

Developing Skills in Rapid Market Appraisal: A RMA Handbook for RMA Practitioners



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alitpur

Preface

Employment Fund is a consortium fund aimed for imparting vocational skill training to unemployed youth and linked skill trained people to employment in the national and international job market. The target beneficiaries are out of school youths who are economically poor and socially discriminated.

Employment Fund is established under bilateral agreement between Government of Nepal and Government of Switzerland (SDC) in 2008. At present, SDC, U.K. Department for International Development (DFID) and The World Bank are contributing the fund to Employment Fund for skill training and employment for youths.

In various training and workshops organized by Employment Fund Secretariat, Helvetas Nepal, professionals, technical training providers and RMA practitioners have repeatedly expressed difficulties in assessing labor markets for their designing and implementing technical training programs.

Too often training is either irrelevant or inappropriate. Most often, technical training has been developed and delivered based on a facility available at the training institutions rather than an analytically assessing training needs of the user agencies as a result the graduates of the training are out of job. Even when training needs appear to be obvious, it is necessary to analyze the specific skills and knowledge requirements that graduates should have in order to be employed in the workplace.

The Employment Fund Secretariat, Helvetas, Nepal always welcomes the constructive feedback from the all stakeholders / readers - both in terms of language and content. Such valuable feedback would enable us to modify our strategies for enhancing the labor market assessment capacities of the partner organizations in the country.

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In order to ensure the employability of the graduates, it is necessary to provide training as per the needs of the market, for which Rapid Market Appraisal is one of the most effective tools for assessing the market needs. Though RMA has a long history for assessing the market needs of agriculture products, it is recently used tool for assessing the skill gaps of

If you like to gain maximum benefit from this handbook, you need to follow all given instructions carefully.

technical and vocational training graduates against the needs of the labor markets.

Employment Fund Secretariat / Helvetas Nepal as a funding agency in technical and vocational training through various Training and Employment providing institutes has given utmost importance to RMA compelling the T&E service providers to run the needs based training as per the finding of RMA survey. This manual has been developed to ease T&E service providers in conducting RMA survey effectively. It is a detailed handbook aiming to make RMA practitioners perfect in conducting RMA survey including practice activities in each of the chapters.

This handbook has taken this shape after a long efforts made by different individual staff of Employment Fund Secretariat. First of all, I would like to thank to Mr. Chandra Kanta Adhikari, who initiated developing handbook and Mr. Rajendra Bahadur Shrestha as a consultant took the responsibility of drafting the RMA handbook and gave it a shape of handbook. I am really thankful to both of them because of their efforts, now I am able to finalize the handbook in this shape. I would like to express my heartfelt gratitude to the Team Leader Mr. Siroco Messerli of Employment Fund Project for his valuable feedback on the draft and Mr. Bal Ram Poudel, Fund Manager for encouraging me to finalize the handbook and distribute to the concerned T&E service providers to enhance their capacity of conducting RMA effectively and efficiently.



Finally, I believe that this handbook will definitely be useful means for providing guidelines in assessing the market needs and helps the concerned T&E service providers to impart employable training for their trainees. I would also like to request all the concerned readers and market assessors to provide your valuable suggestions / feedbacks for improving the handbook in the forthcoming issues.

Thank you

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Technical Officer (Capacity Building)
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How to Use This Handbook

The handbook is based on the concepts of mastery learning. This means that the time you need is not so important. You may take as long as you need to learn these important skills on rapid market appraisal. You will be working through this handbook sometimes on individual basis, sometimes on group or sometimes on organization basis.

You may also refer this handbook during your actual RMA planning, field survey and report writing.

1.This handbook is divided into four modules. Each module is presented as a separate chapter.

2.Each module has different lessons.

3.Each lesson has a sequence of the following



a.Objectives :

These are general and specific objectives for that lesson.

B, Input:

This contains the detail information for you to learn.



c. Practice Activity:

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



d. Feedback to practice activity:

This contains the model correct answers to practice activity. It is most important that you do not skip these opportunities for feedback on your work.

5. Look at the FEEDBACK to PRACTICE ACTIVITY page only after you have completed the practice activity.

6. As per the nature of practice activity, you will be working through this handbook sometimes on individual basis, sometimes on group or sometimes on organization basis.

7. Start working on the next lesson in the module only after you have completed the previous lesson, and get confident that you have achieved the objectives of the lesson.

8. When you come across a new word, refer to the Glossary or abbreviations of terms for an explanation of that word.

APS- Area Potential Survey
ASC O- Australian Standards of Classification of Occupations
CTEVT- Council for Technical Education and Vocational Training
EFS- Employment Fund Secretariat
DDC- District Development Committee
DACUM - Develop A Curriculum
DOT- Dictionary of Occupational Titles
FGD Focus Group Discussion
FNCCI - Federation of Nepalese Chamber of Commerce and Industry
ISCO International Standards of Classification of Occupations
LOI Letter of Intent
KIP- Key Informant Panel
GOs- Government Organizations
NSTB- National Skill Testing Board
NGOs- Non-Government Organizations
NVQF- National Vocational Qualification Framework
NSCO- Nepalese Standards of Classification of Occupations
OP- Occupational Profile
OSS- Occupational Skill Standard
PRA- Participatory Rapid Appraisal
RMA- Rapid Market Appraisal
SSA Sub-Sector Analysis
SSI Semi-Structured Interview
TNA Training Needs Analysis
T&E Service Providers Training and Employment Service Providers
TTPs Technical Training Providers
TEVT Technical Education and Vocational Training
VDC Village Development Committee

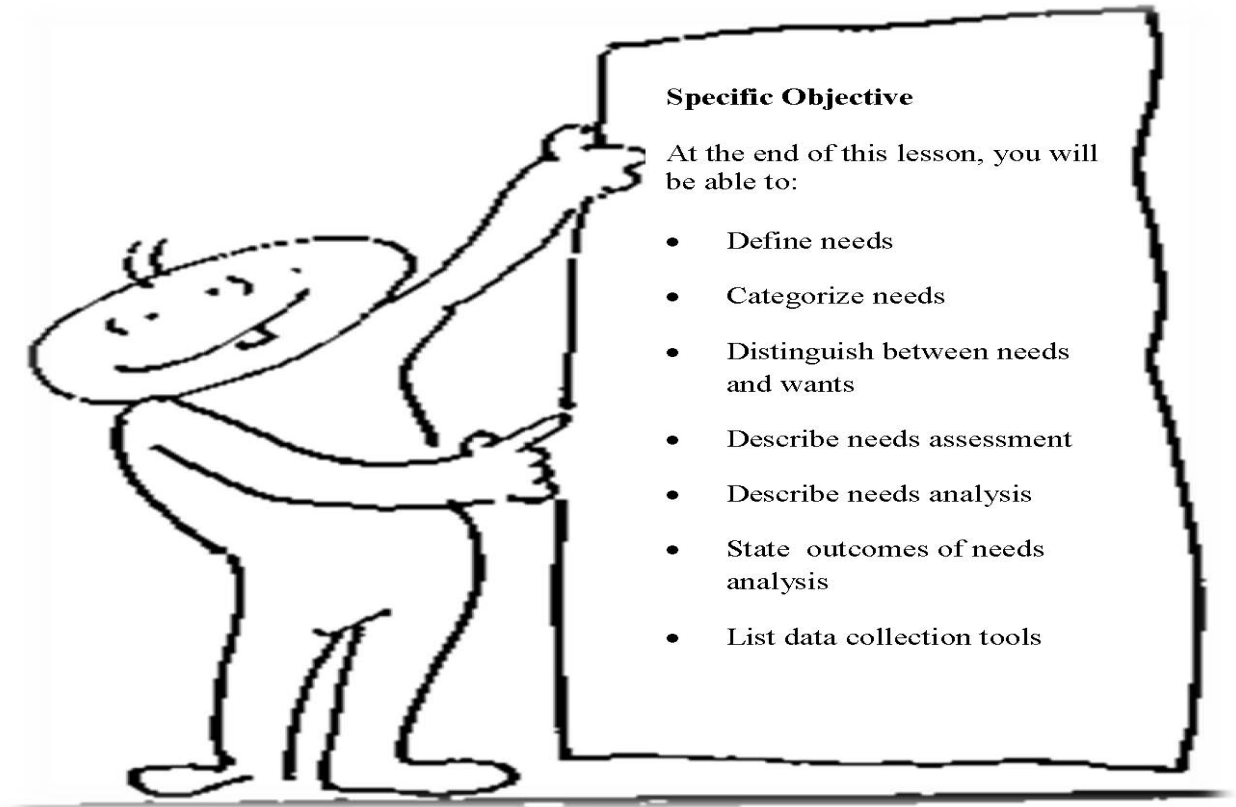
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MODULE 1: CONCEPTUAL CLARITY

- **Conceptual Clarity in Needs and Needs Analysis**
- **Overview of Rapid Market Appraisal**
- **Familiarize with Occupational Sectors**
- **Identify Primary Data Sources for RMA**
- **Review Secondary Data Source for RMA**

General Objectives of Session:

Conceptualize, summarize and describe the terms and terminologies used in needs analysis and rapid market appraisal





INPUT

Introduction:

Assessing the real needs of the business and industry or community is one of the most important tasks for any technical training organization. If the need assessors do a good job of identifying the actual needs, the following trainings will probably be successful. If needs assessors cannot identify the actual needs, the resultant trainings may fail. Thus, conducting some form of a needs assessment is usually the first step in the design of training. Training designers perceive the needs assessment to be the single most important phase of the design process because all following phases of design depend upon it.

Definition:

Needs are everywhere – in all peoples of all countries. People need food, shelter, water, security, jobs etc. –the list is endless. A simple definition of needs is: “*The gap separating what people know, do or feel, from what they should know, do or feel*”.

In other words, a need represents a gap. A gap between the ways something is and the way that something should be. If there is no gap, 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 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:

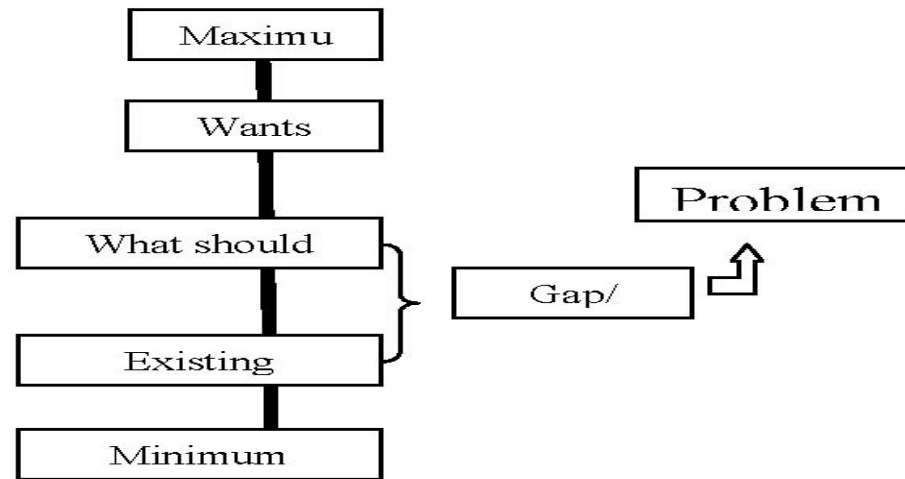
Normative Needs:

Normative needs are based on professional, expert, or policy judgment regarding desirable conditions. Normative conceptions are value judgments that change over time as the values, knowledge and practices of 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.

Relative Needs:

Need in one area in comparison to the same need in other communities, locations 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.

The needs that people in the business/industry or community recognize and “feel”. Felt needs are what people themselves say they need. Thus, needs based on people’s perceptions and attitudes is considered as felt needs. One important thing to think about a need analysis is the different 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 they may not be tied to an organizational need. The rapid market appraisal is based on felt needs. The following diagram clearly distinguishes between needs and wants.



Needs assessment:

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

Needs analysis:

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 fulfill the gap. 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 Needs Analysis

The following are the common outcomes of the needs analysis:

Actual:

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

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:

The same people who have feelings about a need can also provide data about potential causes.

Solutions:

The same people who have feelings about a need can often suggest suggestions. Such solutions should be considered as raw data which would be later verified by needs analysis.

