Rapid Market Appraisal

Handbook for RMA Practitioners

HELVETAS Swiss Intercooperation NEPAL

EMPLOYMENT FUND investing in nepal's future

Rapid Market Appraisal

Handbook for RMA Practitioners

EMPLOYMENT FUND investing in nepal's future

Employment Fund Secretariat
HELVETAS Swiss Intercooperation Nepal

A Handbook on Rapid Market Appraisal for the Practitioners

Employment Fund Secretariat
HELVETAS Swiss Intercooperation Nepal
Jawalakhel, Lalitpur, Nepal
GPO Box- 688, Kathmandu
Phone Number: 01-5000209, 5000226, 5526098
Fax Number: 01-5524991
Toll Free Number: 1660-01-50505

Design and Layout:
Ram Thapa, 9841 44 99 42

Advisors:
Siroco Messerli
Bal Ram Paudel

Compiled and Prepared by:
Bal Mukunda Neupane

Contributed by:
Rajendra Shrestha
Chandra Kanta Adhikari

Edited by:
Leyla Shamchiyeva

Assisted by:
Gopal Dangol
Sonja Hofstetter
Shikha Sunuwar

Preface

In order to ensure the employability of the graduates, it is necessary to provide training as per the needs of the market, and Rapid Market Appraisal is one of the most effective tools to assess these needs. Though RMA has a long history for assessing the market needs of agriculture products, it has also been used to gauge the skill gaps of technical and vocational training graduates against the needs of the labor markets. Employment Fund Secretariat / HELVETAS Swiss Intercooperation Nepal funds technical and vocational training delivered by various training and employment service-providing institutions (T&E). It has given utmost importance to RMA compelling the T&Es to run needs-based trainings built on the findings of RMA surveys. This handbook has been developed to enable T&Es conduct RMA survey effectively. This detailed handbook completed with a set of exercises for each section, lays out a step-by-step methodology for practitioners to carry out a successful RMA survey. Moreover, this handbook includes an RMA tool for micro-enterprises, as well as some of the tools needed to conduct an Area Potentiality Survey to help youths who want to establish their own small businesses or micro-enterprises and create jobs for others.

The Employment Fund Secretariat/HELVETAS Swiss Intercooperation Nepal always welcomes constructive feedback from all stakeholders and readers - both in terms of language and content. Your feedback is valuable as it enables us to improve our strategies to enhance the labor market assessment capacities of our partner organizations.

Finally, we believe that this handbook will be a useful means to provide guidelines in assessing the market needs and help the concerned T&E service providers to impart training resulting in gainful employment for their trainees, as well as the much-needed skilled labor for the potential employers.

Thank you,

Employment Fund Secretariat
HELVETAS Swiss Intercooperation Nepal
Jawalakhel, Lalitpur, Nepal

HOW TO USE THIS HANDBOOK

The handbook is based on the concepts of mastery learning. This means that you should take as much time as you require on each module before you are confident enough to proceed to the next one. You will be working through this handbook on your own, as well as in a group.

You may consult the handbook and use it as a reference at any point during your actual RMA planning, field survey and report writing.

1. This handbook is divided into five modules. Each module is presented as a separate chapter.
2. Each module has different lessons.
3. Each lesson has a sequence of the following activities:

   A. Objectives:

   Both general and specific objectives for the lesson are included

   B. Input:

   These contain detailed information to help you learn.

   C. Practice Activity:

   Here, you are presented with a series of tasks (based on the input) for you to complete. After each input, you will be asked to follow up with a practice activity.

   D. Feedback to practice activity:

   These contain correct answers to the practice activity. It is key that you do not skip these opportunities for feedback on your work. You may then check your answers against the correct answers provided.
4. You must work through each module in the sequence in which it is presented. After going through the INPUT, do the practice activity.
5. Depending on the nature of the practice activity, you will either work on your own, in a group or as a part of an.
6. Proceed to the next module in the Handbook only after having completed the previous module. Make sure you have mastered the learning objectives of the module before moving on to the next one.
7. Refer to the Glossary when you come across a new word.

Table of Contents

MODULE 1: CONCEPTUAL CLARITY

- Conceptual clarity of the needs analysis
- Overview of Rapid Market Appraisal
- Familiarize with occupational sectors
- Identify primary data sources for RMA
- Review secondary data sources for RMA

Lesson 1: Conceptual Clarity of Needs Analysis

General objectives of the session:

Conceptualize, summarize and describe the terms used in needs analysis and Rapid Market Appraisal.

Specific Objective

At the end of this lesson, you will be able to:

- Define needs
- Categorize needs
- Distinguish between needs and wants
- Describe needs analysis
- State outcomes of needs analysis
- List data collection tools

Conceptual Clarity

INPUT

Introduction:

Assessing the real needs of businesses, industry or community is one of the most important tasks for any technical training organization. The trainings are only successful if the needs assessors have managed to identify the real demand on the market. Otherwise, the trainings may fail to result in sustainable gainful employment for the trainees. Thus, conducting some form of a needs assessment is usually the first step when designing a training course. The success of the training depends on the success of training needs assessment.

Definition:

A need is a necessity that can be objective or physical, and subjective or psychological. There are many types and definitions of needs. People need food, shelter, water, security, jobs etc. – the list is endless. A simple definition of need is: *"The gap separating what people have, know, do or feel, from what they should have, know, do or feel".*

In other words, a need represents a *gap between existing conditions and desired conditions*. If there is no gap between existing and desired, there is no need.

Needs = what should be – what is

Notice that these are the same basic definitions as that of a problem. Problems and needs are closely linked together. If we have a problem, there is a need to solve the problem. The job of the needs assessor then is to constantly look for these gaps and ask, "What should be?"

Classification of needs

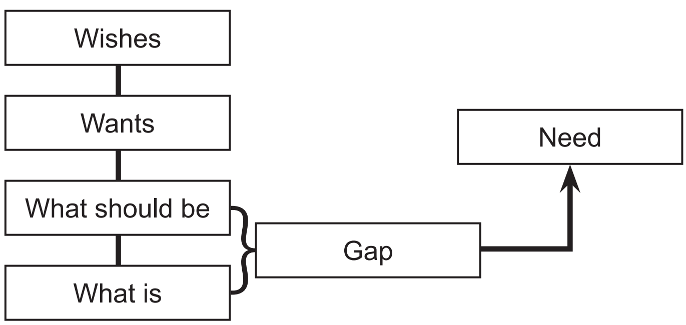
Normative needs:

The needs that are based on the norms of the particular profession or society are called normative needs. Normative needs are value judgments that change over time as the values, knowledge and practices of the society change. For example, the Ministry of Health in a particular country may state that all individuals should have access to safe drinking water. Once operational definitions of "safe drinking water" and "access" have been determined, this standard becomes the norm against which all drinking water is compared. If individuals or communities do not have access to drinking water of that quality, they are considered to be in need thereof.

Relative needs:

When needs are contextual, these needs become relative needs. In other words, the intensity of need in one community in comparison to the same need in other communities may differ by location, which is called relative needs. If individuals or communities with similar characteristics are not receiving the same services, the lesser served is said to be in need.

Felt needs:



The needs that people in the business/industry or community recognize and "feel" is called "felt needs". In other words, felt needs are what people themselves feel they need. Thus, needs based on the people's perceptions and attitudes are considered felt needs. It is important to distinguish between *needs* and *wants*. We may want a lot of things but what do we really need? Often employers or our key informants request training that they desire for personal betterment that may not be tied to organizational needs. The Rapid Market Appraisal is based on the felt needs. The following diagram clearly distinguishes between needs and wants.

Needs assessment:

A needs assessment is therefore a process for determining and addressing needs or gaps between current conditions and desired conditions, often used for improvement of projects in education/training, organizations, or communities. The gap may be a present gap or a perceived future gap.

Needs analysis:

A needs analysis is the study of identifying the gap between *what is* and *what should be* including causes of the gaps, as well as appropriate solutions to fill these gaps. A needs analysis typically follows the needs assessment.

Data sources:

Persons including those in the target population, who may have valuable opinions, facts, or feelings regarding the study, or who may influence any outcome of the study are the sources of data.

Outcomes of a needs analysis

The following are the common outcomes of a needs analysis:

Actual:

Actual represents a description of the way things are now.

Optimal:

Optimal is a description of what the situation should be. The word “optimal” should be used in a realistic sense of the required at the local settings, which is different from “maximum”.

Feeling:

When a gap between actual and optimal is found, a need exists. In order to understand the need, it is useful to determine how people feel about it and how it affects them.

Causes:

Cause is the reason behind the problem.

Solutions:

The same people who have feelings about a need may often suggest solutions. Such solutions should be considered the raw data that would be later verified by the needs analysis.

Tools for data collection

There are many useful tools available for collecting needs assessment data. The needs assessors must select the right tool for a specific study to be done. These are some common tools for data collection:

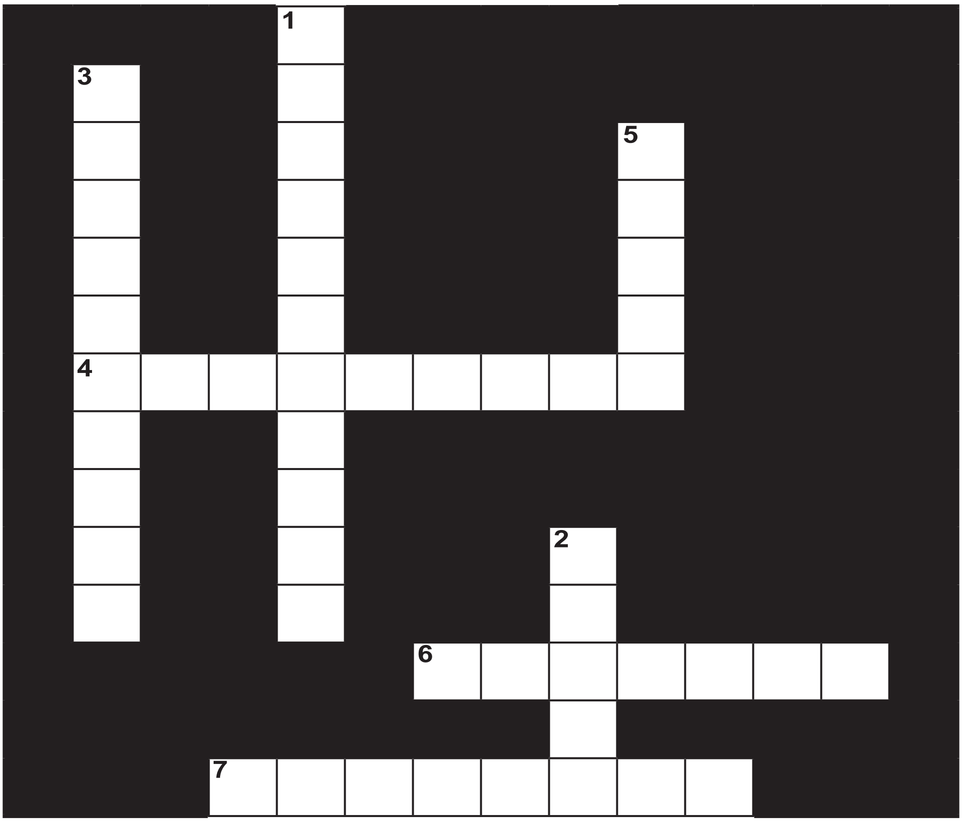
- Interviews
- Direct observations
- Questionnaires
- Focus group discussion
- Competency assessment
- Performance examinations

Conclusions

After the assessment, collected data must be carefully analyzed to identify causes and solutions. The quality of the final solution will depend heavily on the quality of the assessment.

Now, do the following practice activity.

