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# ARIES

Assistance to  
Resource Institutions  
for Enterprise Support

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Management Training for Micro- and  
Small Enterprise Intermediaries

## Entrepreneur Training: User's Guide

Sponsored by

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Prepared by

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Nathan Associates Inc.

August 1990

## ARIES Materials in the Management Training for Micro- and Small Enterprise (MSE) Intermediaries Series

**Strategic Management.** This package aims to define a strategic planning framework for addressing the key issues in MSE project design and implementation, for MSE project managers. The package consists of 21 case studies, which are based upon the experiences of intermediary institutions as they have shaped their MSE development programs. The case studies draw on the actual experience of programs in Bangladesh, Brazil, Costa Rica, Colombia, the Dominican Republic, Honduras, Indonesia, Kenya, the Philippines, and Senegal. The cases have been published by Kumarian Press in the book, *Seeking Solutions: Framework and Cases for Small Enterprise Development Programs*. The corresponding case notes have been published in a companion volume, *Case Leader's Guide*, also by Kumarian Press. A users' guide provides guidelines on the most effective use of these materials.

**Credit Management.** This is a "nuts and bolts" manual targeted to MSE project designers and implementers at the programming and operational levels. Its objective is to help MSE practitioners design, implement, and manage credit programs more effectively. This package addresses matters of practical relevance to successful credit project management, such as properly designed accounting and management information systems, evaluation and monitoring techniques, and commercial feasibility analyses of prospective borrowers. This package has been translated into Spanish and French.

**Human Resource Management.** This package is targeted to managers of institutions that implement MSE projects. It deals with staffing requirements of MSE programs, employee motivation, incentives, supervision, training needs, and performance evaluation, and it presents various personnel and staffing models practiced by successful programs. The package has been designed on the basis of a training needs assessment that included interviews with 75 MSE practitioners.

**Entrepreneur Training: User's Guide.** This package reviews the five most widely used entrepreneur training models. These five models reflect the state of the art of such training models and demonstrate the appropriateness of the various models under varying regional and program contexts. This document presents a comparative analysis of each prototype and guides trainers and MSE program designers on choosing appropriate models for various target groups within the MSE spectrum.

**Training Needs Assessment Methodology.** This manual provides a consistent methodology to conduct training needs analyses (TNA) prior to the development or recommendation of training programs, and it serves as a tool for intermediary institutions to assess the training needs of their institutions and of their MSE clients. It provides a step-by-step, hands-on methodology for both experienced analysts and people new to the process.

**Key Issues in Designing Microenterprise Programs.** This training package orients MSE program designers to the key strategic issues in the design of MSE assistance programs. Its contents include four case studies based on the actual experience of two A.I.D. Missions in developing their MSE programs. This package is designed to reinforce basic design and programming concepts through three parallel processes: a review of A.I.D. policy and knowledge in the microenterprise area, individual and collective analysis of cases that enable workshop participants to work through critical issues in MSE programming, and presentations by participants to broaden the exchange of views. The materials in this package constitute the core of a 2- to 5-day training workshop on microenterprise programming for A.I.D. Mission program and project design personnel.

Copies of these materials are available from A.I.D./APRE/SMIE, Washington, D.C., 20523 or upon request from Nathan Associates Inc., 1301 Pennsylvania Avenue, N.W., Suite 900, Washington, D.C. 20004.

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The views and interpretations in this publication are those of the author and should not be attributed to the United States Agency for International Development.

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## ENTREPRENEUR TRAINING: USERS' GUIDE

Under the A.I.D.-sponsored Assistance to Resource Institutions for Enterprise Support (ARIES) Project, Nathan Associates Inc. has conducted a comprehensive review of five of the most widely used programs for training micro- and small entrepreneurs in developing countries. Drawing on the extensive experience of ACCION International, OEF International, the Carvajal Foundation, Entrepreneurship Development Programs of several Indian institutions, and the International Labour Organization, this document provides an overview of each prototype training program and a comparative analysis of the five programs. It guides trainers and MSE program designers on choosing appropriate models for various target groups within the micro- and small enterprise spectrum. It introduces practitioners to the major literature and methodologies on training MSEs currently in use by different organizations and the experience and documented impact of various training programs.

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# 1. A COMPARATIVE REVIEW OF MICROENTERPRISE TRAINING MODELS

## Introduction

Increased concern with unemployment and underemployment in developing countries and the inability of the formal sector to absorb the increase in the labor force have forced governments, donors, and development agencies to focus on micro- and small enterprises (MSEs) in the informal sector as a relatively efficient and inexpensive source of job and income generation. The Assistance to Resource Institutions for Enterprise Support (ARIES) project is one in a series of projects sponsored by the United States Agency for International Development (A.I.D.) to increase the level and quality of assistance channelled to this sector. ARIES seeks to strengthen the institutional capacity of intermediary institutions to support MSE development, through an integrated program of research, training, and technical assistance.

One of the major research findings of the ARIES project, published in *Seeking Solutions* (Mann, Grindle, and Shipton 1989), was that intermediary institutions involved in the promotion of MSE development face four recurring critical problem areas. These four areas were identified as (1) strategic management, (2) financial resource management, (3) human resource management, and (4) management of technical assistance and training and extension services. ARIES has designed several training modules and a variety of training tools and methodologies in response to the first three critical areas. This document presents the material to address the fourth.

The development of this training package differs from the ARIES packages for Strategic Management (case studies), the Credit Management manual, and the Human Resource Management package. The earlier packages were developed because there were no existing packages that addressed these areas specifically for MSE programs. However, early ARIES research to identify existing training materials for both resource institutions and micro-entrepreneurs revealed a wide variety of materials for training entrepreneurs. To quote from an ARIES review of training materials, "In general, the



materials reviewed that are intended for training microentrepreneurs directly are the most complete and the readiest to use. These materials cover most of the administrative and operational skills needed by entrepreneurs and provide a well-rounded selection of training packages. They were developed as instructional materials and are generally of good instructional quality. Although the scale of enterprise targeted in these materials varies, most can be considered appropriate for microenterprises in developing countries" (Control Data Corporation 1986). In light of these findings, ARIES opted to develop a package that reviews various existing entrepreneur training packages, rather than duplicate previous efforts.

The main objective of this document is to provide a menu of options for program managers and trainers of entrepreneurs who must choose the most appropriate training model for a particular target group of entrepreneurs. A second objective is to introduce practitioners to the literature and major methodologies that different organizations currently use and to provide evidence on the impact of these various models. This document aims to synthesize the available literature for the field trainer who lacks easy access to information on alternative methodologies and training philosophies for MSE development. Technical assistance and training in this document refers to "a flow of services aimed at transferring knowledge and skills which enable the recipients to increase their usable productive capacity" (Kilby 1979).

This document does not necessarily advocate technical assistance and training as the most appropriate form of assistance to MSEs. The objective is to understand to what extent and under what circumstances technical assistance and training affect the economic performance of a particular enterprise.

### Selection of Training Models

The training packages or models selected for this document are the five most widely used and adapted entrepreneur training programs worldwide. They are (1) Overseas Education Fund (OEF) International's training methodology for rural women entrepreneurs, practiced in Asia, Africa, and Latin America; (2) the small entrepreneur training methodology of the Carvajal Foundation of Cali, Colombia, which is extensively used in other countries of Latin America; (3) Entrepreneurship Development Programs (EDPs), which have been broadly applied in India and also exported to neighboring countries; (4) the materials developed by the International Labour Organization (ILO) of the United Nations, used worldwide; and (5) the non-technical assistance approach of ACCION/AITEC, used throughout Latin America.

These five models were selected on the basis of an intensive review of training materials for entrepreneurs initiated in the early stages of ARIES. Control Data Corporation (CDC), which initially managed the training

component of ARIES, conducted a review of approximately 100 training materials for MSE development, including the majority of those reviewed in this document. The purpose of the review was to evaluate existing materials and methodologies for training entrepreneurs, using a consistent methodology.<sup>1</sup>

The selection of the five models represents a major distillation effort, beginning with the review conducted at the ARIES project's inception and continuing throughout the 5-year life of ARIES, to identify a range of training programs that have been widely used and, to some extent, exported out of their country or region of origin. One criterion for selection was a general applicability beyond the scope or experience of a single project. A second criterion was coverage of a spectrum of entrepreneurs, ranging from micro- to small- and medium-scale. The ACCION and OEF models target micro-entrepreneurs; the Carvajal and EDP models generally target small entrepreneurs, although the EDP model also targets medium-scale enterprises; and the ILO programs target a wide spectrum, ranging from micro- to medium-sized entrepreneurs.<sup>2</sup> Although each program or model prototype shares the common objective of supporting the growth and development of MSEs in order to increase incomes and employment in developing countries, each model represents a distinct approach and philosophy.

It should be pointed out that these models are only five of the thousands of bodies of material in use in developing countries. However, they represent the most widely adapted and used models. The core of most adaptations and variations of training materials are embodied in these five models. For instance, the ILO's "Improve Your Business" training materials are ubiquitous and have been adapted to numerous contexts worldwide. OEF International has used its materials almost exclusively for training women, but the materials are also typical of those used by groups with a similar social and community development orientation, such as the Trickle-Up program in Kenya.

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1. The evaluation and selection criteria and the CDC evaluations of training materials specific to the training models reviewed in this paper are described in Appendix A.

2. Although there is no universally accepted definition of micro- and small enterprise, A.I.D. generally defines microenterprises as those with 10 or fewer employees, and small enterprises as those with more than 10 but fewer than 50 employees.

## 2. THE FIVE TRAINING MODELS

### OEF International

#### Background and Approach

OEF International is a private voluntary organization (PVO) with 40 years of experience in providing technical assistance to women's groups worldwide. Based on experience in Asia, Africa, Latin America, and the Middle East, OEF has developed training methodologies that address the particular needs of low-income rural women. There are two basic variants in its approach:

- **Prebusiness:** Developing group solidarity by working with community groups to develop leadership skills and mobilize women's participation through conscientization. The objective is empowerment.
- **Business:** Developing and expanding business skills. The objective is to provide simple but efficient technologies to increase women's productivity and earnings.

The OEF training process involves group cohesion, group dynamics training, and training in feasibility analysis. Trainees evaluate their needs and decide whether these needs would best be met by credit or nonfinancial assistance. OEF's experience shows that 75 percent of women initially request credit and the remaining 25 percent request nonfinancial technical assistance and training. Credit is extended to clients through commercial banks with which OEF has established a relationship: OEF extends loans through credit guarantee schemes set up with formal banks. Training and technical assistance are usually integrated with credit, and the training makes women more creditworthy in the eyes of the formal financial sector.

## Target Audience

In the mid-1970s, OEF shifted from dealing solely with middle class women's organizations to developing a grassroots focus—working with governments and NGOs. As women in development (WID) became a more specialized focus (given full recognition in 1975 with the U.N. designation of the Decade of Women) OEF narrowed its target group to focus on women at the grassroots levels. OEF's niche became semiskilled, rural, illiterate or barely literate women who were interested in establishing enterprises. OEF's client population in Central America includes women ranging in age from 14 to 64, of whom 25 percent are heads of households, 14 percent are illiterate, 28 percent lack basic numeracy skills, and 79 percent have never received credit in the past. Fifty-five percent of these women have operated their enterprises for 2 years or less (Berenbach 1988). OEF's African clients are less literate, and the majority have never operated businesses but are receiving training to start enterprises.

## Training Materials

OEF has designed its own training materials, which have been tested and refined through their active use worldwide. OEF's manuals are not blueprints; rather, they are guidebooks for adaptation. The materials are intended to serve as resources for replication by field workers of other organizations to promote women's participation in the development process.

The training materials for OEF's first phase, conscientization, are two handbooks: *Women Working Together for Personal, Economic and Community Development* and *Navamanga*, which means "new path" in Sinhalese. *Navamanga* was developed with the Women's Bureau of the Government of Sri Lanka to serve as a resource for trainers within the bureau to expand skills in working with rural village women in health and income-generation programs. *Women Working Together for Personal, Economic and Community Development* is based on work with community-level women's groups in Central America and Thailand. It consists of more than 40 proven participatory learning activities. It is designed as a resource for field workers, adult educators, extension agents, and group leaders, who assist women in organizing a variety of development efforts. Learning activities make extensive use of local materials and are adaptable for literate or preliterate groups. The handbook can be used as the basis for an informal education program to set the stage for women's increased participation in small enterprise, technical training, cooperatives, and other development programs. The manual provides tips to facilitators, based on previous training experiences, as well as visual presentation tools.

*Navamanga* is a guidebook to enable experienced trainers to design their own training, linking health and economic improvement. It provides more than 60 training activities to choose from and develop, for women's or

mixed village-based groups, in the areas of group building, decision making and cooperation, leadership, and needs assessment, as well as income-generating activities, such as beekeeping and pig raising.

For the second phase of its approach, business development, OEF has developed a three-volume series of manuals to help trainers, extension agents, and programmers assist women entrepreneurs in acquiring simple business planning and marketing skills to manage MSEs. These manuals can be used either individually or as a series.

The first manual in the series, *Doing a Feasibility Study: Training Activities for Starting or Reviewing a Small Business*, is designed to train women who want to start a business to explore a range of enterprise options and to develop a business plan and a budget. Women learn how to research the viability of an enterprise and investigate market demand, costs, and income projections by actually conducting a feasibility study.

OEF's second manual, titled *Marketing Strategy: Training Activities for Entrepreneurs*, is a teacher's manual for a 12- to 18-hour workshop. It features an innovative board game—Marketing Mix—designed for both illiterate and literate groups. Intended for women with existing businesses, the game introduces the four key aspects of marketing: product, distribution, promotion, and price. The techniques in this manual help women to examine marketing methods in their own businesses and identify ways to improve practices and increase sales.

The third manual, *Management Made Simple: Tools for Entrepreneurs*, is designed to assist minimally literate entrepreneurs keep track of inventory, expenses, sales, and income. It presents a variety of how-to tools that enable entrepreneurs to separate household and business accounts and to organize and run a small business operation.

### Language

OEF's manuals are written in English, French, and Spanish, except for *Management Made Simple*, which is available only in English. *Navamanga* is also available in Sinhalese. Several OEF publications are available in Arabic.

### Replicability

OEF's materials are designed to be adaptable blueprints and have been used widely in Asia, Africa, and Latin America.

### Curriculum

The training curriculum for OEF's various courses is outlined in Table 1.

Table 1. Business Skills for Third World Women Entrepreneurs

## Training Curriculum

Course	Hours	Training objectives
Human Resource Development	15	Self-awareness Group building Goal setting and resource assessing Problem solving
Doing a Feasibility Study	25	Reasons for doing a feasibility study Choosing a product or service to sell Finding out if people will buy the product or service Determining how the business will operate Calculating business expenses Estimating sales income Deciding if this business is a good idea
Market Strategy	15	Understanding the four components of marketing: product, price, distribution, and promotion Evaluating how well product or service meets the needs of customers Determining the best price for product or service Selecting the best way to distribute product Creating new ways to promote business Identifying ways to expand business Solving specific marketing problems Developing a marketing plan
Credit	12	Defining credit and OEF's role in the credit process Visiting the bank Preparing an investment plan
Management	15	Understanding the concepts of management and administration Forming an internal organization Keeping financial and nonfinancial records Making business plans Understanding strengths, weaknesses, opportunities, and threats (SWOT)

## Trainer Profile

OEF works with local organizations and trains them in the use of its training materials and resources. Its approach is to develop a long-term relationship with local training organizations. The facilitators are generally trainers, extension agents, or entrepreneurs who have gone through the course themselves.

## Training-of-Trainers Materials

OEF's training materials are generally designed for resource institution staff who work directly with clients. *The Marketing Strategy: Training Activities for Entrepreneurs* is a trainer's manual. It includes guidance for planning and setting up the workshop, session guidelines, and a marketing game, as well as instructions on how to train other facilitators to use the manual. *Navamanga* is intended for use by resource institution field workers who deal directly with clients, and it includes an instructor's guide. *Women Working Together* is targeted to resource institution staff who wither work directly with clients as group facilitators or train selected clients to be facilitators.

## System of Cost Recovery

User fees have typically not been charged to offset even partially the costs of the program. However, in Costa Rica, women volunteered to pay fees to receive these services.