Tools for Data Collection

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

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

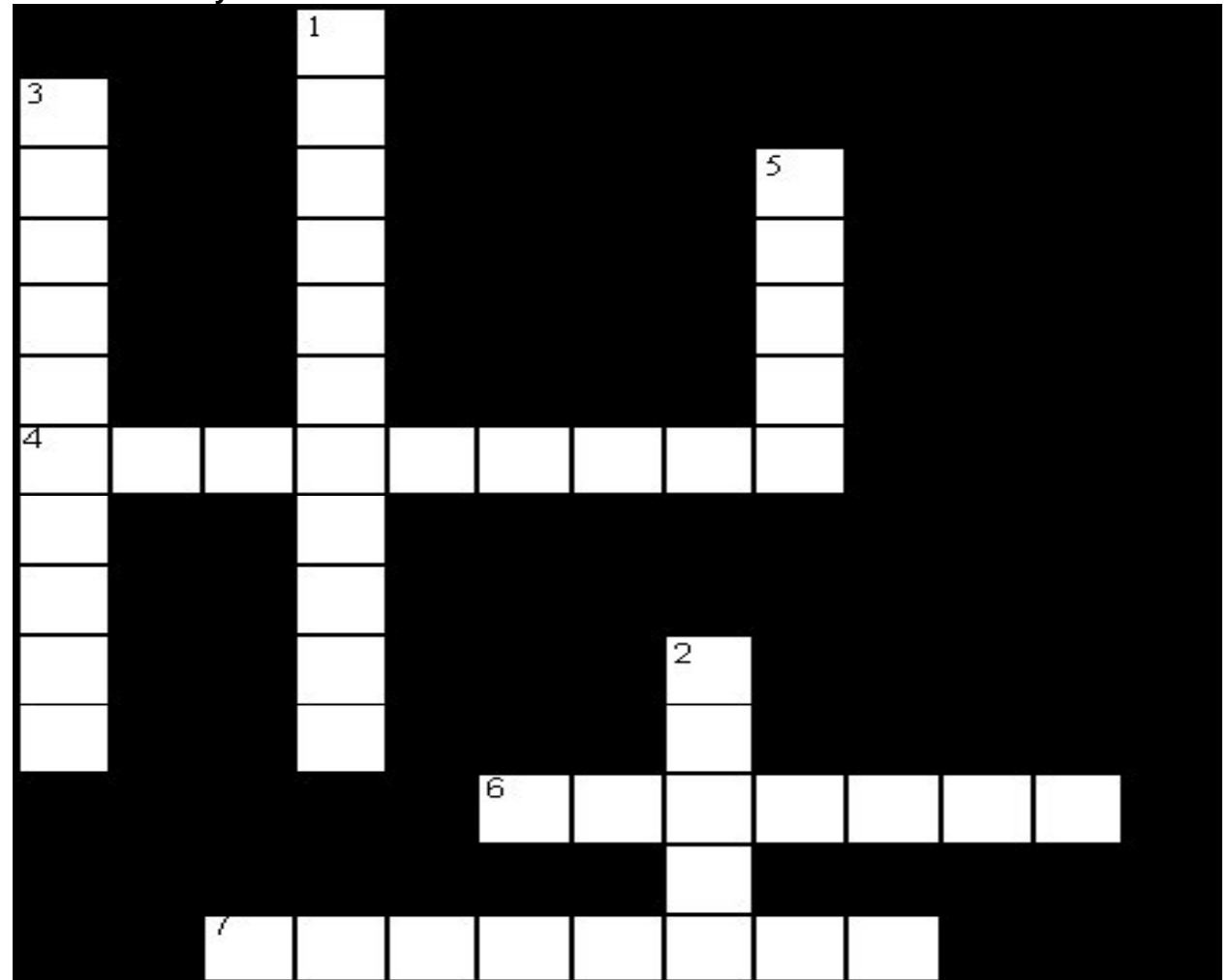
Conclusion

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





Practice Activity



ACROSS

4. Outcomes of any problems
6. Situation that should be identify before determining the needs
7. The study to identifying the gap between what is and what should including causes of the gaps as well as appropriate solutions to fulfill the gaps.

DOWN

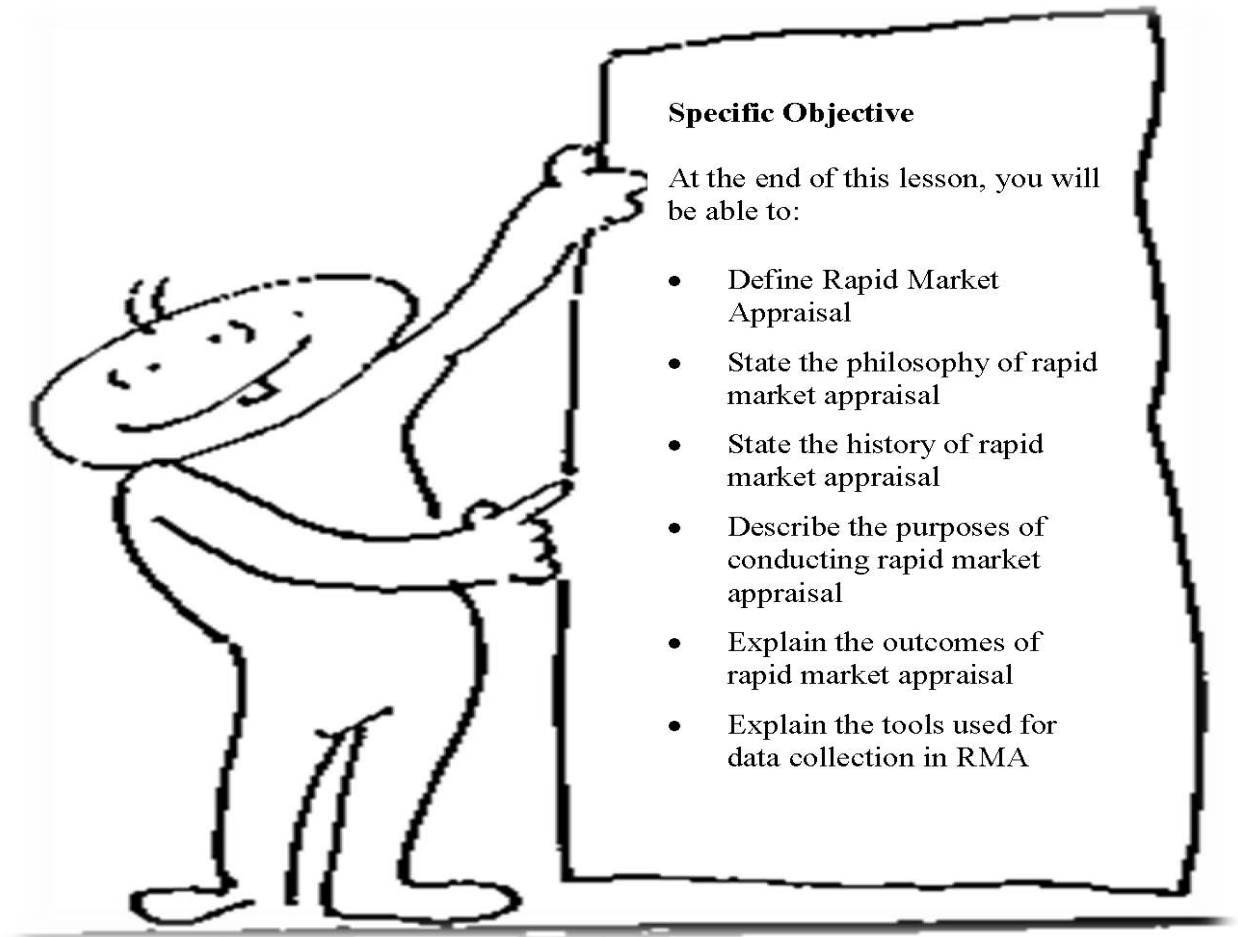
1. Persons including those in the target population, who may have valuable opinions, facts or feelings regarding the study.
2. The gap separating what people know, do, or fell, from what they should know, do, or feel.
3. The study of determining “needs” between what is and what should be.
5. Interview, Observation, Focus Group Discussion

Lesson 2: Overview of the Rapid Market Appraisal



General Objectives of Session:

Define, summarize and explain Technical Education and Vocational Training approaches and rapid market appraisal



Technical education and vocational training (TEVT) is a means of increasing employment and earning potential of individuals, which contributes to socio-economic development of a nation. Hence, TEVT in Nepal is expected to prepare world class technicians and skilled workers who can compete in the local and international labor market for higher paying jobs as well as contribute to the national economy by harnessing opportunities created by globalization of economies and open market policy. In view of the need for national economic regeneration and poverty reduction, all deserving Nepali citizens are expected to have equal access to opportunities inclusive to all marginalized population (such as; conflict victims, Kamaiyas, Haliyas, Dalits, Badis, disadvantaged indigenous people, disabled groups, women, and people of disadvantaged regions), without any prejudice, to participate in TEVT programs regardless of their socio-economic, cultural or geographic background. In order to translate these expectations into reality and contribute to make Nepal a prosperous nation with improved quality of life of its citizens. Helvetas Nepal by implementing different projects has aimed to uplift the living standard of such population. Employment Fund being one of the major projects of Helvetas Nepal has regularly been involved in assisting such types of population imparting technical and vocational skills assessing the needs of the market through Various Training and Employment providing organizations in the country.

The definition of Technical and Vocational Education and Training (TEVT) adopted here is in line with the one given by UNESCO/ILO, which refers to those aspects of the educational process involving the study of technologies and related sciences, and acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life. It is further understood to be:[1] (a) an integral part of education, (b) a means of preparing for occupational fields and for effective participation in the world of work, (c) an aspect of lifelong learning and preparation for responsible citizenship; (d) an instrument for promoting environmentally sound sustainable development; and (e) a method for facilitating poverty alleviation. As TEVT covers a broader spectrum of employment-based education and training, there is a need for making distinctions between education and training. In this policy framework, the term technical education refers to the post-secondary programs leading to intermediate and beyond level of occupations with a technical content mainly requiring skills, knowledge and attitudes necessary for standard application of scientific principles. It is a practical application of scientific knowledge preparing students to perform on a certain trade or technological area or occupation with adequate general and technological knowledge base required for further education and training in the related field. On the other hand, vocational education is an integration of vocational skills with the general education curricula providing students to learn vocational skills and specialize on one particular vocation during their secondary or post-secondary years. Likewise, vocational training is the provision of providing need based training in specific skills through non-formal or informal means to improve their performance and earning potential. Similar to vocational training, technical training programs are employment-based which develop competencies in specific occupational or technological area (TEVT policy Framework, 2005).

As a result, hundreds of institutes have been found involved in imparting skills in government and private sectors. The diagram below shows the current status of technical and vocational training providers in Nepal (see annex-1).

Approaches of Training in Nepal

There are two types of training approaches. One is traditional types of supply based training and another is modern types of need or demand based training. Traditional type of supply based training emphasizes to produce the training graduates in mass scale and supply the skilled graduates to the employment market, whereas, modern demand based training approach emphasizes on

□ **Supply Based Training:** This is traditional approach of training, concentration goes to produce graduates and supply the graduates to the market without taking care on what skills are preferred by the labor markets.

□ **Demand Based Training:** Modern type, appropriate approach of training for increasing the rate of employment, concentration goes to find out the market demand and produce the graduates as per the demand of the market (for which RMA is one of the best tools). Thus, this handbook has been prepared focusing the introduction of RMA, RMA conducting process and procedure and various methods of conducting

Overview of Rapid Market Appraisal

Introduction:

RMA is an acronym for **Rapid Market Appraisal**. RMA as used widely today is a unique, quick, innovative, and very effective method of labor market appraisal. It is probably the most widely used approach in determining the needs or demand of human resources for the business and industry. It is a comprehensive study of an employment status in the specific occupational area at the particular local level. RMA as opposed to a formal sub-sector analysis provides a quick, flexible, and effective way of collecting, processing, and analyzing information and data about labor markets.

RMA is based upon demand and follows a “Client First” approach, instead of Robert Chambers famous view “farmer first”. 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, training facilities, and individual needs. This information provides a solid base for labor requirements and curriculum planning and revision as well. RMA continues unless and until you confirm that you are in safe position to conduct training on specific occupation.

The RMA process is based on the following premises:

- RMA follows a “Client First” approach.
- RMA starts with problems as well as potentials.
- RMA process sought only that much information which required for decision making (Less is More Principle)

History of RMA

RMA process was developed out of a formal market survey effort. RMA process was developed out of a Micro and Small Enterprise development effort in Africa in 1980. A RMA

movement continued to grow in Africa specially in Kenya, Uganda and Tanzania. Agriculture programs in Vietnam and Laos are also using RMA process for determining the market demand of the agricultural products. F-SKILL introduced RMA process in Nepal in 2005.

With the success of the F-SKILL’ Modality of assessing needs of the technical human resources for training, Employment Fund Secretariat/Helvetas, Nepal replicated this process from 2008.

Purposes of RMA

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

RMA helps training providers the needs and opportunities present in the job market. When users become a source of information, ideas for new training opportunities can be exploited. The demand for the training can be assessed so that only needed training are delivered in the training institutions.

Likewise, a RMA often helps identify new occupations for which training may be needed in the future. For examples: a new business and industry may be moving into the local areas and require workers trained in skills not currently taught in technical programs or technological changes in existing occupations may point out the need to update the technical curriculum.

Finally RMA ensure that students receive appropriate, marketable, high-quality training for the job.

RMA is comprehensive study of the employment climate of a predetermined area of the labor market. It provides technical training providers with the following information:

- Numbers of workers available at present in specific occupation in predetermined area
- Numbers of workers are required in specific occupation in predetermined area
- Additional skills with the workers preferred 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 need to be conducted on a fairly regular basis. A RMA provides a quick and an effective way of obtaining relevant information about the market system for specific occupational sectors at the minimizing cost, and less working time. It allows to quickly measuring the demand and opportunities for a specific occupation in business and industry/regions or for new settings. Finally RMA ensure that students receive appropriate, marketable, high-quality training for the job.

Conclusion

Experience shows that the RMA needs a coaching process for the certain period of time. Single inputs during training may not 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 both essential in the RMA process.

RMA Needs coaching process

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

Major Stages of Conducting Rapid Market Appraisal:

The following Gun chart as well as charts below show the processes or stages of conducting

The detail of each stages and process as mentioned in Gun Chart and next chart below are gradually described in the following chapters.

Matching Quiz

Instruction: Match the answers with the questions by writing the correct letter of the answer to the left of the question.

Questions

- What is the full form of RMA?
- 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 will be done after RMA?

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

A_____ What is the full form of RMA?

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?

