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## microNOTE 43

# Increasing Access to Quality Middle Management Training: The Case of ITCILO

*The ITCILO developed an approach to increase access to quality training for MFI middle managers and synthesized key lessons learned from its experience developing this approach. This microNOTE highlights the strengths of the ITCILO approach and identifies key lessons learned.*

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MicroNOTE #40, published in March 2008, drew attention to the need for middle management capacity building in microfinance and identified eight major gaps between the type of training that is currently available and that which is required:

1. Big picture exposure
2. Soft skills development
3. Quality materials in languages other than English
4. Efficient opportunities delivered with advance notice
5. Affordable opportunities
6. Local service providers that can deliver quality material
7. Better pre-event planning and preparation
8. Accountability for productive change

The International Training Centre of the International Labour Organization (ITCILO) focused on only one of these gaps when it first decided to develop a curriculum to address the needs of middle managers in microfinance institutions (MFIs)—it wanted to provide the big picture perspective. It learned about the other gaps through experience and has adapted its training materials and the process through which they are delivered as a result.

This microNOTE describes the ITCILO's approach to increasing access to quality training for MFI middle managers and explores some of the lessons it has learned as it has developed that approach.

It is hoped that this example will be useful to others who are trying to strengthen managers' capacity to handle growth, change and increasing complexity within their institutions.

## PROVIDING BIG PICTURE EXPOSURE AT THE LOCAL LEVEL

The ILO has long been involved in strengthening management practices as a way to improve labour relations and working conditions. It later embraced microfinance as part of its Decent Work agenda and encouraged the development of financial services for the poor as a tool for job creation and social protection for workers and their families. Drawing from both wells of experience, the ITCILO began providing management training courses to microfinance institutions in the year 2000.

It started with a two-week program that was offered once per year at its campus in Turin, Italy. The curriculum was well-received, but was somewhat fragmented and inefficient. The collection of faculty who delivered the course varied from one year to the next, the material covered by different facilitators sometimes overlapped, and since sessions were delivered by many unrelated individuals they did not deliberately build

upon or support one another. In addition, the number of managers who could benefit from the course was significantly limited by the fact that it was offered only once a year and in Turin. The cost of participation was high.

### Box 1: Building on Past Experience

Since the early 1990s, the ILO has trained 4,500 local trainers, working with 500 national organizations, to deliver its Start and Improve Your Own Business (SIYB) training program for microentrepreneurs. Designed to provide new or existing entrepreneurs with effective and practical techniques for managing enterprises and making the best use of markets, the program has been delivered in more than 83 countries. The SIYB programme has become so well known that if one were to walk into an entrepreneurship training institute in any developing or transitional country, there is at least a 50% chance that the provider will be using SIYB. Since certification, local trainers have trained 180,000 entrepreneurs and supported the creation of 200,000 jobs.

— *“Decent Employment through Small Enterprise,” ILO, 2003*

Recognizing these limitations, and looking for a way to respond to the training needs of newly established MFIs in Kosovo, the ITCILO decided to restructure its management course in a more holistic and systematic way. It also decided to focus specifically on the needs of middle managers, since quality training opportunities such as the Boulder Microfinance Training and Southern New Hampshire University's Microenterprise Development Program were already accessible to senior managers. It wanted to package its course in a standardized format that

could be delivered by certified trainers in developing countries and countries in transition to make the management training opportunity more affordable for a larger number of managers.

The ITCILO's initial product development efforts were made possible through a capacity building project funded by the Italian Government and AGFUND. A core curriculum was tested in Kosovo in May 2003 and was well-received by MFI managers there. Before publishing the materials for global use, the ITCILO wanted to test them in a different regional context and also explore the viability of a local trainer certification process for the course. It found an interested partner in Uganda, where the USAID-funded Support for Private Enterprise Expansion and Development (SPEED) project was interested in organizing a workshop for middle managers of MFIs that were preparing to transform into regulated micro-deposit taking institutions. With SPEED's support, the ITCILO tested the “Making Microfinance Work: Managing for Improved Performance” curriculum and the local trainer certification process between July and October 2004.

By 2004, the ITCILO had already accumulated more than 40 years of experience developing training curricula

and had occasionally certified local trainers to deliver those curricula on its behalf (see Box 1). Its certification processes helped to ensure a certain degree of quality and consistency in delivery across trainers and regions, but did not always guarantee sustainability. Dependency was often created between projects established to roll out

the curricula and the trainers certified to deliver them.

With the intention of avoiding this dependency in the future, the ITCILO sought from the beginning to decentralize the marketing, organization and delivery of its management course. It aimed to work with local partners like the Microfinance Competence

Centre of the Uganda Institute of Bankers, which won a competitive bid to participate in the trainer certification process in 2004. The plan was for local partners to set a market price for the training and incorporate the curriculum into their ongoing list of services offered to the local microfinance industry. Donors might support the initial curriculum development and trainer certification, but ongoing delivery would be driven by certified trainers with a quality product and the skills to deliver it.

After the successful pilot tests in Kosovo and Uganda, demand for the course began to spread. As of July 2008, the course had been delivered 28 times to more than 600 managers and 36 trainers had been certified from 22 countries.<sup>1</sup> Additional trainer certification processes are underway in Nigeria and Mozambique; and others will begin in Argentina, the Philippines, Indonesia and Russia during the second half of 2008 and early 2009.

The course materials have undergone two major revisions, guided by formal participant evaluations and ongoing feedback from

#### Strengths of the ITCILO Approach

**Encourage managers to put their day-to-day activities into a larger institutional and environmental context**—The ITCILO curriculum asks participants to apply a single management concept in different ways depending on an institution's environment and priorities. It helps managers learn how to solve problems in their own institutions by analysing how others have attempted to solve similar problems.

**Design an extensive set of training materials that are internationally relevant and adaptable to local use**—The package of training materials includes a participant manual and trainer notes, handouts, and slides for each module. To make the training relevant on a local level, the materials are supplemented with case studies and examples from the region where a particular course is being offered.

**Focus on practical management application**—Two key tools are used to make the theoretical more practical: 1) a two-part action plan that invites participants to record the actions that they would like to implement and they actions they think need to be taken but over which they have no control and 2) a simple questionnaire that asks participants to identify three specific questions they would like addressed during the course. Participants are expected to record the answers to these questions on a worksheet.

**Engage participants through participation and creative adult learning techniques**—The delivery methodology includes debates, games, puzzles, individual assignments, roles plays, demonstrations, and small group problem solving and follows a residential format, taking participants away from their places of work.

**Control quality through a rigorous trainer certification process**—The ITCILO employs a 3-phase certification process that ensures only the best trainers are certified to deliver the training program.

**Invest in translation**—Translation is expensive, time-consuming, and difficult to implement with quality. By bringing a cores collection of management materials together in one place and investing in their translation, the ITCILO and its partners opened the door for thousands of middle managers to efficiently access materials for self-study and for classroom-based training.

