



# THE HIT APPROACH

An effective market-led  
and practical approach  
to skills development





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AN EFFECTIVE  
MARKET-LED  
AND PRACTICAL  
APPROACH  
TO SKILLS  
DEVELOPMENT

The High Impact Tourism Training for Jobs & Income (HITT) programme provides locally relevant training courses to informal workers in the tourism sector to build their qualifications, skills, income and job opportunities. It also helps increase client numbers and ensures tourists receive better services, making them more likely to return.

HITT is funded by the European Union's (EU) 'Investing in People' programme and is implemented by SNV in Benin, Ghana, Mali, Mozambique, Cambodia, Vietnam and Nepal.

Based on best practices and learning from implementing the programme, SNV has developed a general HIGH IMPACT TRAINING (HIT) approach to guide development professionals beyond the tourism sector to run practical market-driven vocational training systems for the informal economy. SNV has recognised two mutually beneficial areas of intervention to ensure effective and sustainable training:

1 The country environment	Ensure market-driven skills development opportunities for informal workers are facilitated and not hindered. The aim is to strengthen the sustainability of the interventions and ensure relevance of the trainings for the trainees.
2 The learning process	Ensure the design of practical and effective training strategies that also positively influence the environment in return.

Each of these components is based on core principles, which underpin how a cycle of activities should be planned and conducted. Working with a common base of values has proved an effective approach, particularly in the context of a multi-country programme, as it sets common structural rules for running the activities and gives a clear message to external stakeholders.



## Country environment interventions – core values

Market driven	Choose sectors, geographical areas, occupations, tasks and skills according to private sector needs and sector growth potential.
Employment focused	Ensure training modules are practical, developed in close consultation with real practitioners and validated by actual employers so trainees improve job and income prospects and eventually informal workers can move to formal jobs.
Linked with the formal TVET system	Build capacities of the TVET sector in the development of training materials, delivery and monitoring of training, training of trainers to use active learning methods and to secure recognition of training interventions by the formal education and TVET systems.
Foster local partnership and ownership	Promote dialogue and collaboration between stakeholders from the public and private tourism and TVET sectors, to embed the programme in the sector, and ensure the long term sustainability and knock-on effects of project interventions.
Understand the economic and social context	Ensure gender and cultural issues are addressed in the design and implementation of interventions and opportunities.



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The piloting of these values in the EU-funded HITT project showed that linking these elements with country environment structures is crucial so that those that are lacking or weak can be identified and reinforced.

### Learning approach/core values

These core principles are embedded in the curriculum design, development, implementation and evaluation process, and reflected in the strategies used for the development of training materials, training of trainers, training of beneficiaries and assessment of the effectiveness of training interventions.

Clearly workers in the informal economy are adults with responsibilities, different demographics, a range of life experiences and limited exposure to formal skills training. So adherence to these core principles is vital to achieve the desired high impact. These are the learning approach core values:

Andragogy	Use appropriate teaching strategies that are aimed at adult learners.
Acknowledge prior learning	Take into account the learner's existing knowledge, beliefs, attitudes and skills and experience to strengthen impact
Active learning	Involve the learner in the process of their own learning (learning by doing) to ensure the highest level of retention
Integrated learning	Relate learning to real work experiences and ensure that the trainer fully understands the learner's tasks and working environment. Develop integrated lessons and help trainees make connections across various topics in a course
Create motivation for learning	Use strategies that ensure attention and emphasise the relevance and benefit of the training to the learner