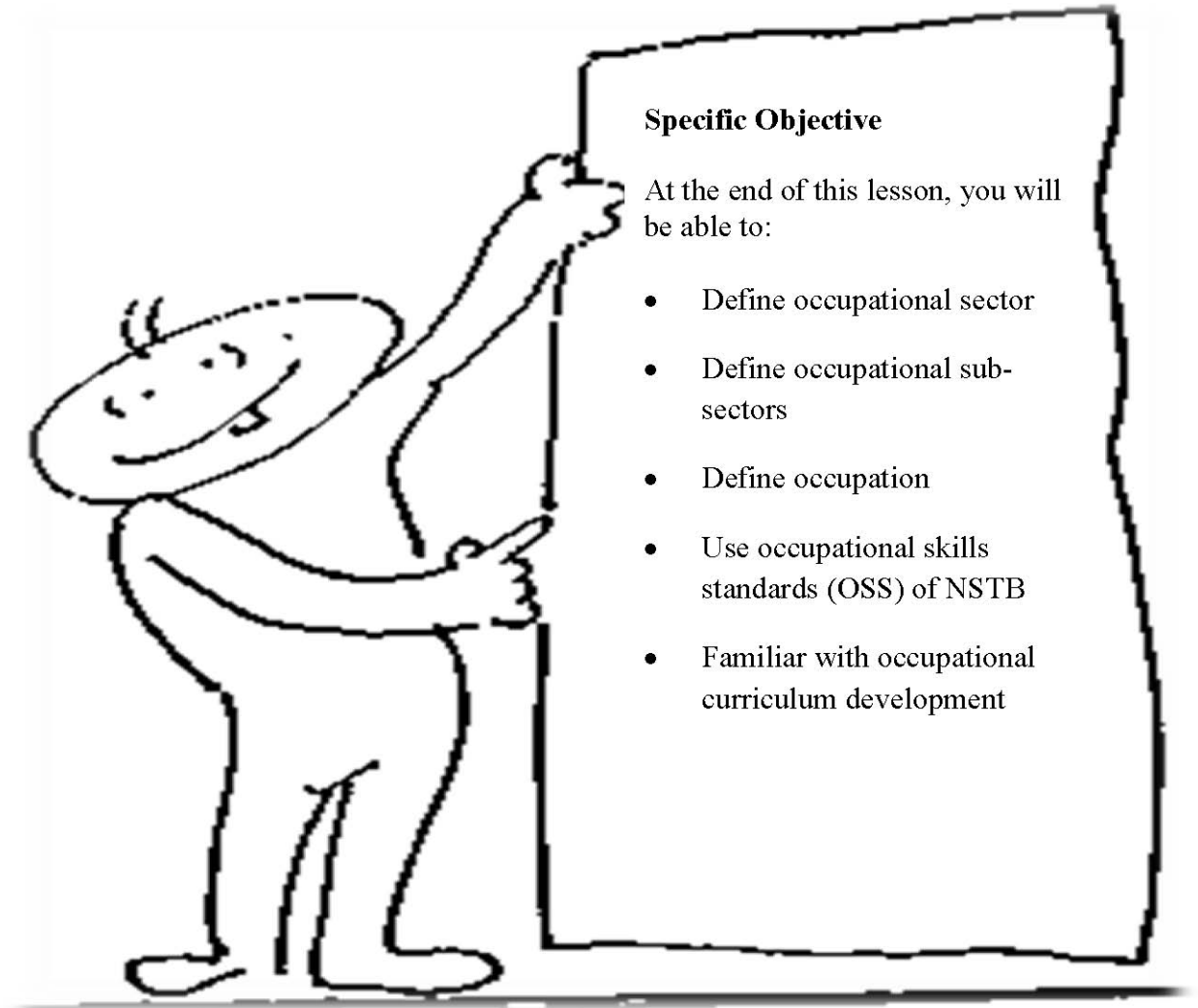
K_____ What will be done after RMA?

ANSWER OK

Lesson 3: Familiarize with Occupational Sectors

General Objectives of Session:

Conceptualize, summarize and familiarize with occupational sectors





INPUT

Introduction:

Economic is part of the social structure of a society and is concerned with how people produce & consume goods and services. What types of goods and services are produced and consumed in a society depend on geography and social customs. The assessment of the local economy identifies the potential trade of the economy. As the potential trade/sector identified, the actual RMA process for particular occupation begins. In order to conduct RMA more precisely and specifically, the following terms and terminologies and process should be understood by the RMA practitioners.

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

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. For examples: Bar Bender, Building Electrician, Mason, Plumber' Armature Rewinder, Telecom Technician etc. RMA is always conducted on occupation 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 go to work.
- 3.The dropout rate may be reduced because individuals will be required to master only the tasks required to become employable in an occupation they select.
- 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 or nothing” situation is avoided.
- 6.Training programs can respond more quickly to changes in technology and the job market. A new option in “Pipe Welder”, for example, could be added to a welding sub-sectors simply by adding some additional learning activities for welding pipe.
- 7.Training programs can meet the specialized training needs of specific employers.

Occupational Skill Standard (OSS)

Occupational skill standards are nationally agreed statement of competence which describes 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 plan their skills development and maintain their competencies. The following is the outlook of Occupational skill standards developed by National Skill Testing Board.

Occupational skill standards are developed by employers, supervisors, and instructors working together through a Test Item Development Workshop conducted by National Skill Testing Board (NSTB). This board selects a small group of practitioners to develop a draft skill standard. Then the draft is validated nationally by NSTB. The analysis becomes an occupational standard when it is endorsed by NSTB.

Skill Test

“A skill 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 a trade/occupation”. The existing coverage of skill test in labor market is:

- Occupational sector: 18
- Number of developed OSS: 221
- Total number of certified persons: 27843

Source: NSTB

NSTB conducts the following four levels of skill tests in the country:

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. Adherences to rigid standards or specifications are not involved. Owner or a supervisor or a worker at a higher level makes assignments, which gives simple instructions and make clarifications or suggestions

Some of the appropriate occupations are: messenger, guard and security personnel, domestic housekeepers, laundry workers, caretakers, sweeper, kindergarten, childcare etc.

Level 1

Persons at this level have narrow range, but useful skills. Functions at this level require the performance of routine tasks involving little or no latitude for judgment. Adherences to rigid standards or specifications are not usually involved, assignments are usually made by a supervisor, or a worker at a higher level, who gives simple instructions and make clarifications or suggestions when necessary.

Level 2

A person who has the ability to do a practical job of work at a high level of efficiency, and manipulative skill to an existing and consistent standard. Decision-making and an organized body of related knowledge are confined to determining work procedures as they affect the particular job. Tasks at this level primarily involve the dexterous use of hands, hand-tools, machines and materials.

A person who has the ability to perform a wide range of skilled tasks at a high level of competence, the mental skills to solve problems, make decisions, understand the work process, and assist in directing the activities of other workers at lower- level categories. Functions at this level are characterized by the emphasis placed upon manual skills and the application of an organized body of knowledge related to materials, tools, machines, and principles associated with the occupation, particularly in the area of decision making to determine the tools, machines, processes, and materials to be used.

Level 4

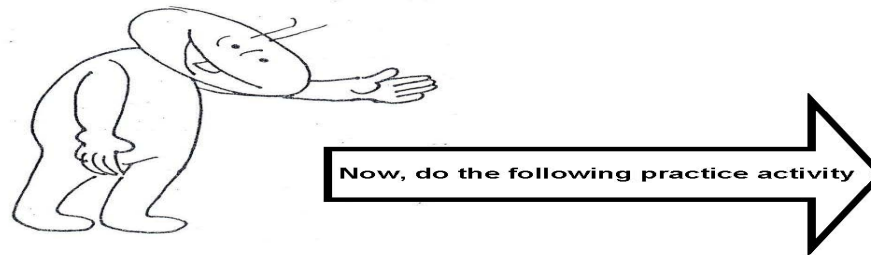
A person who has the ability to perform a wide range of technical operations at a very high level of competence and possesses the mental skill to translate the theories of the professionals into practical and economic action in the workplace, and the social/supervisory skills necessary to lead and direct others. Functions at this level primarily involve supervising or co-coordinating the activities of groups of workers representing various jobs within the occupational area. Skill in the particular field of work and in the practical use of materials, tools, and machines involved is essential.

Skill Testing System Inline with Career Building (example of Motor Mechanic) (Stepping towards NVQF)

Source: NSTB' Booklet

Curriculum:

"Curriculum is a system containing an orderly arrangement of teaching and learning activities and experiences which a learner has to pursue for the achievement of educational objectives."





Practice Activity

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

A.

B.

C.

D.

E.

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

.....

.....

.....

.....

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

.....

.....

.....

Q.No.4. What is skill test?

.....

.....

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

A. Construction

B. Health

C. Hospitality

D. Electronic

E. 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 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 go to work.

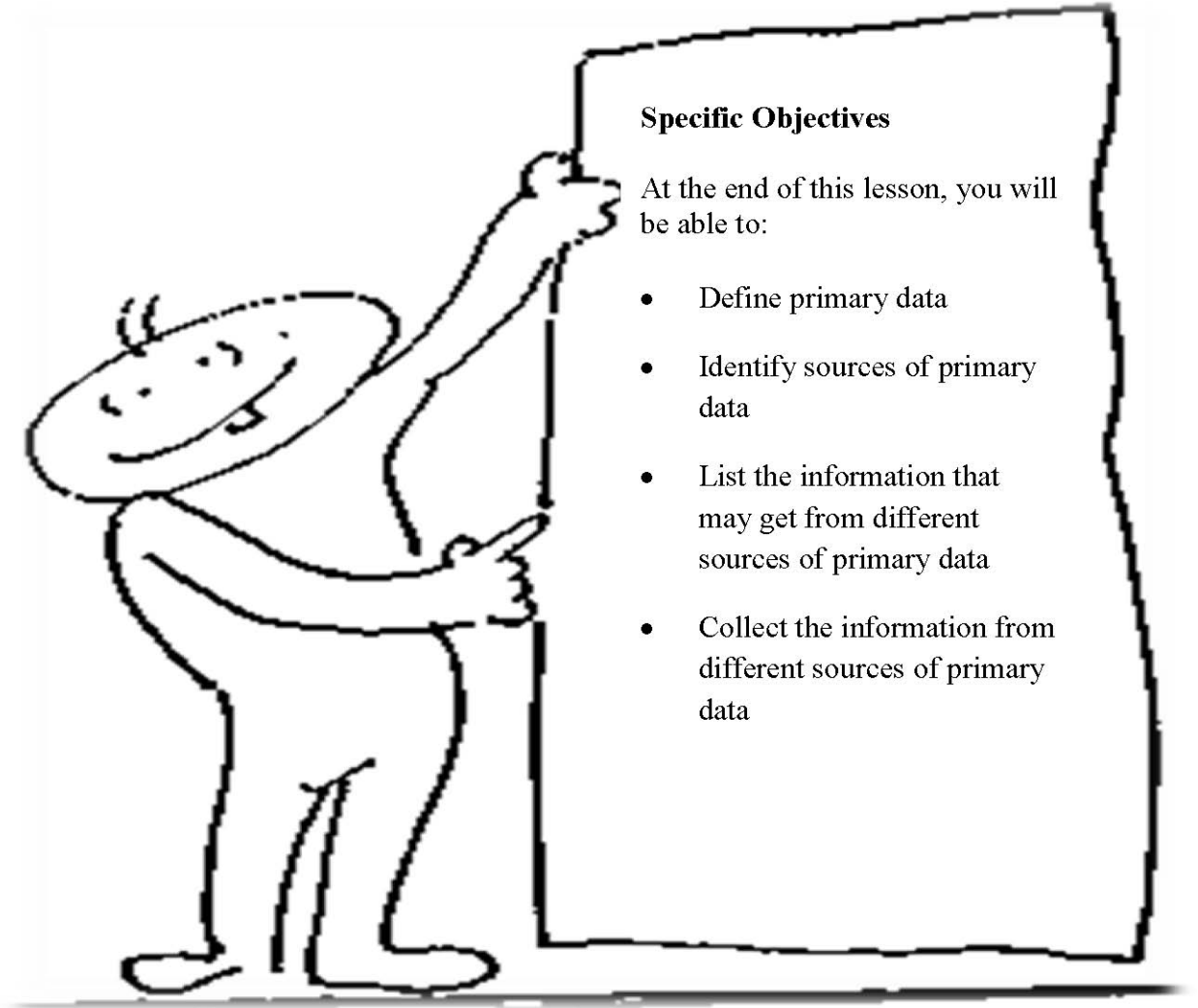
3.employed individuals can return to the training institutions and add to their employability by mastering the tasks in one or more additional occupations within the overall occupational sector.

4.Individuals with 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.

“A skill 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 a trade/occupation”.

◦ **General Objectives of Session:**

Conceptualize, summarize and identify data sources for RMA.





INPUT

Introduction:

Conducting a rapid market appraisal requires collecting a large amount of data. Much of this data comes from the target population of the study. However, there are other good 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.”

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 one. The same occupations can be different from place to place.

Occupations primarily originate and evolve in businesses and industries. Thus, in order to get an accurate picture of any occupation we must look into those industries and businesses. 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. RMA is based upon demand and follows a “Client First” approach, instead of Robert Chambers famous view “farmer first”. The RMA data collectors have to obtain a list of all organizations that might employ the occupation under study.

District Chamber 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 can provide the most current status of supply and demand situation of the workers of the study areas. They can help in 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 of the workers. Their help in especially for the acceptance and recruiting the trained people.

Technical Training Providers

There might be the numbers of technical training providers already existed in the areas which are providing similar training programs. Good information of training contents, training demand and other related information can be obtained from these institutions.

Local Youths

Another important source of data can be local youths who play major role in making the training program successful because if the trainings are as per the need of local youths they become interested in the training and also be engaged in the employment.

The Table below will give clear picture on Key informants and possible information you may collect:

Key Informants

Employers

Information you may get

- Existing numbers of workers working at present
- Required numbers of workers needed 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 ethnic

groups)

Employers Association

- Overall numbers of workers working at present in the industry at local level
- Tentative required numbers of workers in the industry at local level
- Most appropriate group in terms of age, sex, ethnic group for the particular occupation

Local Youths

- Preference of the local youth

Employee Association

- Overall numbers of workers working at present

Technical Training Providers

- Numbers of existing technical training providers
- Trend of training demand
- 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 prefers to work

Co-operatives Local leaders/teachers

- Preference of local youths (by gender, cast and age)
- Market centers, youths wish to go for self employment
- Support to start self business

Conclusion

Employers are the most accurate source of information for rapid market appraisal study. The employers are the core players of the RMA game. The RMA data collectors have to obtain a list of all organizations that might employ the occupation under study.