**Focus on affordability**—Course fees by country for this program range from US\$500 to \$900 for non-residential events and from US\$750 to US\$1500 for residential courses, which is more affordable than other management courses offered internationally.

**Establish a trainer network**—The ITCILO is building a growing network of trainers who can support each other both during the deliveries and by troubleshooting and sharing resources via the course website.

<sup>1</sup> Trainers from Armenia, Benin, Bolivia, Brazil, Canada, Egypt, Italy, Jordan, Kyrgyzstan, Mali, Mexico, Nicaragua, Pakistan, Palestine, Peru, Poland, Senegal, Switzerland, Uganda, Vietnam, Zambia and Zimbabwe had been certified by mid-July 2008.

certified trainers. The first revision occurred after a year of pilot testing, when the decision was made to remove the “products” section of the course and to create a separate training curriculum to address that content.<sup>2</sup> The second revision occurred in 2006, after the 400-page

Arabic, French, Portuguese and Spanish. The materials had already been translated into Vietnamese and will be available in Russian and Bahasa Indonesia by the end of 2008.

Certified trainers have on-demand access to all of these

Performance” curriculum covers 24 topics, organized into five thematic sections, as shown in Table 1. The topics discussed in the first section of the course provide a foundation for all other modules to build upon. Each of the other four sections has a sub-framework that

**Table 1: “Making Microfinance Work: Managing for Improved Performance” Curriculum**

I. Introduction to Microfinance Management	II. Markets and Marketing	III. Risk Management	IV. Organizational Architecture	V. Towards Greater Efficiency and Productivity
1. The Manager’s Mandate 2. Financial Services and the Poor 3. Institutional Options 4. Strategic Direction	5. Market Research 6. Product Development 7. Communicating Value 8. Customer Service 9. Customer Loyalty	10. Introduction to Risk Management 11. Credit Risk 12. Staff Fraud and Security Risk 13. External Risk	14. Human Resource Management 15. Institutional Culture 16. Organizational Structure 17. Using Organizational Architecture to Manage Growth	18. Understanding Efficiency and Productivity 19. Performance Incentives 20. New Technologies 21. Managing Change 22. Costing and Pricing 23. Plans, Budgets and Reports 24. Managing Performance

participant manual “Making Microfinance Work: Managing for Improved Performance” was published in English and the trainers’ materials were packaged for translation into

<sup>2</sup> The original version of “Making Microfinance Work: Managing for Improved Performance” had six sections and twenty-eight modules, six of which focused on the design and management of different microfinance products. After the pilot test revealed that the course was trying to cover too much material in a ten-day period, the ITCILO decided that the product diversification theme could be better treated in a second volume of a “Making Microfinance Work” series. When the products section was removed, two general management modules were added to the beginning and end of the course to better frame the material from a management perspective. All of these changes were inspired by participant and trainer feedback.

materials via the course website, as well as to additional case studies and other resources designed to support their delivery and the adaptation of the core curriculum to local environments and priorities.

## STRENGTHS OF THE ITCILO APPROACH

In its attempt to increase middle managers’ access to quality microfinance training, the ITCILO has been able to address several of the gaps mentioned at the beginning of this paper. The strengths of its approach are summarized below.

### *The Curriculum*

The “Making Microfinance Work: Managing for Improved

connects the modules of that section, and training activities help participants make linkages between different sections of the course and the various modules within them, particularly in response to specific management challenges identified by participants at the beginning of the course.

The holistic and integrated nature of the curriculum helps managers put their day-to-day activities into a larger institutional and environmental context. It raises awareness of how their work can affect the performance of their institution, how different parts of their institution can help them fulfill their various management functions, and how certain challenges in the

external environment can actually be approached as opportunities. It complements the more detailed technical courses already developed by CGAP, MicroSave and others.

“One of the problems we have is getting everybody in the institution to understand our business. This course can help us do that.”

—Peter Kabanda Waswa, FAULU Uganda

The curriculum invites participants to explore how to apply a single management concept in different ways depending on an institution’s environment and priorities. It also helps managers learn to how to solve problems in their own institutions by analysing how others have attempted to solve similar problems, identifying the strengths and weaknesses of the path chosen as well as alternatives that could be pursued. These skills are generally weak at the middle management level, so the curriculum is designed to actively guide participants through the analytical process and to provide a foundation of microfinance good practice that they can apply as appropriate to improve performance in their own institutions.

### ***The Materials***

The development of a high quality training curriculum requires time, money and expertise. These resources are not easily found in the same place at the same time.

Thus, the ITCILO’s decision to organize and finance the creation of an extensive set of training materials that would be relevant internationally but adaptable for local use was an efficient way to put quality resources in the hands of local service providers.

The official package of training materials includes a participant’s manual and trainer’s notes, handouts and PowerPoint slides for each module of the course. The handouts include individual and small group exercises as well as a representative set of case studies. Additional technical tools, case studies, recommended readings and organizational support are provided via the course website, but not all of this material has been translated into other languages.

The existence of a published participants’ manual has proven particularly useful because it established a high quality standard and provided a summary of course content for participants as well as an important reference point for trainers. It focused everyone on three to six main messages from each session and provided additional references for participants who were interested in exploring a particular topic in more detail. It also makes the course material accessible to those who cannot attend the training course, a factor that is becoming more important as the book is translated into

languages in which little microfinance management material is available.

The quality of the course manual was made possible, in part, by the many individuals and institutions that allowed their previously-published work to be incorporated into the book. By drawing from existing and already-respected literature whenever possible, the authors were able to treat a wide range of topics from a variety of perspectives and do so with authority.

The official package of training materials is always supplemented by additional case studies and examples from the region where a particular course is being held and involving the kind of institutions that are present in a particular audience. Since it is the trainer’s responsibility to add this material, two certification requirements measure each trainer’s ability to source secondary and produce primary material for this purpose.

“I’m really impressed with the quality of this training package in all aspects: content, layout, amount, quality and relevance of tools and handouts, level of detailed information of organize the training, etc.”

—Trainer candidate, Mozambique

### ***Focus on Practical Management Application***

Covering 24 different topics, “Making Microfinance Work: Managing for Improved

Performance” is essentially a survey course that complements the vast array of specific technical courses that are already widely available in the market. It does not aim to make managers experts in any one area, but rather, tries to help managers see the connections between different technical topics and find ways to apply well-established management and microfinance principles to contemporary challenges within their own institutions.

participants to focus on practical application. The first is a two-part action plan. On different coloured pages, participants are invited to record: 1) actions that they would like to implement when they return to their office; and 2) actions they think need to be taken within their

with the items on that list? To whom should they make a recommendation? When? And in what form?

The second tool is a simple questionnaire that each participant completes either before the training begins or during the opening session of

“I am particularly happy and I must confess that this course is like you have gone to my institution and know my problems – you have provided solutions to my problems.”