## Evaluation

CDC evaluated OEF marketing strategy materials on two criteria: (1) design evidence = 100, meaning a handbook has easy-to-read instruction materials with logical presentation and good use of illustrations and (2) content reliability = 100, meaning the practical activities appear to be easily implemented.

The CDC rating for *Navamanga* was design evidence = 85 and content reliability = 100. CDC believes this is a well-developed and attractive product, ready to be used in its current state. The reading level is appropriate for educated field workers.

*Women Working Together* was rated as design evidence = 100 and content reliability = 100. The evaluation means that the product is of excellent quality and great relevance to LDC community development.

## Impact

According to two studies conducted in 1988, OEF's programs have had positive effects on beneficiaries, including increased income and employment in assisted enterprises, 79 percent of which had no prior access to credit. One study (Berenbach 1988) states that management training has resulted in improved management practices for the majority of OEF participants. Eighty percent of OEF clients are now able to calculate their business costs, 72 percent establish their pricing strategies on the basis of costs, and 60 percent have introduced new marketing practices.<sup>3</sup> Over a 6-month period, 68 percent of the 50 firms surveyed registered an increase in sales of 25 percent or more. The report notes that, although the most dramatic increases in sales were reported for firms that received credit, several firms that received only technical assistance also demonstrated impressive sales increases. Increases in assets and employment were also reported for the assisted enterprises.

In addition, because OEF attempts to measure social impacts, the impact on women's self-esteem and decision-making abilities was measured by assessing women's participation in household decisions and by measuring changing attitudes of the family toward the enterprise. Ninety percent of the women surveyed in Honduras, 80 percent in Costa Rica, and 100 percent in El Salvador commented that they now participate in important household decisions whereas before they did not. Also, 85 to 90 percent mentioned that they have acquired family support and increased respect. It is difficult to distinguish the differential impacts of training and technical assistance as opposed to the credit component in achieving these results.

## The Carvajal Foundation

### Background and Approach

The Carvajal Foundation was started in 1961 in Cali, Colombia, by the Carvajal family, who decided to dedicate 40 percent of the shares of their company (one of the largest corporations in Colombia) to development activities. The Carvajal Foundation's microenterprise program is an educative program with two main objectives: to raise the standard of living of micro-entrepreneurs and to promote the growth and development of their businesses in order to generate employment. To meet these objectives, the program offers integrated support consisting of three complementary services: training, technical assistance, and credit. Although the program acknowledges

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3. These findings were based on a survey of 240 businesses involving 325 women in Costa Rica, Honduras, and El Salvador.



the importance of credit, it attributes its main impact to the educative, or training, component.

The foundation believes that the major constraint to small business growth and success is the microentrepreneur's lack of business management skills to manage scarce resources more effectively. Inefficiency results from subutilization of capacity, inefficient systems of production, and a lack of managerial skills to complement production skills.

To obtain credit, microentrepreneurs must complete the first four of six basic courses in administration offered by Carvajal, namely, accounting, costs, marketing, and investment projects. The other two courses are in financial analysis and principles of administration. The microentrepreneur pays a fixed fee to attend the courses and receive six to eight consulting and advisory visits. Each course lasts 8 to 12 hours. Courses are often scheduled during late afternoon or evening—the most convenient times for the participants.

#### Target Audience

The program is targeted to microentrepreneurs who have established businesses. A subprogram targeted exclusively to retailers has also been developed.

Carvajal's principal clients are relatively older men and women from the middle to middle-lower socioeconomic status. On the average, they have 6 years of formal education, have been involved in their business activity since a very early age, and have some experience in working as salaried employees of other organizations. Carvajal broadly defines microentrepreneurs as those with average monthly sales of less than \$5,500 and fewer than 10 employees. Its target group has, on average, four employees excluding the owner.

#### Training Materials

The Carvajal Foundation has developed a set of materials for each of its training courses. The microenterprise program has nine training manuals, which make up its Series on Administrative Themes for Small Enterprises. The nine are

- Principles of Accounting
- Costs
- Marketing and Sales
- Investment Projects
- Principles of Administration
- Financial Analysis

- Principles of Production
- Personnel Administration
- Quality Control

For the Storekeeper Program, Carvajal has developed another set of materials. Consisting of five volumes, this set focuses on marketing and sales:

- The Business Environment
- The Clientele
- The Marketing Mix
- The Marketing Plan
- Sales

The course on Investment Projects includes three manuals on

- Investment Projects
- Analysis of Investment Projects
- Financing an Investment Project

For its course on Accounting and Cost Analysis, Carvajal uses a five-volume series of workbooks:

- Inventory Analysis
- Balance Sheet Analysis
- Billing Systems
- Income Statement Analysis
- Break-even Analysis

The materials used for the Carvajal training programs are "hands-on" and practice oriented. They rely on a workbook style, with exercises to practice concepts, as well as visual presentations to simplify business management concepts.

#### Language

All printed and audio-visual materials exist only in Spanish.

## Replicability

The Carvajal model has been adopted for use in 80 cities throughout Colombia. These programs are implemented by local foundations that receive technical assistance from the Carvajal Foundation. Programs based on the Carvajal model and materials are being implemented in Bolivia, Venezuela, Uruguay, Honduras, Guatemala, and El Salvador. Most of these programs have received technical assistance from the Carvajal Foundation, and most have adapted the materials to the local context.

In Ecuador, the Carvajal Foundation signed an agreement with A.I.D. and CARE International to replicate its program model of training, follow-on technical assistance, and credit in five cities.

## Curriculum

The training cycle for the Microenterprise Program consists of three related phases. Table 2 gives the sequence of the Carvajal curriculum. Ten-hour courses in Production and in Quality Control are offered as part of a continuing education program.

The curriculum for the Retailer Program is shown in Table 3.

## Trainer Profile

The trainers are typically individuals with undergraduate degrees in business administration who have received some training in the materials and teaching methodology and have some field experience. Trainers' materials exist for each training course. Extension agents work with entrepreneurs who have completed a course to ensure effective application of classroom principles to their enterprises.

## Training-of-Trainers Materials

Each manual comes with facilitator guidelines and detailed teaching notes to aid in on-site diagnostic analyses and on-site technical assistance in the areas covered in the main course themes.

## Costs

The average cost of serving a client for 2 years is estimated at \$250, including the courses and advisory services. The Carvajal Foundation charges user fees for its services, but these do not cover the full cost of the services. According to one estimate, user fees cover only 50 percent of actual program costs. An additional 20 percent is financed through interest

Table 2. Carvajal Curriculum

Area	Course	Intensity (hours)
Management and Personnel	Management Principles	10
	Personnel Administration	10
Accounting and Finance	Costs	10
	Accounting	12
	Financial Analysis	8
Marketing and Projects	Marketing and Sales	10
	Investment Projects	10
Total		<u>70</u> (7 weeks)

Table 3. Retailer Curriculum

Area	Course	Intensity (hours)
Accounting and Costs	Inventory Management	2
	The Balance Sheet	2
	Accounts System	4
	The Income Statement	3
	Break-even Analysis	3
Marketing and Sales	The Business Environment	2
	The Clientele	1
	The Marketing Mix	3
	The Marketing Plan	2
	Sales	2
Investment Projects	Investment Projects (IPs)	2
	Analysis of IPs	2
	Financing IPs	2
Total		<u>34</u> (3.5 weeks)

charges on the Foundation's loan fund.<sup>4</sup> The remaining 30 percent is subsidized by the Carvajal Foundation.

#### Evaluation

CDC evaluated the materials in Carvajal courses as follows:

- Marketing and Sales: design evidence = 100, content reliability = 100
- Principles of Accounting: design evidence = 100, content reliability = 100
- Costs: design evidence = 100, content reliability = 100
- Investment Projects: design evidence = 100, content reliability = 100
- Principles of Administration: design evidence = 100, content reliability = 100
- Financial Analysis: design evidence = 100, content reliability = 100
- Principles of Production: design evidence = 100, content reliability = 100
- Personnel Administration: design evidence = 95, content reliability = 100 (CDC note: Manual has some references to the gender of prospective employees that appear to be sexist.)
- Quality Control: design evidence = 100, content reliability = 100

The CDC reviews indicated that the Carvajal materials are easy-to-read instructional materials with pleasant, careful presentation, good use of illustrations and tables, and practical working sheets. They include examples based on real-world activity for small enterprises in developing countries. The prerequisite for understanding the materials is an elementary school education.

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4. For a further discussion, see Case 8, The Carvajal Foundation "MICROS" Program (B): Considering Feasibility-Developing Outside Financial Support in *Seeking Solutions* (Mann, Grindle, and Shipton 1989).

## Impact

A survey of 155 clients was conducted in 1984 to evaluate client satisfaction with the Carvajal Foundation (see Table 4). Seventy percent had received technical assistance. Eighty percent expressed satisfaction with the services received. Sixty-eight percent of entrepreneurs who completed the course on Accounting Principles indicated that they applied the skills.

The Carvajal Foundation reports that its microenterprise program has shown a strong social and economic impact as measured by the number of jobs created, sales improvement, and growth in investments in most of the 15,000 microenterprises exposed to the program in the last 10 years. According to several evaluations cited by McKean, (Berger and Buvinic 1989), although 76.6 percent of microentrepreneurs drop out before receiving their loans, program results have been positive for those who remain. The average real monthly income per family increased 13 percent over a period of 3 years, and the average number of jobs per microenterprise increased from 3.8 to 5.1 over a 1-year period of assistance.

## Entrepreneurship Development Programs

### Background and Approach

What is referred to here as the Entrepreneurship Development Programs (EDPs) actually describes several related entrepreneurship development models widely in practice in India. The information is derived from *Entrepreneurship Development Training Programs in India* (Gupta 1990). Although the other models reviewed in this package are training modules to increase or improve the managerial or technical skills of existing entrepreneurs, the EDP model attempts to create or spur the development of a cadre of new entrepreneurs.

The Indian government's experience with small enterprise support programs is one of the most extensive in the world. Its major distinguishing characteristic is the system of preferential treatment for MSEs. This includes the reservation of a large number of products solely for MSE producers; the provision of subsidized credit, technical assistance, and training; a variety of tax concessions and subsidies; and general protection against imports. These programs provide grounds for considerable debate in India and elsewhere. Opponents argue that this is an inefficient use of public resources, and supporters attribute the flourishing of small enterprises in India to such preferential policies (Timberg 1989).

EDPs in India began with the completion of David McClelland's studies carried out in collaboration with the Small Industry Extension Institute of Hyderabad in India. These studies proved McClelland's hypothesis that

Table 4. Evaluation of Client Satisfaction with Carvajal Program

Course title	Course objectives	Participation <sup>a</sup> in course (%)	Percentage of participants who applied skills
Accounting Principles	Train participant to summarize, organize, and record information	100	66
Costs	Classify, calculate, and carry out a cost study	100	84
Marketing	Develop a marketing strategy	86	70
Investment Projects	Recognize factors that determine an investment project. Identify, define, and analyze project	88	57
Management Principles	Know basic management principles. Identify modern management tools	62	61
Financial Analysis	Analyze and interpret the financial state of a business	60	53
Personnel Management	Apply personnel selection, training, evaluation, and motivation techniques	20	30
Production Principles	Provide the necessary tools to improve the production management of the business	14	86
Quality Control	Provide necessary tools to carry out quality control in the business	18	56

Note: The results in these columns were obtained in a survey conducted by students of the University of Buenaventura of Carvajal clients, 3 years after participating in the Carvajal courses. The study population consisted of 155 clients who had completed more than four courses in 1984. Seventy-six percent of clients interviewed had not received credit through MICROS and their views reflect the benefits they received from the training courses and technical assistance alone.

<sup>a</sup>Courses build on previous skills and are usually taken in sequence.

Source: Translation from "Programa MICROS-Cali: 10 Anos | Servicio del Sector Micro Empresarial," *Impulsamos Microempresarios*, Fundacion Impulsamos, S.A., Cali, Columbia, 1987, vol. 7, p. 13.

entrepreneurship can be developed through training. In 1988 there were reported to be 686 institutions in India engaged part- or full-time in EDPs. The EDP movement is sponsored by six agencies of the Government of India: the Ministries of Industry, Finance, Agriculture, and Labor, and the Departments of Human Resources and Science and Technology. In addition, a myriad of NGOs and PVOs are implementing EDPs.

In the late 1970s, in recognition of women's entrepreneurial potential, EDPs began to direct their efforts to recruiting more women trainees. In 1986, the Industrial Development Bank of India launched a special scheme for women entrepreneurs, in which it provided a subsidy of Rs. 1,000 (U.S. \$60) per beneficiary to agencies to provide liaison, training, consultancy, and extension support to women entrepreneurs.

Although there are many variants of EDPs in India, perhaps the most well-reported package has been developed by Mr. V.G. Patel at the Entrepreneurship Development Institute of India (EDI-I) in Gujarat. The EDI-I is a national resource institution. It established an innovative full-course approach to entrepreneurship development, based on initiation and preparation, training and support, and follow-up. Entrepreneurs who complete the training cycle are linked with various development agencies that improve the graduates' access to credit, raw materials, technology, and so forth. The emphasis is on building a connection between the training and the placement of entrepreneurs with a financial institution. During the new enterprise start-up stage, these newly developed entrepreneurs have access to an escort service and, if necessary, technical assistance and advisory services as well. The standard Indian model, best exemplified through the EDI-I model, comprises the following stages: (1) pretraining, (2) training, and (3) post-training. The distinguishing characteristics of the Indian model are its integrated approach, providing a full-service package to its clients; its widespread activity; and its high cost and heavily subsidized activities. Given the importance accorded EDPs by the Indian government, a "vast superstructure" has been built around EDPs, consisting of financial institutions, government agencies, training institutes, and the trainees themselves (Gupta 1990).

### Target Audience

EDPs seek to serve varied target groups: artisans, ex-servicemen, science and technology graduates, rural and tribal entrepreneurs, and women. Most of the beneficiaries are former factory employees (45 percent), traders (20 percent), young engineers or new graduates (20 percent), and a few farmers and professionals (10 percent). Trainees are selected through a careful process, based on the premise that not all persons have the entrepreneurial traits critical for success, that it is possible to measure these traits, and that those who have these traits can be trained to reinforce them. Applicants are tested for behavioral traits, based on McClelland's work and



on research done on this topic by EDI-I. Applicants' need to achieve, initiative and ability to identify opportunities, positive self-concept, willingness to take risk, and optimism are considered to be positive traits for entrepreneurial development.

### Training Materials

A select list of training and resource materials used by several of the leading EDPs in India is given in Appendix C.

### Language

The materials exist in English, Hindi, and regional Indian languages. Adaptations of the EDP model have been done in French.

### Replicability

The Indian model has been widely replicated and adapted to varying regional characteristics and languages throughout India. Outside of India, the EDP model has been replicated in countries in West Africa under the sponsorship of the World Bank. Components of the model have been applied in Kenya, Indonesia, and Malaysia under ILO sponsorship, and in Nepal under the sponsorship of the German Technical Assistance agency (GTZ).

### Curriculum

The training program typically begins with a 1-week workshop on self-awareness or consciousness raising, goal identification, self-image enhancement, and problem solving. This phase is considered by many to be the most critical input into entrepreneurship development. The second phase focuses on business management: product selection, business management guidance, and practical training. In this phase, investment opportunities, based on market assessments and industrial surveys, are presented to the trainees. Each individual selects one or more products or investment ideas and is assisted in conducting a feasibility study. The business management training exposes trainees to a variety of functional business skills, such as sales, marketing, finance, inventory management, planning, production, and storage. This component equips the trainee with skills to function as a manager as well as an entrepreneur. Most EDPs also include a practical training element. In-plant training is usually provided at a nearby technical institution or business.

At the post-training level, or the escort service as it is also known, trainees are assisted in making loan applications and in accessing resources or other services. The key to success at this stage is the involvement of commercial banks or other financial institutions. Bank officials are normally

invited to participate in the trainee selection process and as faculty members and are consulted on the preparation of the feasibility analyses.

An EDP usually lasts between 150 and 180 hours; 6 weeks full-time or 3 months part-time. The EDI-I model averages 150 hours. The post-training support is often provided for 6 months to a year. A model EDP curriculum is outlined in Table 5.