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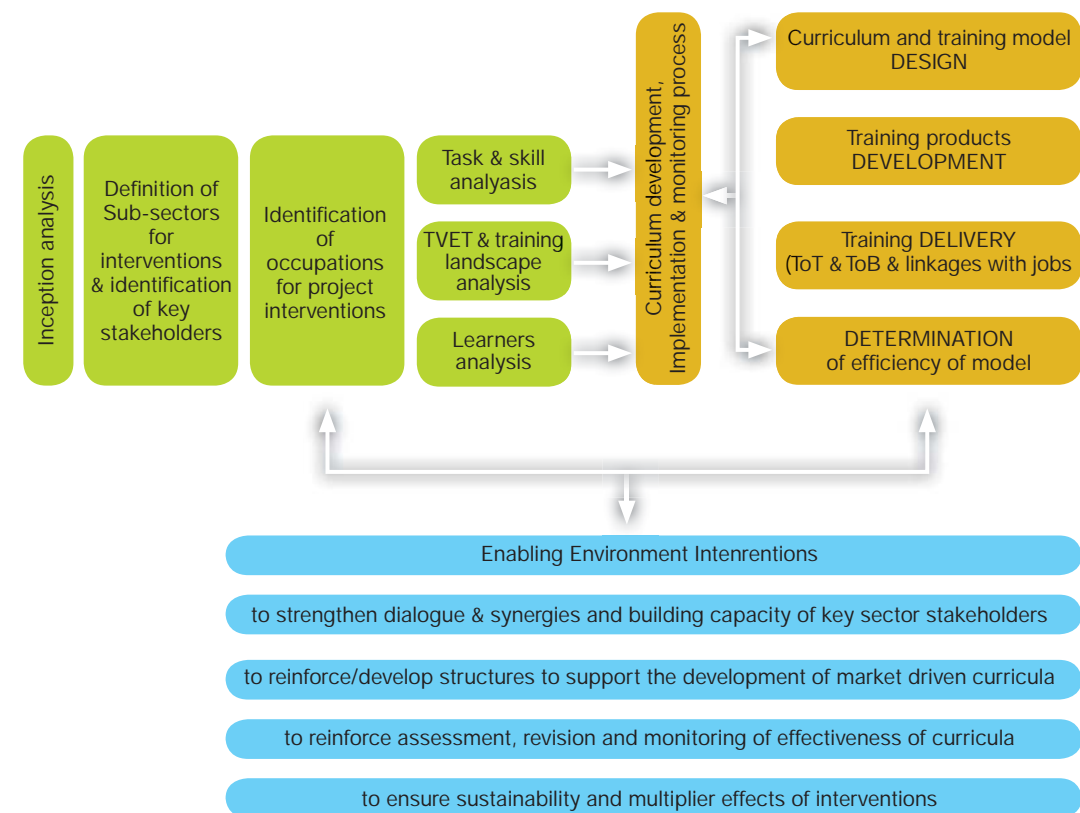


### The HIT process

These two abovementioned sets of core values constitute the basis on which the HIT process can be developed. The process consists of three sets of interventions:

The situational or inception analysis	Identify subsectors, occupations, skills and learners for intervention, and select and involve key stakeholders
The curriculum development, implementation and monitoring process	Design of curriculum and training strategy; development of training materials; training delivery, and determination of efficiency of the model
The design and implementation of interventions aimed at influencing or reinforcing country enabling structures	Strengthen dialogue with key sector stakeholders; reinforce structures to support the development of market driven curricula; reinforce monitoring of effectiveness of the curricula and ensure sustainability and multiplier effects of the interventions

### The high impact training process



## The implementation of the HIT approach facilitates interaction between different stakeholders:

The private sector	Stakeholders bring in knowledge about occupations requiring better qualified staff, the main tasks workers need to perform in this occupation, and key skills required for performing those tasks. They help connect interventions with companies, the public sector and industry accreditation schemes, and provide employment opportunities to end beneficiaries.
The informal economy	Bring knowledge regarding opportunities and constraints for target beneficiaries re. accessing training. This information is crucial for the development of the training content and delivery strategies and takes into consideration the informal workers' livelihoods, gender and cultural issues, as well as working conditions.
Vocational training sector	Relates to the structure that supports skills development interventions in the selected occupation, including training (public and private) institutes, trainers, qualification and formal certification systems, as well as TVET related policies.
Public sector	The public sector contributes knowledge about governance in the sector and helps connect interventions in a specific occupation with the overall sector. Can also help in mobilizing civil society.
Civil society	Opportunities of collaboration to broaden the reach of interventions are identified at the inception phase and potential partnerships pursued while implementing the project.



The type of interventions, potential synergies and opportunities for collaboration between the project and above stakeholders are identified during an inception analysis. It should be noted that the actions are driven by the stakeholders themselves.