—Evaluation comment by a Nigerian manager

Given its focus on a middle management market, the course makes a major effort to bring the theory that is common in a survey course to a practical level. The objectives and main messages for each session are action-based (see Box 2) and case studies provide examples of how real managers tried to solve real problems. Each training session follows the Experiential Learning Cycle and includes at least one activity designed to help managers apply a particular concept, theory or framework to a management challenge in their own institution.

There are two specific tools that help trainers and

institution but over which they do not have control. Trainers regularly invite participants to add an item to their action plan, particularly at the end of application-based activities or discussions.

The two-part action plan helps managers focus on actions that they can implement at their level of authority without being overwhelmed or distracted by the decisions over which they may not have control. It also enables trainers to facilitate discussions with participants about how to deal with the items in the second half of the plan: What should they do

the course. It asks participants to identify three specific questions that they would like to have answered by the time the course ends. These questions are organized into categories and those that relate to a particular section of the course are reviewed by participants as a large group at the end of that section.

#### Box 2: Sample Objectives...

1. Select policies and controls to manage a particular risk exposure
2. Design a curriculum that meets all three goals of staff training
3. Use the 8Ps to facilitate competition analysis
4. Practice conducting an effective performance appraisal
5. Interpret the messages sent by at least six efficiency and productivity ratios

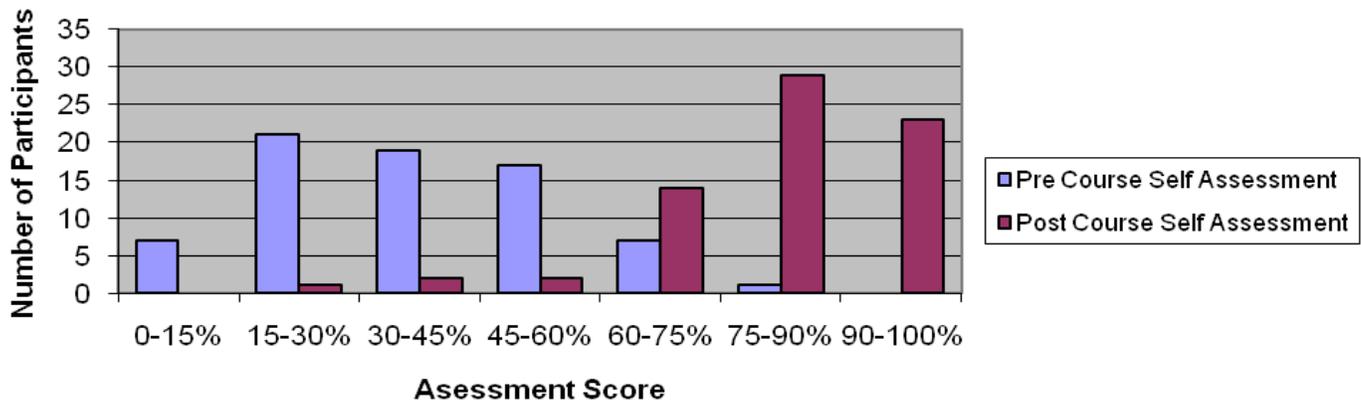
#### ...and Main Messages

1. Communicate value in different ways to different market segments.
2. When handling complaints, strive to strengthen the relationship with the client, not just solve the problem.
3. Establish and monitor internal and external customer service standards.
4. Avoid using external risks as excuses.
5. Generate short term wins to demonstrate benefits and build credibility.

“It has been easy to apply because the course was practical, and the examples and exercises served to quickly operationalize what was learned.”

—Evaluation comment by a Bolivian manager

**Figure 1: Assessment Scores for Courses Delivered between January and June 2008**



Participants have a worksheet on which they can record answers to their three questions at any time during the training. The purpose of the tool is to hold trainers and participants accountable for addressing at least three real issues that each manager is facing.

and post-course assessment scores averages more than 100%, indicating that the methodology is also effective in communicating main messages (see Figure 1).

course in this format praised it as an environment that greatly facilitated their learning and the building of relationships with other managers that they could draw on after the course.<sup>3</sup>

The course was designed to be residential, i.e., to take participants away from their places of work to eat, sleep and learn together at an out-of-town facility. Within such a format, the training experience is intense, with assignments in the evening and more opportunities for informal interaction among participants. Some of the evening exercises are individual, to allow managers time for personal reflection. Others mix participants into small groups so that managers from different institutional types can share their experiences. Each day there are opportunities for managers from the same institution to discuss how they might apply the course content to improve performance within their organization. When surveyed, participants who had the opportunity to attend the

### ***Trainer Certification Process***

The ITCILO employs a 3-phase certification process. In the first phase, candidate trainers attend a regular

The topics were well selected and well presented with many practical examples."

—Sasa Zivkovic, MDF

### ***Delivery Methodology***

Participant evaluations show that middle managers enjoy the highly participatory and creative adult learning techniques through which the course is delivered. The curriculum is designed to allow no more than twenty minutes of lecture or discussion in between interactive activities. The methodology incorporates debates, games, puzzles, individual assignments, role plays, demonstrations and small group problem solving. The median improvement between participants' pre-

"It is a very practical and participatory course and it is possible to absorb in a short amount of time much more than a traditional course with a longer duration and the same content."

—Carlos Paredes, IDEPRO

course delivery together with microfinance managers to learn the content, techniques

<sup>3</sup> If the course is delivered in a non-residential format, the evening assignments are incorporated into a slightly longer training day. This delivery format is less expensive and has therefore been more popular with MFIs, but it is less popular with participants who are often expected to return to their offices at the end of the training day.

and philosophy of the course by experiencing it. At the end of each day, a Master Trainer facilitates a one-hour session with the trainer candidates to begin their analysis of the course design from a trainer's perspective, for example:

- What were the strengths and weaknesses of the day?
- How did the course design contribute to that outcome?
- What could be done in the future to better deliver that content locally in the future?

On the basis of their participation in the first phase and their performance on a content assessment, up to eight candidate trainers are then invited to the second phase training-of-trainers workshop. This event is for trainer candidates only, with a core agenda that is elaborated upon to respond to the specific needs identified in the Trainer Needs Assessment completed by each candidate during the first phase. Participants practice delivering actual course sessions and give each other feedback for improving performance. Key adult education principles are introduced at the beginning of the workshop and their application is explored during each feedback session.

In the third phase, up to six trainer candidates deliver the

entire course to a real audience of microfinance managers with behind-the-scenes support and coaching from an ITCILO-certified Master Trainer. Candidate trainers who demonstrate an understanding of the course design and an ability to deliver its content at an acceptable level of quality are certified as Accredited Trainers at the end of their delivery (see Annex 1 for a list of the twelve certification criteria that must be met to achieve certification). Three factors in particular have contributed to the success of the certification process over time: an emphasis on quality, competition, and the opportunity for several rounds of feedback and learning. These factors are explored in Box 3.

