2 hrs 11:30 – 01:30	Lunch	
15 min. 13:30 – 13:45	Energizer	
90 min 13:45 – 15:15	Planning and conducting the training • *Getting to know your trainee(s) (special considerations with people with disabilities, women and illiterate people).* • *When and where to teach?*	Brainstorming/group work exercise • Questions for the groups: *"Have you ever trained disabled persons? What kind of things did you have to consider?"* • Divide the participants into two groups to work on example cases. Lecture by the trainer.
15 min. 15:15 – 15:30	Break	
30 min. 15:30 – 16:00	Planning and conducting the training (continues) • *How do you know that the trainee is learning?* • *Follow-up*	Lecture by the trainer with the facilitation of field workers (if present). Brainstorming with the group and using questions.
40 min. 16:00 – 16:40	Summary, feedback and evaluation	Lecture by the trainer with the facilitation of the field workers (if present). Questions and open discussion with the group. • The trainer collects key points into a flip-chart and hangs it on the wall. Evaluation • Design and distribute short evaluation forms for the participants. Ask everyone to fill them in anonymously and collect the answers.
20 min. 16:40 – 17:00	Closing	Closing speeches of representatives of the participants, local authorities (PoSVY) and the organizing body (ILO)

APPENDIX IV:
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