### Trainer Profile

Except for the trainer-motivator-counselor (TMC), who coordinates rather than actually delivers training courses, there is no full-time faculty. Most of the trainers are practicing businesspeople and executives who serve as guest lecturers. The TMCs are university graduates, with 2 or more years of practical experience in the development field.

### Training-of-Trainers Materials

Although the EDP movement is widespread, there is an insufficient number of trainers. Accredited agencies conducting EDPs are not adequately staffed, and some operate with less than half the required staff. India produces about 150 trainers a year. The institutes that provide quality trainers are EDI-I, NIESBUD, and the Institute of Entrepreneurship Development in Uttar Pradesh. Training-of-trainers programs generally have a 3-month duration. Nine-month postgraduate programs also are available.

Questions have been raised about the quality of trainers. Trainers are not selected with the same stringent screening process that trainees are. There have been no scientific inquiries into the special skill requirements of EDP trainers. Training materials and training methods have yet to be evaluated in India.

EDI-I and NIESBUD are concerned about the quality of trainers and insist on refresher courses for trainers; at the same time they must grapple with the important question of how best to train trainees.

### System of Cost Recovery

The EDP system in India is heavily subsidized. National and state government, or quasi-government, agencies carry the costs of these programs, which are estimated to average Rs. 3,000 to 4,000 (U.S. \$300 to \$400) per trainee. Trainees have traditionally not been charged for attending these programs. Charging a user fee to candidates is a very recent feature of EDPs. Bihar was the first state to implement a fee-based EDP. Based on its experience, many agencies are contemplating charging a fee to future trainees.

Table 5. Key Components in the EDP Curriculum and Weightage

Counseling area	Hours devoted
Achievement Motivation Training	45
Environmental Awareness	
Institutional awareness	10
Whom/where to approach	
Infrastructure report	
Assistance from finance institutions	
Assistance from district industries center	
Market survey	25
Industrial awareness	8
Finance/Costing	22
Accounts	
Working capital	
Costing	
Break-even analysis	
Cash flow statement	
Financial management	
Product Guidance	12
Opportunity guidance	
Project Report	10
Writing guidance	
Project feasibility	
Loan application	
Legal formalities	
Marketing and Sales	10
Marketing management	
Sales and advertisement	
Market survey, tools, and techniques	
Demand and supply	
Skills Development	10
Creativity	
Mock interviews	
Interviews with successful entrepreneurs	
Discussions	
General Management	10
Personnel management	
Insurance	

Table 5 (Continued)

Counseling area	Hours devoted
Decision making Tax management Problems of small-scale units	
Production	4
Production planning Production control	
Procurement	4
Purchasing techniques Raw materials procurement	
Personnel	4
Recruitment of personnel Industrial psychology	
Legal Systems	4
Factory Act and labor laws	
Business Letter Writing	2
Total	180

## Evaluation

Although CDP has not evaluated the materials of EDI-I, it did review a handbook developed by the Xavier Institute of Social Service. The handbook is designed as a do-it-yourself guide to the development of EDPs, based on the institute's own experience in developing an EDP to train rural villagers. CDC rates the design evidence 90, and the content reliability 90, meaning the material, as it currently exists, is appropriate for resource reading on EDPs. The evaluation warns that the material was developed for Indian audiences and may not all be directly applicable to other users.

Questions have been raised about the validity of the methodology and the effectiveness of the trainee selection process. EDI-I is now testing its model by purposely recruiting applicants with low scores on the traits test, along with those with high scores. The objective is to determine the importance of traits so far assumed to be critical to the selection process. However, it is too early to infer anything from this recruitment technique.

Malcolm Harper, of the Cranfield Institute for Management, in "Training and Technical Assistance for Microenterprise" (Levitsky 1989), discusses the role of EDPs for entrepreneurship training. As he states it, "Numerous agencies offer 'EDPs' which are based on learning methods originally designed to enhance or reveal entrepreneurial qualities in people who have never set up a business for themselves. Some of the microentrepreneurs attend these courses, attracted by stipends, the hope of loans or other associated assistance or by the belief that the courses can actually help them. The participants enjoy themselves enormously, playing a variety of games, and everyone expresses great satisfaction and high intentions at the end. The actual results are often less encouraging; some participants have higher expectations, which are unfulfilled when they fail to obtain improved access to markets, cheaper credit or whatever service they really needed, and the final effect can be damaging." He feels that the "psychological rebuilding," or Achievement Motivation Training phase, of participants in EDPs is an often unnecessary component.

### Impact

V.G. Patel, head of the EDI-I in Gujarat, states that the proportion of those starting industries from rejected applicants was quite low (17 percent) compared to the selected (44 percent). Based on a sample study of EDP participants, it was found that 35 percent of trained entrepreneurs closed their businesses, as opposed to 21 percent who were not trained. Seventy-six percent of the trained entrepreneurs were making a profit, as opposed to 57 percent of the untrained ones. Profitability variations between trained and untrained entrepreneurs' units were not large in the low-investment range (less than Rs. 100,000). However, all trained entrepreneurs' units in the investment range of Rs. 300,000 and above were profitable, while only 54 percent of the non-EDP units were profitable (Neck and Nelson 1987).

Aside from this EDI-I study, no studies to measure the socioeconomic impact of EDPs have been conducted. The national success rate, defined by the number of trainees who start enterprises, is reportedly less than 20 percent. The concern with low EDP success rates has prompted interest in external evaluations. Several are currently under way, sponsored by the Industrial Development Bank of India, the major funder of EDPs. The purpose of EDPs is to broaden the entrepreneurial base and assist the development of micro-, small, and medium enterprises. It has to be determined whether this high investment effort is efficient and cost-effective and whether it has been effective in spurring the development of an entrepreneurial cadre, who have in turn established successful enterprises that will generate additional income and employment. Almost no information exists on the survival or productivity rates of these new enterprises.

## The International Labour Organization

### Background and Approach

The International Labour Organization (ILO) is an executing agency of the United Nations whose activities are funded by multilateral funding agencies and governments. It has been actively involved in small enterprise development for more than 30 years through its technical cooperation, research, and training activities. Through its Management Development Branch, and particularly the Small Enterprise Development Section of the branch, the ILO has developed and tested a variety of training materials for MSEs. These activities have taken the form of field projects in individual countries, carried out in collaboration with small business or small enterprise development centers and institutes, or with national productivity or management development institutions. The ILO materials are ubiquitous and are used with relatively minor variations throughout Africa, Asia, and Latin America. They have typically served as the core for numerous spin-offs and adaptations of similar training materials.

Unlike the other models reviewed in this paper, it is not possible to define any one particular ILO prototype. Although the Small Enterprise Development Section has been most active in designing and promoting business management training models for small entrepreneurs, the Vocational Training, the Employment and Technology, and the Improved Productivity and Working Conditions divisions are all actively involved in developing entrepreneur training programs and materials. The ILO has also contributed to the development of a vast body of literature that reviews the experiences of various training models and programs worldwide and synthesizes various experiences and lessons generated.

The ILO programs include training for rural illiterate women in the informal or microenterprise sector, vocational training for unemployed young graduates, business management training for existing small and medium enterprises, entrepreneurship development programs for potential entrepreneurs, training for start-up enterprises, and special training for handicapped persons and for refugees and the like.

The Small Enterprise Development Branch's long-term plan for research includes a two-pronged approach of strengthening existing MSEs, as well as supporting new MSE creation. The ILO approach to strengthening MSEs consists of identifying the target group; conducting a needs analysis of this group; providing training and consultancy services in light of identified needs; addressing policy constraints; and strengthening financial, technical, and market linkages in the sector. The ILO supports the creation of new MSEs through entrepreneurship development programs, business opportunities identification, entrepreneur identification and selection, business management and start-up training, start-up assistance, and follow-up. The ILO MSE support programs

also strive to create a supportive system for MSE growth. The system includes assessing policies and regulations, supporting the development of NGOs that assist the sector, providing post-training extension services to MSEs, and extending financial assistance through credit schemes. The target groups covered by this comprehensive program are varied; they include rural illiterate women, unemployed educated youth, civil servants, refugees, and the handicapped. Projects targeted to women and assistance to subsistence level entrepreneurs are provided under Special Programmes.

This discussion will describe two of the many ILO programs—the Improve Your Business (IYB) program and the Improving Productivity Program (IPP)—and refer to others as well.

### Target Audience

The IYB program is targeted to small entrepreneurs who have on average 5 to 10, and not more than 20, employees. The entrepreneurs must possess basic numeracy and literacy skills. Materials are currently being simplified to meet the needs of rural self-employed or microentrepreneur women in Kenya. However, even with these adaptations, basic numeracy and literacy skills are still required. Approximately 20 percent of trainees are women.

The IPP is aimed at small to medium entrepreneurs in a variety of industrial sectors, the majority of whom operate businesses with 10 to 50 employees. Most of the participants have at least high school diplomas. Given the nature of the training program, which involves visits to each other's business sites, the participants should be selected from a geographically concentrated area.

Other examples of ILO programs include a vocational training program implemented in Mali from 1987 to 1990. This program was targeted to young graduates with secondary school education. Trainees were selected on the basis of responses to a questionnaire on previous entrepreneurial experience, the feasibility of the business idea proposed, and a subjective assessment of entrepreneurial qualities. In this program, the participants wrote their business plans, provided 10 percent of the equity capital, and supplied a guarantor in order to receive a loan from the ILO project. The ILO had developed a market information database, from which it could assess the feasibility of business ideas. It also developed a network strategy, which included donor agencies, financial institutions, technology institutes, and training organizations, all of which the graduates could link with. Loans ranged from \$300 to \$30,000, and the program project had a 90 percent repayment rate. Five percent of total inquiries resulted in a formal business plan, and 2.5 percent established businesses. The materials exist in French.

Another ILO project for which materials are available is the Special Programme for Assistance to Refugee Entrepreneurs in Kenya (SPAREK) project, sponsored by the United Nations High Commissioner for Refugees (UNHCR) and executed by the ILO from 1984 to 1986. This project follows the EDP model and is based on similar programs conducted in the Philippines, Indonesia, Peru, India, and Costa Rica. Trainees are selected on the basis of entrepreneurial characteristics such as creativity and innovativeness, managerial abilities, persistence, self-reliance, motivation, and desire to achieve. Trainees (24 to 28 individuals) begin with a 12-day achievement/motivation training (AMT) session, to create self-awareness and tap entrepreneurial potential. This session is followed by a business training program for 12 days over a 2-week period. The business training includes instruction on conducting feasibility analyses, marketing, management, risk analysis, sales, budgeting, and financial analysis. Follow-up guidance is provided by extension workers in 1-day business clinics, at which topical concerns are addressed. The clinics are aimed at analyzing entrepreneurs' experiences in applying their new management skills. These clinics are offered 6 months after loan approval and disbursement. The strength of the clinics is that they are demand-led because they are organized on the basis of entrepreneurs' perceived and observed needs.

### Training Materials

The IYB manual is based on materials developed by the Swedish Employer's Confederation in the 1970s. It was adapted by the ILO and the Swedish Development Agency (SIDA) for developing countries. The first edition was used in Kenya in the early 1980s. The manual consists of eight sections: Buying and Selling, Manufacturing and Service Operating, Bookkeeping, Costing and Pricing, Marketing, Management Accounting, Office Work, and Planning. The material is presented in a user-friendly format, with practical exercises and illustrations to demonstrate the concepts.

The IPP has developed a manual entitled *Higher Productivity and a Better Place to Work*, which describes innovative ways of organizing training events. This manual incorporates 8 years of experience of pilot testing and refining the program. The ideas presented are based on the actual experiences of hundreds of owners and managers of MSE businesses who have participated in training programs organized by the ILO. It shows how to take simple, effective, low-cost actions that raise productivity while improving workplace conditions. It is accompanied by a trainer's manual.

With a grant from the Intermediate Technology Development Group (ITDG), the World Employment Programme (within the Employment and Technology Division), in collaboration with the United Nations Industrial Development Organization (UNIDO), has developed a series of manuals called the Technology Series. These manuals were published in 1982-83 in an effort to improve the dissemination of information on appropriate technology in



developing countries by publishing technical memoranda on specific industrial processes and products for potential and established enterprises. These booklets provide clear and detailed descriptions of processes, diagrams of equipment, lists of suppliers from developing and developed countries, and a methodological framework for the evaluation of alternative technologies. The Technology Series includes manuals on Small-Scale Footwear Production, Mini-paper Plants, Small-Scale Weaving, Ceramics Production, Brick Production, and Production of Stabilized Earth Blocks. A subseries called the Food Processing Series includes the following manuals: Oil Extraction from Groundnuts and Copra, Small-Scale Processing of Fish, Small-Scale Maize Milling, Small-Scale Processing of Pork, Small-Scale Processing of Beef, Small-Scale Fruit Processing, Small-Scale Vegetable Processing, and Small-Scale Grain Storage.

The ILO also maintains an information service that is of interest to entrepreneurs or to those managing small enterprise development programs. This network, called INSTEAD (Information Service on Technological Alternatives for Development), was established in 1986 and became fully operational in 1988. INSTEAD maintains information on technical data on specific products and processes in specific sectors; appropriate technology institutions; their location, areas of competence, and services supplied; equipment suppliers and manufacturers; appropriate technology events such as fairs, exhibits, training workshops, meetings, and seminars; and socioeconomic effects of alternative technologies. The service provides bibliographic searches on specific topics, lists of equipment suppliers, copies of training catalogues and brochures, and reference materials. Among INSTEAD's varied users are small entrepreneurs who can receive INSTEAD services directly, or through extension workers and trainers.

### Language

The majority of ILO training materials are available in English, French, and Spanish. The IYB program exists in English, French, and Spanish. It is being translated into an additional 20 languages and adapted to 25 to 30 countries. The IPP exists in English and Spanish.

### Replicability

The IYB manual has been used in 17 countries in Africa and pilot tested in Peru and Colombia. The materials require some fine tuning and adaptation to the specific country conditions, but the basic materials and substance do not change. The ILO licenses its local collaborating institutions or ministries to translate and adapt its materials. These institutions are encouraged to spread the use of this information to a wide network of institutions.

The IPP was initially pilot tested in Asia, the Philippines, Thailand, and India. Since 1986, it has been tested in Argentina, Peru, Mexico, and Costa Rica. The materials are being translated into French and adapted for the African region. The training techniques and group dynamics work in Latin America much as in Asia.

The vocational training model developed in Mali is being refined and tested to determine its applicability to other countries in the region.

### Curriculum

Under the IYB program, the ILO trains trainers in the methodology of the program and supports the first training of entrepreneurs within 6 months of training trainers. The training course for entrepreneurs lasts between 2 and 10 days, depending on the resources available. To the extent possible, the participation of bankers—as well as discussions of policies, laws, and regulations that affect MSEs—are encouraged, to broaden the understanding of participants and decision makers.

Courses are usually offered in the daytime, to increase the participation of government policy makers and bankers. A variety of adult education and training methodologies are used, although the style is strongly influenced by the trainers and thus heavy on presentation and lecturing.

Under the IPP, entrepreneur training is conducted over a 2½-week period. The course consists of three half-day site visits and two evening training sessions. The trainees visit each other's businesses, provide constructive suggestions for improvements, and report back to a group session after a week. Training sessions average 25 to 30 participants.

### Trainers' Profile

For the IYB program, trainers are often jointly selected by the sponsoring NGO, chamber of commerce, or ministry, and the ILO. Approximately 20 percent of trainers in the training-of-trainers courses are women.

The trainers for the IPP are usually selected from vocational institutes, trade unions, and Ministries of Labor. They generally have limited training experience prior to the training-of-trainers course. In some instances volunteer trainers are recruited from Rotary clubs or chambers of commerce. These individuals are generally businesspeople who own or work in large- to medium-sized industries.

## Training-of-Trainers Materials

A trainers' guide has been prepared by the ILO for the IYB program, and the current revised edition is about to be released. The ILO also co-sponsors training-of-trainers courses with an average duration of 2 weeks. From time to time refresher courses are organized. There are usually 15 to 20 trainers per training group.