PRACTICE ACTIVITY



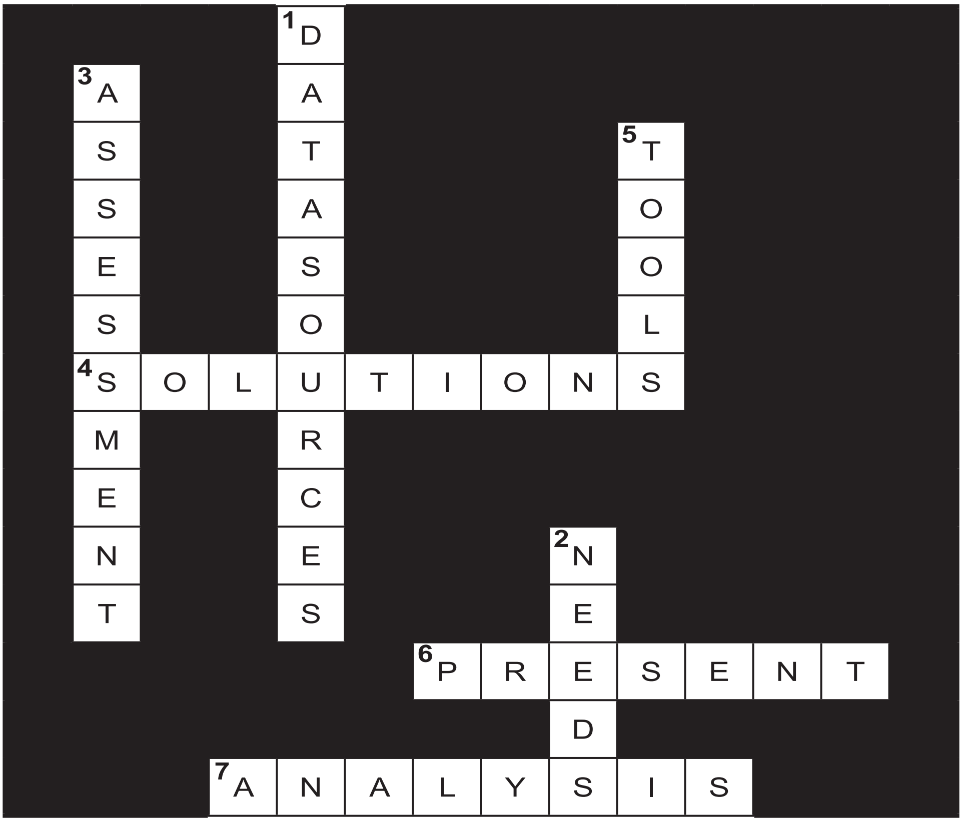
ACROSS

4. Outcomes of any problems
6. Situation that should be identified before determining the needs
7. Examines in what ways the things works

DOWN

1. Persons including those in the target group, who may have valuable opinions, facts or feelings regarding the study.
2. The gap separating what people have, know, do, or fell, from what they should have, know, do, or feel.
3. Examines how well the things work
5. Interview, observations, focus group discussion

Feedback to Practice Activity



Lesson 2: Overview of the Rapid Market Appraisal

General objectives of the session:

Define, summarize and explain technical education and vocational training approaches and Rapid Market Appraisal.

Specific Objective

At the end of this lesson, you will be able to:

- Define Rapid Market Appraisal
- State the philosophy of rapid market appraisal
- State the history of rapid market appraisal
- Describe the purpose of conducting rapid market appraisal
- Explain the outcomes of rapid market appraisal
- Explain the tools used for data collection in RMA

Training Approaches

There are two types of training approaches: One is traditional type of supply-based training, and another is modern type of needs- or demand-based training. Traditional type of supply-based training focuses on the training of graduates enmasse for the labor market; while the modern demand-based training approach assesses the needs of the market and trains the graduates according to the needs of the market.

- **Supply-based training:** This is a traditional approach to training that focuses of preparation of human resources in certain disciplines without the due assessment of the current or future labor market needs.

- **Demand-based training:** This is a modern approach of training designed to increase employment rates by identifying the needs on the labor market and training the human resources as per these needs. To this end, RMA is one of the best tools for the T&E that helps assess the real needs in a specific market. Present Handbook takes you through the process of such needs-based assessment step-by-step.

Overview of Rapid Market Appraisal

Introduction:

RMA is an acronym for **R**apid **M**arket **A**ppraisal. It is a unique, quick, innovative, and very effective method of labor market appraisal. It is possibly the most widely used approach in determining the labor demand of businesses and industry through a comprehensive study of job requirements in a specific occupational area. The RMA as opposed to a formal sub-sector analysis provides a quick, flexible, and effective way of collecting, processing, and analyzing information and data on the labor markets needs.

RMA adapts a "client first" approach, instead of Robert Chambers' famous "farmer first" approach moving from on-farm to off-farm sector of skills development (for details, please see history of RMA). RMA helps training providers to recognize the needs and opportunities present in the market place and further verify complex market systems in a short time. Thus, RMA is conducted to provide comprehensive information concerning current employment and future labor requirements by specific occupations, and to ascertain training needs to fulfill these requirements. The information is gathered from a specific, predetermined area of the labor market.

A well-conducted rapid market appraisal can provide vocational-technical training providers with needed information about occupational opportunities, training needs, resources availability, training facilities, and individual needs. This information sets a solid base for labor requirements and curriculum planning and revision.

Philosophy of RMA

The RMA process is based on the following premises:

- RMA follows a "client first" approach.
- RMA starts with problems as well as potentials.
- RMA gives direction to the training institute to make decision related to training ,

History of RMA

The RMA process spun out of a Micro and Small Enterprise development effort in Africa in 1980. The RMA movement continued to grow across Africa, in particular in Kenya, Uganda and Tanzania. Agricultural programs in Vietnam and Laos also use the RMA process for determining the market demand of the agricultural products. In Nepal, F-SKILL, a then-project of HELVETAS Swiss Intercooperation Nepal (EF) introduced the RMA process in 2005. With the success of the F-SKILL modality of assessing needs of the technical human resources for training, EF replicated this process from 2008 assessing the needs of the market moving beyond the agricultural products and services.

Purposes of RMA

Rapid Market Appraisal grew out of a frustration with lengthy, costly and intensive formal market survey in developing countries that rarely generated timely or sensible analysis. The purpose of RMA is to help ensure that technical training institutions deliver most appropriate, high quality and employment oriented hands-on training. If the RMA results reveal that there are a large number of unfilled job vacancies in a specific occupation, the students can be counseled to enroll in programs that will train them for that occupation.

RMA helps training providers to identify the needs and opportunities on the labor market. When users become a source of information, ideas for new training opportunities can be exploited. Training courses are proven to be effective when informed by the results of a Rapid Market Appraisal of demands on the labor market.

Likewise, RMA often helps to identify new occupations for which training may be needed in the future. For example, a new business may be moving into the local areas and require workers trained in skills not currently taught in technical training courses. Equally, technological changes in existing occupations may require updating of the technical curriculum.

Finally, RMA ensures that trainees receive appropriate, marketable, high-quality training for the job.

Outcomes

RMA offers the technical and vocational training providers the following information:

- Numbers of workers available at present in specific occupation in a predetermined area
- Numbers of workers required in specific occupation in a predetermined area
- Additional skills desired by employers
- Present occupational interests of local youths
- Existing technical training providers available in the local area

Tools for data collection

RMA uses a range of simple and easy methods and tools for collecting quantitative as well as qualitative market information. The following tools are normally used in collecting data in RMA process:

- Semi- structured interview guide to collect market data
- Direct observation for context analysis.
- Focus group discussion for verification and collection of qualitative data

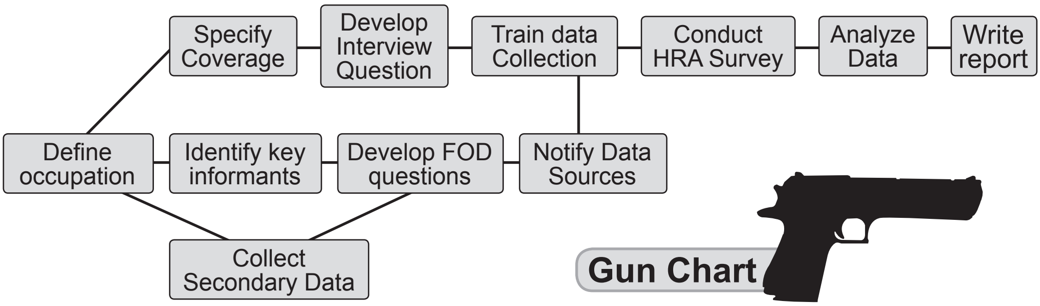
Job markets are constantly evolving and changing, and therefore market appraisal needs to be conducted on a fairly regular basis. RMA provides a quick and effective way of obtaining relevant information about the market systems for specific occupational sectors at a minimal cost. It allows measuring the demand and opportunities in a specific occupation in business and industry or location.

Conclusions:

Experience shows that the RMA needs a coaching process for the certain period of time. Single inputs during training may not be sufficient for the effective implementation of RMA process in real settings. Repeated inputs from experienced RMA practitioners or consultants are required. Practical training and formal coaching are essential in the RMA process.

Stages of conducting a Rapid Market Appraisal:

The following Gun Chart shows the stages of conducting an RMA:



Now, do the following practice activity.

Practice Activity

Matching quiz

Instruction: Match the answers with the questions by writing the correct letter of the answer in the gap.

Questions

________ What does the RMA acronym stand for?
________ What do you mean by RMA?
________ Why do we conduct RMA?
________ What are the outcomes of RMA?
________ Where did RMA originate?
________ What are the strengths of RMA?
________ What are the tools used in RMA for collecting data?
________ What should be done upon RMA completion?

Answers

K. Design training program as recommended by RMA report
A. Rapid Market Appraisal
W. Existing and required numbers of labor in the particular employment area.
E. Africa.
S. To identify the actual requirement of the labor in the particular employment area.
O. Interview, focus group discussion, observation.
N. A comprehensive study of an employment status of a local area.
R. Quick, effective, and not costly,

Feedback to Practice Activity

A ________ What does the RMA acronym stand for?
N ________ What do you mean by RMA?
S ________ Why do we conduct RMA?
W ________ What are the outcomes of RMA?
E ________ Where did RMA originate?
R ________ What are the strengths of RMA?
O ________ What are the tools used in RMA for collecting data?
K ________ What should be done upon RMA completion?

Lesson 3: Familiarize with Occupational Sectors and Occupations

General objectives of the session:

Conceptualize, summarize and familiarize with occupational sectors.

Specific Objective

At the end of this lesson, you will be able to:

- Define occupational sector
- Define occupational sub-sectors
- define occupation
- use occupational skills standards (OSS) of NSTB
- Familiar with occupational curriculum development

Familiarize with Occupational Sectors

INPUT

Introduction:

People in the society engage in various jobs for earning of their living. Economic activities of the people are guided by need and norms of people living in a society of a particular geographical location. For example, the types of goods and services produced and consumed in a society depend on a geography and social customs. The assessment of the local economy identifies a sector with highest employment generation potential. Once the potential sector is identified, the actual RMA process for particular occupation begins. Understanding of the following terms and definitions is crucial for an accurate and effective RMA.

Sectors and sub-sectors:

The economy may be classified into subdivisions called sectors also called industries in several ways. They are the broader level of the classification of economy. Sectors may be further subdivided into sub-sectors.

Examples:

Sectors	**Sub-sectors**
Agriculture	Live stock Horticulture Agronomy
Construction	Building Road Irrigation
Electrical	Domestic electrical Industrial electrical

Occupation:

An occupational title is a descriptive label for a specific occupation that exists in the world of work. It is the title given to a group of workers that perform similar duties and tasks for the usual purpose of earning a living. For example, bar bender, electrician, mason, plumber, telecom technician, etc. RMA is always conducted on an occupation, and not on sector or sub-sector.

Why RMA is conducted on specific occupation?

1. The training program can focus on training individuals for actual occupations that exist in the world of work.
2. Individuals who have limited time, resources, or ability may choose to master only a major portion of the tasks within the occupational sectors and get a job.
3. The dropout rate may be reduced because individuals will be required to master only the tasks required to become employable in an occupations of their choice.
4. Employed individuals can return to the training institutions and add to their employability by mastering the tasks in one or more additional occupations within the overall occupational sector.
5. Individuals with discriminated and disadvantaged groups can enter a specialized training program for a specific occupation for which they are qualified. An “all but nothing” situation is avoided.
6. Training programs can respond more quickly to the changes in technology and the job market.
7. Training programs can meet the specialized training needs of specific employers.

Occupational Skill Standard (OSS)

Occupational skill standards are nationally agreed statements of competencies, which describe what an effective and competent worker does and needs to know to deliver quality in their job. Occupational skill standards help business and industry and individuals to plan for their skills development and upgrade their competency level. National Skill Testing Board (NSTB), a government board for developing OSS and conducting skills test, defines OSS as “OSS is a written specification of the practical skills with underlying knowledge, and experience demonstrated by an individual in a particular occupation."

Skills test

A skill test is a performance test based on the occupational skill standard which must be demonstrated by every individual to obtain a “National Skill Certificate” indicating that the certificate holder meets the requirements of a trade/occupation. The existing coverage of skill tests in labor market is:

- Occupational sectors: 20
- Number of developed OSS: 257
- Total number of certified persons: 123233

The flow chart of skill test is included in annex 2.

National Skills Testing Board (NSTB) in Nepal conducts the following four level of skills tests:

Elementary Level

Persons at this level have very narrow but useful skills. Functions at this level require the performance of limited routine tasks involving little or no latitude for judgment. Adherence to rigid standards or specifications is not required. The owner or a supervisor or a worker at a higher level gives assignments with simple instructions and offers clarification or suggestions.

Some of the appropriate occupations are: messenger, laundry worker, caretaker, sweeper, childcare etc.