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

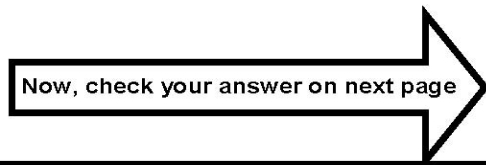
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Q.No..2. What types of information you may get from employers?

.....
.....
.....
.....
.....

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

.....
.....





Feedback to Practice Activity

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

- oEmployers
- oEmployees
- oEmployees Association
- oEmployer Association
- oExisting Technical Training Providers

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

- Existing numbers of workers working at present
- Required numbers of workers needed 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)

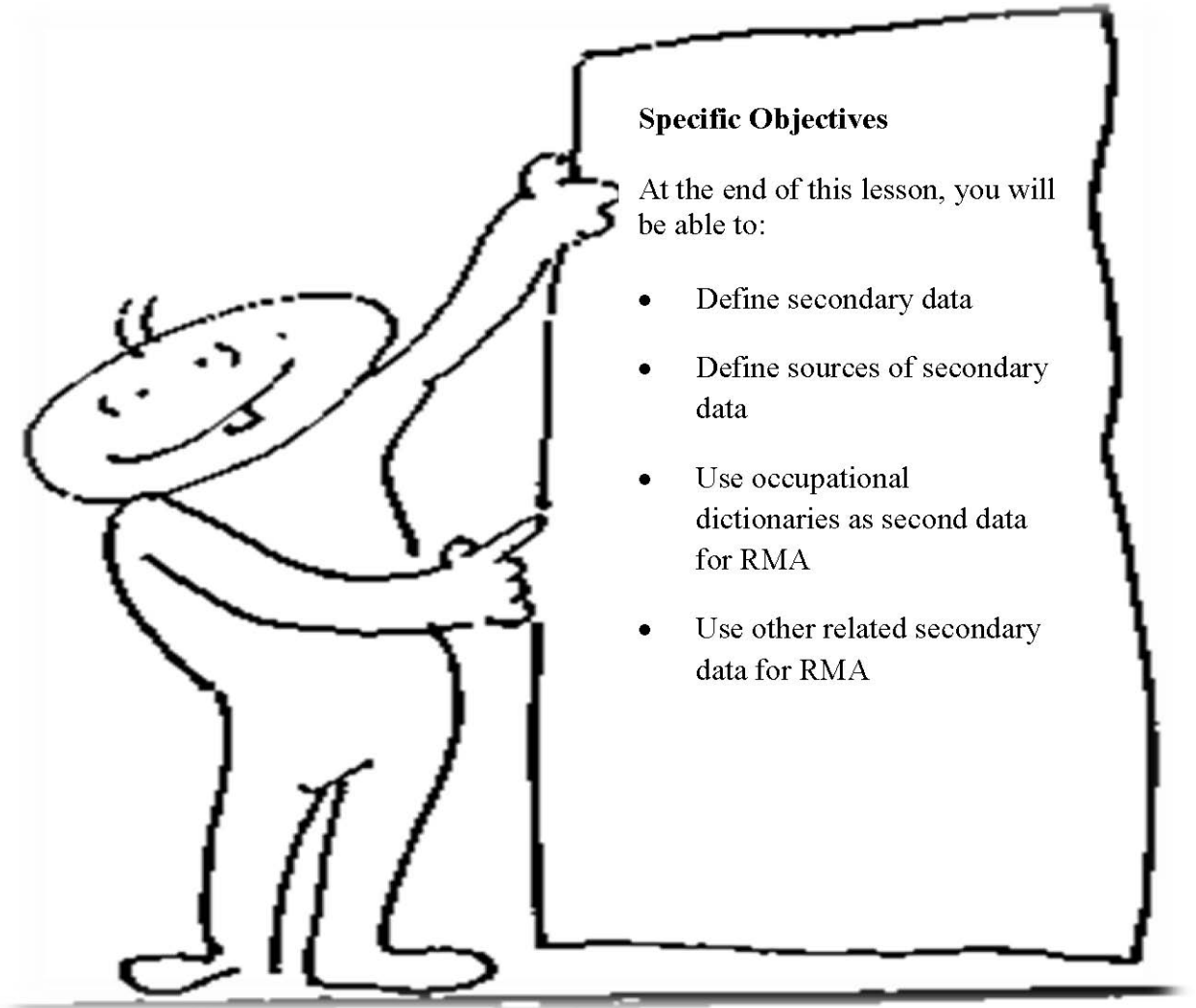
Q.No..3. What types of information you may get from existing technical training providers?

- Numbers of existing technical training providers
- Trend of training demand
- 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



General Objectives of Session:

Conceptualize, summarize and review secondary data for RMA survey





INPUT

Introduction:

Assessing the local economy by using secondary data sources helps to understand the existing situation of the local economy. Sometime the use of secondary data may be sufficient to solve the problem before going to further 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 districts, and these data should be used. Common sources of secondary data for 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)

Internet Resources

The internet has made it possible to access a vast amount of information in an amazingly short period of time. Identifying the right sites on the internet may not be as easy as it looks. Recent job analyses fro the occupation(s) under study are a great help in providing a clearer picture of that occupation. There are various sites on the internet where you can find job analyses or profiles. One of the good sites is:O*NET

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

Transportation
Trading
Service sector

Road department, Municipality, DDC
District level FNCCI
Hotel association, labor union, Labor Office
District profile, VDC profile, Publication of
CBS, and other relevant studies

Demographic development of the districts (District Profile) seek information about Demographic structures by major age groups and sex, Literacy rate by gender, age, Employment by economic activities, Unemployment by gender, age, education, urban/rural sector , Labor in flow and outflow)

Growing market centers and settlement

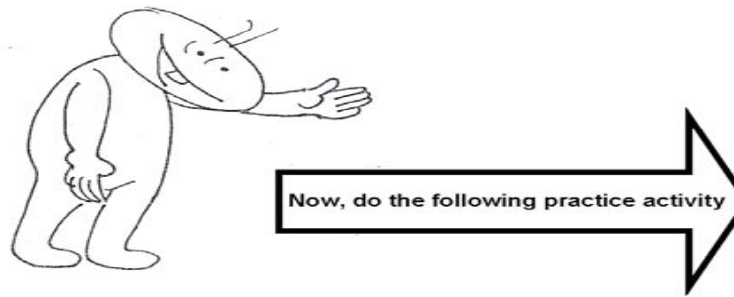
DDC Profile

GoN Regulation:

- Restriction to work by women
- Encourage to work (tax free etc)

Conclusion

Collecting data from secondary sources other than your key informants provides you with a crosscheck of problems and needs. Involving many data sources also helps to build in “ownership” into your late recommendations. Remember that the main purpose of RMA is to gather as much information as possible that will allow deciding to develop effective training programs.



Matching the following

a. Key informants

b. Employers

c. Primary data

d. Secondary data

e. Occupational dictionary

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.



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 first time 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

SELECT AND DETERMINE RMA PURPOSE STATEMENT

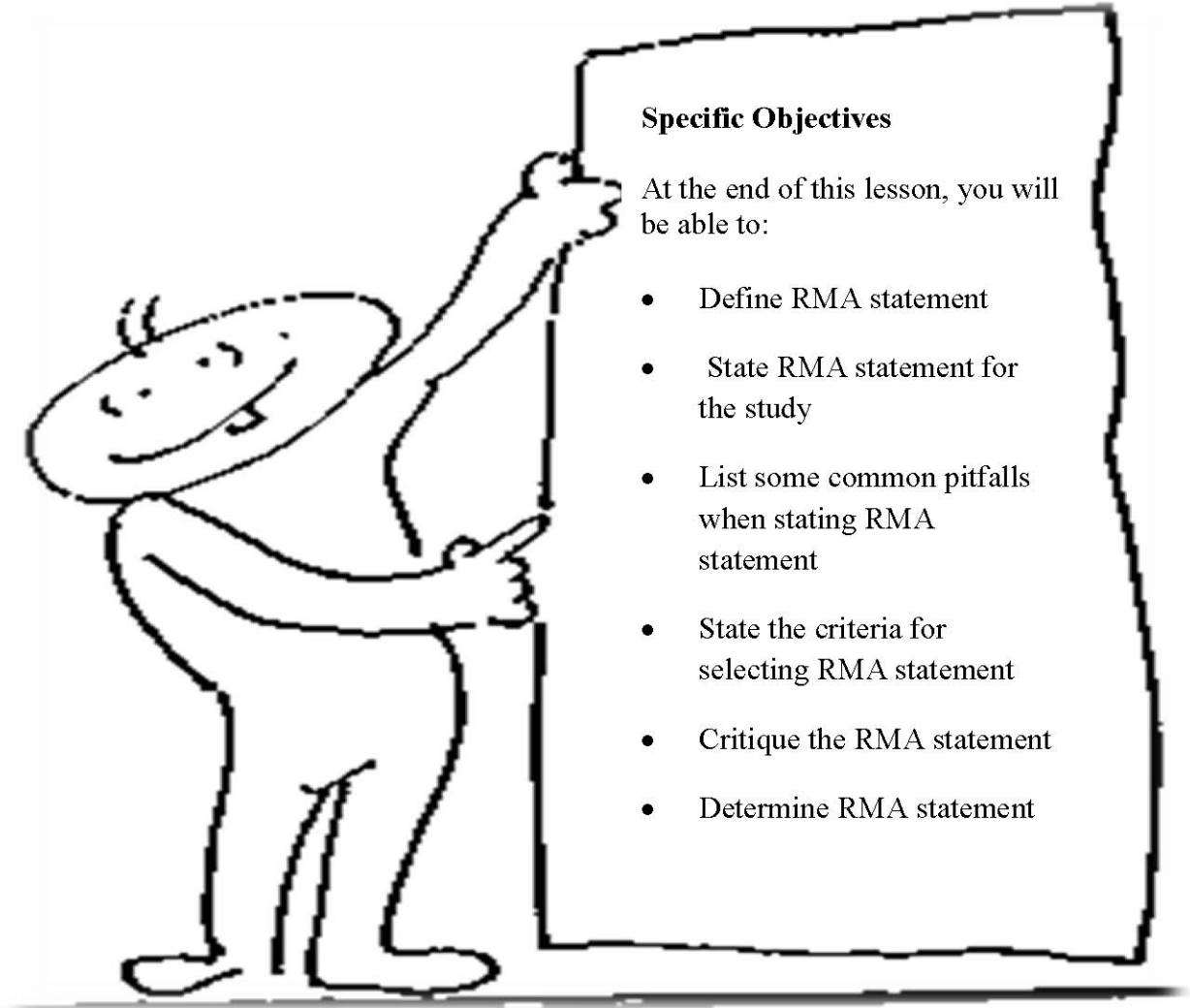
- RMA Statement
- Key Informants
- Duration
- Market Location
- Intended Scope

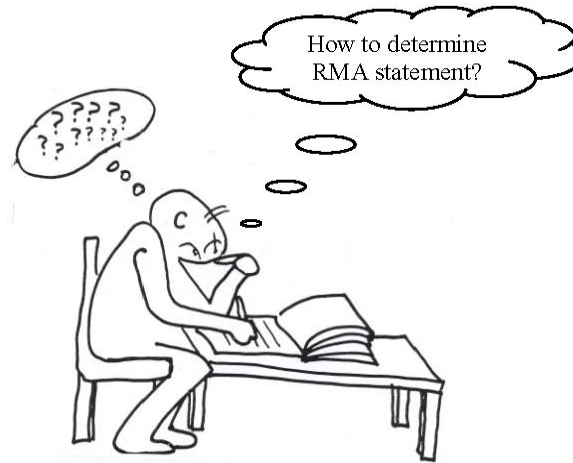
Lesson 6: Determine RMA (Problem) Statement



General Objectives of Session:

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





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, then five minutes in solving it. The same advice applies to the persons who conduct RMA. First, be clear about what you want to accomplish. In other words, RMA cannot be conducted on vacuum; if there is no problem there is no need to conduct RMA. The problem statement may be expressed in several sentences or even an entire paragraph.

Definition:

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

Stating the RMA Problem Statement

There are a number of ways of stating 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 of existing situation of the problem and desired situation of the problem in realistic terms. Thus, the RMA statement should be written as clearly as possible, avoiding unnecessary words, but at the same time including all those words that are required to make the RMA statement clear.

The problem statement should consist of location where the problem is appearing.

Describe the size

The size of the problem should be described in measurable terms in the problem statement. The size of the problem will direct the rationale or importance of the problem. Size tells us how the problem is important to solve.

Justification

A problem statement indicates “Why you want to do this particular RMA survey and what you intend to achieve?”

Common Pitfall when stating 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 Selecting RMA statement

Market Demand

RMA problem statement is usually triggered by the market demand that is perceived gap between “What should be” and “What is”. Some call this difference as a market demand. This could be due to either wage employment or self-employment.

Interest

If you are going to commit yourself to conduct RMA, then it is important that you are interested in the area you are surveying. In fact, specialization can lead the RMA surveyor into investigating trivial problems that are of interest

Organizational capability

The persons who conduct RMA must recognize his organizational capabilities and limitation. The area of RMA should be within the capabilities of the organization in term of physical as well as human resources.