The manual for the IPP is equipped with a trainer's guide. The IPP training-of-trainers program runs for 1 week, although ideally 7 to 8 working days are required. A regional training-of-trainers workshop is being planned. Usually, the trainer visits the enterprises of the trainees before the training session, to collect practical ideas of direct relevance to the trainees and to prepare materials accordingly. The idea is to create a data bank of good ideas that can be separated by type of enterprise or by industry.

## System of Cost Recovery

It varies by country and any particular training program, but in no case is the full cost of training covered by user fees.

## Evaluations

The CDC evaluation covers the 1985 Philippine edition of the IYB handbook, which was published by the ILO in cooperation with the Employers Confederation of the Philippines, the Philippine Chamber of Commerce, and the University of the Philippines Institute for Small-Scale Industries. It gives a design evidence rating of 50 and a content reliability rating of 100. The evaluation states that the product demonstrates subject matter expertise but has a high reading level and difficult structure, which may not make it compatible with the intended user's qualifications. The evaluation noted that the materials are most appropriate for small entrepreneurs with basic arithmetic, reading, and writing skills, who operate small retail, manufacturing, and service businesses. It should be pointed out that this was an evaluation of a 1985 edition adapted for a specific country; the text has since been revised.

There is no systematic, uniform, and centralized system of monitoring and evaluating training sessions at the ILO headquarters. Because of the variety of activities implemented by the organization, this function is decentralized and carried out either by the focal institution or in collaboration with others at the project site at the field level. For instance, in Kenya, where the U.S. Peace Corps was providing technical assistance and extension services to IYB trainees, there are indications of improved trainee performance despite the lack of systematic evaluations. In addition, a major benefit of these training sessions has been the development of a network of local

institutions. In Mozambique, as a result of ILO-sponsored work, there is a vast pool of trainees and trainers who have formed a network.

### Impact

Although there are no studies available to assess the impact on the trainees of the IYB program, there are anecdotal indications of improved performance.

For several IPPs, a post-training follow-up was conducted 3 months after the training course. Eighty percent of the trainees had instituted six to eight additional changes in their enterprises since the workshop.

ILO specialist Maldonado's review of several ILO programs in Mali, Rwanda, and Togo claims that the programs have been instrumental in upgrading the skills of artisans and enhancing the viability of their enterprises. He attributes this to the ILO's efforts to tailor solutions to the specifics of each case, to make maximum use of local know-how and materials, to promote local or nearby experience, and to ensure the social appropriateness of the skills (Fluitman 1989).

## ACCION/AITEC

### Background and Approach

ACCION/AITEC best exemplifies a model of microenterprise assistance that does not emphasize technical assistance and training but, rather, views a lack of credit as the major obstacle to microenterprise growth. ACCION is a U.S.-based nonprofit organization with more than 15 years of experience in microenterprise promotion. It is involved in implementing 50 microenterprise programs in 12 Latin American and Caribbean countries.

This methodology is generally called minimalist, because it emphasizes credit as the most important input to microenterprise development, although many of the ACCION-affiliated programs provide training and technical assistance as well. Training generally consists of a simple orientation and plan for using the loan. Further training and technical assistance is provided as businesses reach larger loan levels. Technical assistance and training is provided primarily to eliminate specific problems that arise over the course of running operations; it is provided on site and is usually not a prerequisite to receiving credit. The technical assistance is demand-driven and is provided during loan collection and project monitoring. Clients have access to loan and extension workers as problems arise. The form of assistance offered varies with the demands of the clients; it usually involves assistance in marketing, simple accounting and bookkeeping, and production techniques. The major functions of the technical assistance and training are to ensure

that loans are (1) repaid and (2) being used efficiently and for productive purposes.

ACCION believes that its methodology of financial assistance trains microentrepreneurs in credit discipline and management. The methodology allows for small initial loan disbursements. The terms and amounts of subsequent loans increase according to past performance of repayment and credit use. Although ACCION programs commonly include informal technical assistance and training, several programs include formal training components, for example, the PROPESA program in Chile, ADMIC in Mexico, and the programs in Peru, Colombia, and Guatemala. Training in these programs usually has two basic components: strengthening solidarity and cooperation and improving business skills. PROPESA organizes topical seminars for entrepreneurs, which range in duration from 1¼ to 3 hours. Topics include cash flow analysis, financial planning, establishing prices, marketing, breaking-even, expansion, administration, and on-the-job safety.

#### Target Audience

This model targets enterprises with fewer than 10, and most likely 5, employees. The programs also lend to solidarity groups composed of three to eight entrepreneurs, typically women market vendors who are each responsible for repayment of the group loan. ACCION programs target existing rather than start-up enterprises. The owner is generally the principal worker in the enterprise, and the activities financed are varied; they include production, service, and commerce, providing products and services mainly for middle- to low-income consumers. Loans are extended primarily for working capital purposes, they average under \$300, and the average term is 3 to 6 months. A large percentage of ACCION clients are women. The percentage of women in ACCION-affiliated program ranges from 15 percent in the ADMIC program in Mexico, to 69 percent in the PRODEM in Bolivia.

#### Training Materials

No standard package is used across programs, largely because of the demand-led nature of the technical assistance and training administered. Materials are usually developed in the country of operation. Simple exercises, case studies, and audio visual materials are used.

#### Language

All materials are in Spanish.

#### Replicability

The ACCION model has been replicated in various forms in 50 programs in 12 Latin American and Caribbean countries. The model is not

duplicated verbatim. Rather, each program evolves and develops as deemed most appropriate for the context within which it operates.

### Curriculum

There is no standard curriculum used by all the programs or even by the ones that include formal training. For example, the program in Paraguay requires that participants attend at least one training session for each loan received. The first five introductory courses focus on credit administration, record keeping, marketing, group dynamics, and accounting. All training is carried out in formal group sessions in 1- to 2-hour sessions twice a week. ACCION Comunitaria del Peru has developed a modular course plan that focuses on business skills development:

<i>Course</i>	<i>Hours</i>
Introduction to Business Management	4
Accounting	4
Costs	4
Human Relations	4
Sales Techniques	6
Finance	6

The training materials and curricula used in solidarity group programs vary considerably from program to program, but the content is similar and generally includes social and business elements. The subjects treated in the social training include leadership, personal needs assessment, group ownership, and literacy training.

### Trainers' Profile

All loan and extension officers are university graduates, preferably with degrees in economics, accounting, or business administration, who have prior experience with development projects.

### Training-of-Trainers Materials

ACCION has developed a standard package for training its staff in effective management, communication, and financial administration. This training session takes place once a year for each program, for all staff levels. Training is not only for teaching extension officers training techniques and subject matter but does include this element. Several programs, such as PRODEM in Bolivia, do have specific technical training for loan and extension officers. ACCION staff members also benefit from visits to other successful

microenterprise programs. For the past 2 years, the Calmeadow Foundation of Canada has funded the visit of ACCION staff members to Bangladesh to learn from the experience and methodology of the Grameen Bank.

### System of Cost Recovery

There is no separate charge for the technical assistance and training provided over the period of assistance. However, the interest rate charged by ACCION affiliates to microentrepreneurs is usually high enough to cover all operating costs, inclusive of those costs associated with the technical assistance provided by the more mature ACCION programs. ADEMI in the Dominican Republic, established in 1982, charges interest rates of 80 percent, which translates to a real rate of 20 percent given inflation in the Dominican Republic. The exceptions are Chile and Paraguay. The PROPESA program in Chile charges separately for the technical assistance and credit components and maintains a completely transparent and separate cost structure for the two components. The components are offered separately and are not necessarily offered as an integrated package. The program in Paraguay charges a separate fee for training.

### Evaluations

There have been numerous evaluations done of the many ACCION programs, but given the ACCION methodology, none of these evaluations attempt to evaluate the credit and the technical assistance and training program components separately. According to the A.I.D. Microenterprise Stocktaking Study (Boomgard 1989), programs operating under ACCION or ACCION-type models are the ones most likely to be institutionally and financially self-sustaining, and they do provide benefits to their clients.

### Impact

To generalize from the experience of these programs, there are indications of positive impact. A sample survey of 85 microentrepreneurs reported increases in sales of 42 percent, in net profits of 35 percent, in inventories of 66 percent, and in family expenditures of 15 percent after 6 months of participation in the Paraguay program (Magill and Gomez, 1989). A sample survey of ADEMI clients in the Dominican Republic indicated that income growth in these enterprises continued at a higher rate than the national average for the sectors in which they were located (Poyo, Hoelscher, and Malhotra 1989). Similar data were reported for other ACCION programs.

### 3. A COMPARATIVE PERSPECTIVE OF THE FIVE MODELS

As stated initially, the purpose of this paper is not to point to any one model as the most appropriate one or to suggest that these are the only relevant models to adapt. Rather, the purpose is to respond to requests for an outline of the experiences of several of the most widely used models and of existing resources and available materials. Although each of these models is used in a variety of contexts and adaptations, this paper highlights the use of each approach by target group and by program objective. Table 6 summarizes the appropriateness of each model for particular target groups and program types.

In summary, the OEF model is designed to target the poorer strata of microentrepreneurs: those who are illiterate, often have no established business site, and are involved in subsistence level, income-generating activities. This approach aspires to increase consciousness, group formation, and solidarity. It also targets women, who are often concentrated in the illiterate, poorest ranks of economic activity. The ACCION/AITEC approach is to assist microentrepreneurs with existing businesses, who do not fall on the absolute bottom rung of economic activity. Unlike the OEF's approach, ACCION's approach targets those who, in essence, have surpassed the first threshold of market entry and basic survival. The Carvajal approach assists entrepreneurs who are generally better educated and have somewhat larger businesses. The EDP model assists those who do not have established businesses, but who also do not come from the poorest ranks. EDP clients have generally had access to education and are deemed to have the prerequisites for becoming a good entrepreneur. The ILC programs target entrepreneurs across the spectrum, ranging from those at the subsistence level to those at the upper limits, depending on the program.

The nature of these programs and their different target groups do not lend themselves to comparisons or generalizations. The common element in all of the programs is the emphasis on imparting business management and technical skills to MSEs to improve business performance and thereby increase employment and incomes.



Table 6. A Comparative Analysis of Training Models

	OEF	CARVAJAL	EDP	ILO	ACCION
Target Groups	Illiterate or barely literate women with low skill levels and an average of 2 years experience with enterprise activities in Central America, no experience in Africa	Entrepreneurs with average monthly sales of less than \$5,500, an average of 5 employees, and numerous years of involvement with their enterprises. Medium to high level skills	Individuals who test positively for entrepreneurial traits	Wide spectrum, including rural illiterate women, handicapped refugees, unemployed graduates, and small and medium enterprise owners and operators	Existing enterprises with 5 or fewer employees. A high number of women
Stocktaking Context	Enterprise <u>Formation</u>	Enterprise <u>Transformation</u>	Enterprise <u>Transformation</u>	Enterprise <u>Formation, Expansion, Transformation</u>	Enterprise <u>Expansion</u>
Program Focus	Social and community development and business skills training for <u>existing</u> and start-up enterprises.	Business skills training for <u>existing</u> enterprises	Achievement and behavioral and skills training for <u>pre</u> -entrepreneurs	Business skills for <u>existing</u> , and start-up enterprises, and entrepreneurship development training	Business skills primarily for <u>existing</u> enterprises
Training Techniques	Group dynamics, practical role-playing	Classroom based, audio-visual, practical, hands-on	Classroom-based, group dynamics, practical hands-on application	Varies with program. Combination of on-site and classroom-based training, practical applications stressed	On-site, demand-driven technical assistance; highly interactive informal training
User Fee	Yes (partial cost recovery)	Yes (partial cost recovery)	No, but recently implemented in the State of Bihar	Varies with the adaptation	Yes, full cost recovery in some instances
CDC Evaluation of Training Materials	Very high, 95-100	Very high, 95-100	Exists for one program: high, 90	Exists for few materials Medium to high, 50-100	Does not exist
Regional Focus	Worldwide	Latin America	Asia, Africa	Worldwide	Latin America

Because of the paucity of available data, it is difficult to assess the impact of training programs, particularly when they are so closely integrated with the credit component of microenterprise programs. The models reviewed in this paper do show indications of positive impact, though it is not determined at what cost. The lack of financial transparency and cost-accounting systems in most development programs does not give a true reflection of the costs of training programs or the extent to which costs are recovered, if at all, by user fees.

#### 4. GENERAL POINTS ON TRAINING MICROENTREPRENEURS

In reviewing these programs and the associated literature, several guidelines for designing appropriate and effective microentrepreneur training programs have emerged. Those guidelines are presented in this section.

Special attention must be paid to appropriate training to address women's needs in the informal sector. Although program designers would be well advised to mainstream women in the development process and address women's constraints at the policy and design stage rather than create special women's projects, several characteristics of women's role in the informal sector require attention. MSEs face many constraints in common, but women face additional ones and need special training. Social pressures for women and their lesser education and access to business and vocational training for lucrative activities leave them more disadvantaged.

Goodale, ILO WID specialist, (Fluitman 1989) suggests that because women's educational attainment is lower, methodologies that (1) do not require literacy and numeracy, (2) are participatory in nature and promote group learning, (3) are mobile, and (4) use mass media are more appropriate for women. She also states that perhaps the greatest obstacles to improving training opportunities for women are the stereotypes of appropriate and acceptable roles for women—often held by the women themselves.

In a review of ILO programs to support urban informal sector enterprises in francophone Africa, Maldonado (Fluitman 1989) argues that informal sector training should depart from conventional project design, in which training is planned or developed externally and then transmitted to the participants, that it should be based on local capacities and long-established modes of skill transmission as necessary and appropriate, and that the superimposition of foreign training methods and curricula is likely to be both costly and ineffective. He recommends that training for the informal sector have the following characteristics: promote learning by doing, be provided in an appropriate work environment, be supplied in a short period, and establish close links with an effective demand for goods and services. Maldonado's recommendations, although based on his work in francophone

Africa, can be applied more generally to microenterprise training programs worldwide.

Fluitman, of the ILO Vocational Training Branch, summarizes the major ingredients of successful training interventions in the informal sector. These include a clear purpose, ensuring that interventions meet the needs of the target group, a conducive environment (meaning that there is a favorable policy, economic, and social environment), beneficiary participation at all stages, sound program management and delivery, and effective follow-up (Fluitman 1989).

Training in itself is not the creator of jobs. It is one instrument of many—which include credit, technology, markets, raw materials, and inputs—and its purpose is to create better management of other inputs. All of the programs reviewed in this paper use training in concert with other interventions. They differ by the degree of emphasis.

## Appendix A

### CDC EVALUATION CRITERIA AND EVALUATIONS OF PROGRAM MATERIALS

Control Data Corporation (CDC), initially responsible for the training component of the ARIES project, undertook a comprehensive review of training materials targeted to both intermediary institutions and to entrepreneurs (CDC 1987). The purpose was to apply a systematic process to provide clear, concise, and reliable assessments of the applicability of the various training products to the ARIES project's purpose. The objective was to conduct an inventory of existing materials, in order to minimize the duplication of previous efforts with project resources.

The judgments about entrepreneurial training materials represent the opinions of the CDC evaluators and are not either endorsed or opposed by USAID.

More than 100 training materials were evaluated according to a uniform evaluation methodology. The evaluation criteria and the quality rating used in the CDC evaluation of training materials for each of the models discussed in the document are summarized below. Available evaluations of training materials developed or used by the five training models discussed in the document are attached.

#### CDC Materials Evaluation Rationale and Process

##### Quality

Perception of quality is frequently criticized as being highly subjective. It is necessary, however, to establish some objective measure of overall quality. In these evaluations, quality is judged in terms of design integrity, content reliability, and appropriateness and condition of the delivery medium.

Design integrity represents a number of factors, all of which contribute to faithful and accurate representation of the content. Failure to attend to any one of these factors detracts from the quality of the end product. Each of the factors is considered, and a rating, based on a weighted value, is assigned to the product.

It is important to note that in an evaluation, the original design need not always be present to ascertain the use of good design techniques. The evaluator looks for evidence of good design such as (1) direct statements of design process, (2) indirect indications of process in format, or (3) inference of good design practices by product structure and organization.

Design evidence and content reliability, the two primary evaluation criteria, are described.