Skills test requirements

The requirements to participate in the skill test are as follows:

- Nepali Citizenship Card
- PP size photo x 4 nos., Auto size photo x 1 nos
- Other eligibility as explained hereunder

Skills Level – Elementary

A successful completion of 140-hour vocational training in a relevant occupation/trade.

Skills Level – 1

Literate with a knowledge and skill in a relevant occupation with minimum one-year work experience in a related occupation/trade.

or

A successful completion of one-month (160 hours) vocational training in a relevant occupation/trade.

or

Vocational training with six-month work experience in a relevant occupation/trade.

Level – 2

Literate with knowledge and skill in a relevant occupation with minimum three-year work experience in a relevant occupation/trade.

or

One-year training (min 600 hrs theory and 800 hrs practical) in a relevant occupation/trade.

or

One-year work experience after the level-1 ST certificate passed in relevant occupation/trade.

Accreditation of ST certificate

RECOGNITION OF SKILL CERTIFICATES IN NEPAL

Skills Level	Equivalent Recognition
Level-1	Non Gazette Third class (Technician) or Level Three in corporation
Level-2	Non Gazette Second class (Technician) or Level Four in corporation
Level-3	Non Gazette First class (Technician) or Level Five in corporation
Level-4	Gazette Third class (Technician) or Level Six/Officer level in corporation

Now, do the following practice activity.

Practice Activity

Q.No. 1. List five examples of occupational sectors.

1. ______________________________.
2. ______________________________.
3. ______________________________.
4. ______________________________.
5. ______________________________.

Q.No. 2. What do you mean by occupation in RMA?

____

____

____________________.

Q.No. 3. Why RMA is conducted on occupations, and NOT on occupational sectors or sub-sectors?

______________________________.

______________________________.

______________________________.

______________________________.

Q.No.4. What is a skills test?

____

____

____________________.

Feedback to Practice Activity

Q.No. 1. List five examples of occupational sectors.

1. Construction
2. Health
3. Hospitality
4. Electronic
5. Mechanical

Q.No. 2. What do you mean by occupation in RMA?

An occupational title is just what the name implies; it is descriptive label for a specific occupation that exists in the world of work. The title given to a group of workers that performs a similar duties and tasks for the usual purpose of earning a living is called occupation.

Q.No. 3. Why RMA is conducted on occupations, and NOT on occupational sectors or sub-sectors?

1. The training program can focus on training individuals for actual occupations that exist in the world of work.
2. Individuals who have limited time, resources, or ability may choose to master only a major portion of the tasks within the occupational sectors and get a job.
3. Employed individuals can return to the training institutions and add to their employability by mastering the tasks in one or more additional occupations within the overall occupational sector.
4. Individuals from discriminated and disadvantaged groups can enter a specialized training program for a specific occupation for which they are qualified. An "all or nothing" situation is avoided.

Q.No.4. What is a skills test?

"A skills test is basically a performance test based on the occupational skill standard which must be demonstrated by every individual to obtain a "National Skill Certificate" indicating that the certificate holder meets the requirement of the trade/occupation"

Lesson 4: Identify Primary Data Sources for RMA

General objectives of the session:

Conceptualize, summarize and identify data sources for RMA.

Specific Objective

At the end of this lesson, you will be able to:

- Define primary data
- Identify sources of primary data
- List the information that may get from different sources of primary data
- Collect the information form different sources of primary data

Identify Primary Data Sources for RMA

INPUT

Introduction:

Conducting a Rapid Market Appraisal requires collecting a large amount of data. Much of this data can be sourced from the target population of the study. However, there are other useful sources of data that should not be overlooked. The RMA definition of data sources is:

"Persons including those in the target population, who may have valuable opinions, facts, or feelings regarding the study, or who may influence any outcome of the study are the sources of data."

Primary data sources:

The primary data source for RMA is the target population. The ever-changing needs of the society create new occupation and change the existing ones. The same occupations can be different from place to place.

Occupations primarily originate and evolve within businesses and industries. Thus, in order to get an accurate picture of any occupation we must take a closer look at businesses and industries. In business and industry setting, the target population may be employers, employees, district chambers of commerce, employers associations, employees associations, professional associations, unemployed youths, existing technical training providers etc.

Employers

Employers are the most accurate source of information for rapid market appraisal study. The RMA data collectors have to obtain a list of all organizations that might employ the skilled graduates.

District chambers of commerce

The district chamber of commerce maintains specific information on all industries and businesses in the district. This information may include the number of employees at each industry or business, average wages paid to each, worker turnover rates by company, and district census data.

Employer associations

Employer associations can provide the most current status of supply and demand situation of the workers in the study areas. They can help to identify the employers and employees for the interviews.

Employee associations

Employee associations are a good point to start the RMA study. They can also provide current information about the supply-demand situation on the local labor market.

Technical training providers

There might be the numbers of technical training providers already existing in the area, which are providing similar training programs. These institutions can be a valuable source of information on training demand, curriculum, etc.

Local youths

Another important source of data can be local youths who play a major role in making the training program successful. Taking the interest of the youth into account can help engage the youth in the training course and increase their labor market participation.

The Table below will provide a clear picture on key informants and possible information you may collect:

Key Informants	Information you may get
Employers	• Existing number of workers • Required number of workers • Number of workers needed in coming years • Major competencies sought by employers • Wages of the workers at present • Types of workers (gender, caste, age and ethnic groups)
Employers associations	• Overall numbers of workers working at present in the industry at the local level • Tentative required numbers of workers in the industry at the local level • Most appropriate group in terms of age, gender, ethic group for the particular occupation
Local youths	• Preference of the local youths
Employee associations	• Overall numbers of workers employed at present • Most appropriate group in terms of age, gender, ethnic groups
Technical training providers	• Numbers of existing technical training providers • Trends in training demand • Interest/attitude of youths by caste, gender and age • Area the youth prefer to work in • Wage or profit per piece produced in the job • Preferred employment category by the youths (self-employment or wage employment)
Co-operatives / community leaders / teachers	• Preference of the local youths (by gender, cast and age) • Market centers, youths who prefer self-employment • Support in starting own businesses

Conclusions

Employers are the most accurate source of information for a Rapid Market Appraisal. The employers are the core players on the labor market. The RMA data collectors have to obtain a list of all organizations with high potential of creating jobs in a given occupation.

Now, do the following practice activity.

Practice Activity

Q.No. 1. List the primary sources of data for an RMA study?

____.

____.

____.

____.

____.

Q.No..2. What types of information you may get from employers?

____.

____.

____.

____.

____.

Q.No..3. What types of information you may get from existing technical training providers?

____.

____.

____.

____.

____.

Feedback to Practice Activity

Q.No. 1. List the primary sources of data for an RMA study?

- Employers
- Employees
- Employees association
- Employer association
- Existing technical training providers

Q.No. 2. What types of information you may get from employers?

- Required numbers of workers needed at present
- Existing numbers of workers working at present
- Required numbers of workers needed for coming years
- Major competencies needed for the organization
- Present salary of the workers
- Types of workers (gender, caste, age and ethic groups)

Q.No. 3. What types of information you may get from existing technical training providers?

- Trend of training demand
- Numbers of existing technical training providers
- Interest/attitude of youths by caste, gender and age
- Place the youth prefer to work
- Wage/Salary/Piece work/Job order basis
- Types of work (self/wage) youth preference

Lesson 5: Review Secondary Data for RMA

General objectives of the session:

Conceptualize, summarize and review the secondary data for an RMA survey.

Specific Objective

At the end of this lesson, you will be able to:

- Define secondary data
- Define sources of secondary data
- Use occupational dictionaries as second data for RMA
- Use other related secondary data from RMA

Review secondary data for RMA

INPUT

Introduction:

Assessing the local economy by using secondary data sources helps to understand the existing situation in the local economy. Sometimes the use of secondary data may be sufficient to solve the problem before proceeding with the analysis.

Sources of secondary data for RMA:

Secondary data is data collected by someone other than the user. Labor market data that have already been collected can be found in most of the districts, and this data should be used. Common sources of secondary data for a Rapid Market Appraisal include district chambers of commerce, employers associations, employees associations, professional associations, Government district line offices such as District Cottage and Small-scale Industry Board, District Development Committee, etc.

Occupational dictionaries

Occupational dictionaries are a good source for identifying the tentative list of duties for an occupation. Some of the more common occupational dictionaries are:

- Australian Standards of Classification of Occupations (ASCO)
- International Standards of Classification of Occupations (ISCO)
- Dictionary of Occupational Titles (DOT)
- Nepalese Standards of Classification of Occupations (NSCO)

Online resources

There is a vast amount of easily accessible information available online. However, it is crucial to identify the right sources of information online that contain accurate and up-to-date data. Recent job profiles of the target occupation(s) are a great help in providing a clearer understanding of the specificities of the occupation. Following web pages are one of the many useful sources of such occupational profiles: National Skills Testing Board (*www.nstb.org.np*) or Jobs Nepal (*www.jobsnepal.com*).

The following table provides the basic information about the nature of economic sector and possible secondary data sources:

Local economic sector	**Secondary data sources**
Agriculture	District profile (available at DDC office), District Agriculture Development Office
Industry	Cottage and Small Industry Office at district level District level FNCCI
Forestry	District Forest Office
Construction	Contractor Association, Municipality
Transportation	Road department, Municipality, DDC
Trading	District level FNCCI
Service sector	Hotel association, labor union, Labor Office
Demographics of s district (district profile)	District profile, VDC profile, Publication of CBS, and other relevant studies Useful information would be a demographic structure by major age group and sex, literacy rate by sex, age, employment by economic activities, unemployment by sex, age, education, urban/rural sector, labor in-flow and out-flow
Growing market centers and settlement	DDC Profile
GoN Regulation	Restriction to work by women Encourage to work (tax free etc)

Conclusions

Collecting data from secondary sources provides you with a crosscheck of problems and needs. Diversifying your data sources will help generate more accurate recommendations. Remember that the main purpose of RMA is to gather as much information as possible that will inform effective training programs.

Now, do the following practice activity.

Practice Activity

Match the following:

a. Key informants	1. National Classification Standards of Occupations
b. Employers	2. Occupation primarily originate and evolve in business and industry
c. Primary data	3. Data collected by someone other than the user
d. Secondary data	4. The data that is obtained from the key informants
e. Occupational dictionary	5. are the more accurate sources of information for RMA
	6. O*NET
	7. Persons who may have valuable opinions, facts, or feelings regarding the study, or who may influence any outcome of the study.

Feedback to Practice Activity

Matching the following

a. Key informants - 1 b. Employers - 5 c. Primary data - 4 d. Secondary data - 3 e. Occupational dictionary -1	1. National Classification Standards of Occupations 2. Occupation primarily originate and evolve in business and industry 3. Data collected by someone other than the user 4. The data that is obtained from the key informants 5. are the more accurate sources of information for RMA 6. O*NET 7. Persons who may have valuable opinions, facts, or feelings regarding the study, or who may influence any outcome of the study.

MODULE 2: PLAN YOUR RMA

DETERMINE THE RMA PURPOSE STATEMENT

- RMA Statement
- Market Location
- Key Informants
- Intended Scope
- Duration

Lesson 6: Determine RMA Problem Statement

General objectives of the session:

Describe, summarize and determine RMA (Problem) Statement for RMA study.

Specific Objective

At the end of this lesson, you will be able to:

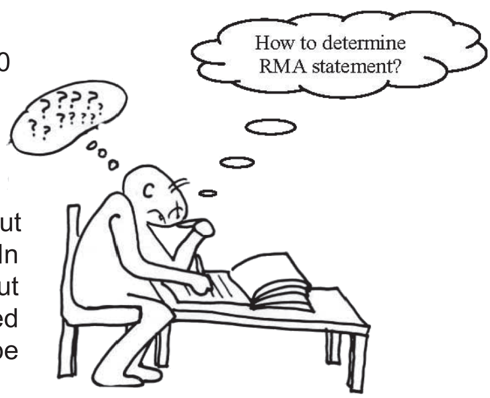
- Define RMA statement
- State RMA statement for the study
- List some common pitfalls when stating RMA statement
- State the criteria for selecting RMA statement
- Critique the RMA statement
- Determine RMA statement

Determine RMA Statement (Problem Statement)

INPUT

Introduction:

Einstein once said that if he were given 60 minutes to solve a problem, he would spend 55 minutes making sure he was clear about the problem, and the remaining five minutes to solve it. The same advice shall be given to the person carrying out RMA. First, be clear about what you want to accomplish with the RMA. In other words, RMA cannot be conducted without a purpose: if there is no problem there is no need to conduct RMA. The problem statement may be expressed in several sentences or a paragraph.



Definition:

A RMA statement is a clear and concise description of the issues that need to be addressed by the concerned training institution.