Disadvantaged and discriminated groups

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

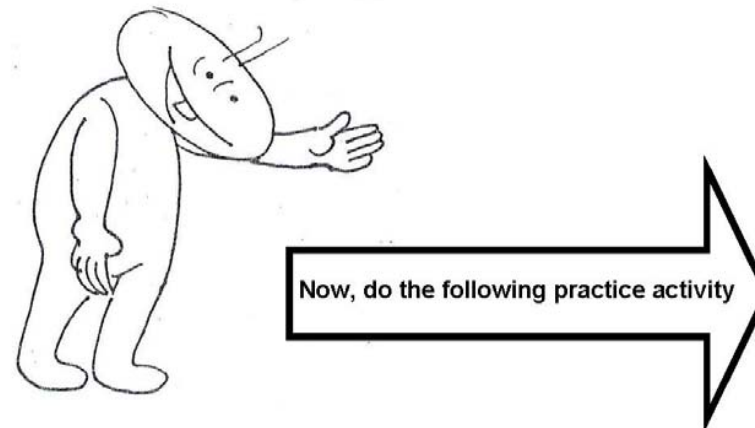
It is wisely advisable to the RMA assessors to select the RMA statement from the new disciplines of the trades. The demand of traditional occupations such as tailor, mason, carpenter etc. is being saturated.

Documents available

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

Conclusion:

The central element in 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 more easily carried out.



Instruction: Below are some of the RMA statements written by somebody else. Please critique in terms of clarity, location, size and justification:

1.RMA statement

The scope of printing and publishing industry is widening day by day. Unlike the demand of qualified machine operators, there is short supply of such human resources. This had led to the outsourcing of printing job to India to maintain the quality.

Critique:
.....
.....

2.RMA statement

Electricity is being essential to all individuals for lighting and run the electrical devices. Government of Nepal is going to expand the electrical facilities in remote areas announcing that this year will be celebrated as "electric energy" year. In the same ways, construction works also being increasing. Thus, there is a great need of electrical persons and construction workers.

Critique:
.....
.....

3.RMA Problem Statement

Pharaphrasing being the central transportation hub for five regions in Nepal is expanding some

These figures make clear that Bharatpur municipality is in shortage of about 100 Bar Bender each year. This supports the fact that the demand of Bar Bender is in increasing trend.

4. RMA Problem Statement

Kathmandu being the well facilitated capital city of Nepal has become centre of attraction for residence to all people of Nepal. As a result, thousands of houses are being constructed annually. The house construction in Kathmandu valley is in increasing trend. The data show 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) of them go for foreign employment so there is acute shortage of plumbers with an average of 1400 plumbers in a year in Kathmandu valley alone. If we supply the demand of foreign market the figure becomes double because demand of more than 2000 plumbers annually has regularly been received through foreign employment agencies This figure supports the fact that the demand of plumbers is ever increasing.





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 stated.

Critique 2 RMA statements:

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.

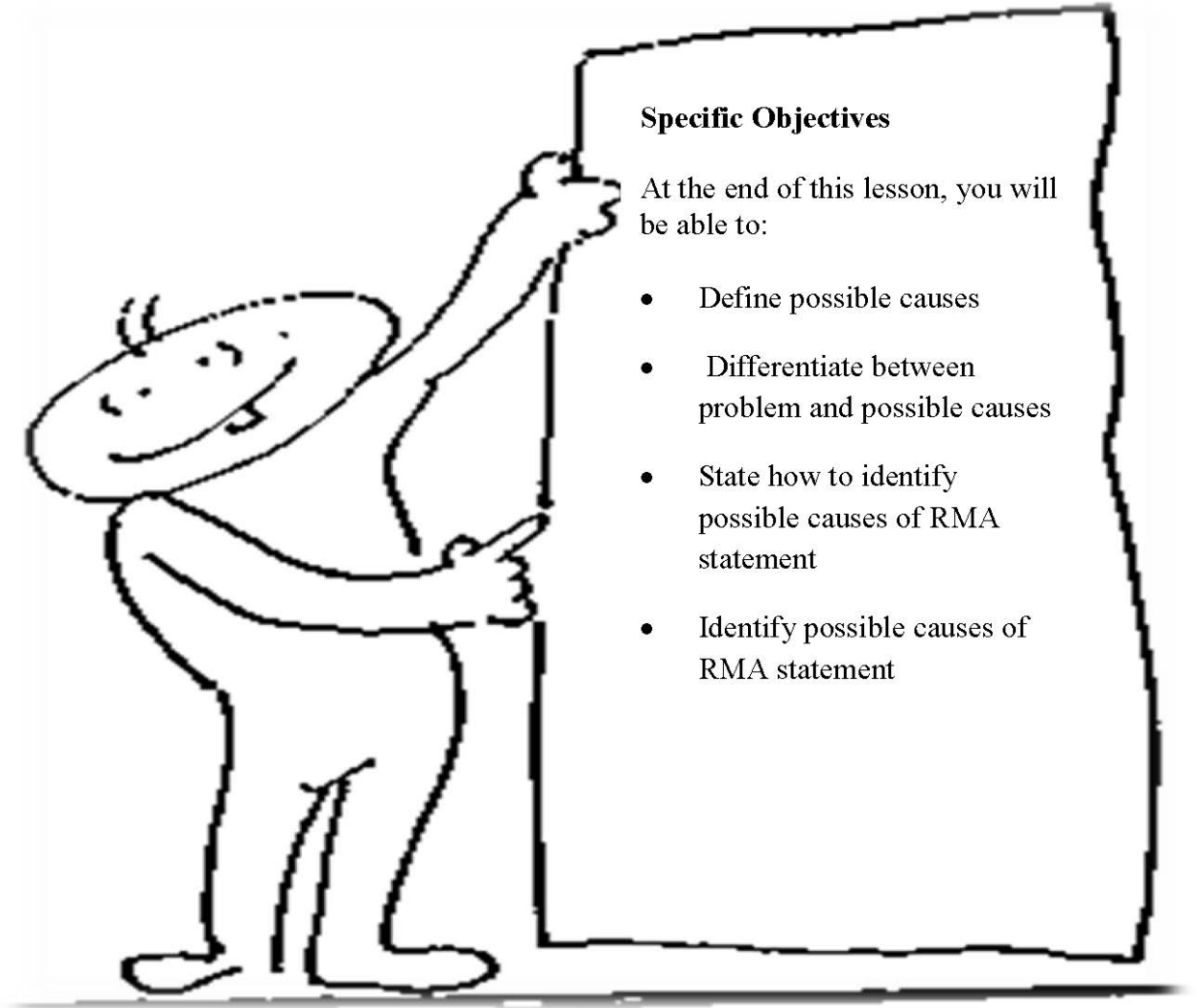
Size (gap) is mentioned.

Specific occupation.

Market coverage has been specified.

General Objectives of Session:

Describe, summarize and identify possible causes of RMA statement





INPUT

Introduction:

Once a RMA problem statement has been determined and refined, 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 develop possible causes of the problem.

Definition:

The possible causes (also known as hypothesis in academic research) can be defined as the tentative proposition suggested as a solution to a problem or an explanation of some observed state of affairs. A possible cause is a guess. It is 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 could be found. It gives the RMA planners a direction exactly which variables to examine and what relationship to look for. It would be uneconomical and worthless to collect an enormous amount of data without some idea of the possible outcomes. A RMA problem cannot itself be tested – it must be tested through the possible causes that it generates.

Develop possible Causes of RMA Statement

Possible causes are constructed in everyday life, e.g. when items are lost, when an unusual happening occurs or when something does not act in the normal way. In trying to find an answer to a problem situation, people construct possible causes that direct them to finding the solution to a problem.

Where did I leave my pen drive?

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 inside some of your papers? Or may be someone is playing a joke. By eliminating some alternatives that you feel you couldn't possible be locations for the pen drive, you come up with a tentative solution – a possible causes.

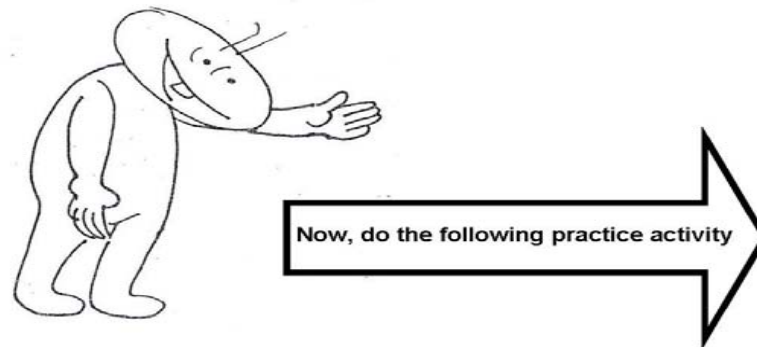
Problem solving in RMA also requires possible causes that direct the RMA planners in how to go about solving the problem. Having suggested a possible solution, a RMA planner can put his/her possible causes to the test. He/she can collect and analyze his/her data and, as a result either support or reject his/her possible causes.

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.

Conclusion:

If you formulate the possible causes of RMA study, it will make us easy in developing RMA instruments for data collection.





Practice Activity

Instruction: Answer the following questions:

Q.No.1. What is possible cause? Give the reasons of formulating possible causes in conducting rapid market appraisal?

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Q.No.2. What are the requirements for writing possible causes clearly? Can you list FIVE?

.....
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.....

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. A possible cause can be defined as a tentative proposition suggested as a solution to a problem or an explanation of some observed state of affairs. Possible causes are formulated in order to have direction to examine which variables and what relationship to the problem to look for.

Answer: 2. You could have selected any of the number of requirements for “good possible causes”.

- 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

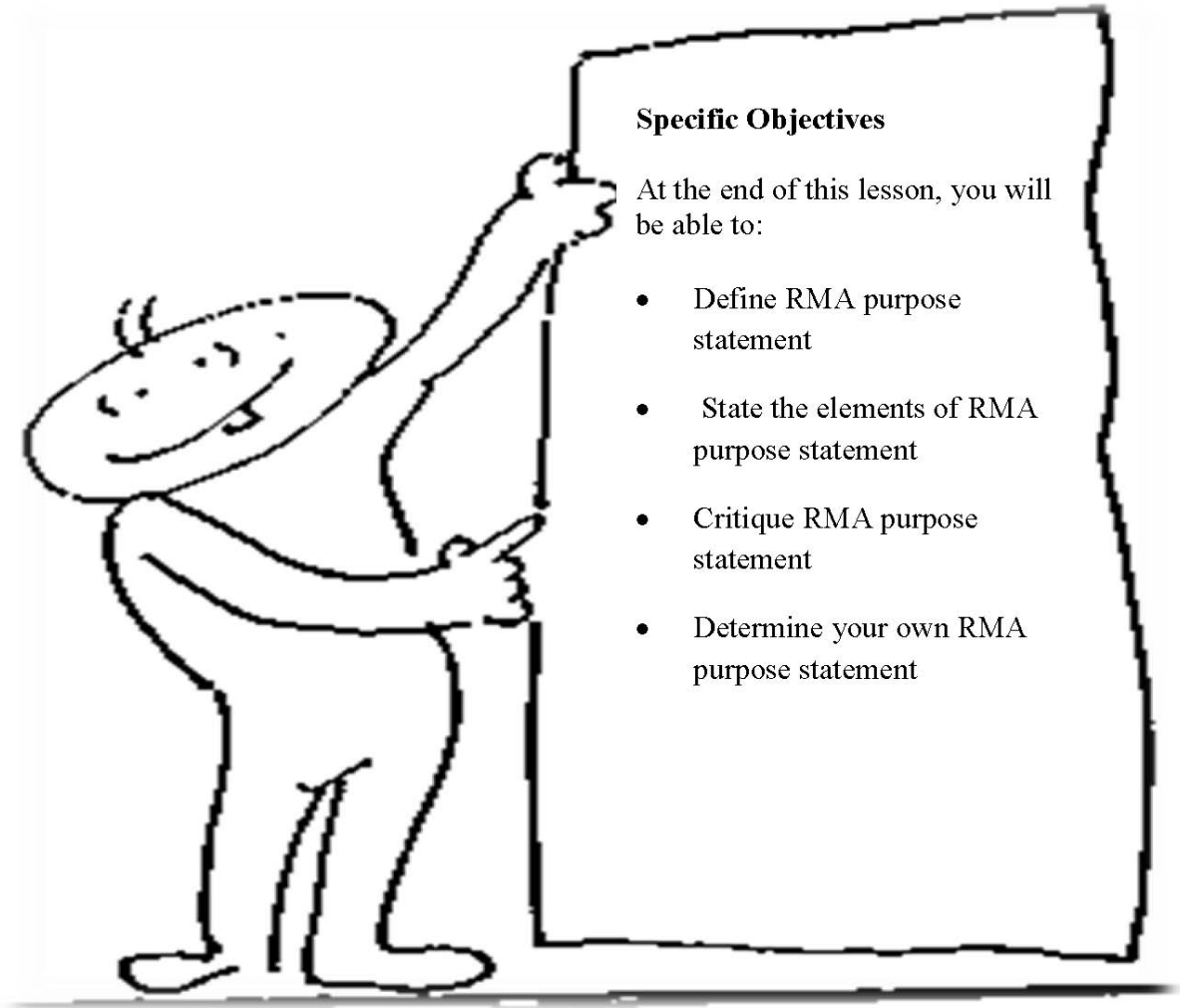
If you had difficulty with many of your answers of this module, go back through this module again and carefully study the inputs and examples provided and then see your facilitator for further assistance.

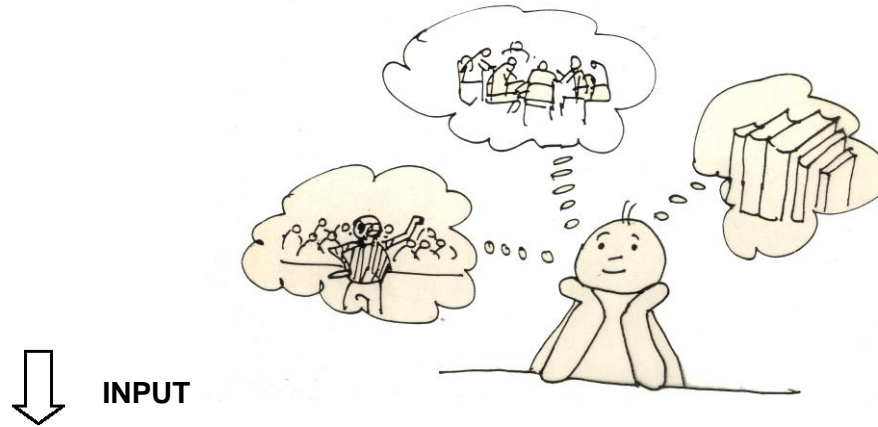
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If you did OK, proceed to the next module.