### *Design Evidence of Instructional Products*

Instructional products are evaluated in two ways: from the perspective of curriculum design (does the product meet established instructional standards?) and from the perspective of the user (does the product meet the user's requirements and is it well organized and easy to use?). Elements for evaluation from both perspectives are weighted as to relative importance on a scale of 1 to 100.

<i>Rating</i>	<i>From the perspective of curriculum design, the product gives evidence of</i>
5	Careful attention to a preliminary needs analysis of the user group
10	Clarification of the overall goals and/or purposes of the product
5	Use of task analysis
10	Measurable and reliable objective statements
5	Logical sequencing and grouping of objectives
5	Logical overall product structure (following generally accepted conventions for adult education with regard to consistent sequencing and grouping, e.g., length of sections consistent with user attention span)
5	Examination of the need for testing and application of appropriate testing

5	Logical selection of reading level and structure (i.e., format) appropriate to anticipated education level of the user
	<i>From the perspective of the user, the product is</i>
5	Clearly defined as to purpose and application
10	Logically structured and easy to follow
5	Free of inconsistencies, irrelevancies, or other distractions
5	Free of frustrating content, such as ethnic, sexual, or cultural insensitivities
10	Easy to read, use, and understand
10	Essentially consistent with the user's requirements (as implied by design needs analysis, clarification of overall goals and/or purposes, or definition of product purpose and application)
5	More pragmatic than philosophical (providing facts, ideas, methods, or procedures that can be immediately applied to meet user needs, or providing facts, ideas, methods, or procedures that require substantial interpretation, modification, or insight on the part of the user before application is possible, if at all)
<hr/>	
100	(total possible rating)

***Evidence of Content Reliability***

The reviewer does not purport to have full content expertise in all subject areas involved. Content reliability must therefore be inferred by factors that are reported or evident in the material. The product is rated on its internal consistency and overall conclusiveness based on satisfaction of stated goals. The rating scale is from 1 to 100.

<i>Rating</i>	<i>The product demonstrates</i>
40	At least one of the following: expert corroboration of subject matter; use of empirical data; reputation, credentials, and/or experience of product source recognized by product reviewed or professional community
10	Internal consistency
50	Satisfaction of stated purpose and goal based on content validity
<hr/>	
100	(total possible rating)



## CDC EVALUATIONS OF OEF MATERIALS

**Course No. 17: Navamaga; Training Activities for  
Group Building, Health, and Income Generation**

**Abstract**

By Dian Seslar Svendsen and Sujatha Wijetilleke, edited by Suzanne Kindervatter, Overseas Education Fund, Washington, D.C., 1983. A handbook created in cooperation with the Women's Bureau of Sri Lanka. Represents a summation of training materials used by development officers working with village women to choose, plan, and train for new health and income-generation projects. Approach can be used with women, men, or mixed groups in rural and urban areas. Training activities emphasize three principles: experiential training, the value of one's own experience, and the extension of individual needs and capabilities from self to the community. Instructional product.

**Content**

*Overview—Stated Purposes and Goals,  
Needs Identification*

The Women's Bureau of Sri Lanka, established in the Ministry of Plan Implementation in 1978, was given the task of involving rural women in the national development effort. The bureau enlisted a group of 100 development officers, government field workers, to assist in training women leaders for community development. Working with the Overseas Education Fund, the project established more than 50 innovative training activities that enabled women's and mixed groups to work together to carry out health and income-generation projects.

The training program presented in this handbook represents work done and experience gained in the project between August 1980 and June 1982. It is intended to be adaptable to various countries, cultures, and situations. Upon completion, participants should be able to:

- Understand more about themselves,
- Improve communication,
- Develop leadership skills,
- Work more effectively with others,
- Assess personal and community needs,
- Identify health and nutrition problems,

- Set and meet goals,
- Plan and implement small-scale projects to increase their incomes and improve their family's health, and
- Make needed changes in their lives.

Nonformal or participatory training is led by a field worker who may be a community member or a resource institution worker. Each training activity described includes a summary, purpose statement, materials list, completion time, and step-by-step process. Also included are major section summaries, discussion points, and resource materials.

#### *Major Points and Primary Outcomes*

The handbook is organized into five major sections.

1. Welcome to Navamaga. Four chapters dealing with genesis of the handbook and introduction to its use.
2. Guidelines for Using the Handbook. Guidelines for actual use of the handbook. Definitions of terms, ways to reach and enlist participants, how to develop a specialized training plan, the process of evaluation, and exercises for getting evaluations from participants.
3. Getting Together and Working Together. Divided into three subsections.

Subsection 3A includes exercises on beginning to build a cohesive group. Exercises cover valuing others' opinions, working together as a group, and characteristics of individual uniqueness.

Subsection 3B deals with women in leadership and the issue of new and old roles. Training activities or exercises cover communicating with authority figures, characteristics of a good leader, decision making, what it means for women to work, and problems working women face.

Subsection 3C deals with exercises that assess the individual participant's needs as well as community needs. Participants are encouraged to think about

their community's needs and focus on what they might be able to do about them.

4. Exploring Resources and Projects for Health and Income Generation. A brief introduction is followed by two major subsections.

Subsection 4A addresses resources available to a community and ways to make use of them.

Subsection 4B discusses various community health and income-generating projects. Eighteen projects, from home remedies to goat raising, are detailed and guidelines for feasibility are provided.

5. Painless Planning. Building on the groundwork of increased self-confidence and awareness of their needs and capabilities, participants are ready to begin planning projects for enhanced health and income. This section has less emphasis on exercises than previous sections and is more directive about planning, goal setting, and decision making. However, it still uses the informal or participatory training approach that is the handbook's basis. This section also includes a brief look at the management of small-scale projects with attention to budgeting and basic accounting tasks. It concludes with a very brief activity on focusing group attention on community change projects.

The handbook also provides handouts to accompany activities and guidelines for their use.

### Quality

- **Design evidence.** Rating = 85, "A" scale. From the perspective of curriculum design, the product demonstrates evidence of careful attention to the original needs analysis of the user group, clarification of the overall purpose of the product, evidence of task analysis methods in designing the product, logical overall product structure, and logical selection of reading level and structure appropriate to the anticipated education level of the user. Objectives provided in the introductory material are logically

sequenced and grouped but not measurable and reliable. No evidence of an examination of need for testing or of application of appropriate testing.

From the perspective of the user, the product provides a clearly defined purpose. It is logically structured and easy to follow. It is free of inconsistencies and frustrating content and is easy to use, read, and understand. It is essentially consistent with user requirements and takes a pragmatic approach.

- Evidence of content reliability. Rating = 100. The product demonstrates subject matter expert corroboration and uses empirical data. It is internally consistent and deals conclusively with all stated purposes and goals.
- Medium. Type: text—instructor guide, user guide, exercises, resource reading.  
Quality: rating = 4.

### **Audience**

Resource institution field workers who deal directly with clients (level 2).

### **Purpose**

In a community group setting, to train clients to work together to enhance the health of their community and families and to create income-generating projects.

### **Prerequisites**

Secondary level education and/or specialized training in facilitation of the handbook activities. Familiarity with the resources, culture, and problems of the community.

### **Conclusions and Recommendations**

- A well-developed and attractive product ready to be used in its current state.
- Reading level is appropriate for educated field workers (level 2). Product also available in Sinhalese language.

## Course No. 20: Women Working Together for Personal, Economic, and Community Development

### Abstract

Written by Dr. Suzanne Kindervatter for the Overseas Education Fund, Washington, D.C., 1983. Handbook written to assist women to work effectively together to improve their lives by taking collective action to implement social and economic change. May be used by resource institution staff or community leaders given some training. Expository product.

### Content

#### *Overview—States Purposes and Goals Needs Identification*

The course was developed by the Overseas Education Fund as a response to the need for training methodologies that address problems of low-income women. The intention is to increase women's self-confidence and self-reliance and to assist them in working together to improve their own and their communities' lives.

The handbook is organized in three sections: an explanation of how it came into existence, suggestions for its use, and eight chapters that present materials for 18 meetings with planned activities. It is adaptable for use by men's or mixed groups.

#### *Major Points and Primary Outcomes*

The introductory chapter, *Ideas for Using the Handbook*, explains the purpose of organizing women in learning and action groups. It provides information on organization and contents. It addresses

- Benefits of learning in action groups,
- Types of programs this handbook concept useful in,
- Who can coordinate or lead these groups,
- How the handbook can fit specific needs of the audience,
- The difference between facilitating and teaching,
- How to conduct a group meeting,

- Evaluation of the program and facilitator's skills, and
- Suggestions for training coordinators.

Eight chapters deal with broad topic areas, each containing materials for one or more meetings. The outline for each meeting includes a statement of meeting purpose, meeting duration, a list of materials needed, steps to ensure meeting runs smoothly, and masters of some materials such as letters or exercises that may be copied.

1. **Getting Together.** Ideas on how to contact women about the upcoming group activities and materials for the first meeting, purpose of which is to set the mood for the entire program.
2. **Women Themselves.** Three meetings assist the group in examining themselves and their goals, in identifying resources, and planning how to reach their goals.
3. **Women and Work.** Four meetings cover kinds of work available to group members; how to contact local resources, including employers and training programs; how to identify the best type of work; and how to make a plan of action.
4. **Working Together.** Focus is on how women can work together to solve community and personal problems.
5. **Women and Their Families.** Two meetings center on family responsibilities and how to meet them. The first includes time management concepts and mutual support among members. The second deals with family finances and gives ideas on how to save and borrow money; introduces the concept of credit.
6. **Organizing for Community Problem Solving.** Four meetings take the women through a series of steps for community problem solving, including examination of why people resist or support change, characteristics of good leadership, selection of priority community problems, identification of local resources, analysis of causes of certain problems, action plans to solve those problems.

7. **Women's Rights.** Two meeting focus on women's rights as individuals and as citizens of their community.
8. **From Learning Group to Action Group.** One meeting in which group members examine their accomplishments so far. Question is raised about where learning and action group can go from here. Point is made that learning group has grown in self-awareness that now equips it with experience in community activity to form a true action group. Group decides whether to continue working together and to set priorities for future community development efforts as well as future learning activities.

### Quality

- Design evidence. Rating = 100, "B" scale. Purpose and application are clearly defined. Product is logically structured and easy to follow, free of inconsistencies and frustrating content, easy to read, use, and understand. Essentially consistent with user requirements and takes a pragmatic approach.
- Evidence of content reliability. Rating = 100. Product demonstrates evidence of subject matter expert corroboration and use of empirical data. Internally consistent with the stated purpose and in relation to itself. Deals conclusively with all stated purposes and goals.
- Medium. Type: text—user, facilitator, and implementation guide.  
Quality: rating = 4

### Audience

Resource institution staff (level 2) working directly with clients as groups facilitators or training selected clients (level 1) to be facilitators of the learning and action group.



### Purpose

A guide to establishing and leading learning and action groups (women, men, or mixed groups) with the goal of enhancing personal and community growth and development.

### Prerequisites

Level 2 requires familiarity with varieties of community development activities. Level 1 requires basic literacy skills. Both need a knowledge of resources available within the community.

### Conclusions and Recommendations

- Product is of excellent quality and great relevance to developing-country community development.
- Reading level is appropriate for English-speaking resource institution staff. Use by indigenous, non-English-speaking individuals will require language aids and/or translation.
- When user is not linked to a PVO, NGO, or other existing resource institution, success of the learning and action group will depend on the coordinator's leadership and connections within the community. This is not clearly stated in the handbook, which appears to assume an existing institution as the source for establishing these groups.
- Content and issues addressed are complex and require coordinators or facilitators to have reading and writing skills. Handbook states that community members may be trained as coordinators of the learning and action groups, even when their reading and writing skills are limited. Training recommended by the handbook may not be sufficient in preparing such individuals. These individuals may require an implementation guide based on graphics rather than text.

**Course No. 62: Marketing Strategy:  
Training Activities for Entrepreneurs**

**Abstract**

Written by Dr. Suzanne Kindervatter with Maggie Range, published by OEF International, Washington, D.C., 1986. Part of the Business Skills for Third World Women Entrepreneurs series. (Other titles in the series are *Feasibility Studies: Training Activities and Guidelines for Determining If a Business Is a Good Idea*; *Opening Bank Doors to Women: Lessons and Training Activities from Central America*; and *Management Made Simple: Tools for Entrepreneurs*.)

This is a teacher's manual for a 12- to 18-hour workshop to train Third World women entrepreneurs with existing businesses who want to increase their customers and sales or expand their businesses with new products. It evolved through work with women entrepreneurs in several countries. It includes guidance for planning and setting up the workshop, session guidelines, and a marketing game. Instructional product.

**Content**

*Overview—Stated Purposes and Goals  
Needs Identification*

Based on a faith in low-income women's resourcefulness and abilities, the training combines technical expertise in marketing with the women's capacity to develop marketing plans appropriate for their own businesses. Upon completion of the training, entrepreneurs should be able to:

- Understand the four components of marketing: product, price, distribution, and promotion;
- Evaluate how well her product or service meets customer needs;
- Determine the best price;
- Select the best way to distribute her product;
- Create new ways to promote the business;
- Identify ways to expand the business,
- Solve specific marketing problems; and

- Develop a marketing plan.

Participants need not be literate, although written materials and activities can be included for literate groups.

### *Major Points and Primary Outcomes*

The manual is organized into three major sections, comprising (1) introductory material and notes to the facilitator; (2) a planning guide for organizing, promoting, setting up, and evaluating the training program; and (3) facilitator's guides for 10 entrepreneur training sessions. Also included are the instructions and materials needed for the "Marketing Mix" board game.

Each of the 10 training session guides includes a statement of purpose, a time estimate, rationale, list of materials needed, preparation guidelines, and outlines for the training activities.

- |             |                                                                                                                                             |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| Session 1:  | Learning About Ourselves and the Program. People share their personal marketing goals and problems, then match them with the program goals. |
| Session 2:  | The Marketing Game.                                                                                                                         |
| Session 3:  | What Is Effective Marketing?                                                                                                                |
| Session 4:  | A Marketing Story                                                                                                                           |
| Session 5:  | Visiting Local Businesses                                                                                                                   |
| Session 6:  | Creating Marketing Messages                                                                                                                 |
| Session 7:  | Improving Practices/Solving Problems                                                                                                        |
| Session 8:  | Expanding Our Businesses                                                                                                                    |
| Session 9:  | Developing Our Marketing Plans                                                                                                              |
| Session 10: | Follow-up Meeting: Marketing Progress Reports                                                                                               |

### Quality

- Design evidence. Rating = 100, "A" scale. From the perspective of curriculum design, the product demonstrates careful attention to the original needs

analysis, clarifies goals and purposes, shows evidence of the use of task analysis, provides measurable and reliable objective statements, demonstrates logical sequencing and grouping of objectives, indicates logical overall product structure, uses internal project checks for testing, applies logical selection of reading level and structure, and clearly defines purpose and application.

From the perspective of the user, the product clearly defines purpose and application. It is logically structured, easy to follow, free of inconsistencies and frustrating content, and is easy to read, use, and understand. It is essentially consistent with the user's requirements and more pragmatic than philosophical.

- Evidence of content reliability. Rating = 100. The product demonstrates subject matter corroboration, use of empirical data, and experience of product source. It is internally consistent and fully valid and conclusive in terms of the stated purpose/goal.
- Medium: Type: Text: facilitator guide, implementation guide, laboratory.  
Quality: rating = 4.

### **Audience**

The course is intended for women owners who want to improve their marketing practices or improve or expand their businesses (level 1). The facilitator's guide is intended to be used by facilitators who have been trained in the program (level 2) or trainers (level 5).

### **Purpose**

To train participants to understand the principles and practices consistent with effective marketing.

### **Prerequisites**

**Participants.** Women with existing businesses. If beginning entrepreneurs are included, they should be relatively few and distributed in groups with experience entrepreneurs. Both literate and nonliterate entrepreneurs can participate successfully.