### ***Translation***

Although much excellent literature is now available on microfinance, relatively little has been translated into languages that are spoken by middle managers in developing countries. Translation is expensive, time-consuming, and difficult to implement with quality. By bringing a core collection of management materials together in one place and investing in their translation, the ITCILO and its partners opened the door for thousands of middle managers to efficiently access materials for self-study or for classroom-based

training. It has been an appropriate and effective way for donors and an international training institute to support capacity building efforts at the local level.

### ***Affordability***

Course fees vary by country but have ranged from US\$500 to \$900 for non-residential events and from US\$750 to \$1500 for residential courses. This is significantly more affordable than other "big picture" management training opportunities offered at the international level.<sup>4</sup> Most managers do not incur major transport, visa or other travel expenses that can drive up the total cost of participation in a training event. Although the two-week time investment is not always easy for managers, the opportunity cost is less than that of most academic certificates or degree programs. One Peruvian manager was able to enroll in the course during his vacation time and use his own savings to pay the registration fee after his institution told him it would not be able to sponsor his participation.

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<sup>4</sup> See Annexes 2 and 3 of microNOTE #40 for a point of comparison.

### Box 3: Success Factors in the ITCILO MMW Certification Process

#### Quality

Emphasising the importance of quality, allowing only certified trainers to deliver the course, and clearly defining what constitutes quality in the context of the certification process helps everyone to focus on it as a specific, measurable and achievable objective. Each of the twelve certification criteria has measurable indicators attached to it that describe the degree of quality that needs to be achieved. Performance against these criteria is measured periodically through self, peer and master trainer assessments, which regularly refocus everyone on the standards that need to be met in order for certification to be obtained. Most feedback is provided verbally immediately after a trainer's delivery, but once during each phase, trainers exchange quantitative assessments and written feedback.

#### Competition

Inviting trainers to participate in a process out of which only the best will succeed is a much more powerful performance motivator than inviting trainers to simply prove whether they can meet established quality standards. In a competitive environment, even trainers who thought they were good were motivated to work hard because they wanted to be the best, or because they knew there were a limited number of opportunities available and they wanted to make sure they would obtain one of them.

Although a competitive element had been built into the very first certification process, the competition was originally designed to take place only at the beginning. In Uganda, consortia of up to six trainers each bid for the opportunity to take part in the certification process and only the members of the winning consortium entered the first phase. Once trainers knew they were "in", there was no competition to motivate their performance and they tended to wait until quite late in the process before seriously beginning their delivery preparations.

The certification process has evolved to take much greater advantage of competitive strategy. Ten to twelve candidates can be invited into the first phase, but no more than eight can move to the second, and a maximum of six can move to the third. The threat of underperforming relative to one's peers and being eliminated from the certification process as a result has proven to be a very powerful performance motivator at all stages of the process.

#### Feedback

Feedback discussions help candidates to strengthen their observational skills, to recognize and reflect on the strengths and weaknesses in their colleagues' and their own performance, to troubleshoot solutions, and then to experiment collectively with strategies for meeting particular delivery challenges. If a technique used in one trainer's session is deemed ineffective, the group discusses why and the next trainer tries to experiment with a different technique. In this way, participants facilitate each other's learning; it is not the responsibility of the Master Trainer alone.

The introduction of feedback opportunities early in the process is important because it prioritizes the development of critical analysis skills, which are often weak in local trainer candidates and yet are key to self-improvement as well as the appropriate adaptation of the course curriculum to local requirements. Since the feedback begins early, trainers have several chances to try new approaches, to make mistakes and practice new techniques in a "safe" learning environment before taking the materials public. The ability to give, receive and act on feedback has become an important part of what Master Trainers evaluate when looking at the twelfth certification criterion (professionalism).

#### ***Trainer Network***

The ITCILO is building a growing network of trainers who can support each other both during their deliveries and by troubleshooting and sharing resources via the course website. It relies on this network to continuously improve its materials and will be able to disseminate future volumes of the "Making Microfinance Work" curriculum with relative ease

using this existing infrastructure.

#### **MEETING THE CHALLENGES**

Although its approach has been effective in many ways, the ITCILO faced numerous challenges as it tried to increase middle managers' access to quality microfinance training. The ten main issues are discussed below along with the actions taken in response.

#### ***Recruiting the Right Kind of Trainer***

Recognizing that a management level course covering 24 topics would not

"The certification criteria are well known in advance and the process is quite objective and transparent."

—Comment made on a trainer candidate's evaluation form

be an easy one to deliver, the ITCILO sought to recruit the most qualified trainers it could

find at the national level. It looked for candidates who possessed at least some management experience, some operational microfinance experience, and some training experience, but it quickly learned that individuals with this combination of expertise were not readily available. Those with the desired skill set were often employed full-time, were already too busy in their private practice, or were not interested in making the investment required by certification.

In an effort to engage some of these trainers, particularly during the early stages of product testing and rollout,

the ITCILO tried condensing the certification process for trainers with significant experience who wished to jump immediately to the third phase assessment. The results of this experiment were mixed. The decision enabled the ITCILO to quickly bring some very experienced and credible trainers onto its team, but since these trainers were already very busy, most approached the course reactively rather than proactively. If someone else did the marketing and organizing and invited them to deliver the course on convenient dates, they would deliver. In general, they did not feel the same level of commitment to the product or

to their colleagues as those who completed all three phases of the process. Additional investment was required after certification to create consistency and a sense of community among trainers who had not been treated in a similar manner.

After reflecting on its own recruitment difficulties and hearing stakeholders in several countries complain that their supply of quality local service providers was far too limited, the ITCILO refined its recruitment strategy. Rather than selecting four to six trainers at the beginning who it was confident could successfully complete the certification

#### Meeting the Challenges: Key Lessons Learned

**Use the certification process to recruit the right kind of trainer**—Instead of selecting the needed four to six trainers from the start, the ITCILO recruited eight to twelve candidates, gave them the chance to demonstrate and develop their skills through the certification process, and identified the best performers for certification.

**Develop trainers with a weaker skill set**—The ITCILO used the certification process to support significant skill development.

**Adapt the course for local requirements**—The ITCILO developed and provided trainers with tools to better understand the needs, priorities and interests of a particular audience, and then adapt their delivery of the course in response.

**Form local partnerships and clarify roles early on**—Local partners should be able to articulate how delivery of the course will fit into its own strategy and workplan and how it will incorporate marketing of the course into its regular offering to the local microfinance industry. Roles and responsibilities must be clarified through a MOU.

**Seek cost saving measures**—The ITCILO encouraged and assisted local partners to find local donor funding to offset the cost of training and developed a non-residential format that is less costly for participants to attend.

**Adjust timing to meet the needs of managers**—The ITCILO introduced other delivery formats and encouraged its local partners to advertise each course at least two, but ideally six months or more in advance, to give MFIs time to plan for a manager's absence.

**Facilitate regular delivery of the course**—The ITCILO altered its recruitment process to take into consideration a training candidate's commitment, time availability, interest in contributing to the trainer network, and access to delivery infrastructure. In order to maintain certification status, a trainer must sign a MOU and deliver the course once per year.