1  
THE  
INCEPTION  
ANALYSIS







- Identify the sub-sector and value chain for project intervention with the highest demand and growth potential
- Define the occupations and the skills for training delivery that could quickly allow the end beneficiaries to improve their job prospects (in terms of income and employability)
- Identify challenges and opportunities in current TVET provisions for the informal economy
- Understand the existing/ potential offering of training for the informal economy in selected occupations including opportunities to link short term courses with formal TVET system (e.g. policies, certification and accreditation processes)
- Understand the capabilities in the TVET sector in terms of designing, developing and delivering market driven, short and very practical TVET for the informal economy
- Understand opportunities and constraints of informal workers to accessing training (gender/ culture/ numeracy/literacy levels)
- Identify key players in the selected sector, sensitizing them and gaining their interest to support the implementation of project activities – aiming at generating a team building effect to ensure the continued involvement of the stakeholders in project interventions.

The inception analysis has been conceived in the HIT process as a comprehensive methodology that comprises four types of analysis. Steps and expected outputs of the analysis are summarized below:



## The inception analysis methodology

STEPS	EXPECTED OUTPUTS
Context and market analysis (quick scan and growth hotspots)	Identifies sub-sectors and geographical areas
Informal employment analysis (focus on low skilled/poor workers)	Key stakeholders get involved; subsectors and occupations are selected and training needs identified
TVET and training landscape analysis	Identification of strategic implementation partners Strategy for curricula recognition
Learner analysis	Jobs and skills gap analysis and learner profiles

This analysis methodology should be contextualized and adapted according to the country's situation. See the Inception analysis methodology for details of each step and tools that could be useful for implementing the process. Here is an example of the way this process was undertaken in Cambodia:

## HITT Cambodia's inception analysis process

Cambodia is still an emerging tourism destination with tourism infrastructure in its infancy. It was chosen to be part of the HITT programme because of its great tourism potential (with its richness in natural and cultural sites) but also because of the potential impact tourism development could have on poverty alleviation.

### Strategy

This process was implemented following three main steps:

### Context and market analysis (quick scan and growth hotspots)

A quick overview of the tourism sector was made by the HITT Cambodia team. This enabled the team to identify provinces and sectors where the growth potential was the highest. Informal employment analysis (focus on low skilled/poor workers)

The quick scan was completed by in-depth interviews focusing on the geographic regions, sub-sectors and occupations in greatest demand by industry members. The interviewees included tourism industry association representatives, managers / owners of restaurants, hotel and tour operators, and relevant NGOs. This process ended with a roundtable workshop, gathering a dozen public, private and not-for-profit stakeholders from the tourism industry and TVET providers. During this workshop the geographical provinces and specific occupations in

which the programme could intervene were validated.

### TVET and training landscape analysis

During this process, the team identified the existing TVET providers in hospitality and evaluated their trainings, in the context of industry demand. This allowed potential partners to be identified.

### Final validation workshop

The results of the situational analysis and needs assessment with stakeholders were shared at a last validation workshop. This provided the opportunity to get feedback on the final finding but also to identify potential partners (spanning government, the donor community and business sector) that could help in the implementation of the HITT programme. This workshop opened the way to the constitution of an advisory board.



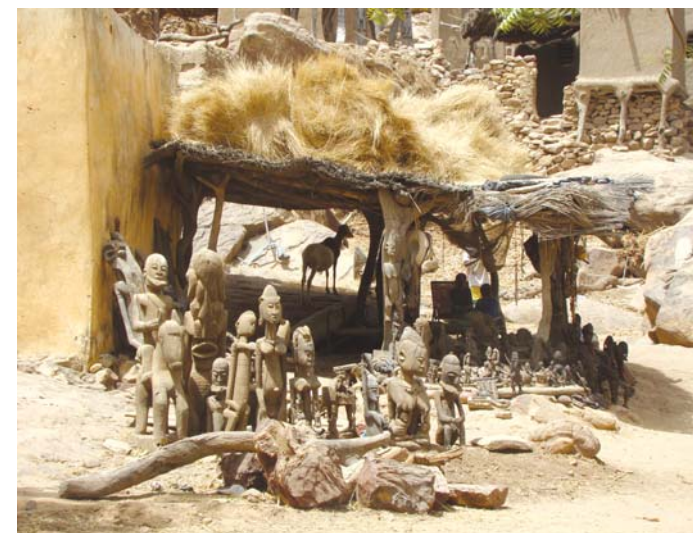
### Outcomes

The right stakeholders were identified, both at a national and a regional level. These stakeholders belong to the three most important sectors for the programme: public, private tourism and TVET. In depth interviews alternated with global meetings, which gave the team a deep understanding of the needs of each stakeholder, but also discussed their findings with other stakeholders, thus validating their accuracy.

