Intervention Models and Performance Indicators of the ILO Small Enterprises Unit

- A Mini Guide for Project Managers\(^1\) –

\(^1\) The document was written by Nathan Fiala, German Institute for Economic Research (DIW Berlin), and Markus Pilgrim, ILO, Berlin/Geneva July 2013
Introduction

Why another note on intervention models and indicators?
Enterprise development and especially small enterprise promotion are in high demand from ILO member states as an effective and tangible way to employment creation. Nearly all Decent Work Country Programmes refer to enterprise development. Two thirds of the 78 member countries that have fully developed DCWPs list enterprise development as one of their top three priorities. The office’s work on enterprise development is supported by one of the largest TC portfolios of approximately 100 Mio USD.

Need to become clearer about intervention logics and intended results
The high demand for support on enterprise development can only be satisfied if the quality of the design of project interventions is continuously improved. Project proposals prepared by the office still suffer from inconsistencies in the logic of the intervention and from relatively weak indicators. This makes it difficult to introduce a results-based project management nowadays being a standard request from ILO stakeholders and donors.

Objectives of the guide
The small guide tries to support project managers who are designing interventions to promote small enterprises by:

• giving intervention models for each product of the ILO’s Small Enterprises Unit (for list of products see table below);
• providing a list of possible indicators measuring outputs, outcomes, and impacts of these interventions.

The overarching goal is to strengthen the foundation of ILO project proposals by helping to have a logical and plausible outline of how a planned intervention leads to the desired results and by choosing indicators that best reflect whether a project reaches its objectives or not.

What the document is not
This mini guide hopefully helps to come to clearly defined results and key indicators being the major building blocks of a good proposal. But, it is clearly not a proposal writing guide nor a manual on project cycle management nor a guide on monitoring and evaluation. There is excellent literature which needs not to be replicated (see also annotated bibliography).

What’s next?
Please provide your feedback how to further improve the document (pilgrim@ilo.org);

Share your examples of log frames, results chains, and monitoring tables related to enterprise development projects as we would like to complement the small guide with practical examples;
<table>
<thead>
<tr>
<th>Product Lines</th>
<th>Products</th>
<th>What it is</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Entrepreneurship and Management Skills</td>
<td>• Entrepreneurship Education (Know about your Business - KAB)</td>
<td>A training package to teach entrepreneurship in vocational, secondary, and tertiary schools, used in 56 countries of which 18 integrated KAB into national curricula, 1 Mio youth received KAB, see <a href="http://www.knowaboutbusiness.org">www.knowaboutbusiness.org</a></td>
</tr>
<tr>
<td></td>
<td>• Entrepreneurship and SME Management Training (Start and Improve Your Business - SIYB)</td>
<td>A set of training packages for different groups ranging from a first orientation for potential start-ups to in-depth training for existing enterprises, offered in more than 100 countries with 5 Mio participants over the last ten years, see <a href="http://www.ilo.org/siyb">www.ilo.org/siyb</a></td>
</tr>
<tr>
<td></td>
<td>• Women’s Entrepreneurship Development (WED)</td>
<td>A set of training packages specifically designed to promote women’s entrepreneurship and increase women’s voice and representation, offered in over 25 countries, see <a href="http://www.ilo.org/wed">www.ilo.org/wed</a></td>
</tr>
<tr>
<td>Providing Access to Markets</td>
<td>• Value Chain Development (VCD)</td>
<td>Training and advisory services on how to integrate SMEs into local and global value chains, one of our younger products facing an increasing demand (presently 24 active projects with a Volume of USD 33 Mio), see <a href="http://www.ilo.org/valuechains">www.ilo.org/valuechains</a></td>
</tr>
<tr>
<td>Reforming the Business Environment</td>
<td>• Evidence Based Enterprise Development Policies</td>
<td>Advisory services on how to assess the environment in which businesses operate, how to identify priorities, and how to formulate reform proposals, a recently developed product being used in 9 countries</td>
</tr>
<tr>
<td>Promoting Responsible Workplace Practices</td>
<td>• Competitiveness Training for SMEs (Sustaining Competitive and Responsible Enterprises – SCORE)</td>
<td>A five module training and in factory counseling program for SMEs on how to improve quality management, productivity, and working conditions; a new product being rolled out in 7 emerging countries, see <a href="http://www.ilo.org/score">www.ilo.org/score</a></td>
</tr>
</tbody>
</table>
### Intervention Model for Entrepreneurship Education - KAB