**Adequately plan for translation**—It is important to carefully select the materials to include in the training package and the translators who will do the translation. At least one certified trainer should be involved in the translation process to ensure that no concepts have been misinterpreted by translators unfamiliar with microfinance.

**Ensure productive change**—For a training program to be worthwhile, the knowledge, skills and attitudes gained during a classroom event need to be applied in the workplace.

process, it aimed to recruit eight to twelve candidates with experience in at least two of the three areas listed above, give them a chance to demonstrate and develop their skills through the certification process, and allow the process itself to identify the strongest and most committed performers for certification.

This change allowed candidates from a wider variety of backgrounds to participate: bankers, management consultants, academics, operations managers and professional trainers. The diversity enabled the ITCILO to learn three important lessons. First, for this curriculum, it was generally more effective to work with managers who had operational microfinance experience and help them to build the requisite training skills than it was to work with experienced trainers who lacked operational microfinance exposure. This implied, however, that a more intense effort was required during the certification process to help candidate trainers build those skills.

Second, it is necessary to pay attention to a local trainer's availability and motivation to offer the course in the future, and not just the technical skills and content knowledge that she or he could bring to the course. Selection procedures were refined to take this into consideration as well as the delivery

infrastructure that each candidate would be able to draw upon to disseminate the course materials.

Third, although it proved difficult to find one individual who could deliver all of the course content at a high level of quality, it was possible in almost every country to build a team of trainers that could work together to provide expertise in the different areas required by the course. Thus, the certification process was adjusted to place more emphasis on teamwork and to help trainer candidates to identify and draw more from each other's areas of strength and alternative perspective.

### ***Developing Trainers with a Weaker Skill Set***

Once it became clear that the certification process needed to support significant development of new skills and not just the refinement or application of existing ones, the process had to be adjusted to motivate candidates to begin their preparations much earlier. The trainers' tendency was to wait until the third phase delivery to dig deeply into the material and start asking questions, but this left little time to strengthen identified weaknesses and made for an exhausting and sometimes stressful phase three event.

Thus, a series of checkpoints were incorporated into the certification process that screened participants from

one step to the next. Since there was always a risk that someone would not advance to the next step if they did not perform with sufficient strength in the current one, these milestones succeeded in motivating earlier preparation.

Two checkpoints have been particularly useful. First, during the Phase I end-of-day trainer sessions, participants are introduced to a set of core adult learning principles, in particular the Experiential Learning Cycle (ELC). They are then asked to facilitate a ten-minute learning session on a topic of their choice which follows the ELC and they receive feedback from their peers and an ITCILO Master Trainer to help improve their performance. These short deliveries are spread out over a number of days so that trainers can absorb the lessons learned on one day to improve their deliveries on the next.

This activity served many purposes. It helped the Master Trainer learn more about each candidate's skills than their application and trainer's needs assessment ever communicated. It created the expectation that the certification process would demand learning and skill development. It established a team approach to learning rather than a bilateral relationship between the Master Trainer as "teacher" and the candidate trainer as "student". It also

stimulated candidates to begin a critical examination of the course design even during the Phase I delivery.

The second valuable checkpoint is the content assessment that candidates are asked to complete between the first and second phases. The assessment forces trainers to get to know the content of the course before arriving at the training-of-trainers workshop, thus allowing the Master Trainer to focus more on the development of skills for communicating the content effectively, rather than communicating the content itself. The assessment also enables the Master Trainer to assess participants' analysis skills and their ability to apply course content to practical management challenges. It is valuable information for selecting the candidates who will be invited to participate in the workshop, and for developing the workshop agenda.

As these checkpoints were introduced, together with the quality, competition, and feedback features discussed earlier, the certification process evolved to become more supportive but also more demanding. Weaker candidates could enter the process and be given guidance and opportunities for practice, but they would have to work hard both during and in between the three phases of the process to

prepare themselves effectively for certification.

This approach enabled the ITCILO to broaden the impact of its capacity building investment and to give more opportunities to less experienced candidates. Not all of those who worked hard would succeed, however. In competitive environments, some candidates would not make it to the second phase, and others would not make it to the third phase. Some of those who made it to the third phase would not meet all of the certification requirements during their delivery of the course, even though they may have performed quite well and improved significantly.

Although trainer candidates always expressed appreciation for whatever portion of the certification process they had been able to benefit from, they were understandably disappointed if they did not advance to the next stage. Having decided to work with less experienced trainers and wanting to make the experience a productive one, the ITCILO sought ways to recognize what each trainer did accomplish during the process. Certificates of participation are now presented after each phase of the process and a third category of certification has been introduced, that of Associate Trainer, to recognize those individuals who worked hard throughout the certification process,

improved their skills, and demonstrated significant capacity to communicate the course materials, but did not yet meet all of the quality standards required for full accreditation.

Associate Trainers are given the right to deliver the course on behalf of the ITCILO but only in cooperation with an Accredited Trainer. This gives the Associate Trainer the opportunity to use the course materials and to continue strengthening skills with the coaching of an Accredited Trainer, but also enables the ILO to manage its quality control risk. To avoid having the Associate Trainer category develop a negative stigma, the ITCILO awarded that status only to candidates whose Accredited Trainer peers wanted to train with them in the future and it will use the same category to designate formerly Accredited Trainers who have become inactive.<sup>5</sup>

### ***Adapting the Course for Local Requirements***

Because the curriculum had been developed for an international audience but would be delivered at the national level, it was extremely important that certified trainers be able to

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<sup>5</sup> Accredited Trainers must deliver the course at least once per year and make one contribution to the database of supplementary course materials in order to retain their Accredited Trainer status.

adapt the materials and design of the course to meet local requirements. This was made a certification criterion from the outset, but the ITCILO did not expect candidates to have as much difficulty meeting the criterion as they did. Trainers would let months go by after meeting all other certification requirements before finally submitting their one-page case study. The case studies that were submitted were almost always academic problem statements, rather than descriptions or analyses of management solutions.

Over time, the ITCILO had to develop and provide tools to help trainers better understand the needs, priorities and interests of a particular audience, and then adapt their delivery of the course in response. The technique for requesting and responding to participants' expectation questions that was discussed on page 5 is one of these tools. A pre-course participant questionnaire and a checklist for gathering information about participating institutions are others. An Excel scheduling template was created to help trainers adjust the length of each session's delivery according to participants' experience and interest in the topic. "Alternatives" boxes were also introduced in the trainer's notes to share ideas about how to adapt certain

exercises for different types of audiences.

Several items have been added to the training-of-trainers workshop agenda. Sample participants are now analysed and the adaptations that might be required to meet the needs of a particular audience are discussed. For example, an audience made up of all senior managers will have different needs and expectations than an audience of branch managers. An audience with only one representative from each institution will need to be approached differently from an audience with two or more representatives from each institution, etc.