**Facilitators.** Trainers, extension agents, or entrepreneurs who have gone through the course themselves.

## Conclusions and Recommendations

- Easy-to-read instructional materials with logical presentation and good use of illustrations. The practical activities appear to be easily implemented by workshop facilitators.
- Although examples are based on a pilot workshop conducted in Sri Lanka, reliance on the participants' experiences in an integral part of the training activities should facilitate its adaptation to other cultures.
- This product is intended for use by workshop facilitators with some English language fluency. It also includes instructions on how to train other facilitators to use this manual.

## CDC EVALUATIONS OF CARVAJAL MATERIALS

**Course No. 21: Principios de Contabilidad  
(Principles of Accounting)**

**Abstract**

Published by Fundacion Carvajal, Development Program for Small Businesses, Cali, Colombia, sixth edition, 1986. Book 1 of the Series of Administrative Topics for Small Businesses. The purpose is to make the small entrepreneur aware of the importance of applying sound accounting principles in a small business. The manual explains the reasons why it is important to gather, organize, and register the accountable data of the small business clearly. It describes the basics of accounting by means of examples taken from real-world businesses. Instructional product.

**Content***Overview—Stated Purposes and Goals,  
Needs Identification*

In most cases, owners of small businesses keep their accounts "in their head." In general, they believe that since the business is so small there is no need to organize and keep the business accounts in a systematic way, especially if this implies hiring an accountant. Even if a small business can truly not afford an accountant, neither can it afford not to apply sound accounting principles to daily operations. This instructional material has the purpose of teaching small entrepreneurs how to gather, organize, and register the accounting information of a small business.

*Major Points and Primary Outcomes*

The manual is divided into three sections, preceded by an introduction describing the importance of accounting and stating the objective of the manual. Sections cover

- Collecting the accountable information of a small business by means of a general data sheet;
- Organizing and registering transaction of a small business using a simple accounting system; and
- Reporting accountable information by means of a report of losses and profits.

The manual contains four appendices that explain different spread sheets used in accounting. They cover

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- Depreciation,
- Employee benefits,
- Control of accounts payable, and
- Control of accounts receivable.

### Quality

- Design evidence. Rating = 100, "A" scale. Product shows attention to audience needs, clarifies course goals and purpose, gives evidence of task analysis, has measurable objective statements in logical groupings and logical overall product structure. Gives attention to need for and application of testing, attention to audience in terms of reading level and product structure. Produce clearly defines purpose and application; is easy to follow, read, and use; is free of inconsistencies and frustrating content; is essentially consistent with user requirements; and is more practical than philosophical.
- Evidence of content reliability. Rating = 100. Publisher's reputation is substantial. Product is internally consistent and stated purpose is conclusively dealt with.
- Medium. Type: text—resource reading, user guide, workbook, case histories.  
Quality: rating = 4.

### Audience

Entrepreneurs who own or plan to start a small business (level 1).

### Purpose

To train small entrepreneurs in sound accounting practice.

### Prerequisites

Completion of elementary school. Some further arithmetic skills may be needed.



## Conclusions and Recommendations

- Easy-to-read instructional material with very pleasant and careful presentation and good use of illustrations.
- Examples based on real-world accounting practices of small businesses in a developing country.
- Product is intended for use by micro- and small entrepreneurs but probably requires careful monitoring by a level 2 individual. A facilitator or instructor is needed to take student through and review work in the practical exercises.
- Recommend that existing instructor guide (not available for review) be evaluated and used with this text.
- Manual includes extensive tables and spreadsheets that can be very useful for actual accounting practice in a small business.
- Manual is in Spanish but could be translated into other languages.

Course No. 22: Costos (Costs)

**Abstract**

Published by Fundacion Carvajal, Development Program for Small Businesses, Cali, Colombia, sixth edition, 1986. Book 2 of the Series of Administrative Topics for Small Businesses. The purpose is to teach how to classify, compute, control, and analyze efficiently the costs of operation of a small business. Instructional product.

**Content**

*Overview—Stated Purposes and Goals,  
Needs Identification*

Correct administration of the costs of a small business is an important factor in its success. Frequent fluctuations in the price of various goods and services in the economy may lead to a sudden reduction in the profit levels of a small business. Thus, it is essential for the small entrepreneur to be able to administer costs efficiently. This instructional product has the purpose of teaching the small entrepreneur how to classify, compute, control, and analyze the costs of a small business.

*Major Points and Primary Outcomes*

The manual is divided into six sections, preceded by an introduction stating the need for the material and its objective. Sections cover

- Identification, classification, and computation of small business costs with emphasis on the calculations of fixed costs and variable costs,
- Computation of the margin of contribution of different products of a small business,
- Computation of the break-even point,
- Computation of the unitary cost of different products or services,
- Analysis of the behavior of costs in relation to increases in production and sales, and
- Preparation and implementation of a cost reduction program.

## Quality

- Design evidence. Rating = 100, "A" scale. Product shows attention to audience needs, clarifies course goals and purpose, shows evidence of task analysis, has measurable objective statements in logical groupings and logical overall product structure. Gives attention to need for and application of testing, attention to audience in terms of reading level and product structure. Product clearly defines purpose and application; is easy to follow, read, and use; is free of inconsistencies and frustrating content; is essentially consistent with user requirements; and is more practical than philosophical.
- Evidence of content reliability, Rating = 100. Publisher's reputation is substantial. Product is internally consistent and stated purpose is conclusively dealt with.
- Medium. Type: text—resource reading, user guide, workbook, case histories.  
Quality: rating = 4

## Audience

Entrepreneurs who own or plan to start a small business (level 1).

## Purpose

To train entrepreneurs to manage costs.

## Prerequisites

Product contains a relatively high number of exercises and examples in which some arithmetic skills are required; may presuppose some high school-level courses.

## Conclusions and Recommendations

- Easy-to-read and pleasant instructional material.

- Very good quality of presentation and good use of illustrations, including profuse use of tables and working sheets.
- Uses examples based on actual costs calculated for specific businesses in a developing country.
- Product is intended for use by micro- and small entrepreneurs but probably requires careful monitoring by a level 2 individual. A facilitator or instructor is needed to take student through and review work in the practical exercises.
- Recommend that existing manual (not available for review) be evaluated and used with this text.
- Manual is in Spanish but could be translated into other languages.

**Course No. 11: Mercadeo y Ventas  
(Marketing and Sales)**

**Abstract**

Published by Fundacion Carvajal, Development Program for Small Businesses, Cali, Colombia, 1985. Book 3 of the Series of Administrative Topics for Small Businesses. The purpose is to make the small entrepreneur aware of the need for marketing research and appropriate sales techniques in order to satisfy the needs of the consumer. This book opens with a preface that emphasizes the participation of outstanding Colombian experts in the preparation of the material, among them Dr. Villegas-Orrego of the Administration Science Department of the Universidad del Valle. Instructional product.

**Content**

*Overview—Stated Purposes and Goals,  
Needs Identification*

Manual describes the importance of sales in the success or failure of a business enterprise and how they ultimately depend on marketing research done by the entrepreneur. Product purpose is to teach the small entrepreneur how to apply marketing tools that will satisfy customer needs.

*Major Points and Primary Outcomes*

The manual is divided into five sections and two appendices, preceded by an introduction stating the need for the material and its objective. Following points are covered

- Identification and description of the customer base and selection of an objective market;
- Role of the product, distribution channels, communications, price, and marketing competition activity, and their importance to a small business;
- Creation of a marketing plan for the particular conditions of the user's small business;
- Definition of the concept of sales and identification of the most important types of sales; and
- Effective sales and post-sales calls, using simple techniques to handle objections and to close.

## Quality

- Design evidence. Rating = 100, "A" scale. Product shows attention to audience needs, clarifies course goals and purpose, gives evidence of task analysis, provides measurable objective statements in logical groupings, has logical overall product structure. Gives attention to needs and application of testing, attention to audience in terms of reading level and product structure. Product clearly defines purpose and application; is easy to follow, read, and use; is free of inconsistencies; and frustrating content; is essentially consistent with user requirements, and is more practical than philosophical.
- Evidence of content reliability. Rating = 100. Publisher's reputation is substantial. Product is internally consistent and stated purpose is conclusively dealt with.
- Medium: Type: text—resource reading, user guide, workbook, case histories.  
Quality: rating = 4.

## Audience

Entrepreneurs who own or plan to start a small business (level 1).

## Purpose

To train small entrepreneurs in marketing and sales.

## Prerequisites

Completion of elementary school.

## Conclusions and Recommendations

- Pleasant instructional material with very good quality of presentation and good use of illustrations and tables.
- Examples based on real-world marketing and sales activity in small businesses in developing country.

- Product is intended for use by micro- and small entrepreneurs but probably requires careful monitoring by a level 2 individual. A facilitator or instructor is needed to take student through and review work in the practical exercises.
- Recommend that existing instructor guide (not available for review) be evaluated and used with this text.
- Manual is in Spanish but could be translated into other languages.

**Course No. 23: Proyectos de Inversion  
(Investment Projects)**

**Abstract**

Published by Fundacion Carvajal, Development Program for Small Businesses, Cali, Colombia, fourth edition, 1985. Book 4 of the Series of Administrative Topics for Small Businesses. The purpose is to make the small entrepreneur familiar with the concept of investment projects and the factors involved in preparing and carrying out an investment project. The manual emphasizes the enormous impact an investment project usually has on the future of a business enterprise. Instructional product.

**Content**

*Overview—Stated Purposes and Goals,  
Needs Identification*

Most small entrepreneurs believe their main problem is lack of money to invest in their businesses. However, experience shows that in most cases the entrepreneur has not identified clearly how much money is needed and for what purpose. This manual has been published to fill that vacuum. It describes the factors to be taken into account in an investment project in order to determine its profitability, presents different kinds of investment projects, and explains how to obtain and manage external financing.

*Major Points and Primary Outcomes*

The manual is divided into five sections, preceded by an introduction stating the need for the material and its objective. Section cover

- Factors to be considered in an investment project and calculation of the project's profitability,
- Various profitable investment projects for a small business,
- Detailed analysis and definition of small business investment projects,
- Various financing possibilities for investment projects and advantages of financing through financial intermediaries, and
- Causes of defaults in loan payments and consequences of default for a small business.



## Quality

- Design evidence. Rating = 100, "A" scale. Product shows attention to audience needs, clarifies course goals and purpose, shows evidence of task analysis, has measurable objective statements in logical groupings and logical overall product structure. Gives attention to need for and application of testing, attention to audience in terms of reading level and product structure. Product clearly defines purpose and application; is easy to follow, read, and use; is free of inconsistencies and frustrating content; is essentially consistent with user requirements; and is more practical than philosophical.
- Evidence of content reliability. Rating = 100. Publisher's reputation is substantial. Product is internally consistent and stated purpose is conclusively dealt with.
- Medium: Type: text--resource reading, user guide, workbook, case histories.  
Quality: rating = 4.

## Audience

Entrepreneurs who own or plan to start a small business (level 1).

## Purpose

To familiarize small entrepreneurs with investment projects.

## Prerequisites

Completion of elementary school. Some additional arithmetic skills may be needed.

## Conclusions and Recommendations

- Very pleasantly presented instructional material with good use of illustrations.

- Uses examples based on real-world investment projects as implemented in small businesses in a developing country.
- Product is intended for use by micro- and small entrepreneurs but probably requires careful monitoring by a level 2 individual. A facilitator or instructor is needed to take student and review work in the practical exercises.
- Recommend that existing instructor guide (not available for review) be evaluated and used with this text.
- Manual is in Spanish but could be translated into other languages.

**Course No. 24: Principios de Administration  
(Principles of Administration)**

**Abstract**

Published by Fundacion Carvajal, Development Program for Small Businesses. Cali, Colombia, 1983. Book 5 of the Series of Administrative Topics for Small Businesses. The purpose is to create an awareness of the importance of business administration and to teach the application of an administrative process oriented toward planning, organizing, managing, and controlling. After presenting these basic aspects of business administration, course concludes with a summarizing chapter containing additional recommendation for efficient administration. Instructional product.

**Content**

*Overview—Stated Purposes and Goals,  
Needs Identification*

The small business has been traditionally run in an empirical way, mostly because it is often believed that a small business is not suitable for application of principles of administration. This manual's purpose is to make small entrepreneurs aware of the importance of business administration and to teach them how to apply basic principles of administration in their businesses.

*Major Points and Primary Outcomes*

The manual is divided into six sections, preceded by an introduction stating the need for the material and its objective. Sections cover

- Basic concepts of small business administration, including the functional areas of marketing, finance, personnel, and production;
- Basic elements of administrative planning;
- Applying the basic elements of organizational structure to the user's business;
- Analysis of management styles and definition of which style best fits given organizational conditions;
- Application of basic elements of administrative control; and

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- Application of previous principles to enhance the efficiency of user's business administration.

### Quality

- Design evidence. Rating = 95, "A" scale. Product shows attention to audience needs, clarifies course goals and purpose, gives evidence of task analysis, has objective statements in logical groupings and logical overall product structure. Shows attention to need for and application of testing, attention to audience in terms of reading level and product structure. Objective statements are not written in a measurable and reliable manner. Product clearly defines purpose and application; is easy to follow, read, and use; is free of inconsistencies and frustrating content; is essentially consistent with user requirements; and is more practical than philosophical.
- Evidence of content reliability. Rating = 100. Publisher's reputation is substantial. Product is internally consistent and stated purpose is conclusively dealt with.
- Medium: Type: text—resource reading, user guide, workbook, case histories.  
Quality: rating = 4.

### Audience

Entrepreneurs who own or plan to start a small business (level 1).

### Purpose

To train small entrepreneurs in principles of business administration.

### Prerequisites

Completion of elementary school.

### Conclusions and Recommendations

- Easy-to-read instructional material.

- Very pleasant and careful presentation and good use of illustrations.
- Many examples based on a real-world administrative practice of small businesses in a developing country.
- Product is intended for use by micro- and small entrepreneurs but probably requires careful monitoring by a level 2 individual. A facilitator or instructor is needed to take student through and review work in the practical exercises.
- Recommend that existing instructor guide (not available for review) be evaluated and used with this text.
- Manual is in Spanish but could be translated into other languages.

**Course No. 25: Analisis Financiero  
(Financial Analysis)**

**Abstract**

Published by Fundacion Carvajal, Development Program for Small Businesses, Cali, Colombia, 1983. Book 6 of the Series of Administrative Topics for Small Businesses. The purpose is to make the small entrepreneur familiar with analysis and interpretation of accounting records of a small business. Instructional product.

**Content**

*Overview—Stated Purposes and Goals,  
Needs Identification*

An organized accounting process allowing the periodical compilation of financial reports is but one part of the whole information package needed to run a business. An appropriate analysis and interpretation of this information is essential in order to determine which factors are having a positive or negative influence on the development of the enterprise. This instructional product has the purpose of teaching the small entrepreneur how to analyze and interpret the accounting records of a small business.

*Major Points and Primary Outcomes*

The manual is divided into three sections, preceded by an introduction stating the need for the material and its objective and followed by three appendices. Sections cover

- Organized preparation of the general balance sheet and reporting profits and losses,
- Using financial ratios in the analysis and interpretation of financial reports, and
- Computation of cash flow and application of results to administration.

The three appendices contain detailed information on the following

- Vertical analysis of financial reports,
- Horizontal analysis of financial reports, and

- Sample balance sheets and report of profits and losses.

### Quality

- Design evidence. Rating = 100, "A" scale. Product shows attention to audience needs, clarifies course goals and purpose, gives evidence of task analysis, has measurable objective statements in logical groupings and logical overall product structure. Gives attention to need for and application of testing, attention to audience in terms of reading level and product structure. Product clearly defines purpose and application; is easy to follow, read, and use; is free of inconsistencies and frustrating content; is essentially consistent with user requirements; and is more practical than philosophical.
- Evidence of content reliability. Rating = 100. Publisher's reputation is substantial. Product is internally consistent and stated purpose is conclusively dealt with.
- Medium: Type: text—resource reading, user guide, workbook, case histories.  
Quality: rating = 4.

### Audience

Entrepreneurs who own or plan to start a small business (level 1).

### Purpose

To familiarize entrepreneurs with analysis and interpretation of accounting records.

### Prerequisites

Product contains various exercises and examples in which some arithmetic skills are required that may presuppose some high school-level courses.

