ILO Training for Rural Economic Empowerment (TREE) Methodology

5TH SOCIAL PARTNERS SUMMIT
Developing, Implementing and Monitoring National Action Plans for Employment
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Ilca Webster Skills Specialist  DWT/CO-Dakar
Rural Areas: Facts and Challenges to Decent Work

- ¾ of the world’s poor live in rural areas (ILO, 2014);
- Weak labour market institutions;
- Inadequate infrastructure;
- Fewer educational opportunities and
- Underinvestment.

- Rural incomes are low;
- Lack of access to social protection;
- Absence of labor law coverage;
- High degree of informality and
- Rural women, persons with disabilities and young people are more vulnerable in their ability to access quality employment.
Challenges of Education and Training in Rural Areas

• Both financial and non-financial barriers to attending training programmes (such as high transport costs and poor infrastructure);

• High levels of illiteracy and low levels of basic education;

• Unqualified teachers and inadequate equipment;

• Gender roles which discourage women and girls from accessing education, such as childcare responsibilities and

• Detachment from employers’ needs leading to a mismatch between skills supply and labour market demand
The TREE Response Strategy

**SKILLS**
Build capability to start economic activities through skills training-cum-enterprise development and start-up tools and equipment

- Institutional development of communities
- Community and local development

**STRUCTURES**
Improve local capacity to support enterprise growth through group organizing and linking with business & service organizations

**SYSTEMS**
Develop local systems to sustain economic activities through community owned & managed capital, & promoting internal market/ community enterprise linkages

Rural women and men

Strategic linkage with the formal sector
1. **Concept** - TREE is not a training programme. It is a methodology for identifying economic opportunities and training needs in order to develop and implement training programmes.

2. **Focus** - specifically focused on disadvantaged social and economic sectors in marginalized communities that are not reached or served by formal or non-formal training systems.

3. **Objective** – to help reduce poverty in the countryside and minimize rural to urban migration by increasing income opportunities in the rural informal economy.

4. **Approach** - the methodology follows a systems approach of participatory needs assessment, training design and delivery, and organizing post-training support mechanisms.

5. **Result of planning** - tailor-made training proposals that can be delivered by training providers in the communities, vocational training centers, small enterprises and larger firms.

6. **Tools and instruments** - The assessment tools and instruments are simple, practical and designed to empower the target groups to use them with (initial) facilitation of local partners.
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<th>Skills training and enterprise development component:</th>
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<td>Build the capabilities of the poor and underprivileged population to identify, prioritize, plan and implement self-employment or wage-employment training projects</td>
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<th>Community economic development component:</th>
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<td>Build the capability of communities to link to, or manage local support mechanisms to expand and sustain their economic projects</td>
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Stages of the TREE Methodology

1. **Mobilization, organization, capability-building of partners**
   - Training assessment, preparation of proposals
     - Community identifies self & wage employment opportunities
     - Prepares training proposals
   - Training designing, organizing & delivery
     - Training is delivered and trainees are provided with tools
   - Post-training activities & follow-up
     - Self-employed trainees implement their projects. Others are employed in pre-identified industries, or as informal apprentices
   - Organizing target groups & communities
     - Trainees plus other community members are (re) organized
   - Linking/ Installing credit & market mechanisms
     - Market access
     - Access to finance
   - Mainstreaming with LED programs & formal sectors
     - Further skills upgrading, skills certification and/or further enterprise support

2. **Project Performance Monitoring**
3. **Start Economic Activities**
   - Community identifies self & wage employment opportunities
   - Prepares training proposals
   - Training is delivered and trainees are provided with tools
   - Self-employed trainees implement their projects. Others are employed in pre-identified industries, or as informal apprentices
   - Trainees plus other community members are (re) organized
   - Market access
   - Access to finance

4. **Expand**
   - Further skills upgrading, skills certification and/or further enterprise support

5. **Sustain**
   - Further skills upgrading, skills certification and/or further enterprise support
Economic Opportunities and Training Needs Assessment Process

**Geographic/Village & Target Group Approach**

- Rapid Community Appraisal

1. Local raw materials or products
2. Distinctive skills and crafts
3. Chain of local enterprises
4. Modern products & technologies
5. Natural resources
6. Infrastructures
7. Service Providers
8. Known consumer demands
9. Existing companies, enterprises
10. Development projects in the area

**Participatory Project Planning**

- Value Chain Analysis of Rural Trades & Occupations
- Training Needs Assessment of Informal Sector Operators

**Preparation of Training Proposals**

- Consumer demand Survey
- Job opportunities Survey in SMEs
- Survey of jobs in larger companies

- Feasibility Studies, Employment Pledge

- Local Coordinating Committee Meeting
Role of Institutions and Training Providers

Assigning of Trainers, Preparing training design/syllabus

Selection of Trainees (with Community/Target Group)

Procurement of Training Inputs and materials (Tools, small equipment)

Delivery of Training (Skills or together with enterprise development)

Post-training assistance (job placement or advisory to enterprise projects)

Monitoring, tracer studies - by lead agencies

Community-based Enterprise System Development Component
Where has TREE been used?

https://www.youtube.com/watch?v=I_3UAMtEGrM

Bangladesh, Benin, Burkina Faso, Indonesia, Madagascar, Niger, Pakistan, Philippines, Sri Lanka, Timor-Leste, and Zimbabwe
More Information?

www.skillsforemployment.org