In addition, the case study requirement is now introduced during one of the end-of-day sessions in the first phase of the certification process so that participants can bring a draft case study to the second phase workshop for review and feedback. This hands-on case study clinic has been very effective at helping trainer candidates understand how to write the kind of case study that would be most useful for this course.

### ***Local Partner Relationships***

Although the ITCILO sought from the beginning to decentralize the marketing and organization of its management course to local partners, it has struggled to

develop the kind of local partner relationships that actually result in the course being delivered regularly. Just as it eventually learned how to recruit the right kind of local trainers, it has had to learn how to identify local partners with both the interest and capacity to market and organize the course regularly.

This is an ongoing challenge, but some useful lessons have been learned. First, local partners should be able to articulate how delivery of the course will fit into its own strategy and workplan and how it will incorporate marketing of the course into its regular offering to the local microfinance industry. It needs to have some experience working with the microfinance industry, or a convincing strategic plan for entering the industry, and it should embrace a commercial approach to costing and pricing.

Second, donor-funded projects can be very helpful in organizing and financing a certification process, but they are not effective local partners for ongoing implementation. If a project is identified as an initial partner, then the certification process should incorporate steps for identifying a longer-term institutional home or delivery infrastructure for the course. Typically, a good place to look is among the institutions with which candidate trainers are associated. A microfinance network, if it has

a training function, could also play this role.

Third, action is often not taken because there is confusion about who was supposed to do what and when, and where the financial support was coming from. Clarifying these issues up front through a Memorandum of Understanding (MOU) with a specific local partner will not guarantee that commitments are met, but can help avoid delays caused by misunderstanding. Even if there is no MOU, agreeing on a timeline and preparation checklist in advance can be extremely useful in clarifying the level of quality that everyone will aim for and the amount of time and money that will be required to achieve it. The process of negotiating a timeline helps the local partner better understand the process it is being asked to support and helps avoid major delays by clarifying the impact that such delays would have.

Fourth, exclusivity arrangements should be avoided where possible. Although local partners frequently press for this, too often they lose the incentive to offer the course once they know they have exclusive rights to deliver it in a particular region. This may seem counterintuitive, but when a course is relatively difficult to implement (as this one can be especially when translated materials are involved), it is easy to let it sit

on the side while attending to other more lucrative or less time-consuming business. As with trainers, competition among capacity building institutions is healthy and helps move everyone in the direction of performance.

Finally, it is useful to clarify from the beginning of a relationship who will take responsibility for following through on the commitments made if one's principal contact leaves the partner organization. Staff rotation is a reality and it is important to have a succession plan in place so that the relationship can outlast the departure of a particular individual, be it a certified trainer or the manager who best understands and typically organizes the course. To be sustainable, the course needs to be institutionalized within the local partner and not just championed by one or two individuals.

The ITCILO has partnered with many different types of institutions. Some are microfinance networks, some are donor-funded projects, some are private training institutes, a few are NGOs and one is a private consulting company. Building a relationship with each type of partner has presented challenges, but in general, the best type of partner seems to be a private training institute that is capable of articulating how the course fits into its own strategic plan and has a dynamic individual

managing the course who believes in the value of the product. Most other partners have been too dependent on donor subsidies to pursue a market-based approach or have not perceived the course to be an important enough part of its own strategic agenda to warrant serious marketing.

### ***Costing and Pricing***

Even though the course is relatively more affordable than other courses of its kind, local partners have had difficulty selling the course at a price that makes it profitable for them to deliver it. This is particularly true when the course is offered in a residential format, as it was originally designed.

The problem seems to be two-fold. First, in many of the countries where the course is being offered, MFIs are accustomed to accessing training opportunities at prices that are subsidized by donors. Often, the full price of the course is not even advertised, so managers have developed a warped expectation of the true cost of a quality workshop. Second, many MFIs have not made middle management capacity building a priority and, thus, have not budgeted for it.

The ITCILO has responded to this challenge by encouraging and sometimes assisting local partners to identify local donor funding to help institutions cover the cost of

the training. It has adjusted the original design of the course so that it can be delivered in a non-residential format and has provided trainers with an alternate scheduling template to facilitate such a delivery. It has also experimented with delivering the course within a single institution, so that large MFIs can train up to two dozen managers at once at a lower per person cost than sending everyone to an industry level event.

The challenge has not yet been met head on, however. What could be done to encourage MFIs to place a higher priority on middle management capacity building? How can donors be encouraged to apply their subsidies more transparently or strategically, perhaps offering scholarships to those who have not had access to an external training opportunity or must travel some distance to attend? Can service providers be more efficient and thus lower their costs? Could the course be offered in part through a distance learning format? These are some of the questions that will be considered in the future.

### ***Timing***

Although the course requires only a two week commitment to cover a great deal of material, managers still find it difficult to get away from their offices for this amount of time. The ITCILO responded

by introducing other delivery formats and by encouraging its local partners to advertise each course at least two, but ideally six months or more in advance to give MFIs time to plan for a manager's absence.

In Vietnam, Jordan, Albania, Armenia and Ghana, trainers have delivered the course in two separate halves of one week each separated by a one or two-month break. Other trainers have considered offering the course over a series of evenings or weekends, but no one has yet tested such a format. Many training teams have surveyed their market to identify when middle managers would be most available to attend the course. In general, managers prefer the middle two weeks of any month to the beginning or end; June and December are the least popular months for training activities because of heavy institutional reporting requirements.

### ***Facilitating Regular Delivery of the Course***

Three years after its first pilot test, the ITCILO had certified twenty trainers, yet only 35% had delivered the course again within a year of certification. When asked why, trainers cited a number of factors including several that have already been discussed above – their other work commitments, MFIs' unwillingness to pay a market rate for the course, and

trainers' dependence on local partners that did not market the course as expected. There were other reasons as well:

- Four of the trainers (20% of the total) are from Zimbabwe and the external environment there has made it nearly impossible for MFIs to think about managing for improved performance; they are struggling to survive.
- Five certified trainers (another 25% of the total) changed jobs, relocated to another country where no other certified trainers are present with whom to deliver the course, or were assigned new responsibilities within their institutions that took them away from capacity building. Two institutions did not want to release their staff to offer the course at the industry level after they were certified.
- The course is challenging to organize and deliver. Two and three-day technical trainings are much easier to implement than a ten-day course covering 24 topics using a participatory methodology. It was unrealistic to expect that independent trainers would choose to market, organize and deliver the course on their own if they had other

opportunities. After gaining access to the full set of course materials, some were content to never deliver the course again.

- There was insufficient discussion about the nature of the post-certification relationship, which led to misplaced expectations about what trainers could expect to receive in terms of future subsidies or support, and what the ITCILO would expect from its accredited trainers. Early on, trainers completed the certification process without a clear plan for implementing future course offerings.

Once it identified these constraints, the ITCILO sought ways to eliminate them.