#### Implementation

**Inputs**
- Budget
- Staff
- Local counterparts
- Facilitators (=teachers)
- Partnerships
- Facilities
- Equipment
- Supplies
- Technical expertise
- Training Materials
- Promotion material

**Activities**
- Develop/adapt/update curriculum
- Organize training of facilitators/teachers with an adequate gender balance
- Organize training of key facilitators with an adequate gender balance
- Certify international, regional and national key facilitators in conjunction with ITC-TURIN
- Organize awareness/information sessions on entrepreneurship education for young women and men with government officials and constituents
- Advise government, curricula developers, school principals, and teaching institutions on adequate roll-out of KAB that benefits both young women and men and goes from pilot phase to integration of KAB into the national curricula
- Advise facilitators on how to carry out gender-sensitive monitoring and report back on KAB implementation
- Organize global knowledge exchange and sharing
- Submit cooperation proposals to potential partners

**Outputs**
- Updated curricula available
- Key facilitators and facilitators/teachers trained
- International, regional and national Key Facilitators certified
- Pool of regional and national KAB facilitators established
- Governments’ plans (Ministries of Education) on KAB implementation developed
- Schools’ plans on how to deliver KAB modules available
- Gender-sensitive M&E systems of schools are operational
- Programme evaluation studies available
- Cross-Country exchanges organized (events, website etc.)
- Proposals for cooperation or co-funding submitted

**Outcomes**
- Increased employability of young women and men
- Increased self-employment and start-ups by young women and men
- Improved performance of businesses/less failures
- Improvement in self-sufficiency
- Increased satisfaction with own decision on education and labour market choices
- Additional jobs created
- Poverty reduction

#### Results

**Outputs**
- Updated curricula available
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**Outcomes**
- INDIVIDUAL (young women and men in formal education)
  - Improved life skills (like planning, goal setting, risk-taking, time management, creativity, teamwork, negotiation, presentation skills)
  - Increased self-reliance and self-confidence
  - Basic knowledge acquired on what it takes to become an entrepreneur
  - More positive attitudes towards entrepreneurship and enterprises

- INTERMEDIARIES (Teachers)
  - Increased knowledge on entrepreneurship
  - Improved pedagogical skills

- SOCIETY
  - Increased acceptance of entrepreneurship as a career option/role model for young women and men
### Examples of Indicators for Entrepreneurship Education