Formulating the RMA problem statement

There are a number of ways of formulating an RMA statement. However, regardless of which way you write the RMA statement, there are some rules to follow:

Define the problem:

In the RMA problem statement, the problem should be defined in specific terms and it should present facts on the existing state of affairs, as well as the desired state of affairs. The gap between the two represents the problem that the RMA is setting out to capture and offer ways to resolve. An RMA statement should be spelled out as clearly as possible, avoiding misleading words.

Identify location

The problem statement should specify the location where the problem is observed.

Describe the size

The scale of the problem should be defined in measurable terms. The scale of the problem will determine the importance of the problem.

Justification

A problem statement should provide a clear answer to the question "Why are you conducting the RMA survey and what you intend to achieve?"

Points to keep in mind when outlining an RMA statement

- The RMA statement should not address more than one problem.
- The RMA statement should not assign a cause.
- The RMA statement should not assign blame.
- The RMA statement should not offer a solution.

Criteria for defining an RMA statement:

Market demand

RMA problem statement is usually triggered by the market demand that is a perceived gap between *what is* and *what should be*. This difference is commonly referred as the market demand.

Interest

It is important to have a strong interest in the area before committing yourself to an occupation-specific RMA survey. Specialization can help the RMA surveyor to investigate problems that may seem trivial to others, but are important for the sake of the analysis.

Organizational capability

Recognizing own capabilities and limitation is important with carrying out the RMA. The area of RMA should be within the capabilities of the organization in terms of physical, financial as well as human resources.

Disadvantaged and discriminated groups

The RMA problem statement should address the needs of disadvantaged and discriminated groups.

Innovative approach

It is advisable to the RMA assessors to select the RMA statement from the new disciplines on the market. The demand of traditional occupations such as tailor, mason, carpenter etc. has been saturated.

Documents available

Check whether curriculum, NSTB's occupational skill standards and other related documents are available in the areas where you are planning to conduct an RMA. This will ease the process of design and conduct training programs.

Conclusions:

The central element in an RMA process is the RMA problem statement. Once the RMA problem statement has been identified and adequately defined, the systematic and scientific process of making observation and collecting data can be done more easily.

Now, do the following practice activity.

Practice Activity

Instructions:

Below are some examples of an RMA statement. Please critique in terms of clarity in defining the location, scale and presenting a sound justification:

1. **RMA statement**

   Printing industry has been gaining in prominence lately. However, the human resources have struggled to keep up with the rising demand in skilled labor. As a result of the discrepancy in the demand and supply of qualified machine operators, these jobs have been outsourced to India to preserve the high standards of quality.

Critique: ____.

____.

____.

2. RMA statement

Having acknowledged the importance of a stable electricity supply for economic development and better living standards, the Government of Nepal announced its plans to expand the electricity coverage to the remote areas and scale up the construction of appropriate facilities. As this year has been declared the Year of Electric Energy, there is a great need for skilled electricians and construction workers.

Critique: ____.

____.

____.

3. RMA Problem Statement

Bharatpur being the central transportation hub for five regions in Nepal is expanding quickly due to rising immigration. This migration is leading to development of new infrastructures every year. This rapid development of new infrastructures in Bharatpur municipality has created a need for 350 bar benders on a yearly basis, while the current supply of bar bender is approximately 250. These figures show that Bharatpur municipality is in shortage of about 100 bar bender each year.

4. RMA Problem Statement

As a capital of Nepal and a fast-developing city, Kathmandu has become a center of gravity for domestic migrants. As a result, thousands of houses are being constructed in the city annually. The house construction in Kathmandu valley is rapidly growing. The data shows that Kathmandu valley alone is in need of 2000 plumbers annually, whereas current supply of plumbers is 1200 per year. Among 1200 plumbers, 50% (600) opt for employment outside Nepal, which creates an acute shortage of approximately 1400 plumbers a year in the Kathmandu valley alone. If we take into account foreign demand the figure doubles as over 2000 plumbers annually have been placed in jobs through foreign employment agencies

Feedback to Practice Activity

Critique 1 RMA statement:

- Too vague and broad.
- No clear expectation of what is and what should be.
- Market location and specific occupation have not been specified.

Critique 2 RMA statement:

- Too vague and broad.
- No clear expectation of what is and what should be.
- Market location and specific occupation have not been stated.
- More than two sectors have been mentioned.

Critique 3 RMA statement:

- Very specific about what is and what should be.
- Size (gap) is mentioned.
- Specific occupation.
- Market coverage has been specified.

Critique 4 RMA statement:

- Very specific about what is and what should be.
- Size (gap) is mentioned.
- Specific occupation.
- Market coverage has been specified.

Lesson 7: Identify Possible Causes of the RMA Problem Statement

General objectives of the session:

Describe, summarize and identify possible causes of RMA statement.

Specific Objective

At the end of this lesson, you will be able to:

- Define possible causes
- Different between problem and possible causes
- State how to identify possible causes of RMA statement
- Identify possible causes of RMA statement

Identify possible causes of the RMA statement

INPUT

Introduction:

Once the RMA problem statement has been defined, the RMA planners' task is to find an answer to the RMA problem. In order to find answers to the RMA problem, it is necessary to establish possible causes of the problem.

Definition:

The possible causes, also known as hypothesis in academic research, can be defined as a guess and an attempt to explain the nature of the relationship between the variables identified in the problem.

Why possible causes?

A possible cause is the most powerful tool that RMA planners have in order to look where the solutions may be found. It gives the RMA planners a direction of research, and suggests variables to examine and relationships to investigate. It would be uneconomical and pointless to collect an enormous amount of data without some idea of the possible outcomes. A RMA problem statement must be tested through the possible causes of the problem RMA is intending to address.

Establish possible causes of the problem in the RMA statement

When accurately identified, possible causes of a problem may direct us to its solution. There may be a number of possible causes. All possible causes should be noted down and ranked them by importance.

For example, if a pen-drive is lost, you might want to start by remembering where you left it.

In an attempt to locate it, you would probably look in the place where it is normally kept and also in places where the pen drive might have been lost. You would probably try to think of as many places as possible where it could be. Maybe it has accidentally been placed between some of your papers? Or maybe someone is playing trick on you. Problem solving in RMA also requires understanding the possible causes that may direct the RMA planners to likely solutions. By understanding the strength of the relationships between possible solutions and the problem, the RMA planner can test and rank the possible causes by their importance. This will also help prioritize solutions.

How to write possible causes of the problem:

Possible causes should be written after a review of the secondary data and determination of RMA problem. There are some guidelines to follow for writing possible causes.

- Write the possible causes as a statement.
- Define the terms precisely.
- Use as many possible causes as required.
- Write the possible causes clearly.

Conclusions:

If you formulate the possible causes of an RMA study, it will help you to develop appropriate instruments for data collection.

Now, do the following practice activity.

Practice Activity

Instruction: Answer the following questions:

Q.No.1 What is a possible cause? Give the reasons of formulating possible causes in conducting an RMA?

____.

____.

____.

____.

Q.No.2. Please, list five requirements for writing possible causes.

____.

____.

____.

____.

Q.No.3. Imagine that you have lost the key of your motorbike. Write the possible places where you can find your key.

____.

____.

____.

____.

Feedback to Practice Activity

Answer 1:

Possible causes can be defined as a guess and an attempt to explain the nature of the relationship between the variables identified in the problem.

Answer 2:

You may have mentioned any five of the following requirements:

a. Write after review of secondary data
b. Have a clearly defined RMA statement
c. Write as a statement
d. Define the terms precisely
e. Write as many possible causes as required
f. Write possible causes clearly

Answer 3:

Show your answer to your RMA facilitator

If you faced difficulties with many of your answers in this module, go over this module again and carefully study the inputs and examples provided and then see your facilitator for further guidance.

If you did well, proceed to the next module.

Lesson 8: Determine RMA Planning

General objectives of the session:

Plan RMA successfully

Specific Objective

At the end of this lesson, you will be able to:

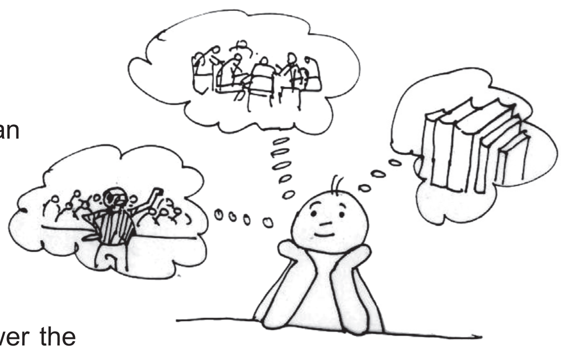
- Define RMA purpose statement
- State the elements of RMA purpose statement
- Critique RMA purpose statement
- Determine your own RMA purpose statement

Planning a Rapid Market Appraisal

INPUT

Introduction:

A good planning of RMA gives you an accurate, concrete understanding of what you need to do, what you expect to achieve, where to collect information, whom you need to meet and by when you need to complete your study.



The good planner always seeks to answer the following questions for the RMA survey:

What do I need to do?

Where do I need to go to collect information?

Whom do I need to meet?

What do I expect to achieve?

When do I need to complete the study?

A good plan acts as a road map. The RMA planning is arguably the most important phase in the entire RMA study. It gives the direction to make the RMA successful.

RMA Planning includes:

A. RMA Statement
B. Market location
C. Key informants
D. Intended number of key informants
E. Duration

A. RMA Statement:

RMA Statements are logical statements usually triggered by a perceived gap between *what is* and *what should be*. Some call this ' a workforce gap', which has already been discussed in Lesson 6.

B. Market location:

The market location of any RMA study indicates the size or extensiveness of the study. The market location may be small as the need of one specific occupation of one industry or one community or a town to the needs of an entire nation. The RMA purpose statement should mention where the RMA study will be conducted. The geographical coverage should be clearly set out in the RMA purpose statement. The geographical coverage may be:

Nation	District	Town
Region	Municipality	Ward
Zone	Village development committee	Community

C. Key informants:

The key informants are the persons including those in the target population, who may have valuable opinions, facts, or feelings regarding the RMA study, or who may influence any outcome of the study.

The samples of target population for the RMA studies mentioned before in the Handbook, could be:

- Office of DDC, Chitwan
- Office of Bharatpur Municipality
- Contractors Association, Chitwan
- Association of construction workers
- Local TTPs

- Bar Benders from construction companies
- Local clubs, NGOs
- Local youths

D. Intended number of key informants:

The RMA planners also plan for the intended number of key informants. How many key informants and from which organizations would be interviewed during the study? This provides the scope of the RMA.

For Example:

- Office of DDC, Chitwan - 3
- Office of Bharatpur Municipality - 3
- Contractors Association, Chitwan- 2
- Association of Construction Workers - 3
- Local TTPs - 4
- Bar Benders from construction companies - 8
- Local clubs, NGOs - 3
- Local youths - 20

E. Duration:

The RMA Planning should give some idea of the time available for the study. This timeframe should include the time for initial planning, actual field survey, a production of the final report and necessary presentations.

Conclusions:

A RMA planning provides a direction for all of the work that must be done to assess the labor for training. Let your RMA study purpose statement lead to a successful study.

Now, do the following practice activity.

Practice Activity

Instruction: Determine the RMA Planning of your organization, as you are going to conduct RMA survey in very near future. The planning should consist of the following components:

A. RMA problem statement: What is the problem in the focus of your study?
B. Market location: Where are you going to conduct your RMA study?
C. Key informants: Whom are you going to meet to collect the information?
D. Intended numbers of key informants: How many key informants will be interviewed?
E. Duration: The expected duration of the RMA study

Feedback to Practice Activity

Since good planning is half done, try to be realistic in planning while determining market location, times, resources etc. Brainstorming can help identify the key informants and appropriate tools for data collection.

MODULE 3: COLLECT DATA

Practical Aspect of RMA:

- Semi-structured interviews (SSI)
- Focus Group Discussions (FGDs)
- Conduct direct observation

Lesson 9: Conduct Semi-structured Interview

General objectives of the session:

Explain, develop and conduct the semi-structured interview and problems involved in practical aspects of a semi-structured interview.

Specific Objective

At the end of this lesson, you will be able to:

- Define semi-structured interview
- Explain purposes of semi-structured interview
- List activities in planning, organizing and administering semi-structured interview
- Figure out organization of RMA semi-structured interview guide
- Explain problems involved in practical aspects of semi-structured interview
- Develop semi-structured RMA interview guide

Conduct semi-structured Interview

INPUT

Introduction:

Semi-structured interviews (SSI) are one of the main tools used in Rapid Market Appraisals. It is a form of guided interviewing where only some of the questions are predetermined. RMA interviewers do not use a formal questionnaire but at most a checklist of questions as a rough guide. RMA interview guide must be carefully designed to help identify problems, causes, and solutions.