It also created a common understanding of the opportunities and constraints existing in TVET for the tourism industry, which helped the further implementation of the programme.

The team was able to include sustainability keys in the activities implemented: inclusion of ASEAN's standards, preparation of official recognition of the certificates, identification of key private partners such as the Cambodia Restaurant Association, which is willing to pursue the trainings after the programme ends.

As this example in Cambodia highlights, the inception analysis also provides relevant information regarding existing structures at the national and regional level, and their capacity building needs to create a conducive environment for informal worker training.





2

INTERVENTIONS  
TO ENABLE A  
CONDUCTIVE  
ENVIRONMENT TO  
SUPPORT TRAINING  
FOR THE  
INFORMAL  
ECONOMY

A TVET intervention is not only about delivering trainings to individuals, it is also a matter of strengthening local and national structures to foster a favourable environment for skills development interventions targeting the informal economy. This will ensure maximum impact is achieved – that the project is sustainable in the long term and its results multiply.

The deep understanding achieved during the inception analysis informs exactly how the environment can be strengthened.

Interventions are planned strictly according to HIT EE core principles and in line with the curriculum development, implementation and monitoring process.

Such interventions are presented in detail in the document ‘HIT enabling environment interventions’, which includes concrete examples of their application in different contexts drawn from the EU funded HITT project experience.

For instance, in Nepal, public and private structures served their own interests in collaborating to develop trainings for informal workers:

## What sort of interventions?

**1** Strengthen dialogue and synergies with key sector stakeholders (eg the business community, public and private vocational training providers, TVET and certification and accreditation bodies, the development community, NGOs, regional and national structures connected to the informal economy, membership associations and employers.)

**2** Develop understanding amongst key sector stakeholders on opportunities, constraints, benefits in provision of TVET to informal economy

**3** Strengthen structures connected with the informal economy to increase access to skills development.

**4** Build capacity of training structures to design, revise and update market led and practical skills development programmes.

**5** Devise mechanisms to link up with industry for the provision of practical experience to informal workers Link up with industry to provide practical experience and jobs for informal workers.

**6** Develop mechanisms to track trainee performance, income and employment post training and to revise and regularly update curricula according to market needs/ changes in the sector.

**7** Develop links with funding sources to ensure continuation/expansion of activities. Promote a national training policy.

### HITT Nepal’s strategy to train fast-food informal workers

Fast food outlets with low hygiene standards are numerous in Nepal. HITT Nepal developed a dedicated training programme for people working in these restaurants since they are all informal workers and outside the scope of formal TVET. First it had to incentivise fast food managers to train their staff.

It worked with the Fast-food Association of Nepal (Fast-fan), a formal professional association representing 100 fast foods from the Kathmandu valley, and the Department of Food Technology and Quality Control (DFTQC) of the Ministry of Agriculture Development to implement trainings on food hygiene and service excellence.

This ensured fast-food restaurant owners’ buy-in so they could apply food hygiene standards and pass DFTQC’s controls.

### Strategy

The initial phase of collaboration focused on identifying the gaps in workers’ skills and knowledge. In the second phase the curriculum was formulated according to the target beneficiaries and following the

requirements of DFTQC, which sets hygiene standards for restaurants at the national level. Trainings of trainers were then delivered by TVET service providers to restaurant managers and cooks, who in turn trained other staff. In the end, while the programme has paid for the curriculum and material development and for the training of trainers, all training of beneficiaries was funded by the restaurant owners, owing to the adaptability and cheap training strategy that was developed.

### Outcome

Collaboration with the official professional association Fast-fan allowed the programme to reach informal workers in most of the restaurant industry in a sustainable way and provide them with formal training. Working with the department of the Ministry of Agriculture Development, which enforces hygiene standards, was the best way to ensure the relevance of the training.