<table>
<thead>
<tr>
<th>Outputs</th>
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<th>Higher Level Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Updated curricula approved</td>
<td>Number of key facilitators and facilitators/teachers trained</td>
<td>Number of job interviews per student, number and % of students who are employed 6 months after graduation, number and % of youth that retain employment for at least 12 months</td>
</tr>
<tr>
<td>Number of key facilitators and facilitators/teachers trained</td>
<td>Number of International, Regional and National Key Facilitators certified</td>
<td>Number of students that become self-employed or establish a start-up</td>
</tr>
<tr>
<td>Number of International, Regional and National Key Facilitators certified</td>
<td>List of Regional and National KAB facilitators established</td>
<td>Measure of performance of businesses, e.g. total sales per week/month, sales per employee, mortality rate of start-ups</td>
</tr>
<tr>
<td>List of Regional and National KAB facilitators established</td>
<td>KAB implementation approval of governments</td>
<td>Measure of self-sufficiency, e.g. % of target group not taking loans from others (formal and informal loans) to repay another loan, % of target group establishing their own household</td>
</tr>
<tr>
<td>KAB implementation approval of governments</td>
<td>Number of schools using KAB, No of education institutions introducing KAB with gender-sensitive M&amp;E plan</td>
<td>Measure of satisfaction with own decision on education and labour market choices, e.g. % of target group that reports being either very satisfied or fairly satisfied with their choice (applying a 4 point scale including very satisfied, fairly satisfied, not very satisfied, not at all satisfied)</td>
</tr>
<tr>
<td>Number of schools using KAB, No of education institutions introducing KAB with gender-sensitive M&amp;E plan</td>
<td>Programme evaluation studies made available</td>
<td>Net additional jobs created (= jobs created – jobs lost, a full time equivalent job comprises 240 working days)</td>
</tr>
<tr>
<td>Programme evaluation studies made available</td>
<td>Number of Cross-Country exchanges organized (events, website etc.), number and % of participants that would recommend the exchange to others</td>
<td>Measure of poverty, e.g. % of target group that makes less than 1.25 USD per day</td>
</tr>
<tr>
<td>Number of Cross-Country exchanges organized (events, website etc.), number and % of participants that would recommend the exchange to others</td>
<td>Number of proposals for cooperation or co-funding submitted</td>
<td></td>
</tr>
<tr>
<td>Number of proposals for cooperation or co-funding submitted</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Individual (young women and men in formal education)**

- Number and type of improved life skills, number and % of students reporting on improved ability to analyze and solve problems, number and % of employers reporting on improved life skills of students, % of local employers offering internships/job opportunities to students
- Measure of self-reliance and self-confidence of young women and men, e.g. number and % of students believing that good things will happen in their lives, number and % of students that feel unloved (it is strongly advised to consult a psychologist for creating localized psychological measures)
- Number and % of students that pass final test of KAB course, number and % of students who are satisfied with the course content
- Number and % of students that rank becoming an entrepreneur as preferred career option

**Intermediaries (Formal education teachers)**

- Number and % of teachers that are satisfied with the training
- Number and % of students who provide positive feedback on teaching methodology

**Society**

- Number of people that accept entrepreneurship as a career option/role model for young women and men

- Number of job interviews per student, number and % of students who are employed 6 months after graduation, number and % of youth that retain employment for at least 12 months
- Number of students that become self-employed or establish a start-up
- Measure of performance of businesses, e.g. total sales per week/month, sales per employee, mortality rate of start-ups
- Measure of self-sufficiency, e.g. % of target group not taking loans from others (formal and informal loans) to repay another loan, % of target group establishing their own household
- Measure of satisfaction with own decision on education and labour market choices, e.g. % of target group that reports being either very satisfied or fairly satisfied with their choice (applying a 4 point scale including very satisfied, fairly satisfied, not very satisfied, not at all satisfied)
- Net additional jobs created (= jobs created – jobs lost, a full time equivalent job comprises 240 working days)
- Measure of poverty, e.g. % of target group that makes less than 1.25 USD per day
**Intervention Model for Entrepreneurship and SME Management Training**

**Implementation**

**Inputs**
- Budget
- Staff
- Local counterparts
- Trainers
- Partnerships
- Facilities
- Equipment
- Supplies
- Technical expertise
- Training tools

**Activities**
- Develop, adapt or revise curriculum
- Organize training of trainers
- Train and advise training providers how to deliver training services
- Submit co-operation proposals to potential partners
- Link businesses to microfinance organizations
- Provide quality standards, trainer and master trainer selection, certification, training procedures and cycles, content
- Advice government and social partners on roll-out strategy and system set up
- Advice on material reproduction systems and sustainability strategies
- Provide advice on market assessment
- Master trainer database maintenance and certification services and control
- Global knowledge management

**Outputs**
- New curriculum available
- Trainers trained
- Training providers advised on how to deliver training services
- Demand driven training services delivered
- M&E system established
- Proposals for co funding sent out
- Quality standards set
- Master Trainers certified
- Market Intelligence produced (tracer study, etc.)