Semi-structured interviewing involves two types of skills. The first is questioning skills. By asking the right kind of questions in the right sequence, you can elicit more complete information from informants. The other is rapport-building skills. These skills help you build rapport with your informant to create an atmosphere of trust and openness .

Purposes:

Unlike a structured interview where all informants are asked the same set of questions, a semi-structured interview allows the data collector to ask follow-up questions to probe more deeply into problems, causes and solutions.

Before the interview:

- Draft outlines for the semi-structured interview for RMA in sequencing order which contains:
  - Rapport building
  - Identifying the RMA problem
  - RMA solution
  - Workers information
  - Training information.
- Check the guide for completeness. Try it out on colleagues as test interview to see if any questions are confusing.
- Prepare yourself for the interview. You should be well-informed about the topic to be able to ask relevant questions and show an interest in the interviewees' responses.
- Contact the informants and schedule an appointment for the interview.

During the interview:

Start by introducing yourself. You try to put the interviewee at ease. Make sure that the interview setting lends itself to obtaining better, more accurate information. You will:

- Be sensitive and respectful. Take a seat on the same level as the interviewee, not above, and begin the conversation with locally accepted polite talk.
- State your goal in a clear manner. Make sure the interviewee understands why you are there.
- Use the same language as the interviewee to reduce barriers.
- Ask the questions precisely as specified.
- Maintain rapport throughout the interview.

Organization of RMA Interview

1. **Establish rapport**

   To a great degree, the success of the interview is dependent on the interviewer's ability to quickly create an atmosphere of trust and confidence. There is no one best way of establishing a good rapport. People are different, and these differences must be taken into account. The following are some general guidelines the RMA interviewer can follow to establish rapport.

- Introduce yourself and your relationship to your training institution. If requested, show a letter from your institution identifying you as a RMA data collector.
- Greet.
- Introduce yourself and get introduction of the person you are going to conduct interview.
- Explain the purpose of your visit.
- Ask whether he/she has time to speak to you.

2. Define RMA statement

After establishing a rapport with the interviewee, the RMA data collector should gradually proceed to the main part of the interview. He or she could ask some questions about main mandate and history of the organization in the beginning, but focus on questions, which provide the following information:

- Existing situation of the available human resources in his/her organization
- Number of human resources presently needed
- Causes of shortages of these workers
- Major skills that the workers should have
- Occupational interests of local youths
- Required number of new workers for next 3 to 5 years

3. Identify RMA solution

Now it is the time for the RMA data collector to ask the interviewee about the possible solutions to each problem or need identified. The data collector could ask questions which provide the following information:

- Solutions to overcome the shortages of workers
- Justification of solutions

4. Identify workers information

Asking questions related to employee' salary and major duties and tasks would be valuable inputs in selecting the participants for the future training. Develop questions, which elicit the following information:

- Starting salary
- Maximum salary
- Major duties/tasks that have to be performed by the workers
- Demographic information of potential workers (age, sex, ethic group, education)

5. Collect training information

After completing the solutions information with the interviewee, the RMA data collector will probably have few ideas about possible training interventions. Discuss each of these possibilities with your interviewee and try to obtain the following information:

- Name of training they want to have to be skilled workers
- Duration of the training
- Major contents of the training
- Best time to conduct such training
- Number of people do they hire if we produce such skilled workers.

6. Conclude the Interview

It is best to ask personal information at the conclusion of the interview as such personal questions may cause the interviewee to be self-conscious if asked first, and not be willing to share as openly.

- Name once again if you haven't asked already
- Other essential personal information
- Finally, express gratitude for finding the time to speak to you

Semi-structured interview tips

Below is a list of facilitation tips that will help you in conducting interview for your RMA. Please note that conducting effective interview requires training in specific approaches and skills.

1. Assign one note taker.
2. Listen carefully.
3. Make sure that your appearance is professional looking.
4. Be friendly and establish rapport and inspire confidence and trust.
5. Follow the local customs, behaviors and beliefs.
6. Make the respondent fell the survey is important.
7. Avoid leading questions.
8. Avoid "yes or no" questions. For example, "Would you like to have a training in sewing?" In most cases, the answer is always "yes". This question tells us nothing about the problems, causes or needs –only about "likes." Another problem with this question is that it can be answered with a "yes" or "no." A better question would be: "How many people in the village can sew?" Or "Where can you get clothes mended?" These questions can lead to long discussions that may give the data collector clues about problems, causes, and needs.
9. Avoid using questions with more than one statement. Example: "How many people in this community have pumping sets and mills?" the resulting answer will be confusing. Make sure that each question has only one point! If you want to make more than one point, make a new, separate question.
10. Avoid lecturing and advising. You are there to learn, not to teach.
11. Make questions short and easy to understand
12. When the interviewee is not providing enough information, try the following probes
    a. Would you explain further?
    b. Would you give me an example of what you mean?

   c. Would you say more?
   d. Please, elaborate.
   e. Is there anything else?
   f. Please describe what you mean?
   g. Does anyone see it differently?
   h. Has anyone had a different experience?

13. Record what is being said and what you see; don't mix with your own interpretation.
14. Before closing the interview, summarize the main points with the informant to verify that you correctly understand the information provided.
15. Finish the interview politely. Thank the interviewee.
16. If necessary, visit an informant several times to build up rapport before discussing more sensitive issues.
17. Your RMA interview should not be a burden to the key informants.

Role of the note-taker:

Good, detailed, and comprehensive recording is essential for RMA. Assign one member of the interview team as note taker. This allows the interviewer to concentrate on the interview and not to be distracted by writing. Design the note-taking that is conducive to eventual analysis of the collected data. Examples for recording tools are:

- Black forms or tables for each question, which can be arranged and sorted by topic and sub-topic.
- Field notes written chronologically in the notebook.

Conclusions:

Collecting good data requires a combination of a subject matter expert and a well thought out plan for questioning. A RMA interview guide will insure that the data collector covers important points with every interviewee.

Now, do the following practice activity.

Practice Activity 1:

Instructions: Critique the following questions:

Q.No. 1. Would you like to have training in plumbing?

Good question. Explain why:

Bad question. Explain why:

Q.No.2. How many people in the town can install bathrooms?

Good question. Explain why:

Bad question. Explain why:

Q.No.3. How many people in this area have pumping sets and rice mills?

Good question. Explain why:

Bad question. Explain why:

Q.No.4. How many motorcycle repair shops exist in your town?

Good question. Explain why:

Bad question. Explain why:

Q.No.5. How many workers are employed in your factory?

Good question. Explain why:

Bad question. Explain why:

Q.No.6. Do you want to have training in tailoring?

Good question. Explain why:

Bad question. Explain why:

Q.No.7. How many shuttering carpenters are urgently required this year for your factory?

Good question. Explain why:

Bad question. Explain why:

Q.No.8. If we provide training on sheet metal to upgrade your workers, how many would you send for the training?

Good question. Explain why:

Bad question. Explain why:

Q.No.9. What should be the specific content of the training?

Good question. Explain why:

Bad question. Explain why:

Q.No.10. How long do you think the training would take?

Good question. Explain why:

Bad question. Explain why:

Feedback to Practice Activity 1:

Q.No. 1. Would you like to have training in plumbing?

Good question. Explain why:

Bad question. Explain why:

This is a leading question. In most cases, the answer is always "yes". This question tells us nothing about problem, causes or needs – only about "likes." Another problem with this question is that it can be answered with a "yes" or "no"

Q.No.2. How many people in the town can install bathroom?

Good question. Explain why:

This question can lead to long discussions that may give the data collector clues about problems, causes and needs.

Bad question. Explain why:

Q.No.3. How many people in this area have pumping sets and rice mills?

Good question. Explain why:

Bad question. Explain why:

The resulting answer will be confusing. Ensure that each question has only one point. If you want to make more than one point, make a new, separate question.

Q.No.4. How many motor cycle workshops exist in your town.

Good question. Explain why:

This question leads to the existing situation of the workshop in the town.

Bad question. Explain why:

Q.No.5. How many workers are working in your factory?

Good question. Explain why:

This question will help attain a real number of workers in the factory.

Bad question. Explain why:

Q.No.6. Do you want to have training in tailoring?

Good question. Explain why:

Bad question. Explain why:

This answer will only provide an idea of a preference.

Q.No.7. How many shuttering carpenters are urgently required this year for your factory?

Good question. Explain why:

This question gives you the required numbers of shuttering carpenters for this year.

Bad statement. Explain why:

Q.No.8. If we provide training on sheet metal to upgrade your workers, how many would you send for training?

Good statement. Explain why:

This question provides you the number of participants for the coming year.

Bad statement. Explain why:

Q.No.9. What should be the specific content of the training?

Good question. Explain why:

This question gives you the specific content of the proposed training

Bad question. Explain why:

Q.No.10. How long do you think the training would take?

Good question. Explain why:

This question gives you duration of the proposed training

Bad question. Explain why:

Practice Activity 2:

Question:

There are six main considerations to keep in mind when preparing for an RMA semi-structured interview. These six are listed below. Write down points or specific items to do or include under each consideration.

1. Establish rapport

1. ______________________________.
2. ______________________________.
3. ______________________________.
4. ______________________________.

2. Identify RMA statement information

1. ______________________________.
2. ______________________________.
3. ______________________________.
4. ______________________________.
5. ______________________________.
6. ______________________________.

3. Identify solutions

1. ______________________________.
2. ______________________________.

4. Identify information on workers

1. ______________________________.
2. ______________________________.
3. ______________________________.
4. ______________________________.

5. Collect training information

1. ____.
2. ____.
3. ____.
4. ____.
5. ____.

6. Conclude interview

1. ____.
2. ____.
3. ____.

Feedback to Practice Activity 2:

1. **Establish rapport**
   a. Greeting
   b. Introduce yourself and get introduction of the person you are going to conduct interview
   c. Explain the purpose of visit
   d. As whether or not they have time to speak to you.

2. **Identify RMA statement information**
   a. Existing situation on the availability of human resources in his/her organization
   b. Number of workers presently needed
   c. Causes of shortages of these workers
   d. Major skills required by the employer
   e. Occupational interests of local youths
   f. Required number of new workers for next 3 to 5 years

3. **Identify solution information**
   a. Solutions to overcome the shortages of these workers
   b. Justification of these solutions

4. **Identify workers information**
   a. Starting salary
   b. Maximum salary
   c. Major duties/tasks that have to be performed by the workers
   d. Demographic information of potential workers (age, sex, ethic group, education)

5. **Identify training information**
   a. The kind of training required to upgrade the workers' skill set
   b. Preferred duration of the training
   c. Major contents of the training
   d. Ideal time to conduct such training
   e. Number of people they would be ready to hire provided they have been well-trained.

6. **Conclude the interview**
   a. Ask for the name if that hadn't been done before
   b. Other essential personal information
   c. Thank for finding the time to speak to you

Lesson 10: Conduct Focus Group Discussions

General objectives of the session:

Explain, summarize, and conduct focus group discussion for RMA.

Specific Objective

At the end of this lesson, you will be able to:

- Define focus group discussion
- Explain purposes of conducting focus group discussion
- Explain steps in conducting focus group discussion
- Explaing focus group discussion facilitation tips
- Conduct focus group discussion for RMA

Conduct Focus Group Discussions

INPUT

Introduction:

Another important tool for collecting data in Rapid Market Appraisal is the focus group discussion. Focus group discussion is a group interview. A small group of persons (five to seven) knowledgeable and interested in the issue/s or topic/s are invited to participate in the focus group discussion. A facilitator is chosen to ensure that the discussion does not diverge too far from the original issue and that no participant dominates the discussion. It is the way of listening to people and learning from them. It helps to understand people's feelings, attitudes and impressions. A focus group discussion generally takes between one and three hours.

Purpose:

The purpose of focus group discussion is to gain knowledge about a particular topic or issue by interviewing a group of people directly affected by the issue. It is useful for exploring ideas and obtaining in-depth information about how people think about the issue. It is normally conducted in order to obtain qualitative data such as opinions, experiences, views, feelings and ideas from a small target group. Focus group discussions differ from individual interviews in that the discussion allows for interaction among all the members of the group.

Steps in Conducting Focus Group Discussion:

A focus group discussion generally consists of two basic steps: planning and preparation and followed by the actual workshop.

During planning and preparation

These are essential parts of an effective focus group discussion. Following key points should be considered:

1. Develop issue(s) or problem(s) or topic(s) for the focus group discussion.
2. Develop key questions based on issue(s) or problem(s).
3. Arrange the venue and fix the time
4. Identify participants for the focus group discussion and extend invitation
5. Arrange logistic and refreshment
6. Train the note-taker and assign for the job

During Actual FGD Workshop

While facilitating FGD workshop, keep these guidelines in mind:

1. Welcome the participants
2. Introduce participants, facilitator, and the note-taker
3. Explain the objectives of the workshop
4. State the issue/problem/topic
5. Ask key questions one by one
6. Facilitate the process
7. Get consensus on each question
8. Draw conclusions
9. Conclude the workshop
10. Document the findings

Focus Group Discussion Facilitation Tips

Below is a list of facilitation tips that will help you in conducting focus group discussion for your RMA. In order for the FGD to yield constructive results, it has to be conducted by someone experienced and trained.