General Objectives of Session:

Plan RMA successfully





Introduction:

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

The good planer always seeks the answers of the following questions for the RMA survey:

What I need to do?

Where I need to go to collect information?

Whom I need to meet?

What I expect to achieve?

When I need to complete?

A good plan acts as a road map. In fact, the RMA planning is the most important phase in the entire RMA study. It orients the RMA assessors to the central intent of the study, and from it, all other aspects of the study follow.

Planning

The RMA planning gives the direction for the RMA study. It describes the purpose, scope,

RMA Planning includes:

- A.RMA Statement
- B.Market Location
- C.Key Informants
- D.Intended Number of Key Informants
- E.Duration

A. RMA Statement:

RMA are usually triggered by a perceived gap between “What should be” and “What is.” Some call this ' a workforce gap', which has been already 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 consists of where the RMA study will be conducted. The geographical coverage should be clearly mentioned in the RMA purpose statement. The geographical coverage could be:

Nation Region Zone

District Municipality Village development committee

Town Ward Community

C. Key Informants:

The key informant is defined as: 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.

Looking back at one of the problem statements listed above: The target population for this RMA study could be:

For Example,

- Office of DDC, Chitwan
- Office of Bharatpur Municipality
- Contractors Association, Chitwan
- Association of Construction Workers

·Local Youth

D. Intended Numbers of Key Informants:

The RMA planners also plan for the intended numbers of key informants. How many key informants 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

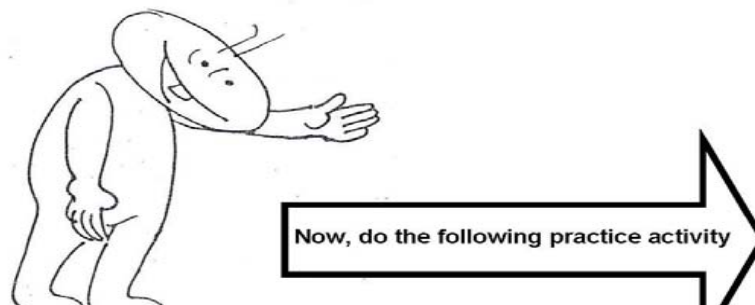
·Local Youth - 20

E. Duration:

The RMA Planning should give some idea about the timeframe available for the study. This timeframe should include the time for initial planning, actual field survey, write up to delivering the final report and making any required presentations.

Conclusion:

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 leads to a successful study.





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 : A brief statement of the RMA statement

B.Market Location: Where are you going to conduct 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





Get feedback from colleagues and your facilitator.

MODULE 3: COLLECT DATA

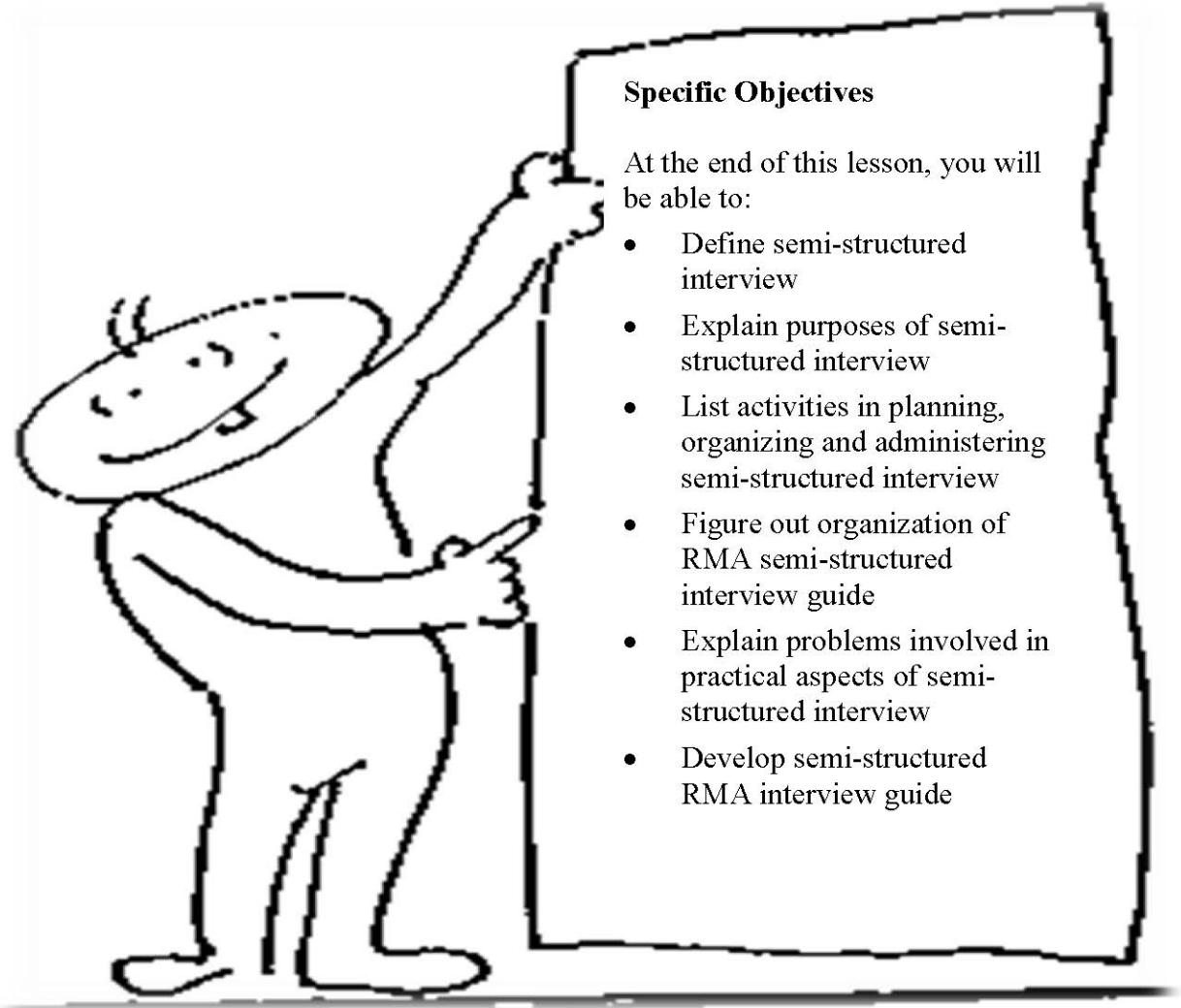
Practical Aspect of RMA:

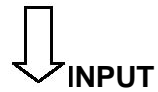
- Semi- Structured Interview
- Focus Group Discussion
- Conduct Direct Observation

Lesson 9: Conduct Semi-Structured Interview

o General Objectives of Session:

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





Introduction:

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



Semi-structured interviewing involves two types of skills. The first is questioning skills. By asking the right types of questions in the right sequence, you can elicit more complete information from informants than likely without these techniques. The other is rapport-building skills. These skills help you build rapport with your informant so that they trust you and freely give you information.

Purposes:

The semi-structured interview allows the data collector to ask follow-up questions to probe more deeply into problems, causes and solutions. A structured interview asks everyone exactly the same questions in the same order again and again; much important data would

Before the interview:

- Design a structured outlines for the semi-structured interview for RMA in sequencing order which contains: rapport building– identify RMA problem – RMA solution- workers information-training information.
- Check the guide for completeness. Try it out on colleagues as a pilot test of interview guide 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:

You introduce yourself. You try to put the interviewee at ease. You ensure the interview setting will lend to obtaining good 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.
- Tell the informant what your goal is. Make sure the interviewee is clear about 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 upon the interviewer's ability to quickly create a friendly atmosphere – one of trust and confidence. There is no one best way of establishing rapport. People are different, and these differences must be taken into account. The following are some general guidelines, RMA interviewer can follow to establish rapport.

Normally, when we first meet an interviewee, we:

- Greet
- Introduce yourself and get introduction of the person you are going to conduct interview
- Explain the purpose of visit
- Ask time whether he/she has

2. Identify RMA Statement

After building rapport with interviewee, the RMA data collector slowly enter into the main part of the interview. He or she could ask some major functions, progress and history of the organization in the beginning but focus on the 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 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

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, ethnic 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 information may cause the interviewee to be self-conscious and not be willing to share as openly.

- Name once again if you miss to ask
- Other essential personal information
- Finally give thanks

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. Ensure 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 feel the survey is important.
7. Begin the questioning by referring to someone or something visible.
8. Avoid leading questions.
9. Avoid questions which can be answered with “yes” or “no.” For examples

“Would you like to have training in sewing?”

In most cases, the answer is always “yes”. This question tells us nothing about 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.

10. 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. Ensure that each question has only one point! If you want to make more than one point, make a new, separate question.

11. Avoid lecturing and advising. You are there to learn, not to teach.

13. When 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. Tell us more?

e. Is there anything else?

f. Please describe what you mean?

g. Does anyone see differently?

h. Has anyone had a different experience?

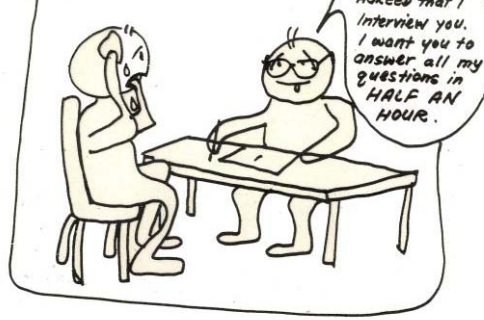
14. Record what is being said and what you see; don't mix with your own interpretation.

15. Before closing the interview, summarize the main points with the informant to verify that you correctly understand the information provided.

16. Finish the interview politely. Thank the interviewee.

17. If necessary, visit an informant several times to build up rapport before discussing more sensitive issues.

18. Your RMA interview should not be a burden to the key informants.



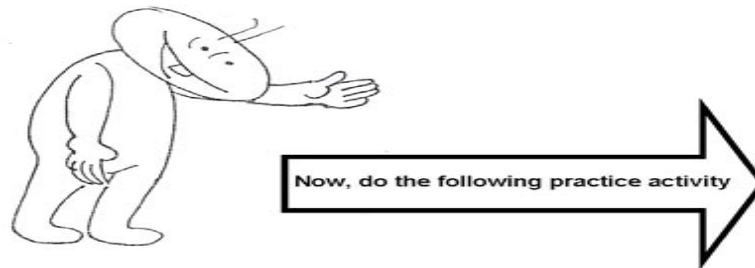
Role of Note Taker:

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 recording tools which facilitate later 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 note book.

Conclusion

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 cover all important points with every interviewee.



Instruction: Critique the following questions:

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

Good question:

Reason:

Bad question:

Reason:

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

Good question:

Reason:

Bad question:

Reason:

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

Good question:

Reason:

Bad question:

Reason:

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

Good question:

Reason:

Bad question:

Reason:

Good question:

Reason:

Bad question:

Reason:

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

Good question:

Reason:

Bad question:

Reason:

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

Good question:

Reason:

Bad statement:

Reason:

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

Good statement:

Reason:

Bad statement:

Reason:

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

Good question:

Reason:

Bad question:

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


Good question:

Reason:

Bad question:

Reason:





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

Good question:

Reason:

Bad question: This is a bad question.

Reason: 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: This is a good question.

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

Bad question:

Reason:

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

Good question:

Reason:

Bad question: This is a bad question.

Reason: 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: Good question

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

Bad question:

Reason:

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

Reason: This question leads to the present number of the workers in the factory.

Bad question:

Reason:

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

Good question:

Reason:

Bad question: Bad question

Reason: This question only provides likes.

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

Good question: Good question

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

Bad statement:

Reason:

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

Good statement: Good question

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

Bad statement:

Reason:

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

Good question: Good question

Reason: This question gives you the specific content of the proposed training

Bad question:

Reason:

Good question: Good question

Reason: This question gives you duration of the proposed training

Bad question:

Reason:

Practice Activity 2:



Question:

Six main considerations exist in the organization and assembly of the 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.....

3. Identify Solution Information

1.....

2.....

4. Identify Workers Information

1.....

2.....

3.....

4.....

5. Collect Training Information

1.....

2.....

3.....

4.....

5.....

1.....

2.....

3.....





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.Ask time whether he/she has

2.Identify RMA Statement Information

a.Existing situation of the available of human resources in his/her organization

b.Number of human resources presently needed

c.Causes of shortages of these workers

d.Major skills should the workers equip

e.Occupational interests of local youths

f.Required number of new workers for next 3 to 5 years

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, ethnic group, education)

5. Identify Training Information

a.Name of training they want to have to be skilled workers

b.Duration of the training

c.Major contents of the training

d.Best time to conduct such training

e.Number of people do they hire if we produce such skilled workers.