**Outcomes**

**INDIVIDUAL (Enterprises)**
- Additional skills acquired
- Higher No and improved quality of business plans
- High satisfaction of participants at exit of training
- New start-ups established
- Better business practices established
- Performance of existing enterprises improved

**INTERMEDIARIES (Training Providers)**
- Improved capacity of training providers to deliver trainings
- Additional resources mobilized from others
- Increased marketing capacity

**FACILITATORS (Master Trainers)**
- Capacity to run full certification cycle for local trainers
- Master Trainers’ competencies tested

**SOCIETY**
- Increased acceptance of entrepreneurship as a career option/role model

**Results**

**Impact**
- Additional income
- Additional jobs created
- Quality of jobs improved
- Poverty reduction
- Improvement in self-sufficiency
- Increased satisfaction with own working situation
### Examples of Indicators for Entrepreneurship and SME Management Training

<table>
<thead>
<tr>
<th>Outputs</th>
<th>Outcomes</th>
<th>Higher Level Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>New curriculum approved by ILO</td>
<td>Individual (Enterprises)</td>
<td>Additional net income of targeted enterprises (additional sales- additional costs)</td>
</tr>
<tr>
<td>Number of trainers trained</td>
<td>• Number of participants who report an increased ability to analyze and solve problems of their businesses</td>
<td>• Net additional jobs created (= jobs created - jobs lost, a full time equivalent job comprises 240 working days), alternatively: number of jobs saved or sustained</td>
</tr>
<tr>
<td>Number of training providers advised</td>
<td>• Number of business plans drafted</td>
<td>• Indicator for quality of jobs created (consult also ILO Decent Work Indicators), e.g.</td>
</tr>
<tr>
<td>Number of persons attending training, number of certificates of attendance awarded</td>
<td>• Indicator of quality of business plans, e.g. number of loans received based on improved business plans</td>
<td>Adequate Earnings</td>
</tr>
<tr>
<td>M&amp;E system approved and operating</td>
<td>• Number of participants who recommend the training to others</td>
<td>• Number of working poor</td>
</tr>
<tr>
<td>Proposals for co-funding submitted to donors/partners</td>
<td>• Number of persons attending training, number of certificates of attendance awarded</td>
<td>• Low pay rate (% of employees who are below 2/3 of median hourly earnings)</td>
</tr>
<tr>
<td>Quality standards approved</td>
<td>• Number of participants who establish a new start up</td>
<td>Decent hours</td>
</tr>
<tr>
<td>Number of master trainers certified</td>
<td>• Number and types of better business practices established</td>
<td>• Excessive hours (more than 48 hours per week)</td>
</tr>
<tr>
<td>Number of Market Intelligence documents produced</td>
<td>Performance indicator of existing enterprises, e.g. sales per employee</td>
<td>Safe Work Environment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Time lost due to occupational injuries</td>
</tr>
<tr>
<td></td>
<td>Intermediate (Training Providers)</td>
<td>Social Security</td>
</tr>
<tr>
<td></td>
<td>• Number of participants that recommend the training to others, No of repeat clients, No of training hours or days sold per period, Income from fees charged for training, increased cost recovery rate</td>
<td>• Share of Employees with basic health care provision</td>
</tr>
<tr>
<td></td>
<td>• Amount of additional resources mobilized from donors, sponsors, or local government</td>
<td>• Share of Employees contributing to a pension scheme</td>
</tr>
<tr>
<td></td>
<td>Facilitators (Master Trainers)</td>
<td>Indicator of poverty, e.g. % of target group that makes less than 1.25 USD per day</td>
</tr>
<tr>
<td></td>
<td>• Number of local trainers trained</td>
<td>Measure of self-sufficiency, e.g. % of target group not taking loans from others (formal and informal loans) to repay another loan, % of target group establishing their own household</td>
</tr>
<tr>
<td></td>
<td>• Number of trainings delivered by these local trainers</td>
<td>Indicator of satisfaction with own working situation, e.g. % of target group that reports being either very satisfied or fairly satisfied with their working situation (applying a 4 point scale including very satisfied, fairly satisfied, not very satisfied, not at all satisfied)</td>
</tr>
<tr>
<td></td>
<td>• Number of master trainers that are certified</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• % of master trainers whose certification is renewed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Society</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Number of people that rank self-employment or entrepreneurship as most appealing career option/profession</td>
<td></td>
</tr>
</tbody>
</table>
• Budget
• Staff
• Local counterparts
• Trainers
• Partnerships
• Facilities
• Equipment
• Supplies
• Technical expertise
• Training tools