1. To conduct focus group discussions, you should have a facilitator and note-taker. The facilitator leads the discussion, keeps the conversation flowing and takes a few notes in the white board or flip chart to remember comments that s/he may want to use later.
2. The note-taker keeps a detailed protocol of the session. This can be done with a help of a voice recorder if needed. The note-taker also keeps track of time, looks after the general logistics responds to unexpected interruptions.
3. Practice questions out loud, know why you are asking each question, and know how much time you plan to spend on each question.
4. Stick to the facilitation plan that you develop beforehand.
5. Set up the group so that all participants have eye contact with each other and can hear each other speak. Sitting in a circle – on chairs, benches or on the ground.
6. It is important to convey to participants that you value their opinion, that they are the experts, and that the focus group facilitator and note-taker have come to learn from them.
7. Ask only one question at a time even if the questions are linked. Participants may find it difficult to answer to several questions at a time.
8. Participants tend to lose focus on the question after 2-3 other participants have responded to it. Repeating key phrases from the question at strategic times, or asking participants to link their response to key terms in the question will help participants to stay focused.
9. When participants are not providing enough information, try the following probes:
   a. Would you explain further?
   b. Would you give me an example of what you mean?
   c. Would you say more?
   d. Tell us more, please.
   e. Is there anything else?
   f. Please describe what you mean?
   g. Does anyone see it differently?
   h. Has anyone had a different experience?

A Focus Group is NOT:

- A survey or poll
- A quantitative research method
- A brainstorming session

Conclusions:

A focus group discussion can be made interesting and effective through careful planning and preparation. Ask and encourage questions. Probe and probe until you are satisfied with the findings. Let the participants know that they are the experts.

Now, do the following practice activity.

Practice Activity

Question:

Develop issue(s) of your proposed RMA for focus group discussion and write key questions based on the issue (s).

Feedback to Practice Activity

Get feedback from colleagues and your facilitator.

Some issues for discussion on plumbing occupation could be:

1. Problems found on existing plumbers
2. Skills gaps (what are the skills in demand in plumbing occupation in the national and international contexts – what are the skills delivered by existing plumbers)
3. Suggestions for improving skills and problems found on existing plumbers

Lesson 11: Conduct Direct Observations

General objectives of the session:

Describe, design observation form and conduct direct observation for an RMA study.

Specific Objective

At the end of this lesson, you will be able to:

- Define direct observation
- Explain purposes of direct observation
- Design direct observation form for use in RMA study
- Explain steps in conducting direct observation
- conduct direct observation for RMA

Conduct direct observations

INPUT

Introduction:

Direct observation is when one systematically observes objects, events, processes, relationships or people and notes down these observations in designed forms. Observation will involve watching carefully what takes place and making brief notes. It is a good way to crosscheck respondents' answers. Use a check-list to carry out observations in a systematic manner.

Purpose:

Direct observations of important indicators to support and crosscheck findings are essential. The indicators can also be used to generate on-the-stop questions to ask employers without preparing formal checklist beforehand.

Contents of the observation form

The observation form should include subjects of intended observation. The contents of interview guide are also relevant for the observation form. The observation instrument defines the features the observer is interested in measuring.

With a RMA observation form, the RMA planners may include general items to be observed like: work environment, tools and equipment used, communication process in the workplace, workers' traits, process of performing the skills, and worker refers to a job manual, and so on.

Steps in Conducting Observation:

1. Think about the objectives and broad topics of your RMA
2. Identify indicators, which you can assess through direct observation
3. These indicators make up your checklists. Use observation checklist to ensure that observation is done systematically and observations from different sites are comparable.
4. Notes should be recorded as quickly as possible after observation.

Now, do the following practice activity.

Practice Activity

Instruction:

Question:

You are a part of an RMA team doing an RMA survey of Plumber in your market areas. You must use the direct observation method to assess the needs of plumber in your market areas. Design a very short observation form (checklist) with items that you are going to observe in the plumbing workplace.

Feedback to Practice Activity

A sample observation checklist for working plumbers in the workshop could be:

SN	Key variables (indicators)	Observation notes
1	Performance (skills delivery)	Found delivering skills efficiently
2	Behavior	Found to be helpful to each other (as one plumber was suggesting to another and next was receiving suggestions positively
3	Attitude	Back biting, throwing of tools carelessly
4	Workers' satisfaction	Facial expression of workers proved that they were not satisfied from the employers
5	Employers' satisfaction	Frequently scolding of the employer gave the message that they were not satisfied
6	Costumers' satisfaction	Facial expression of costumer conveyed the message that they were satisfied from the service
7	Dealing of plumbers with costumers	Costumers' questions were responded appropriately

If you had difficulty with many of your answers of this module, go back through this module again and carefully study the inputs and examples provided and then see your facilitator for further assistance.

If you did well, proceed to the next module.

MODULE 4: ANALYZE DATA AND WRITE THE RMA REPORT

Practical aspects of RMA data analysis:

- Tabulate data
- Analyze data
- Write RMA Report

Lesson 12: Tabulate Data

General objectives of the session:

Describe, summarize, design a tally sheet, table and tabulate the data.

Specific Objective

At the end of this lesson, you will be able to:

- Define data
- Explain purpose of tabulating data
- Explain different methods of tabulating data
- Design tally sheet and simple table for data tabulation
- Tabulate date from different sources of RMA data collection

Tabulate data

INPUT

Introduction:

Initial rounds of Rapid Market Appraisal survey produced a vast amount of data that must be carefully processed. Every interview is important. Thus, it is important to follow a systematic process of data compilation so that no data is lost. Data may be compiled manually and or by computer.

Definitions:

The process of placing classified data into tabular form is called tabulation. It is the process of systematically arranging questionnaires, interview transcripts, filed notes, and other inputs that you have collected during the survey. It is also called data compilation. Tabulation involves organizing data and arranging it into manageable units.

Tally Sheet:

A tally sheet is a simple data collection form used for calculating the frequency in occurrence of a particular indicator. To show this information in a user-friendlier format each of the individual scores is placed into an appropriate class. Each individual score has been shown by a tally mark (|) alongside its appropriate class. After every four tallies, the fifth one is crossed out (||||) to indicate sets of five tallies. The frequency of each class is the total number of tallies that occur in that class. The final column, cumulative frequency, is built by successively adding the individual frequencies.

Table

Once you have prepared a tally sheet, you then need to present these facts in the most clear and concise manner. One of the simple ways to present them is in spread sheet, a statistical table. A table is a symmetric arrangement of statistical data in rows and columns. It is a compact and easy-to-understand format for graphically organizing the data. Rows are horizontal arrangements whereas columns are vertical arrangements. A table may be simple, double or complex depending on the type of classification. Normally, there are three sources of information in a table. which explain each of the figures. These are:

- The title of the table
- The heading for each column
- The heading for each row

The value of the table depends heavily on how well you have named the table, its columns, and rows.

Tips for tabulating data:

- Find a quiet location where you will not be disturbed, as data compilation requires full concentration.
- Find a place with some large tables to place your interview sheets on.
- Prepare data tally sheet
- Prepare data table

  You will need:
  - Calculator
  - Pencil/pens
  - Sharpener/erasers
  - Paper clips

General suggestions for RMA data compilation

Demographic data tally sheet

Go through each interview form; enter the data on demographic indicators such as age, sex, ethic group, educational background etc. in the tally sheet.

Needs (Problem Sheet)

Starting with your interview forms, pick up the first form and identify the existing situation and fill in the respective table or column of the table. In the same way, identify the required situation/numbers and fill in the respective table or column. After finishing with the first form, proceed with the next.

Causes of the problem (Causes Sheet)

Now, write causes of the problem in the causes sheet. As causes are written in narrative form, write as noted in the interview form. If same statement or similar statement is repeated in interview form, use tally methods to compile. Continue this process for all of the interview forms.

Solution of the problem (Solution Sheet)

Repeat the process for the Solution Sheet.

Training information

This step can be done at the same time as the step above. This will allow you to only have to go through the stack of interview forms once instead of twice. Either way works. Pick the interview form and look over it for training ideas or suggestions. Finish with the first sheet and then proceed with the next. At the end of this process, the sheet should contain:

- The title of training
- Numbers of time the training was recommended
- Major contents of the training
- Suggestions for training length
- Suggestions for best seasons to offer the training
- Suggestions for best time of day for the training

Observation sheets

This can also be done at the same time as the steps above.

Focus Group Discussion

In the case, where more than one FGD have been conducted, take the time to compile the findings of all of them. That will not be necessary if you conducted only one.

Conclusions:

Great care must be taken to compile data. All of the effort and expense of a rapid market appraisal study visit can be wasted if the data is handled in a sloppy or careless manner. A quite location, great concentration and a systematic process can be a big help in doing a good job.

Now, do the following practice activity.

Practice Activity

Question:

The following are the results of one of the tally sheet of an RMA study on electricians in Pokhara. Design a table and place the findings listed below in the appropriate rows and columns.

- Electrical workshops visited – 19
- Local youths visited – 24
- Construction contractors visited – 11
- Technical training providers – 12
- Numbers of electricians employed at the time of the survey – 134
- Numbers of electricians in demand at the time of the survey – 230

Feedback to Practice Activity

Table 1: Description of Respondents by types

SN	Types of respondents	Number	Percentage	Remarks
1	Electrical workshops	19	28.78%	
2	Local youths	24	36.37%	
3	Construction contractors	11	16.67%	
4	Technical training providers	12	18.18%	
Total		66	100%	

Table 2: Analysis of demand (gap)

SN	Description	Number
1	Existing number of electricians employed in Pokhara at the time of the survey	134
2	Required number of electricians in Pokhara at the time of the survey	230
3	Additional electricians required (gap)	96

Lesson 13: Analyze the Data

General objectives of the session:

Understand, summarize, describe and analyze RMA data.

Specific Objective

At the end of this lesson, you will be able to:

- Define data analysis
- Explain purpose of analyzing data
- Explain simple statistical tools of analyzing data
- Analyze data of collected from different sources

Analyze the RMA data

INPUT

Introduction:

Once Rapid Market Appraisal data has been compiled, the data should be analyzed carefully so that the correct recommendations for training can be made. You will need to analyze your raw data in order to get the results from which you will generate a conclusion. Thus, data analysis is a practice in which raw data put in order and organized so that useful information can be extracted from it. RMA uses the easy and simple tools for analyzing the data.

The procedure starts with calculating totals, averages, and percentages of the data and ends when a list in a rank order for each problem and training recommendation has been made.

Definition

Data analysis is a systematic process to convert raw data to a useful piece of information. It involves:

- Breaking data into manageable units
- Synthesizing data
- Discovering what is important
- What is to be learned and,
- Deciding what you will tell others
  - Bar Graphs
  - Column Graphs
  - Pie Graphs

Commonly Used Analysis Tools

Data from RMA may be grouped, averaged, rounded up, summarized, and presented in any way, which appears to render the findings the most usable.

Summation

The analysis tool that is probably most often used in RMA is a summation. Once you have prepared tally sheet, the next step is to combine the information into meaningful totals. Before you add up your figures you need to have thought carefully about the categories of information.

Percent

20% of the construction companies employed their full time plumbers.

Average

This is a single numerical value that is used to describe the average of entire scores. It is also called “measures of location” or “measures of central tendency” or measures of position”, because it provides numbers which indicate the “center”, “middle”, or the “most typical” of a set of numbers. The average can be obtained by adding all the numbers and divide the sum by number of addends. Example:

6+8+12+16+30+18 = 90

Addends = 6

When divided 90 by 6, the average is 15.

Ratio

The number of bar bender per contractor

The bar bender/contractor ratio is 15:1

Comparisons

The average salary of bar bender was 20% higher than mason's.

Conclusions

Harry Wolcott says "The greater problem for the first-time researchers is not how to get data but how to figure out what to do with the data they get".

Practice Activity

Question:

Q.No.1. RMA survey yielded the following figures for existing numbers of bar benders in your location. Find the average of the following numbers of existing bar benders.

- 14, 12, 16, 12, 18, 20, 6, 4, 10, 12

Q.No.2. The following are the number of employees in different occupations within an organization. Calculate the percentage

- Brick Layer 12
- Stone Layer 10
- Electrician 8
- Plumber 6

Q.No.3 Draw a bar graph with the following information.

	2009	2010	2011
• Brick mason	20	40	20
• Stone mason	35	35	20
• Building electrician	10	15	20

Q.No. 4. Draw a pie graph with the following information.