6. Conclude Interview

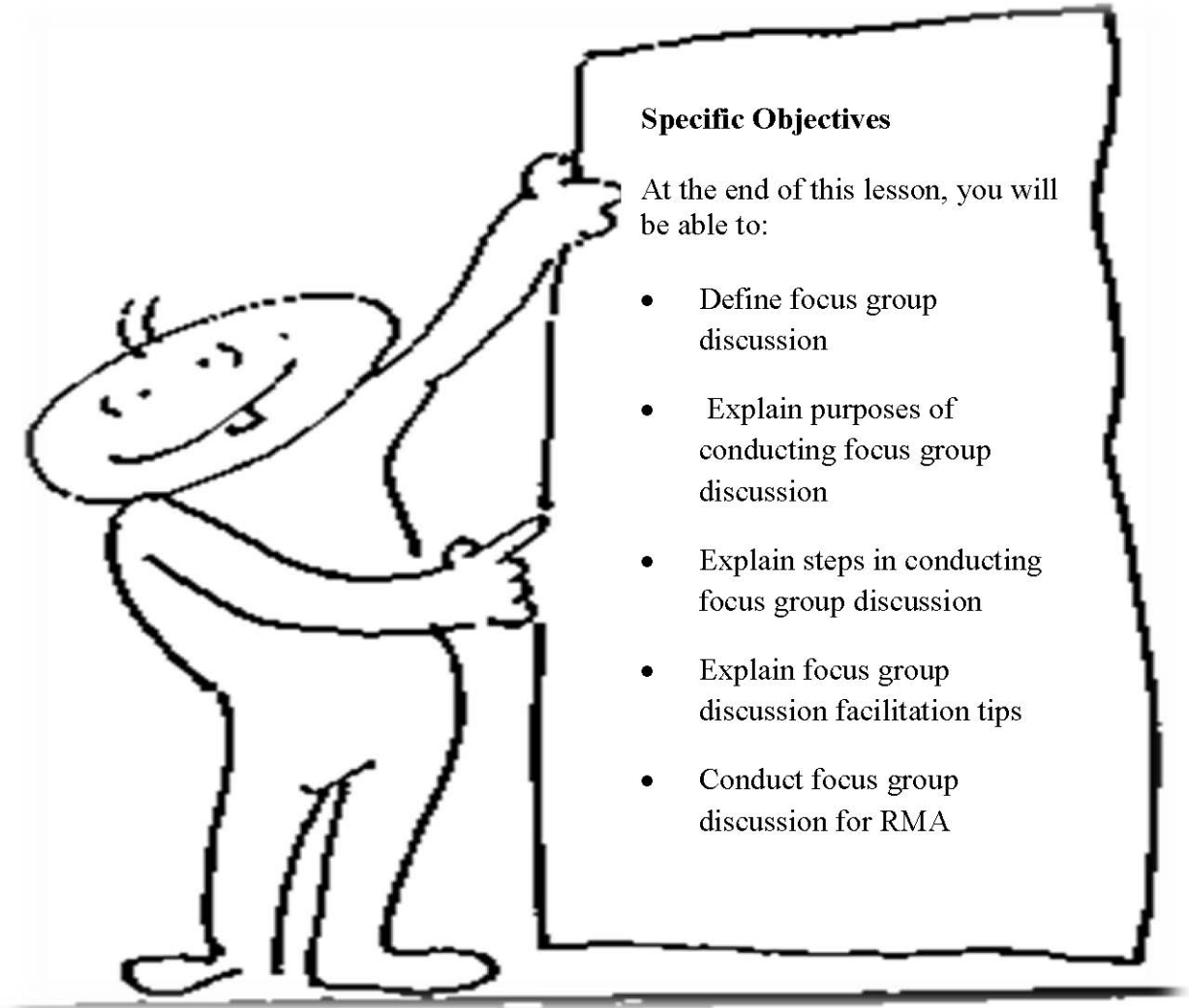
a.Name once again if you miss to ask

b.Other essential personal information

c.Finally thanks

General Objectives of Session:

Explain, summarize, and conduct focus group discussion for RMA





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 people (five to seven) who are 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 feelings, attitudes and impressions. A focus group discussion generally takes between one and three hours.

Purposes:

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 an issue. It is normally conducted in order to obtain qualitative data such as opinions, experiences, views, feelings and ideas from a small targeted group of people. Focus group discussion 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).

4. Identify participants for the focus group discussion and invite them

5. Arrange logistic and refreshment

6. Train rapporteur 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 rapporteur

3. Explain the objectives of the workshop

4. State the issue/problem/topic

5. Ask key question one by one

6. Facilitate the process

7. Get consensus in each question

8. Draw conclusion

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. Please note that to conduct effective focus group discussion requires training in specific approaches and skills.

white board or flip chart to remember comments that s/he may want to use latter.

2.The rapporter takes comprehensive notes, operates the tape recorder if needed, handles the environmental conditions and logistics, responds to unexpected interruptions and keeps track of time.

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 rapporter have come to learn from them.

7.Ask only one question at a time. Don't ask more than one question at a time, even if the questions go together. Participants usually cannot remember several questions at one time, and asking multiple questions make hard for them to know where to start to give answers.

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 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?

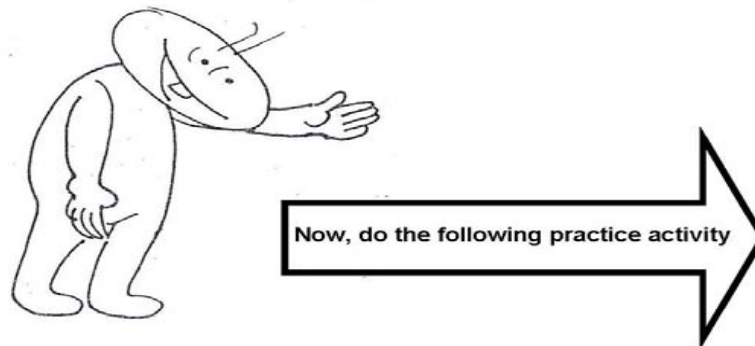
g.Does anyone see differently?

h.Has anyone had a different experience?

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

Conclusion

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. Tell participants "They are experts".





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:

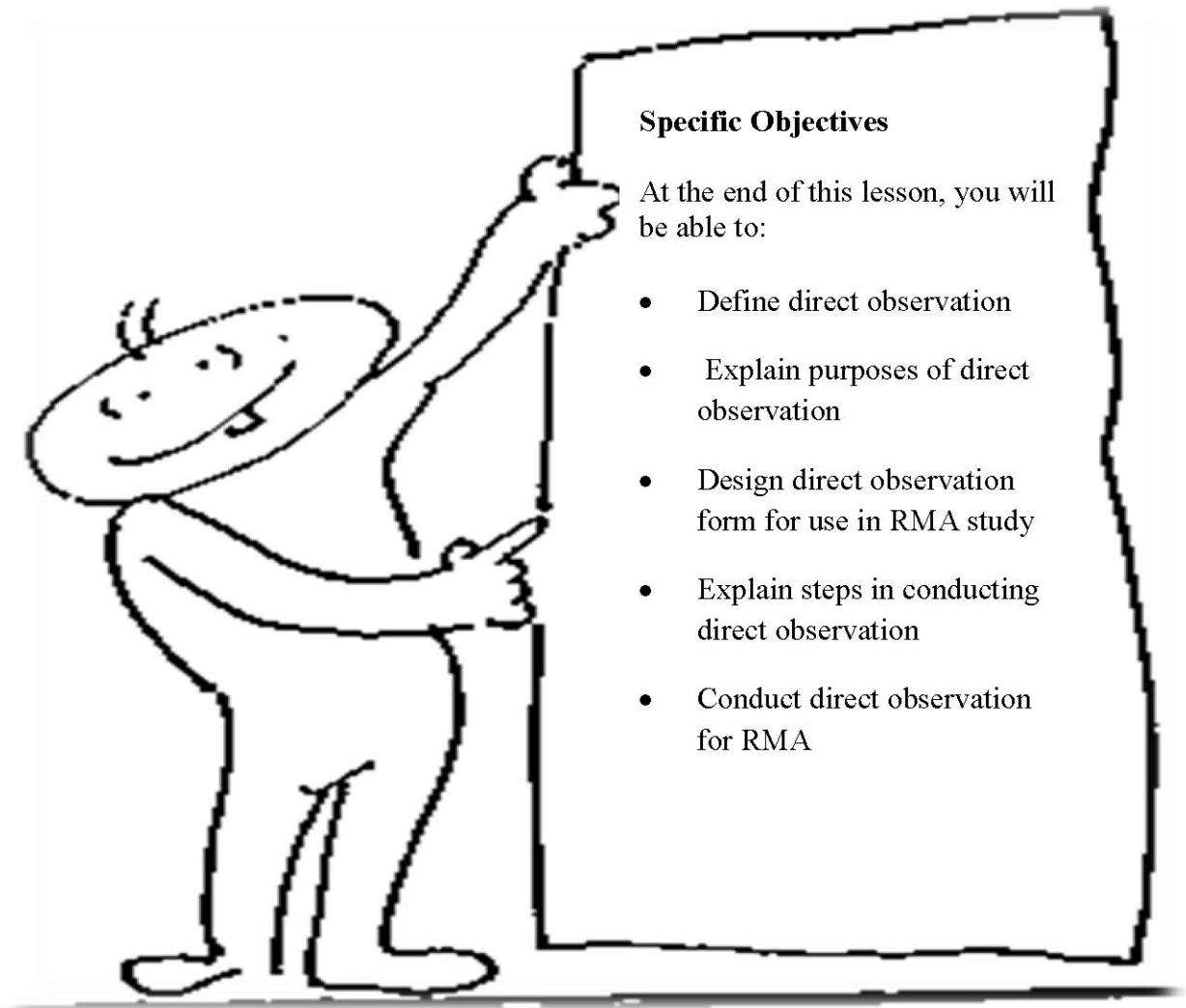
1. Problems found on existing plumbers
2. Skills gaps (what are skills demanded by the plumbing markets in national and international context – what are the skills delivered by existing plumbers)
3. Suggestions for improving skills and problems found on existing plumbers



Lesson 11: Conduct Direct Observation

General Objectives of Session:

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



Conduct Direct Observation



INPUT

Introduction:

Direct observation is systematically observing objects, events, processes, relationships or people and recording these observations through the use of designed forms. Observation will involve watching carefully what takes place and making brief notes. It is a good way to cross-check respondents' answers. Use a check list to do observations systematically.

Purposes:

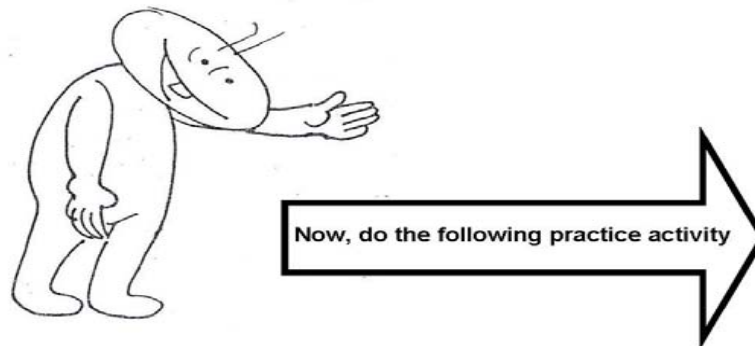
Direct observations of important indicators to support and cross-check findings are essential. The indicators can also be used to generate on-the-spot questions to ask employers without preparing formal checklist beforehand.


Contents of the Observation Form

The observation form should consist of the adequate contents to be observed. 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.

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.





Instruction:

Question:

You are part of a RMA team doing a 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.



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 OK, proceed to the next module.

MODULE 4: ANALYZE DATA AND WRITE RMA REPORT

Practical Aspect of RMA Data Analysis:

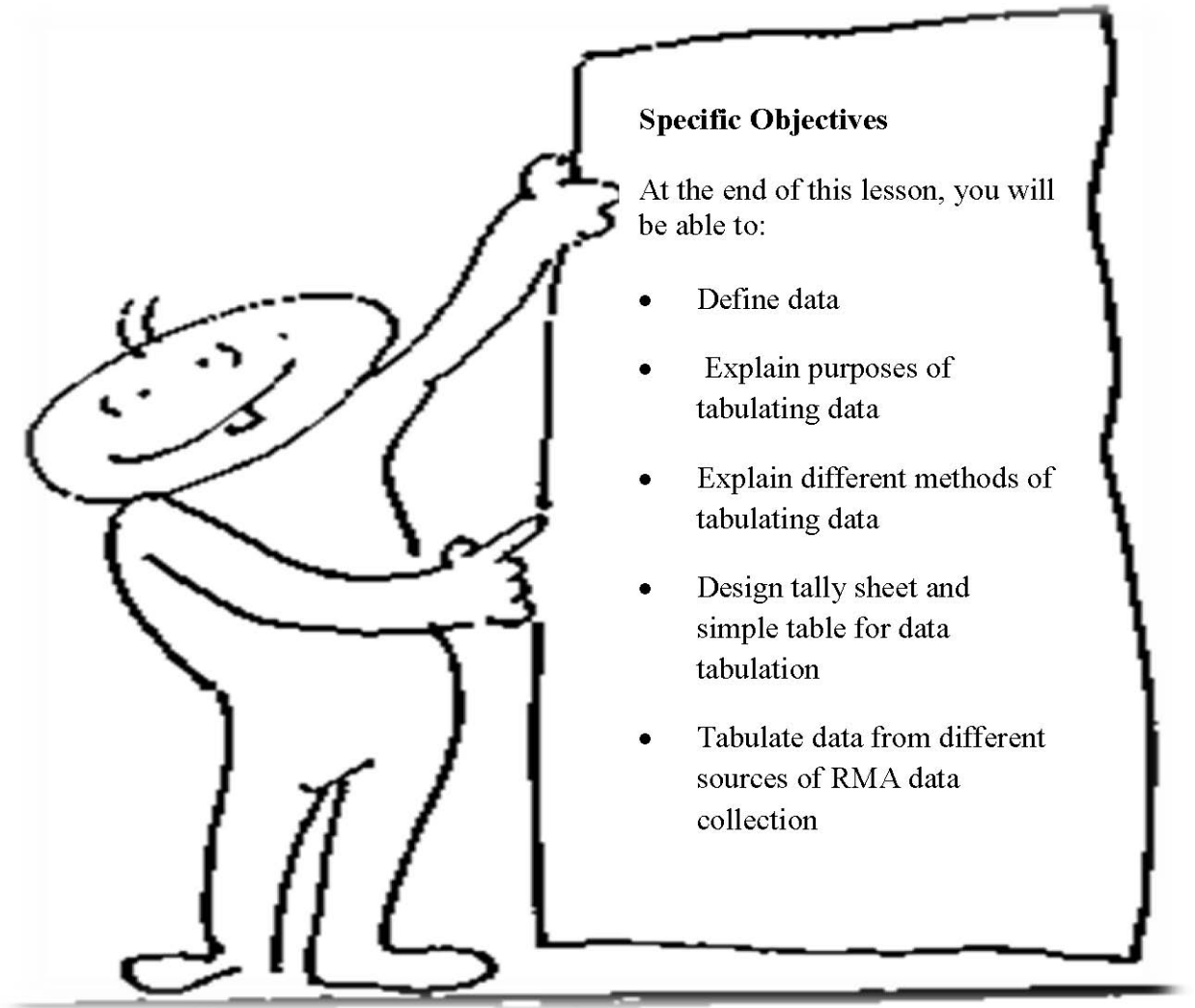
- Tabulate Data
- Analyze Data
- Write RMA Report



Lesson 12: Tabulate Data

General Objectives of Session:

Describe, summarize, design tally sheet, table and tabulate data



Introduction:

After conducting rapid market appraisal study, a large amount of data exists that must be carefully processed. Every interview is important. Thus, we should follow a systematic process to compile them so that no data is lost. Data may be compiled by and or by computer.