## Conclusions and Recommendations

- Easy-to-read and pleasant instructional material including numerous illustrations and financial tables and working sheets.
- Uses examples based on actual financial analysis of specific small businesses in a developing country.
- Product is intended for use by micro- and small entrepreneurs but probably requires careful monitoring by a level 2 individual. A facilitator or instructor is needed to take student through and review work in the practical exercises.
- Recommend that existing instructor guide (not available for review) be evaluated and used with this text.
- Manual is in Spanish but could be translated into other languages.



Course No. 26: Principios de Produccion  
(Principles of Production)

**Abstract**

Published by Fundacion Carvajal, Development Program for Small Businesses, Cali, Colombia, 1983. Book 7 of the Series of Administrative Topics for Small Businesses. The purpose is to teach planning, organizational, and production control techniques for application in small manufacturing plants in order to raise productivity. Instructional product.

**Content**

*Overview—Stated Purposes and Goals,  
Needs Identification*

Level of productivity is an essential factor in ensuring the success of a small business in a free-market society. Therefore, small entrepreneurs need to master basic principles of industrial production. This instructional product is intended to teach the small entrepreneur basic techniques for production planning, organization, and control that will improve productivity levels in the manufacturing plant.

*Major Points and Primary Outcomes*

The manual is divided into five sections, preceded by an introduction stating the need for the material and its objective. Sections cover

- Improvement of work methods and physical organization of the manufacturing plant,
- Implementation of some production planning techniques,
- Programming of the production process,
- Implementation of production control, and
- Application of basic concepts of maintenance, supervision, and industrial security in a small manufacturing plant.

## Quality

- Design evidence. Rating = 100, "A" scale. Product shows attention to audience needs, clarifies course goals and purpose, gives evidence of task analysis, has measurable objective statements in logical groupings and logical overall product structure. Shows attention to need for and application of testing, attention to audience in terms of reading level and product structure. Product clearly defines purpose and application; is easy to follow, read, and use; is free of inconsistencies and frustrating content; is essentially consistent with user requirements; and is more practical than philosophical.
- Evidence of content reliability. Rating = 100. Publisher's reputation is substantial. Product is internally consistent and stated purpose is conclusively dealt with.
- Medium: Type: text—resource reading, user guide, workbook, case histories.  
Quality: rating = 4.

## Audience

Entrepreneurs who own or plan to start a small manufacturing business (level 1).

## Purpose

To teach principles of production to small manufacturers.

## Prerequisites

Completion of elementary school.

## Conclusions and Recommendations

- Easy-to-read and pleasant instructional material.
- Very good quality of presentation and good use of illustrations.

- Product is intended for use by micro- and small entrepreneurs but probably requires careful monitoring by a level 2 individual. A facilitator or instructor is needed to take student through and review work in the practical exercises.
- Recommend that existing instructor guide (not available for review) be evaluated and used with this text.
- Manual is in Spanish but could be translated into other languages.

**Course No. 27: Administracion de Personal  
(Personnel Administration)**

**Abstract**

Published by Fundacion Carvajal, Development Program for Small Businesses, Cali, Colombia, 1985. Book 8 of the Series of Administrative Topics for Small Businesses. The purpose is make small entrepreneurs aware of the importance of human resources and introduce them to some techniques for selecting, training, evaluating, and motivating employees that will lead to a more efficient business. Instructional product.

**Content**

*Overview—Stated Purposes and Goals,  
Needs Identification*

A business without workers is just a warehouse of products, equipment, and tools. It is the workers who infuse life and movement to the business. This is why one of the most important functions of a small entrepreneur is to manage, orient, and integrate the efforts of his or her employees. This instructional product is intended to teach the small entrepreneurs some basic techniques to select, evaluate, train, and motivate personnel so that the business runs more efficiently.

*Major Points and Primary Outcomes*

The manual is divided into six sections, preceded by an introduction stating the need for the material and its objective and followed by an appendix. Sections cover

- Importance of personnel management for the success of a small business,
- Methods for personnel selection that guarantee hiring good workers,
- An appropriate training plan for a small business,
- Evaluating the performance of employees,
- Improving employee motivation, and
- Costs (direct and indirect) of human resources.

An appendix briefly describes the fundamentals of salary administration.

### Quality

- Design evidence. Rating = 95, "A" scale. Product shows attention to audience needs, clarifies course goals and purpose, gives evidence of task analysis, has measurable objective statements in logical groupings and logical overall product structure. Shows attention to need for and application of testing, attention to audience in terms of reading level and product structure. Product clearly defines purpose and application; is easy to follow, read, and use; is free of inconsistencies; is essentially consistent with user requirements; and is more practical than philosophical. Product makes some references to the gender of prospective employees that may appear to be sexist.
- Evidence of content reliability. Rating = 100. Publisher's reputation is substantial. Product is internally consistent and stated purpose is conclusively dealt with.
- Medium: Type: text—resource reading, user guide, workbook, case histories.  
Quality: rating = 4.

### Audience

Entrepreneurs who own or plan to start a small business (level 1).

### Purpose

To teach personnel administration to small entrepreneurs.

### Prerequisites

Completion of elementary education.

### Conclusions and Recommendations

- Easy-to-read and pleasant instructional material.

- Very good quality of presentation and good use of illustrations, including personnel forms as used in real-world small businesses.
- Examples based on personnel administration practice in small businesses in a developing country.
- Product is intended for use by micro- and small entrepreneurs but probably requires careful monitoring by a level 2 individual. A facilitator or instructor is needed to take student through and review work in the practical exercises.
- Manual has some references to the gender of prospective employees that appear to be sexist. These should be examined carefully before adopting the manual.
- Recommend that existing instructor guide (not available for review) be evaluated and used with this text.
- Manual is in Spanish but could be translated into other languages.

**Course No. 28: Control de Calidad  
(Quality Control)**

**Abstract**

Published by Fundacion Carvajal, Development Program for Small Businesses, Cali, Colombia, 1985. Book 9 of the Series of Administrative Topics for Small Businesses. The purpose is to create an awareness of the importance of total quality control in a small business and to teach methods of quality control. Manual emphasizes "total quality control" in the sense of strict control of the quality of all marketing, production, financial, and personnel activities. Instructional product.

**Content**

*Overview—Stated Purposes and Goals,  
Needs Identification*

A major problem in industries in developing countries is poor quality of products manufactured domestically. This puts these industries in a disadvantageous position in the competition for national and international markets. The manual is intended to familiarize the small entrepreneur with the basic principles of quality control, including not only inspection and supervision of the product during the production process but also the other business activities that directly or indirectly affect the final quality of the product.

*Major Points and Primary Outcomes*

The manual is divided into four sections, preceded by an introduction stating the need for the material and its objective. Sections cover

- Understanding the meaning and importance of total quality control in a small business,
- Strict quality control of raw materials used in a small business,
- Implementation of a quality control plan appropriate to the production process of a particular business, and
- Benefits and costs associated with total quality control.

## Quality

- Design evidence. Rating = 100, "A" scale. Product shows attention to audience needs, clarifies course goals and purpose, gives evidence of task analysis, has measurable objective statements in logical groupings and logical overall product structure. Shows attention to need for and application of testing, attention to audience in terms of reading level and product structure. Product clearly defines purpose and application; is easy to follow, read, and use; is free of inconsistencies and frustrating content; is essentially consistent with user requirements; and is more practical than philosophical.
- Evidence of content reliability. Rating = 100. Publisher's reputation is substantial. Product is internally consistent and stated purpose is conclusively dealt with.
- Medium: Type: text—resource reading, user guide, workbook, case histories.  
Quality: rating = 4.

## Audience

Entrepreneurs who own or plan to start a small business (level 1).

## Purpose

To teach principles of quality control to small entrepreneurs.

## Prerequisites

Completion of elementary school.

## Conclusions and Recommendations

- Very pleasant, easy-to-read instructional material.
- Careful presentation and good use of illustrations.



- Examples based on the real-world quality control process used in small businesses in a developing country.
- Product is intended for use by micro- and small entrepreneurs but probably requires careful monitoring by a level 2 individual. A facilitator or instructor is needed to take student through and review work in the practical exercises.
- Recommend that existing instructor guide (not available for review) be evaluated and used with this text.
- Manual is in Spanish but could be translated into other languages.

## CDC EVALUATIONS OF EDP MATERIALS

## Course No. 40: Training Village Entrepreneurs; Guidelines for Development Workers

### Abstract

Produced by the Xavier Institute of Social Service, published by Skills for Progress (SKIP), an association of private technical and vocational schools, Bangalore, India, 1980. The handbook is designed as a "do-it-yourself" guide to the development of entrepreneurship development programs. Content is based on the experience of the Xavier Institute in the development of successful rural entrepreneurs, both individually and in groups for village renewal. The product covers candidate selection, resource requirements, the importance of collaboration with other agencies, and methodologies used to develop entrepreneurship characteristics. Expository product.

### Content

#### *Overview--Stated Purposes and Goals, Needs Identification*

The handbook is based on the belief that village renewal requires the cooperative action of the community for its own social and economic development. Xavier Institute of Social Service has used a successful entrepreneur development program (EDP) for both training individual entrepreneurs and for leading entire villages to new forms of group entrepreneurial activity.

While most development projects are based on the belief that training rural entrepreneurs is important, it is not uncommon for PVOs and NGOs to fail when attempting to do so. Hence this product has been designed by the Xavier Institute to provide guidelines for such organizations and with the conviction that those who follow the methods explained here should be able to obtain successful results similar to their own.

#### *Major Points and Primary Outcomes*

After a brief introduction, handbook content is divided into 10 chapters and 22 appendices. Includes photographs of Xavier Institute EDP participants.

- Chapter One, The Village Entrepreneur, A Profile. Defines the term "village entrepreneur" and provides characteristics and roles of India's village entrepreneurs. Lists the qualities necessary to become a successful entrepreneur and the objectives of an EDP.

- 7 Chapter Two, Who Will Train Village Entrepreneurs? Identifies characteristics desirable for an institution that wants to train entrepreneurs. Examines the importance and practicality of "linking up" with other agencies to provide EDPs and how to organize an institution that wishes to provide entrepreneurial training.
- Chapter Three, Selection of Candidates. The importance of careful selection for successful training and how to interest and motivate individuals to participate in the training.
- Chapter Four, Motivating the Candidates. Lists general motivational factors and factors that specifically apply during the training and post-training periods.
- Chapter Five, Managerial Training of Entrepreneurs. Lists the managerial abilities, general education level, and ability to assimilate knowledge expected of an EDP participant; discusses training methods used in an EDP; and provides a sample subject list and schedule.
- Chapter Six, Skills Training and Placement for Practical Training in Management. Addresses the acquisition of practical skills (small engine repair, tailoring, and so forth) through classroom, trade school, and on-the-job apprenticeships and on-the-job management skills. Provides tips on how to cultivate the support of local business owners who provide on-the-job training and the importance of on-the-job experiences.
- Chapter Seven, Market Survey and Project Report. Provides guidelines for conducting a market survey and drafting a project proposal (the business plan) as final steps to becoming a small entrepreneur.
- Chapter Eight, Financing and Follow-up, Institutional Linkages. Explores the importance of the "link" agency concept in providing support to the entrepreneur, specifically in providing services once the EDP participant has completed training. Discusses ways to prepare the entrepreneur for obtaining financing and lists the functions, strategies, and requirements of

effective participant follow-up by the training organization.

- Chapter Nine, The Challenge of Group Entrepreneurship. Defines the group entrepreneur concept and common problems of such ventures. Lists ways to prepare a community for a group venture and discusses the role that individual entrepreneurs play in such a venture.
- Chapter Ten, Summing Up and Recommendations. Summarizes the content with six underlying concepts of the handbook's guidelines. Provides suggestions for agencies thinking of establishing an EDP.
- Appendices. The 22 appendices provide case studies, a sample curriculum and syllabus, and a wide variety of handouts and materials that may be useful in an EDP. The final appendix is a bibliography.

### Quality

- Design evidence. Rating = 90, "B" scale. Purpose and application of the product are clearly defined. Product is logically structured; free of inconsistencies and frustrating content; easy to read, use, and understand; and essentially consistent with the user's requirements. The content is more philosophical than pragmatic.
- Evidence of content reliability. Rating = 90. Product demonstrates use of empirical data, is internally consistent, and addresses all stated purposes. However, only a portion of these are dealt with conclusively.
- Medium. Type: text—resource reading, case examples  
Quality: rating = 2

### Audience

PVO and NGO staff involved in or contemplating EDPs (levels 2, 3 and 4).

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**Purpose**

To provide guidelines for the development and implementation of EDPs.

**Prerequisites**

Basic literacy skills, familiarity with design, development, and implementation of training projects.

**Conclusions and Recommendations**

- Product is appropriate as it currently exists as a resources reading on the subject of EDPs. However, it should be remembered that it was written for Indian audiences and some content may not be directly applicable to other users.
- Use as the basis of a training program to train levels 2, 3 and 4 in the design, development, and implementation of EDPs.

## CDC EVALUATIONS OF ILO MATERIALS

## Course No. 16: How to Read a Balance Sheet

### Abstract

Published by the International Labour Organisation, Geneva, 1966; second, revised edition, 1985. This self-study text instructs the user in what a balance sheet is, how to read a balance sheet, and how to prepare a balance sheet for a company, institution, or organization. Takes into account differences in balance sheet preparation in various countries and locations within countries, distilling major components that are common denominators essential to all balance sheets. Upon completing this self-study course, the student should be able to describe how the information given in various financial reports can be used to assess an enterprise's financial position, understand the structure of its resources, and explain its responsibilities to and relations with owners and other organizations. Institutional product.

### Content

#### *Overview—Stated Purposes and Goals, Needs Identification*

The International Labour Organisation (ILO) has been training business people since the 1960s. Because accounting is the language of business and the balance sheet and associated financial reports are the principal devices for presenting information about the financial position of a business or enterprise, the ILO designed this self-study test to meet this training need. It has been translated into more than 20 languages and used in over 90 countries since its first publication in 1966.

The text is designed to be used by a wide variety of students, including accountants, managers, directors, shareholders in both public and private companies, private investors, students of accounting, trade union officials, and other individuals concerned with the operation and supervision of public affairs at the local or national level. Can be used for individual study, as a back-up training in management and accounting centers, or for group study.

#### *Major Points and Primary Outcomes*

- Introductory material on structure of the course, how it is to be taken, estimated completion time, description of testing materials, student progress status sheet, and an explanation of appendices and other materials within the text.
- Substance of the course, in seven chapters:



1. Introduction. An overview of accounting concepts and a definition of balance sheets.
  2. The Investment Side of the Balance Sheet—Assets. Types of assets and their liquidity and valuation.
  3. The Funding Side of the Balance Sheet—Liabilities. Current liabilities and fixed liabilities, shareholders' funds, capital surplus and earned surplus, capital authorized and capital issued.
  4. The Overall Balance Sheet. Understanding a company's financial structure and the relationship between the source and uses of funds.
  5. Measuring Solvency and Liquidity. Solvency and liquidity and what it means to have high and low ratios for each.
  6. Profitability. The profit and loss account, two measures of profitability; valuation of an enterprise.
  7. Assessing the Balance Sheet. Reliability of balance sheets, limitations of balance sheets.
- Final quiz covering the course, and two appendices. Appendix A gives a technical note on inflation accounting, including examples and explanatory notes. Appendix B is a glossary of terms to assist the student in proceeding through the course.

## Quality

- Design evidence. Rating = 75, "A" scale. From a curriculum design perspective, the product demonstrates careful attention to the original needs analysis of the user group, clarification of overall goals and purposes of the product, evidence of task analysis

methods used in the design process, logical overall product structure, examination of the need for testing, and logical selection of reading level and structure appropriate to the anticipated education level of the user. However, the product does not provide measurable and reliable objective statements.

From the perspective of the user, the product is logically structured and easy to follow. It is free of frustrating content and easy to read, use, and understand. It is essentially consistent with user requirements and is more pragmatic than philosophical. However, the product does not clearly define the purpose and application of the material. The table of contents has numerous incorrect page numbers, a distracting editorial problem.

Evidence of content reliability. Rating = 100.  
Publisher has high reputation. Content is internally consistent, and intended purposes and goals are dealt with conclusively.