As a result of this collaboration, Fast-fan has created formal ties with the informal workers of its members and has gained significant experience in training development and implementation.

This example illustrates very well the link between “enabling environment” principles and “learning principles”. By associating a better understanding of the social and economic context of informal workers in the fast-food industry, and relevant interventions involving key stakeholders of this sector, the two sets of principles are mutually reinforcing.

First, the training strategy is well designed to enable a buy- in from fast-food restaurants. By the end of 2013, about 700 informal employees in 100 fast food restaurants have been trained Second, the link between individual workers, the professional association and public regulator ensures the scheme is both attractive to participants and sustainable. Informal workers gain better skills and better working conditions (improved security and health), employers gain better service and publicity, and the public regulator enforced rules.



3  
CURRICULUM  
DEVELOPMENT,  
IMPLEMENTATION  
AND  
MONITORING

In this step the answers we obtained in the inception analysis to critical questions such as ‘who will be trained, where will we train and who could deliver the training?’ are brought together and used to design the programme strategy for curriculum development, implementation and monitoring. This is summarized and represented in a training strategy.

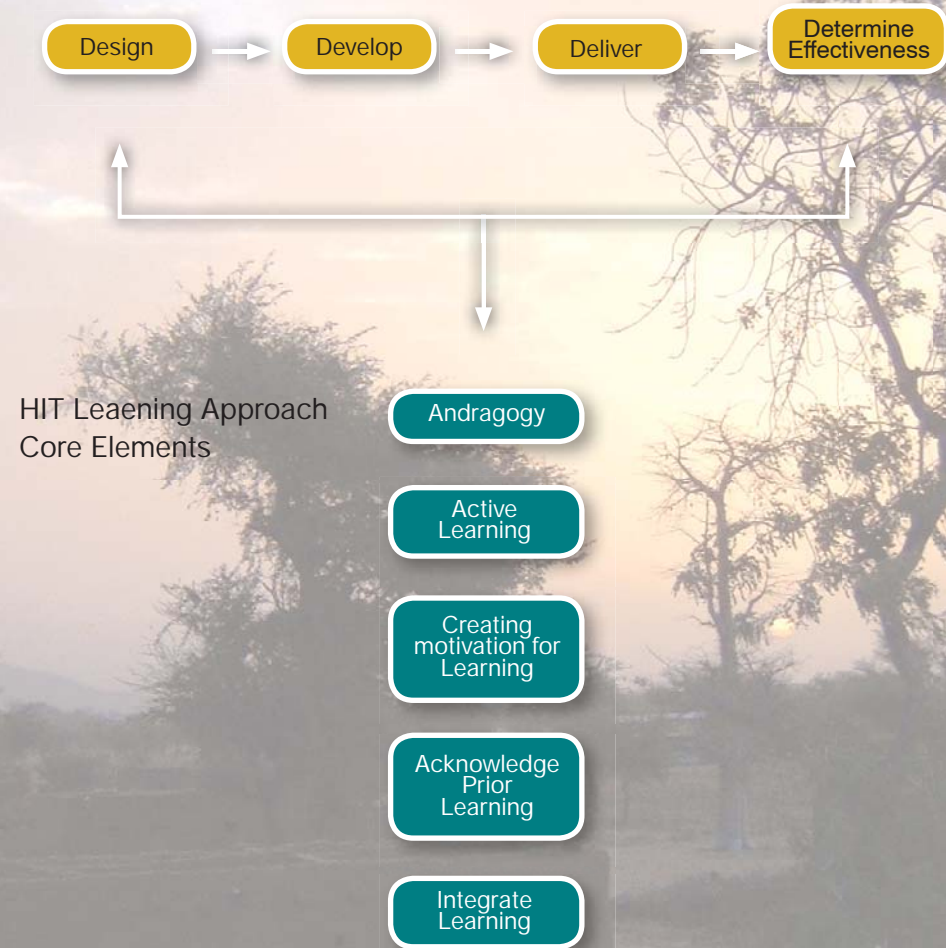
Example of Ghanaian street food vendors training programme developed during the HITT programme:

Name of occupation	Street food vendors
Characteristics of the beneficiaries	Food and beverage (F&B) servers/owners from street food vendors (Informal SMMEs)
Duration of the training	3 days
Type of training	On-site training (on the street)
Type of training materials (list them all)	Prefabricated flipcharts, trainers content manual, facilitator guide, checklist for beneficiaries
Characteristics of trainers	Experienced trainers in hospitality skills
Modules covered	<ul style="list-style-type: none"> <li>• Core hospitality skills</li> <li>• Business skills</li> <li>• Basic accountancy and access to credit</li> </ul>
Total target:	250 beneficiaries

For the HIT process, SNV has developed a simple methodology, the “4D process “. This simplified version of the ADDIE instructional design model has been developed through learning and best practises from implementing the EC funded HITT programme.

The “4D process” details step by step the actions that need to be taken for developing, implementing and monitoring a market driven, relevant and efficient curriculum for informal workers.

Figure 2: The 4-D Curriculum Design Process



The example below illustrates how the HITT programme enabled the development of trainings focused on increasing income and employability.

### Mali waste recovery training model

During the HITT programme, Mali was dealing with a civil crisis that caused tourism to grind to a halt. The HITT Mali team had to find alternative and innovative ways to help the informal sector find jobs and boost income. They soon identified a problem with negative consequences for society, the environment and the tourism industry: waste and litter management. Rubbish was piling up in the streets and fields surrounding the main cities. Therein lay an opportunity: properly managed, this waste could be re-used by local industries, instead of decomposing and polluting and it could provide income earning opportunities for waste handlers. So training waste handlers in waste recovery for commercial gain was selected as a targeted HITT occupation.

#### Strategy: the strategy followed the “4 D process”: Design

No job analysis was available in Mali for the targeted occupations, and there was no curriculum for waste recovery training. This had to be developed from scratch. Working with a consultant expert in waste management, the team held a meeting with the managers and workers to identify the modules to develop. At the same time, analysis of the waste

recovery industry in three main cities targeted was carried out. All plants that were using waste as raw material were identified, as were prices at the different stages of the value chain. This step enabled to bring in the training content and the curriculum. These were validated by the private sector, which also identified the best training strategy, taking into account the availability of both workers and managers. Managers finally agreed to free their employees during the training time, as they understood the relevance of the training.

#### Development

After this validation, materials were developed and tested in a coming and going process with the national consultant. This step appeared to be very challenging in applying the HIT learning principles to the training methodology and material, in order to ensure that the training is active and adult-oriented.

#### Delivery

A pilot session enabled to test the training content and methodology, and to train the trainers as well. These were professional from the waste management and benefited from support of the Master trainer, who developed the training materials. Training of beneficiaries were implemented over one year in 3 regions of Mali.

### Determining effectiveness

All through the trainings, information was collected on trainees’ professional situation and income, to be able to assess the outcome of the training. A revision of the training methodology was done after 6 months, capitalising on trainees’ and trainers’ feedback. This led to more accurate training activities as well as additional training for the trainer (refresher course).

#### Outcome

Despite the security problems, training was delivered to the 300 waste managers and collectors in three main cities of the country (more than 50% of existing waste management enterprises). Some have started to recover waste and sell it to plants, generating more income. Building upon this, the UN World Food Programme has started a food for work programme in the same sector, benefitting 7.700 poor households that are most vulnerable to food insecurity.

The National Direction for Vocational Training started developing the first national curriculum for waste managers, including this topic of recuperation.



This example shows that the HIT enabling environment core elements are embedded in the curriculum process. Linkages between waste management enterprises and the waste recovery industry were established so each could profit from the synergies and develop their own business. The World Food Programme intervention scaled up the training for waste management enterprises that had not yet started the process, while improving the income of poor households. So we can see that developing a curriculum involves and builds the capacities of different kinds of organisations, with a multi-level impact that extends beyond a single training to reach TVET providers, businesses, employees, professional associations etc.

You will find details of these three methodologies, with useful toolboxes and illuminating examples drawn from the HITT programme, in the following documents:

1. The inception analysis methodology
2. The learning and curriculum development methodology
3. The enabling environment interventions methodology

They can be found on the HITT website: <http://www.hitt-initiative.org/>