Definition:

The process of placing classified data into tabular form is known as tabulation. It is the process of systematically arranging questionnaires, interview transcripts, filed notes, and other inputs what you have discovered during the study. It is also called data compilation.

Tabulation involves:

- Organizing data
- Put them into manageable units

Tally Sheet:

A tally sheet is a simple data collection form for observing how frequently something occurs. To show that data in a more readily understandable format each of the individual score is put into its appropriate class. Each individual score has been shown by a tally mark (|) alongside its appropriate class. After every four tallies, the fifth one is marked diagonally (||||) 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 found by successively adding the individual frequencies.

Table

Once you have prepared tally sheet, you then need to present these facts in the most clear, concise manner. One of the simple way to present them through 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 data. Rows are horizontal arrangements whereas columns are vertical arrangements. It may be simple, double or complex depending upon 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

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

Compile Demographic Data Tally Sheet

Go through each interview form; compile the data for demographic information such as age, sex, ethnic group, educational background etc. on the tally sheet.

Compile Needs (Problem Sheet)

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

Compile Causes of the problem (Causes Sheet)

Now, write causes of the problem in the cause sheet. As causes are written in narrative form, write as written 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.

Compile Solution of the Problem (Solution Sheet)

Compile 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 is ok. Pick interview form and look over it for training ideas or suggestions. Finish with the first sheet and then go to the others. 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

Compile Observation Sheets

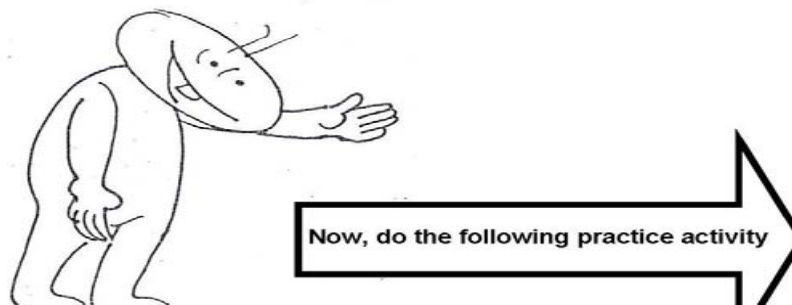
This can also be done at the same time as the steps above.

Compile Focus Group Discussion

If you conduct more than one focus group discussion, you need to compile the findings of the focus group discussion. If you conduct only one, no need to compile any more.

Conclusion

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 quiet location, great concentration and a systematic process can be a big help in doing a good job.





Question:

The following is the results of one of the tally sheet of the RMA study in electrician occupation in Pokhara. Design a table and place the appropriate results in respective rows and columns.

Electrical shops visited - 19

Local youths visited - 24

Construction contractors visited- 11

Technical Training Providers - 12

Numbers of electrician working at present - 134

Numbers of electrician required at present- 230

Feedback to Practice Activity

Table 1: Description of Respondents by types

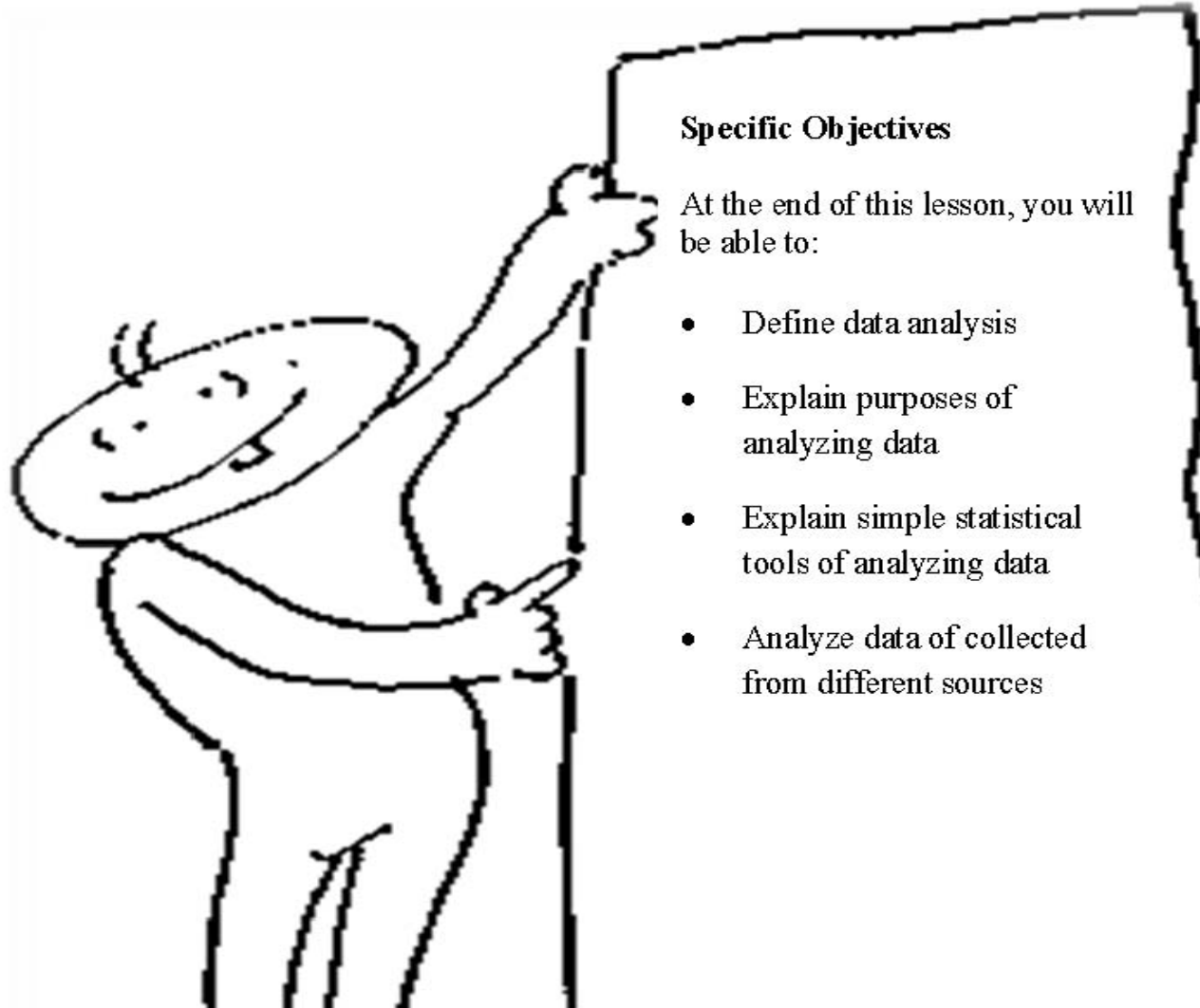
SN	Types of respondents	Number	Percentage	Remarks
1	Electrical shops	19	28.78%	
2	Local youths	24	36.37%	
3	Construction Contractors	11	16.67%	
4	Technical Training Providers	12	18.18%	
Total		66	100%	

Table 2: Analysis of demand (gap)

	Description	Number	
1	Existing number of electrician working in Pokhara	134	
2	Required number of electricians in Pokhara at present	230	
3	Additional electricians required (gap)	96	

General Objectives of Session:

Understand, summarize, describe and analyze RMA data



Specific Objectives

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

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

Analyze RMA Data



Introduction:

Once rapid market appraisal data has been compiled, the data should be analyzed carefully so that the correct recommendations for training can be easily 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 is ordered 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 rank ordered lists 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

Commonly Used Analysis Tools

Data from RMA may be grouped, averaged, rounded, 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 total 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:

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

$$\text{Addends} = 6$$

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.

Conclusion

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. A RMA survey yielded the following figures for the existing numbers of Bar Binders 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 and Pie graph of 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 of 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.

Drawing can be done using Microsoft excel program

Answer 4.

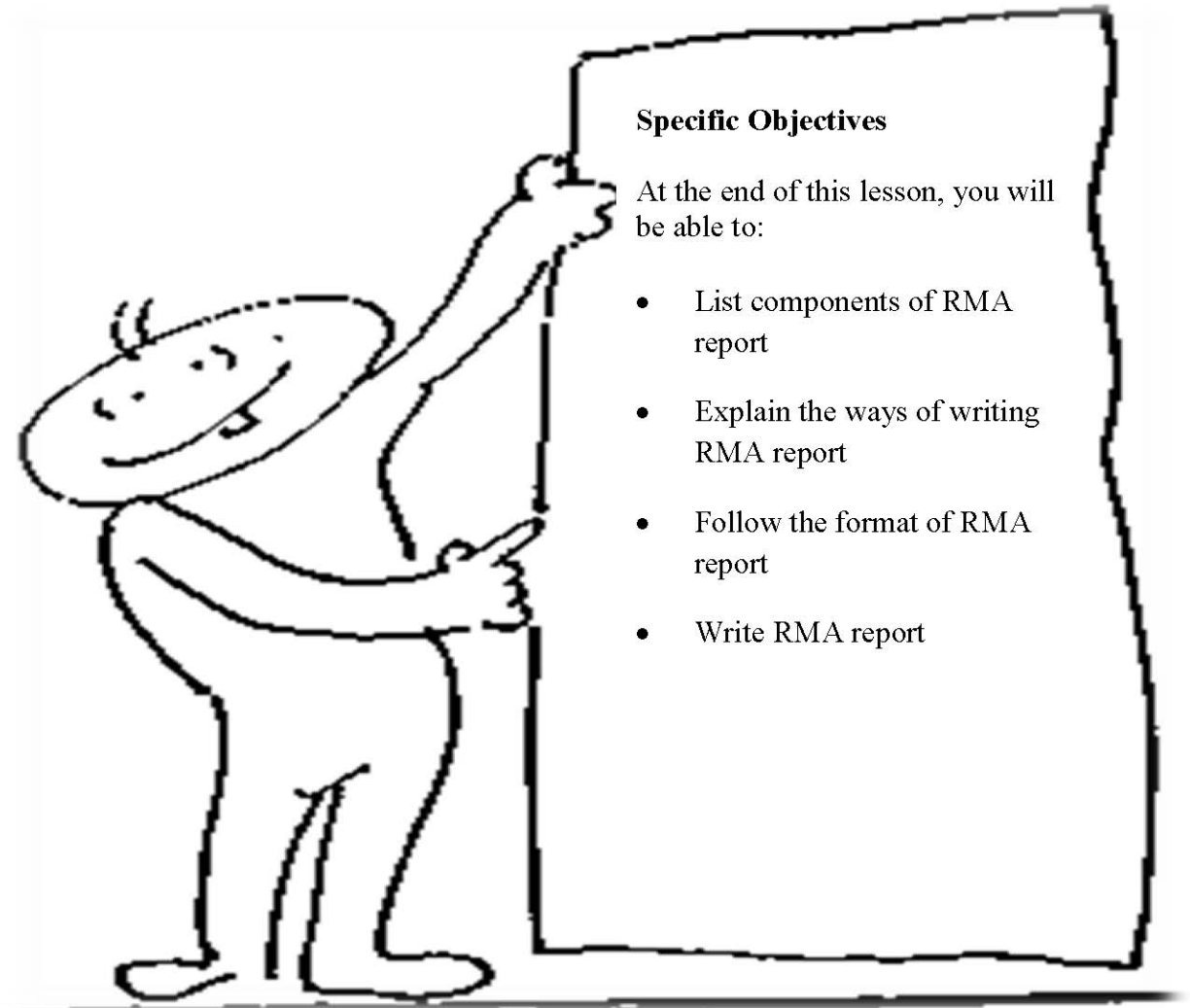
Drawing can be done using Microsoft excel program

Lesson 14: Write RMA Report



General Objectives of Session:

Explain, summarize, and write RMA report





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 was done and what is recommended.

Structure of RMA Report

The following outline is one which 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 us information about market demand, supply, wage/income etc*)

- Charte,
- 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 number and types-self and wage)

- 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.

Some Hits and tips for writing major parts of the RMA report

The 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 appear 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 which 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.

Conclusion

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

Recommendations

This is a more subjective section, although all recommendations should be based on objective data. In this section, you need to indicate what you think should be done on the basis on the findings and conclusions.

Communicate Finding

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 insure that your hard work will receive the attention it deserves.

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<http://www.helvetas.kg> (Kyrgyzstan)

<http://www.helvetas.org.vn> (Vietnam)

<http://www.atc.kg> (Kyrgyzstan)

Schematic Diagram of Agencies Involved in TEVT Sector