- As described earlier, it altered its recruitment process to take into consideration not only a candidate's microfinance, management and technical training skills, but also his/her level of commitment, time availability, interest in contributing to a trainer network, and access to delivery infrastructure.
- It linked regular delivery of the course to the maintenance of certification status. As of 2008, trainers must deliver the course once per year in order to remain accredited.

- It developed a Memorandum of Understanding that each trainer candidate must sign before beginning the certification process. It outlines the certification criteria and requests a clear commitment to delivering the course at least once per year for the next three years if the candidate successfully completes the certification process. A representative of each trainer's institution is also asked to sign the MOU to demonstrate the institution's support for the candidate's involvement in the process and in subsequent industry-level training events.

- It adjusted the second phase training-of-trainers workshop agenda to spend more time addressing marketing and organizational issues. It also works with its local partner to try to put plans in place for the next course offering by the time the certification process is complete.

- It expanded the scope of its website development and endeavoured to provide better support to trainers and local partners for marketing and organizing training events. It made the most recent version of all course materials accessible on demand from wherever trainers

might need them. It posted sample brochures, letter templates and questionnaires. It created a common space for advertising upcoming course deliveries and most recently, it tested an on-line forum through which trainers should be able to communicate with each other for troubleshooting and preparing their deliveries.

- It began to design a system of incentives for encouraging course delivery and recognizing the most active trainers.

### ***The Mechanics of Translation***

The translation of course materials was a good idea, but implementation was a significant challenge. Those who wish to translate other curricula in the future may want to keep some of the following lessons learned in mind.

First, start with a glossary of key terms so that if multiple individuals are working on different pieces of the same document, they will all use the same words to describe the same concept (for which there may not be a direct translation).

Second, plan to test the translated materials in a real delivery environment and have a system and budget for tracking the mistakes and improvements identified

during the test and implementing the changes.

Third, have one individual read through all of the materials after they are translated and edit them for consistent word usage, clarity and style.

Fourth, involve at least one certified trainer (or someone who is trying to become certified) in the translation process. Since they will be future users of the materials, these trainers can be very helpful in ensuring an appropriate level of quality and also identifying when concepts have been misinterpreted by translators who may not be familiar with the microfinance context.

Finally, recognize that all course materials will need to be translated, including the materials to be used only by trainers, and make strategic decisions about the amount of material that will be contained in the package. The ITCILO chose to respond to local trainers' requests for additional support in areas of content as well as technique, and this eventually resulted in a package of materials that amounts to nearly 1,000 pages. The scale of the translation effort increased costs and the complexity of implementation. Future volumes of the course should be more efficient because they can build on the foundation that has already been provided.

### ***Working in Multiple Languages***

Initially the ITCILO thought the challenge in making its course materials available in another language lay in translating the materials and getting trainers who speak that language certified to deliver them. It has learned, however, that the challenge does not stop there. To work in more than one language it needs the internal capacity to communicate in those other languages and to maintain its materials in those languages over time. In the second half of 2008, it will begin to pilot a system for managing this challenge through its network of bilingual Master Trainers.

### ***Ensuring Productive Change***

For a training program to be worthwhile, the knowledge, skills or attitudes gained during a classroom event need to be applied in a way that generates a positive return on the training investment. In the case of "Making Microfinance Work: Managing for Improved Performance", the goal is for participating managers to return to their institutions and take actions that improve performance, the benefits of which would exceed the cost of participating in the training event.

Encouraging and measuring whether performance improves as a direct result of a training event is not easy, however, and is another area

for ongoing improvement. The ITCILO has a standard end-of-course evaluation for tracking participant satisfaction from a variety of perspectives, and two of the evaluation questions shed some light on how useful participants think the course will be (see Figure 2). Obviously, the evaluation does not provide any information about the actual utility of the course and whether it has helped to improve MFI performance.

In an attempt to hold itself, its trainers and the managers who attend its courses accountable for applying the knowledge, skills and attitudes they have gained in a productive way, the ITCILO is building on the following experiences and ideas:

- In two Jordanian MFIs and a handful of ACCION affiliates, the course is being delivered in the context of long-term technical assistance relationships that enable trainers to follow up on the ideas and commitments made during the course and help see them through to implementation.
- In Uganda and Pakistan, MFIs committed to putting participants' action plans into their personnel files and discussing their implementation as part of each employee's annual performance review.

- Action plans could be reviewed by senior MFI managers to select candidates for promotion. The course could help managers identify which of the potential candidates are best able to absorb the course content and apply it in productive ways to the institution's current challenges.
- Executive Directors could ask that a photocopy be made of the second page of each participant's action plan as a channel for obtaining suggestions with respect to high level or strategic changes that might improve institutional performance.
- In Mozambique, Pakistan, Bolivia, Vietnam and Uganda, follow up with course graduates 3 to 6 months after they completed the course has provided information on the extent to which action plan items were implemented and the barriers that prevented others from being realized. This information has been used to improve local course delivery and to inform a third volume of the "Making Microfinance Work" series, which will focus on the development of managers' soft skills.
- A global lottery with a financial prize and recognition on the course website encouraged

managers to share examples of improved performance with the general public.

- In Vietnam, trainers have invited course graduates to attend other courses as special guests to talk about actions they took in a particular area and the results that were achieved.

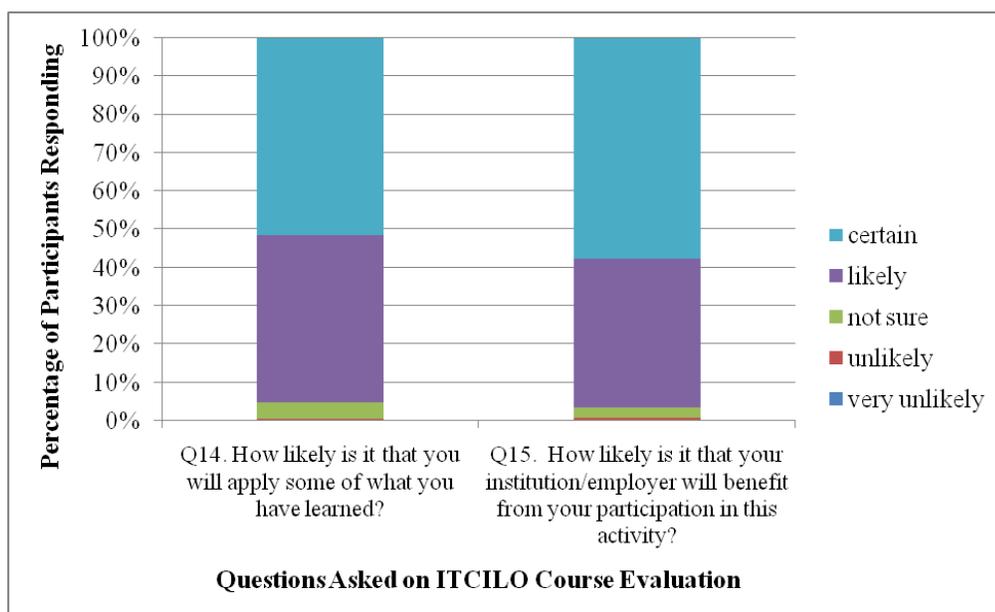
enables trainers and partners to support each other in organizing and delivering the curriculum.