Medium. Type: text—programmed instruction,  
workbook

Quality: rating = 4 (does not reflect table of contents/page numbering error)

### **Audience**

A wide variety of individuals including college students; industrial, commercial, and professional accountants; nonfinancial managers; administrators; scientists; engineers; members of trade unions; management consultants; and government officials.

### **Purpose**

Introduce the structure and language of balance sheets and associated financial reports.

### **Prerequisites**

Basic arithmetic skills, reading, and writing; familiarity with the structure of organizations that employ budgets.

## Conclusions and Recommendations

- While many assumptions are directed to the interests of for-profit organizations, product is also useful for PVO, NGO, and other nonprofit resource institution staff concerned with budgets (levels 2, 3, and 4).
- Except for incorrect page numbers, product would be very usable for the needs of the ARIES project. An explanatory note on purpose and application would be useful.
- Where education of other applicable audience is below secondary level, language aids or use of one of the available translations would be required. An instructor may be needed to monitor student progress.

**Course No. 29: Improve Your Business Handbook  
(Philippine Edition)**

**Abstract**

Published by the International Labour Organisation (ILO), Geneva, in cooperation with Employers Confederation of the Philippines (ECOP), Philippine Chamber of Commerce and Industry (PCCI), and the University of the Philippines Institute for Small-Scale Industries (UP ISSI), 1985. This handbook and the related workbook were adapted for the Philippine small business community, to assist Filipinos improve the operation and profitability of their small businesses. The handbook contains guidelines for improving three types of business—retailing, manufacturing, and services. Practical advice is given for business improvements that can be done immediately and with minimum of cost and improvements that require planning and substantial investment.

**Content**

*Overview—Stated Purpose and Goals,  
Needs Identification*

Original ILO publication developed to assist the small-scale entrepreneur to "operate upon his or her revenues and costs in such a way that a precarious existence is changed and becomes a gradual accumulation of capital which will allow the entrepreneur to think realistically of expansion." Cooperation between ILO, ECOP, PCCI, and ISSI produced this Philippine edition of the *Improve Your Business Handbook* and related *Workbooks* (not available to reviewer).

Main types of business addressed are:

- Retailing,
- Manufacturing, and
- Services.

***Major Points and Primary Outcomes***

The handbook is organized in two parts, each part divided into chapters addressing specific aspects of small business improvement. The first part deals with short-term, inexpensive methods of improvement; the second part with longer term methods, some requiring investment.

**Part I: Improve Your Business Today.** Simple, inexpensive ways an entrepreneur can improve business by increasing sales, cutting costs, and increasing profits. Ten chapters cover:

- Simple and inexpensive methods available to improve business and the stages successful businesses move through.
- Efficient and effective ways to improve a retail business by managing sales and costs and the effects of increasing sales.
- Efficient and effective ways to improve a manufacturing business by reducing costs (identifying sources of excess costs, cutting materials costs, improving workshop layout, cutting machine time, reducing work-in-progress stocks, cutting energy costs).
- Cutting costs in service industries (examples from auto repair, restaurant, and road transport businesses).
- The handling of cash (especially the importance of keeping firm money separate from personal money), record keeping, calculating profit and loss, cash flow.
- Stock control and stock record keeping.
- Basic bookkeeping concepts: number of accounts a small business needs, how to keep good accounts, what documents to keep, why accounts are useful.
- Providing credit to customers.
- How to organize the business office, including tips on: filing, what to keep copies of, business letters, external communications, office machines, the option of using computers.

**Part II. Improve Your Business Tomorrow.** Once a business is running as efficiently as possible (using concepts introduced in Part I) further improvement comes through producing more, getting more customers, introducing new products. While some entrepreneurs may not want to expand, they need to apply concepts introduced in this part of the handbook to stay competitive and profitable. Fifteen chapters cover:

Obstacles to growth and the importance of identifying them; how this relates to the concepts of business planning.

The importance of identifying who the customer is and how to attract more customers.

How well-kept sales records can be important sources of information in increasing sales; how to manage the sales force.

How to expand a retail business by checking market potential, by examining how efficiently space is used, by opening a branch operation, by group buying or becoming a chain operation.

How to expand a manufacturing business.

The importance of managing employees: how to choose the right employee; training employees how to motivate and lead employees.

Financial aspects of a business plan: profit, overhead, cash flow, depreciation, the break-even point, costing, how to determine prices, how to control costs.

Drawing up a business plan and controlling it; management accounting; cash-flow planning; financial statements; obtaining a loan; the future of an expanding business.

## Quality

Design Evidence. Rating = 50, "A" scale. From the perspective of curriculum design, product demonstrates evidence of careful attention to the original needs analysis of the user group, clarification of the overall goals, and the use of task analysis methods in the design process.

Product does not provide measurable and reliable objective statements. Does not demonstrate evidence of examination of the need for testing nor does it apply testing. Has not selected a logical reading level and structure for the anticipated education level of users (Filipino small business owners).

From the perspective of the user, product provides a clearly defined purpose and application; text is free of inconsistencies and frustrating content; and is easy to read, use, and understand. It takes a pragmatic approach. Product is not logically structured and format is not easy to follow. Because of high reading level and difficult structure, product is not consistent with the user requirements, defined as "a readable and practical guide to small business improvement."

- Evidence of content reliability. Rating = 100. Product demonstrates subject matter expert corroboration and was published with cooperation of highly reputable organizations. Content is internally consistent and deals conclusively with small business improvement.
- Medium. Type: text--resource reading  
Quality: rating = 2 Visual presentation impedes understanding

#### Audience

Filipino small business owners

#### Purpose

Practical guidance for small business improvement.

#### Prerequisites

Experience in small business. Basic arithmetic, reading and writing skills.

#### Conclusions and Recommendations

- Should be used with *Improve Your Business Workbook*.
- May require translation or language aids for non-industrial audiences.
- Written for-profit small retail, manufacturing, and service businesses. Therefore, may not be directly applicable to some PVOs, NGOs, or microenterprises.

- Most concepts are applicable to microenterprise or small income-generating projects but would require considerable development and editing to be used in this way.
- Provide to educate entrepreneurs as a self-help guide.
- Provide to PVO and NGO managerial staff as a resource reading on the nature of small business growth and improvement. Would require a short introduction to explain purpose and applicability of the product.



**Course No. 38: Creating a Market****Abstract**

Published by the International Labour Organisation, Geneva, 1968. This self-study text introduces the reader to major activities involved in marketing and some problems that arise when a business decides to actively market its services or goods. Publisher suggests the product may be used as a training tool in conjunction with a course on marketing, as a framework for a marketing course, or in self-study for those interested in the elements of marketing. Instructional product.

**Content*****Overview—Stated Purposes and Goals,  
Needs Identification***

Book was first produced to meet the needs of technical cooperation programs of the ILO concerned with management development and industrializing countries. Currently it is intended to provide a concise approach for those starting the study of marketing or for those who wish to brush up on their knowledge of marketing. Essentially an introduction to the concept of marketing; goes through only the planning phase of a marketing program.

***Major Points and Primary Outcomes***

The text is organized into three major sections. The first section consists of introductory material, indicating how the course is intended to be taken and the text used, estimated time of completion, target population, testing components, and an explanation of appendices and other materials found within the text. The second section consists of seven chapters of programmed instructional content, with a quiz and bibliography for each. Final section includes a note on export marketing and three appendices.

- Chapter One, Introductory Concepts. Principles of marketing management, marketing techniques, marketing strategy, and how to create a market (creating a marketing program and issues surrounding marketing in developing countries).
- Chapter Two, Marketing Research. Reasons for developing new products, and main fields of study: the market, including the customer, and other sources of marketing data.

- Chapter Three, Product Planning. Selection of new products, how to modify a product, product packaging, product differentiation, and product planning in developing countries.
- Chapter Four, Pricing. Roles and responsibilities of the marketing executive, including participation in costing the product, cost-plus pricing and flexible pricing concepts, how to determine demand, and the role of competition in pricing.
- Chapter Five, Advertising. The effectiveness of advertising in the long and short run, the importance and purpose of advertising, appropriate media, and problems of advertising in developing countries.
- Chapter Six, Sales Promotion. General definition of sales promotion; promotion at the retail level, including window displays and point of sale advertising; enlisting retailer cooperation; tips on promoting a new product.
- Chapter Seven, Distribution. Selecting retailing facilities; services provided by wholesalers; marketing strategy in distribution; and typical distribution problems in developing countries.

The final section includes a brief article on special characteristics of and problems associated with export marketing. Three appendices contain a glossary of terms used within the text; a list of sources of economic and marketing information, both national and international; and commonly used sales promotion techniques.

### Quality

- Design evidence. Rating = 75, "A" scale. From the perspective of curriculum design, the user group is so broadly defined that it would have been very difficult for the product to demonstrate attention to a preliminary needs analysis of any user group. Product does not provide measurable and reliable objective statements or the sequencing and grouping of objectives. Product shows evidence of the clarification of overall goals and or purposes and of

task analysis methods used in the design process. Product has a logical overall structure and has appropriately examined and applied testing.

From the perspective of the user, product purpose and application are defined. Product is logically structured and easy to follow; free of inconsistencies; and easy to read, use, and understand. However, product is not regarded as consistent with user requirements since the user is not clearly defined. While approach is clearly pragmatic, content is philosophical in nature. Some frustrating content exists in having a bias toward the male gender.

- Evidence of content reliability. Rating = 100. Product demonstrates evidence of subject matter expert corroboration. Content is internally consistent and conclusively deals with the stated purpose of providing an introduction to the concepts and planning phases of a marketing program.
- Medium. Type: text-programmed instruction  
Quality: rating = 4

#### Audience

Three target populations identified: Middle management and sales personnel, general managers, individuals studying marketing theory.

#### Purpose

Introduction to marketing concepts.

#### Prerequisites

Literacy skills.

#### Conclusions and Recommendations

- Content is too philosophical to meet needs of small entrepreneurs creating a market in developing countries.

- Concepts may be useful to PVO, NGO, and other resource institution staff interested in becoming knowledgeable about marketing.
- Reading level is high and would require language aids and possibly translation for audiences for whom English is a second language.

## Appendix B

### USERS' COMMENTS AND REVIEW OF DOCUMENT

#### Experience with the Document

This document has been used for two training sessions in 1990. In one case, it served as an input into designing a training program for Peace Corps Volunteers (PCVs) and recommending areas for training based on the entrepreneurs they will be training in Honduras. In the second case, it was used in Mali, by a planning team that did a needs assessment of entrepreneurs, to test the appropriateness of the training provided them by the Peace Corps.

#### Users' Comments and Review of the Document

The comments received on the use and applicability of this particular package by the training needs assessment (TNA) team members in Honduras are summarized below:

The structure of the report is extremely useful for TNA teams. It is easy to perceive differences in each model type, their focus in terms of end-user, reliability, and impact. The choice of elements from the different model types for the recommended training plan was based partially on a judgement about which models were more pertinent to the level of clients to be reached by PCVs, which models had already been used and/or tested in Honduras, and which had the most potential for being understood and practicable by PCVs.

The TNA found that PCVs need training packages that allow them to deliver training and technical assistance to rural clients of the survival economy (mostly women) and to established MSEs in both rural and urban

environments that are in stages of either expansion or transition. Based on these findings the team recommended the OEF model and components of the ACCION model for the first set of clients, and the Carvajal model for the latter group.

Such information is precisely that which is needed to familiarize the new PCV with the MSE sector and assistance strategies currently being implemented. The Peace Corps/Honduras TNA did not seek to design a training program for the microentrepreneur, but a training program for PCVs who will in turn train entrepreneurs. As such, this report equips the PCV with a sufficient grounding in MSE assistance plans. The PCV can influence MSE program implementing agencies positively through an expanded comprehension of MSE program components and service mixes.

The training specialist from the team to Mali found the package to be useful for the TNA. She believed that "the paper provides a concise summary of the various training models and applications throughout the world" and recommended entrepreneurial identification and reinforcement activities for PCVs and trainers, drawing from the EDP model discussed in the package.

#### Author's Notes

*Gender Sensitivity.* The document covers a range of training programs focusing exclusively on women in general integrated programs. It is crucial to identify special constraints faced by women at the TNA and workshop planning stages and to design training programs that address these needs. It should be pointed out that it is not necessary to choose only the OEF model if one wishes to assist women entrepreneurs, although the poorest sector is where women are disproportionately found. Other programs reach large numbers of women as well and could reach more by actively encouraging their participation.

*Adaptation of Materials.* The basic course curricula and topics covered in the training programs of the five models in the package are only illustrative and are often adapted, depending on context. Components of the programs can be adopted and adapted as deemed appropriate.

## Appendix C

### SELECT LIST OF TRAINING MATERIALS FROM EDP IN INDIA

From EDI-I, Ahmedabad:

1. *EDI Reports*. A quarterly newsletter published by EDI presenting national-level news on the EDPs in India.
2. "Self-Made Impact-Making Entrepreneurs." A research study of successful entrepreneurs.

From NIESBUD, Delhi:

1. "Industrial Law for Small Entrepreneurs." S.B. Srivastava, S.C. Bajaj, V.P. Gupta. Explanation of laws relevant to small firms.
2. "Trainers Manual on Developing Entrepreneurial Motivation: M.M.M.P." Akhouri, S.P. Mishra, R. Sengupta. A book on dynamics motivation training involving various games.
3. "Potential Women Entrepreneurs—Their Profile, Vision and Motivation." A research report on characteristics of women who are about to start their businesses: their fears, apprehensions, and difficulties in pursuing their entrepreneurial roles.
4. "Successful Women Entrepreneurs—Their Identity, Expectations and Problems." A study highlighting the fact that women are not merely proxies to men in enterprise building; they have their own identity.
5. "Ready Reckoner for Product Selection." H.N. Pathak. Aids to trainees identify products.
6. "Model Syllabi for Entrepreneurship Development Training Programme." Standardized model syllabi for the conduct of EDPs.

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7. "Cases on Entrepreneurship." A number of profiles of individuals who set up their businesses after graduating from EDP.

### From NISIET, Hyderabad:

1. Case studies of science and technology entrepreneurs for a number of states for trainees to acquire an idea of the profile of select entrepreneurs.
2. "Entrepreneurship Development. A Perspective." Reading material. NISIET's experience in detail explained with a historical perspective.
3. Six case studies of select science and technology entrepreneurs presented on video to document these ventures in their total perspectives.

### From IEDUP, Lucknow:

1. Case studies, in capsule, (NISIET cases are more detailed on information) published by IEDUP in a booklet called *Profile: Success Begets Success*.
2. *Udaymita*. A bilingual quarterly publication of IEDUP with news on EDPs at the state level and a technology profile that might interest EDP trainees.
3. "Patterns and Possibilities of Developing Local Entrepreneurship in Tourism Industry. A study in eastern region of UP." A research study on tourism potential.
4. *Udam, Udyami, Udyamita*. A Hindi publication on reading material.

### From TECSOK, Bangalore:

1. Action Plan. Listing of programs planned for year, their locations, sources of funding, and names of the faculty members.

### From APITCO, Hyderabad:

1. "Study Material for Entrepreneurial Development Programme, August 1988." Information on various facilitating agencies and simple introductory lessons in outline form used in EDPs.



## Appendix D

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**Attachment**

**EVALUATION FORM FOR THE  
ENTREPRENEUR TRAINING: USERS' GUIDE**



## EVALUATION FORM FOR THE ENTREPRENEUR TRAINING: USERS' GUIDE

Please complete this evaluation form and mail it to A.I.D./APRE/SMIE, Washington, D.C., 20523, to the attention of Melody Bacha, ARIES Project Officer, or to Nathan Associates, 1301 Pennsylvania Avenue, N.W., Washington, D.C. 20004, to the attention of Thomas Timberg, ARIES Director. We would like to receive any comments you have on the usefulness of this document and/or suggestions for its improvement.

1. What do you like most about this document?
2. What do you like least about this document?
3. Do you feel that this document is useful for the intended audience?
4. Do you think that it is useful in presenting an overview of different training models and methodologies?
5. Do you think that each model is treated sufficiently?
6. Did it assist you to design a program for training MSEs?
7. Would you suggest adding anything to this document to increase its effectiveness?
8. General comments and recommendations.