- Brick mason 30%
- Stone mason 50%
- Building electrician 20%

Feedback To Practice Activity

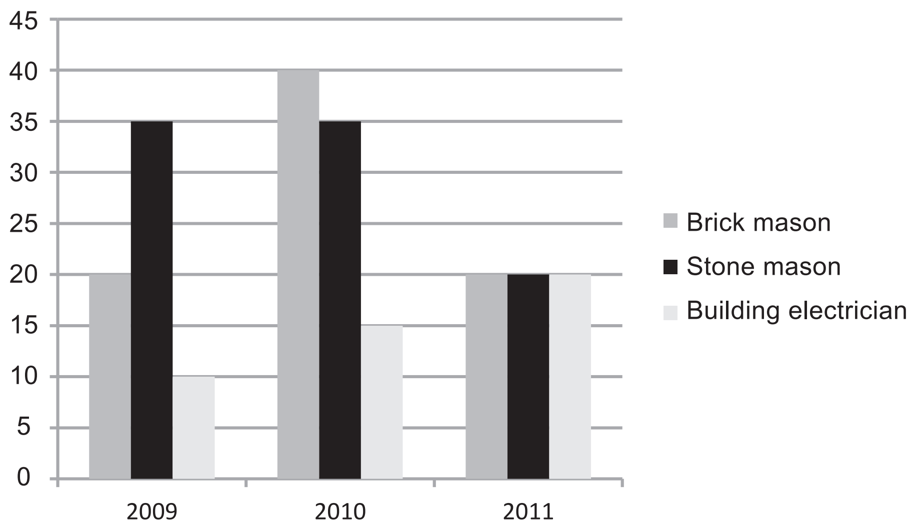
Answer 1.

- 12.4

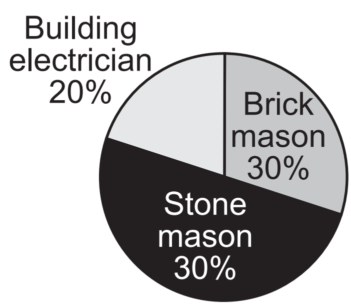
Answer 2.

	Percentage
Brick Layer 12	30%
Stone Layer 10	25%
Electrician 8	20%
Plumber 10	25%
Total	***40%***

Answer 3.



Answer 4.



Lesson 14: Write the RMA Report

General Objectives of Session:

Explain, summarize, and write RMA report

Specific Objective

At the end of this lesson, you will be able to:

- List components of RMA report
- Explain the ways of writing RMA report
- Follow the format of RMA report
- Write RMA report

Write RMA Report

INPUT

Introduction:

All of the hard work that goes into Rapid Market Appraisal can go to waste if the data and recommendations are not communicated in an effective manner. A final report should be prepared that clearly tells what has been done and what is recommended.

Structure of RMA Report

The following outline is frequently used in preparing RMA reports.

A. First Part
    i. Cover Page

ii. Table of Content
iii. Executive Summary

B. Second Part
   1. The Introduction (justification of trade on which RMA is conducted)
   2. Purpose of RMA (Clarity on basic aspects of Market)
      a. RMA statement
      b. Market Location (proposed RMA coverage area)
      c. Key Informants (*Sources of information who provide information about market demand, supply, wage/income etc*)

The Findings

All the data, that has been collected should be reported in the findings section so that each reader has the opportunity to evaluate and interpret the data firsthand. Special care must be given to present the data in a meaningful and understandable manner. Consequently, finding should be reflected through tables, charts to make the findings more effective,

      d. Duration *(RMA timeframe)*
   3. Causes of the RMA statement
   4. Major Questions/checklist *(basis for detail questions)*
   5. Methodology *(applied to conduct RMA)*
   6. Data Tabulation and Data Analysis *(based on RMA tools used)*
   7. Major findings and recommendations:
      a. *Verification of problem statements and identification of possible solutions:* Outcomes
      b. Employment possibility and income (Specify –in numbers and types – self-employed / wage-employed)
      c. Potential Training Recommendation *(including brief note on content of the trade in demand)*
         - Name of training:
         - Tentative duration of the training:
         - Target group:
         - Major competencies (major skills required) of the training:
         - Areas where the trained persons will be employed:
         - Description of potential trainees and appropriate means of communication to reaching to them.

Tips on writing major parts of the RMA report

Introduction

The introduction should clearly point out why the RMA was needed, and how the resulting data was used. The justification of the trade selection, a brief statement of market situation and problem statement should be explained in this section.

Executive Summary

An Executive summary is a brief summary of the total report. Although it will usually appears at the front of the report, it should be written last. Only after you have written the total report, you will be in a position to identify the major points contained in the report. An executive summary should be written in such a manner that if someone had time to read only an executive summary, he or she would get an accurate picture of the major findings of the survey and the major recommendations that grew from the survey data.

Graphs, and diagrams are especially useful in this section. Much time and discussion should be spent ensuring that the data is accurately and clearly presented.

Conclusions

In this section, you need to report what objective conclusions can be drawn from the data.

Recommendations

In this section you are expected to present constructive suggestions for action based on the findings and accurate data analysis.

Communicate findings

The last part of RMA is to communicate your findings. Taking the time to produce an attractive and easy to read final report will help ensure that your hard work will receive the attention it deserves.

MODULE 5: RAPID MARKET APPRAISAL FOR MICRO-ENTERPRISE DEVELOPMENT AND AREA POTENTIAL SURVEY

Practical aspects of data analysis:

- Conceptual clarity and objectives
- The need of conducting APS
- Areas of data collection
- Tools of data collection

Area Potential Survey (APS)

General objectives of the session

Define, explain micro-enterprise, APS, conduct APS and write a report

Specific Objective

At the end of this lesson, you will be able to:

- Define micro-enterprise
- Define a problem statement for a micro-enterprise potential survey
- Define and explain the need for and importance of Area Potential Survey (APS)
- Area of data collection
- Method of data collection
- Data collection process
- Data analysis process
- Tools of data collection
- Write report on APS and RMA on micro-enterprise

INPUT

Concept of micro-enterprises

A small-scale business using local materials and resources with small amounts of investment is called a micro-enterprise. Nepal is rich in diverse natural resources and plants, which hold manifold possibilities for natural fibre products for enterprise development. These readily available fibres and raw materials together with the traditional skills of men and women from many ethnic groups across the country have the potential to create income generation opportunities throughout an entire value chain- from plantation to marketing from rural poor to the urban business sector. Thousands of youths are in search of jobs, many of them go abroad, and are compelled to work underpaid and difficult jobs. For them, these traditional skills can lead to higher earning through enterprise establishment. Locally available raw materials and skilled human resources are used to establish production-based and skills-based enterprises, which can be a valuable source of income. Establishing enterprises does not only provide unemployed youth with opportunity of employment and a higher income level, but also creates employment opportunities for other poor and unemployed youth.

Industrial Policy of Nepal 2011 states that a micro enterprise means the enterprise having met the following conditions:-

- Where investment is up to two hundred thousand rupees as fixed capital except the house or land
- Where the entrepreneur himself/herself engaged in management
- Where there are up to nine workers including the entrepreneur
- Where the annual financial transaction is less than two million rupees, and
- If an instrument with engine is used, the electric motor or other oil engine capacity has to be less than ten kilowatt

Rapid Market Appraisal in Micro-enterprise Development

Even though, the RMA tool itself was initiated in African countries with the aim of assessing the needs of agriculture related enterprise development (See RMA History), this approach is proven to be equally useful for other sectors of enterprise development too. RMA helps the entrepreneurs to find out the scope of the products or services they have been producing or delivering or are planning to deliver by analysing the market needs and interests of the potential customers. It also helps to identify the potential customers and area of potential expansion for products or services offered by the enterprises. Apart from this, it also sets a basis for launching new products or services based on the finding of RMA. RMA helps your enterprise to:

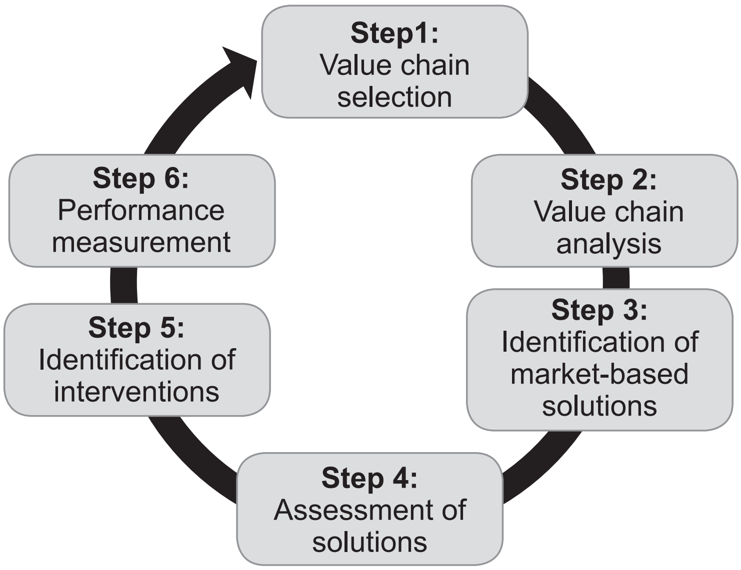
- Increase the amount of money you expect to earn
- Improve the reputation of your business
- Be competitive
- Acquire products that are not available elsewhere
- Attract new customers
- Respond to customer needs
- Take advantage of new techniques and technologies

Value chain perspective in RMA for enterprise development:

In order for an entrepreneur to improve his/her services delivery or a product, it is important to look at the value chain starting from the raw material producers to the final product consumers. This can be done following the steps illustrated on the chart below.

Key steps in program design:

While analysing the value chain perspective of the any product or services intended to start the business or enterprise, it is necessary to follow the above mentioned key steps in chain. The first step is to select the any product or services in value chain secondly, it is necessary to analyze various actors of value chain and their roles to make any enterprise successful. After then, identification of the markets for that particular product or services and possibility of extension of the market needs to be done. Moreover, detail assessment of the market based solutions should be done to findout the best effective alternative of the market system. After then identification of possible interventions (that could be skill training, enterprising skills, marketing skills etc) of the program should be done enlisting both pros and cons of the interventions. Finally, measurement of the performance of intervened programs should be done developing clear and specific performance indicators.



Market assessors should identify the key actors in each of the stages of value chain and try to explore as much as information during RMA before intervention of the program so that necessary precautions can be taken in advance while establishing the enterprises. Training, and enterprise service providing organization thus should think broadly regarding changing needs of each of the key market players or each of the actors of value chain; raw material producers to the processing company and distributing agents to the final consumers and training programs should designed accordingly.

Area Potential Survey

Area Potential Survey is the assement of a particular geographical area interms of market potentials for a particular product or service to be produced by an enterprise. It is intended for new or established entrepreneurs planning to start or expand their enterprises. The survey will help to explore the prospects of particular enterprises and evaluate the potential of the services or products on a particular market. It also helps the entrepreneurs investigate the demand for products and gives them direction if modifications and improvements of the existing products or services are necessary. In this sense, APS can either be useful before launching a new product or service, or it can be helpful for marketing expansion and modification of existing products or services strategies.

Objectives of APS

The objectives of APS can be summarized as follows:

- To identify potential enterprises and/or small-scale industries that can be run at local level
- To detect potential problems/existing problems that arise while running the business/enterprise and to identify possible solutions to overcome those problems
- To identify the needs of the targeted youth in the community for successful establishment of micro-enterprises at the local level
- To help entrepreneurs to run their enterprises in a sustainable and profitable way

The need of conducting the Area Potential Survey for enterprise development:

The focus of the Area Potential Survey is to identify the market potentials and available networking organizations in a particular geographical area for the purpose of enterprise development. This is the first step of enterprise development, which provides a basis for selecting the enterprise of any particular product or services. APS is a comprehensive market survey for enterprise development: data is collected for every aspect of enterprise development in a particular geographical region. At the same time, APS can also capture the demand of existing products and services and possible areas to of market expansion. Thus, through the APS tool information on the market scope, availability of raw materials, availability of skilled human resources and technologies is collected, and physical infrastructure and market potential captured.

Through APS, the following data can be collected:

- Assess potential for job creation and/or self-employment in a specific geographical location.
- Study the demographic indicators, cultural & social values and norms and the demand for products and services in a particular community.
- Chances of starting a micro-enterprise in a particular occupation upon training completion.
- Identification of products or services demanded by a particular community.
- Potentiality of expanding to markets in nearby villages/communities.
- Availability of raw materials and skilled human resources.
- Availability of physical infrastructure: transportation, electricity, communication, small-scale industries.
- Availability of financial institutions and credit linkage facilities.
- Prevalence of local entrepreneurs and enterprises nearby (competitors).
- Information about promoters and organizations supportive of enterprises and

entrepreneurs.