Although the course is in demand, its sustainability has not yet been demonstrated. Will it continue to be offered without direct ITCILO support in the future? Will the quality of the product be maintained over time? Will the training actually help middle managers to better handle the growth of their institutions and the increased complexity in their environment? These are the questions that the ITCILO will seek to answer as it continues to experiment with communication mechanisms, website infrastructure, incentives and standards as a way to maintain and expand middle managers' access to quality microfinance training in the future.

### IN SEARCH OF SUSTAINABILITY

The ITCILO's hypothesis that a big picture curriculum delivered in an in-service format by certified local trainers would increase access to quality middle management training for MFIs has to some extent been proven valid. Key to the success of its approach has been a strong focus on quality, competition, and the creation of infrastructure that

**Figure 2: End-of-Course Evaluation Scores from 355 Managers**



# Annex 1: Criteria for ILO Certification of Trainers

All of the following twelve criteria must be met in order for a local trainer to be certified by the ILO to deliver the course, “Making Microfinance Work: Managing for Improved Performance”. A designated Master Trainer will determine whether a trainer meets these criteria using the measurement methods described in the last column of the table below. The tools which support this assessment include a Delivery Assessment Form, a Master Trainer Reporting Spreadsheet (MTRS), a Peer Evaluation Form Case Study Guidelines; and a Content Exam.

Criteria	Indicator	Minimum Acceptable Standard	Measurement Method
1. Willingness and ability to support effective marketing and organization of the course <sup>6</sup>	Percentage of specifications met on event preparation checklist	85%	MTRS Preparation Checklist worksheet
	Number of participants	Between 15 and 25	Participant list and/or registration forms
	Percentage of participants who are managers or managers in training	At least 75%	Participant list and/or registration forms
	Clear promotion of the course objectives	Average score of 3.25 (5.0 maximum)	Question 1 on ILO course evaluation form
	Participant satisfaction with course organization	Average score of 3.5 (5.0 maximum)	Question 11 on ILO course evaluation form:
	Peer satisfaction with contribution made by the trainer	Average score of 1.65 (3.0 maximum)	Question 1 on Peer Evaluation Form
2. Sufficient participation in a retail training event for performance to be assessed	Number of modules delivered by the trainer	Four	See Row 4 of MTRS Summary Worksheet
	Percentage of modules delivered by the trainer	No less than 75% of the average # of modules delivered by other trainers	See Row 8 on MTRS Summary Worksheet
3. Ability to meet training session objectives	Percentage of learning objectives achieved	90%	See Row 9 on MTRS Summary Worksheet
4. Conveys personal knowledge and understanding of the training content	Trainer adds relevant content that supplements what is on the slides	Avg. score of 3.5 for all modules (5.0 maximum)	See Row 21 on MTRS Summary Worksheet
	Trainer is able to appropriately answer participant questions (either directly, through group discussion,	Average score of 3.5 for all modules	See Row 22 on MTRS Summary Worksheet

<sup>6</sup> This criterion can be fulfilled in partnership with other trainers participating in the certification process or in collaboration with an institution with which the trainer is affiliated (e.g., a training institute or consulting company). In the latter case, the Local Trainers will be responsible for quality control, making sure that everyone works together to meet the minimum standards specified here.

Criteria	Indicator	Minimum Acceptable Standard	Measurement Method
	or by referring participants to relevant reference sources)	(5.0 maximum)	
	In evening feedback sessions, trainer displays familiarity with content delivered by others	Master Trainer must believe that the Local Trainer is sufficiently knowledgeable about the course content to deliver any of its modules	Master Trainer observation
	Score on Phase II content assessment	Minimum 70%	Content Assessment
5. Ability to adapt the materials for use in the local environment	Number of local examples provided by the trainer	At least 75% of target (2 examples per module)	See Row 24 on MTRS Summary Worksheet
	Submission of one written local case study for use in the course	Case study received meets criteria specified in Annex 4	See Row 25 on MTRS Summary Worksheet
6. Ability to effectively communicate main messages	Percentage of main messages mentioned by the trainer	95%	See Row 26 on MTRS Summary Worksheet
	Percentage of main messages delivered effectively in the appropriate context	75%	See Row 27 on MTRS Summary Worksheet
	Percentage of main messages recalled by training participants the day after the session is delivered	50%	See Row 28 on MTRS Summary Worksheet
	Percentage improvement between participants' pre and post-course self assessment scores	50% improvement	See Row 29 on MTRS Summary Worksheet
7. Ability to adjust and adapt materials to the needs of a particular audience	Appropriate processing methods were selected for each activity. Relevant examples, case studies and follow up questions were chosen. Activities and session plan were adjusted as necessary to respond to audience expectations or requests. MBB and local data tables were up to date. Guest speakers were well-integrated into the flow and content of the session.	Average score of 3 for all modules  (4.0 maximum)	See Row 30 on MTRS Summary Worksheet
	Quality of participants' responses to their expectations questions	Average score of 9	See Row 31 on MTRS Summary Worksheet
8. Ability to manage time effectively	Start time and end time. Time lapse between participatory activities. Appropriate choices made about content to omit or minimize.	Average score of 3.5 for all modules  (5.0 maximum)	See Row 32 on MTRS Summary Worksheet
9. Ability to tie the course together	Relevant references made to content in other modules of the course	Achieved in 75% of sessions delivered	See Row 33 on MTRS Summary Worksheet
	Trainer illustrates how session content can help meet management	Achieved in 75% of	See Row 34 on MTRS

Criteria	Indicator	Minimum Acceptable Standard	Measurement Method
	challenges	sessions delivered	Summary Worksheet
10. Ability to mainstream gender	Percentage of modules during which trainer integrates a gender perspective	50%	See Row 35 on MTRS Summary Worksheet
11. Ability to motivate participation	Energy level of trainer and participants. Number and variety of participants making contributions. Variety of techniques used by trainer to encourage participation.	Average score of 3.5 for all modules (5.0 maximum)	See Row 36 on MTRS Summary Worksheet
	Percentage of modules during which trainer gives participants an opportunity to add to their action plans	50%	See Row 37 on MTRS Summary Worksheet
	Average number of rows completed on participant action plans	Minimum of 10	See Row 38 on MTRS Summary Worksheet
12. Professionalism	Respect for all participants and perspectives. Support for colleagues. Degree of preparation and organization. Quality of adjustments made to slides or other materials. Feedback given to course participants and fellow trainers. Response to feedback received. Confidence and accuracy in conveying content.	Average score of 2.5	Question 2 on Peer Evaluation Form
		Master Trainer must be convinced that the trainer demonstrates sufficient professionalism to represent the ILO brand	Master Trainer observation during training and evening sessions

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