- Potential for product modification and/or adaptation of traditional skills for better marketing/promotion of the products/skills.

Rapid Market Appraisal for Enterprise Development

The main purpose of RMA for enterprise development is to Analyze the gap between the existing situation and the optimal situation for enterprise development. Thus, the whole process of the survey will be same as that of RMA for the skills training. However, sources and types of data to be collected are different from the one explained above.

Sources of Data:

1. Primary sources of data: successful entrepreneurs, unemployed youths, industrialists (CCI), local government authorities (DDC, VDCs), community leaders, people involved in promotion and distribution of the locally produced products, etc.
2. Secondary sources of data: VDC profiles, DDC profile, published and unpublished documents from DDC, VDCs, CCIs, and other documents related to enterprising.

Types / Areas of data collection:

1. **Geographical and Demographic Information**
    - Geographical location
    - Total population in the particular location
    - Information on gender, ethnicity, main occupations of people living the locality, religion and culture
    - Status of education of local people
    - Economic status of local people
    - Business knowledge
2. **Physical Infrastructure**
    - Transportation
    - Electricity
    - Communication
    - Local market
    - Water
    - Health posts/Hospitals
    - Educational /Training institutes
3. **Identification of potential enterprises**
    - Potentiality of enterprises
    - Situation of existing enterprises
    - Enterprises that cannot be established in the location

4. **Identification of enterprises will be conducted based on the following information:**
    - Availability of raw materials in the locality
    - Demand of products on the market, and need of customers
    - Information collection of entrepreneurs who are interested to run businesses
    - Potential of product development and improvement of existing products within the scope of the nearby markets
    - Availability of technologies and skills
    - Study of existing enterprises
    - Commercial and industrial activities in the location
5. **Information regarding organisations involved in promotional activities for business/industries:**
    - Organisations involved in granting loans such as banks and financial institutions
    - Organisations and individuals involved in business counseling and business consultancies
    - Organisations and individuals involved in marketing and product distribution of local cultural and other products

Writing RMA/ Problem Statement:

Once the secondary data regarding the potential of micro-enterprise development in the proposed locality is collected, an RMA statement is written analysing the gaps between *what is* (existing situation of micro-enterprise) and *what should be* (optimal situation of micro-enterprise development in the locality) with justification for selecting a particular geographical region. The analysis of the gap will be the hypothesis to be tested. Survey tools should be developed based on this analysis.

An example of RMA / problem statement of enterprise development could be:

Shankhuwasabha District is one of the mountainous districts of Eastern Development Region of Nepal. Since most of the area of the district is not appropriate for agricultural production, a majority of the youth in the districts remain unemployed / underemployed. However, there is enough enterprise development opportunities since the district is very rich in natural resources and fibre plants like allo and cardamom, among others, which can be processed into different types of fabrics and garments, carpets, home decoration, furniture, sacks and toys, These plants are mostly grown in 14 different adjoining VDCs of the Solukhumbu district west of Sankhuwasabha district where mostly people from indigenous communities, like Kulung and Mewahang, live. Traditionally, people from these communities are used to producing different clothes from the fibre from these plants, but gradually they left this occupation because the clothes made from natural fibre cannot compete with the cheap readymade clothes brought from the Chinese market. Since the proposed areas are bordering VDCs of Solukhumbu district, an area that thousands of domestic and international tourists visit to climb the highest peak of the world, the demand for such products has increased in the market centers of Shankhuwasabha and Solukumbu. If enterprises of processing waste materials of allo and cardamom plants could be established, they could train the local youth, which would increase their chances of finding employment in their locality. This would provide jobs and incomes not only to the entrepreneurs of this locality, but also for youth and their families from other nearby VDCs. In addition, the traditional handicraft skills of this geographical area can be kept alive and passed on to the next generation.

Methods of data collection:

- Business related secondary data from various organizations in the locality.
- Focus Group Discussion with entrepreneurs, business personnel, youths, etc.
- Observation of the locality, infrastructure, culture, people, skills, market, etc.
- Interviews with existing and successful entrepreneurs.
- Interviews with youths having interest in enterprise development.

Analysis of data:

- Develop a tally sheet, tabulate data, Analyze and interpret the data as described in Lesson 13 ‘Analyze Data’ and mention in the report as described below.

Writing the report:

After conducting the survey, and compilation and analysis of the data, a report is written by including the following information:

- **Geographical information:** (District, VDC/Municipality, Settlement, brief description about the location, nearest market locations, boundaries).
- **Demographic indicators:** Total population, male, female, total household number, main occupation of the people, caste, age, religion etc.
- **Social indicators:** Education level of people, total number of schools and colleges with their names, health and sanitation status, health post and hospitals, inns, etc.
- **Economic activities:** Name and types of small and micro-enterprises, main production and services, availability of raw materials, major market centres, major economic activities of people living in the area, information on employment and earning.
- **Physical infrastructure:** transportation, hospitals, school/ colleges, business / industries, agriculture, state of local roadways.
- **RMA statement for starting an enterprise**: showing the gap between the present situation and optimum situation of enterprise development with justification of establishing enterprises.
- **Potential industries / business:** Traditional skills of the people, organizations training providing and name of training graduates, potential micro-enterprises, market promoting organizations, local agro-based and livestock production, and local market.
- **Gap analysis**: Existing and expected gap after intervention of training and enterprises will be Analyzed with description of needs of improvement of traditional skills for better scope of the market etc.
- **Description of organizations related to business / enterprise and financial institutes:** Name of organizations and working areas, name of financial institute and targeted people for loan issue, loan issue process etc.

- **Annex**: Tools used to collect data, map of the district indicating proposed locality, pictures taken during the survey etc.

Practice Activity

- A mini survey will be conducted in a group during the RMA / APS training and the trainer will ask the participants to write a report based on the findings of the survey. The trainer will also ask the participants to prepare group presentations based on the findings of the survey.
- Various case studies will also be given for group discussion and presentation during the training.

Feedback to Practice Activity

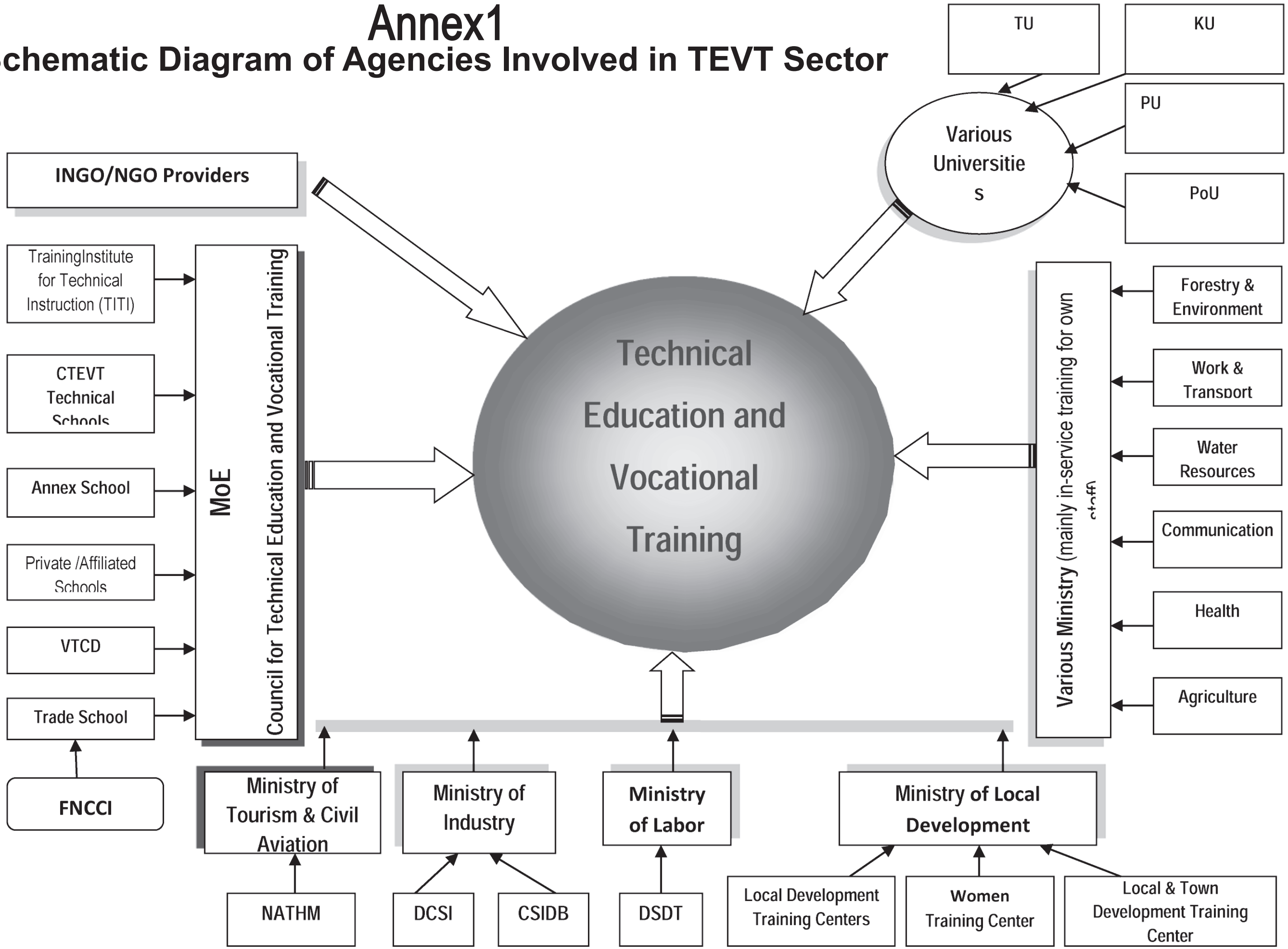
The trainer will provide a feedback on the process adapted for collecting data and presentation on findings and recommendations based on the group survey.

REFERENCES

- Agrawal, G. R. (2003). *Entrepreneurship development in Nepal:* Kathmandu: M.K. Publishers and Distributors.
- Collum. J. & Ramse, D. (1994). Training needs assessment in community contexts: 3rd. edition.
- Colombo Plan Staff College for Technician Education, (1998), *Entrepreneurship development:* New Delhi: Tata McGraw-Hill.
- Developing Skills in Technician Education Research (1984). Technical Teachers' Training Institute, Bhopal.
- Helvetas (2002). Theoretical background and experiences from various RMA events: Experience and learning in international co-operation: A rapid market appraisal tool kit.
- ILO (1999). Boosting employment through small enterprises development: The FIT Manual series on Rapid Market Appraisal.
- LEAP (2003). Tool Book 1: TNA KISS.
- Manandhar, D. (2004). *Entrepreneurship development*: Council for Technical Education and Vocational Training, Kathmandu.
- Romijn, H. A. (1987). *Employment generation through cottage industries in rural Thailand:* International Labor Organization Asian Employment Program, New Delhi.
- Sen, A. (1975). *Employment, technology and development*: Clarendon Press, Oxford.
- Thesis, J & Grady, H.M. (1991). *Participatory rapid appraisal for community development:* International Institute for Environment and Development.
- Tiwari, I. P. (1998). *Employment creation and income generation in rural regions* (2rded.). Center for Rural and Urban Studies and Transfiguration: Lekhnath, Nepal.
- http://www.helvetas.kg (Kyrgyzstan)
- http://www.helvetas.org.vn (Vietnam)
- http://www.atc.kg (Kyrgyzstan)
- ELAM/HELVETAS (2010). *Area Potential Survey (APS) guideline manual*. Bara; Simara.
- Industrial Policy of Nepal (2011). Retrived from *www.lawcommission.gov.np.*

Annex1

Schematic Diagram of Agencies Involved in TEVT Sector



Publications upto now

1. Business Motivation Training Manual
2. Business Skills Training Handbook
3. Career Information Dictionary
4. Rapid Market Appraisal Handbook (at your hand)

Manuals under publication

1. Dress Maker
2. Arc Welder
3. Assistant Beautician
4. Wood Carver
5. Brick Layer Mason
6. Building Electrician
7. Career Counselling Manual
8. Life Skills Manual
9. Life Skills Resource Materials
10. Furniture Maker
11. Industrial Electrician
12. Junior Plumber
13. Stone Layer Mason
14. Tile and Marble Fitter
15. Mobile Phone Repairer Technician
16. Junior Computer Hardware Technician
17. Village Animal Health Worker (VAHM)
18. Aluminium Fabricator

EMPLOYMENT FUND investing in nepal's future

Implemented by:

HELVETAS Swiss Intercooperation | NEPAL

Financed by:

UKaid from the British people

Schweizerische Eidgenossenschaft
Confédération suisse
Confederazione Svizzera
Confederaziun svizra

Swiss Agency for Development and Cooperatioin SDC

THE WORLD BANK