• Identify specific barriers to start-up & growth of women led businesses
• Provide policy advice on how to overcome specific barriers
• Promote women entrepreneurs as role models
• Develop/adapt/revise curriculum
• Organize training of trainers
• Provide quality standards for training and certification of trainers
• Train and advise training providers how to deliver training services to women entrepreneurs
• Train and advise women entrepreneurs’ associations to increase their membership, advocate for the needs of their members and strengthen their representation
• Submit cooperation proposals to potential partners and sponsors
• Close knowledge gaps and share knowledge

• Knowledge gaps on specific barriers for women led businesses are decreased
• Research-based policy reforms or legal and regulatory amendments drafted in order to overcome specific barriers
• New curricula/other tools available
• Trainers trained and certified, networks of trainers established
• Training providers advised on how to deliver training services on women’s entrepreneurship
• Training providers advised on how to include gender in training and support (i.e., gender concepts, time use, power relations in decision-making, etc.)
• Demand driven training services for women entrepreneurs established
• Effective networks of women entrepreneurs established
• Proposals for cooperation or co-funding sent out

• INDIVIDUAL (Women led Enterprises)
  • Additional skills acquired
  • Higher No and improved quality of business plans
  • High satisfaction of participants at exit of training
  • New women led start-ups established
  • Higher No of women led businesses
  • Better business practices established
  • Performance of existing women led enterprises improved

• INTERMEDIARIES (Training Providers)
  • Improved capacity to deliver trainings
  • Additional resources mobilized from others
  • Increased marketing capacity

• SOCIETY
  • Evidence-based policy reforms or legal and regulatory amendments adopted by government
  • Increased acceptance of women entrepreneurs as a career option/role model
  • Increased representation of women in business and politics

• Higher household income
• Additional jobs created
• Quality of jobs improved
• Poverty reduction
• Improvement in self-sufficiency
• Higher number of women in job rich sectors/growth sectors/modern sectors
• Decreased vulnerability
• Improved gender equality
• Increased satisfaction with the own livelihood
### Examples of Indicators for Women’s Entrepreneurship Development

<table>
<thead>
<tr>
<th>Outputs</th>
<th>Outcomes</th>
<th>Higher Level Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Number of reports on gender specific barriers of entrepreneurship development, No of substantive media appearances on this topic</td>
<td>• Number of participants who report an increased ability to analyze and solve problems of their businesses</td>
<td>• Additional net income of targeted women enterprises (additional sales – additional costs)</td>
</tr>
<tr>
<td>• Number of recommendations on how to overcome gender specific barriers, number of new or revised policies, laws, regulations, amendments drafted, number of advocacy agendas formulated</td>
<td>• Number of business plans drafted</td>
<td>• Net additional jobs created (= jobs created – jobs lost, a full time equivalent job comprises 240 working days), alternatively: number of jobs saved or sustained</td>
</tr>
<tr>
<td>• New curriculum approved by ILO</td>
<td>• Indicator of quality of business plans, e.g. No of loans received based on improved business plans</td>
<td>• Indicator for quality of jobs created (consult also ILO Decent Work Indicators), e.g.</td>
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<td>• Number of training providers advised</td>
<td>• Number of participants that recommend the training to others</td>
<td><strong>Adequate earning</strong></td>
</tr>
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<td>• Number of persons attending training, number of certificates of attendance awarded</td>
<td>• Number of participants that establish a new start up</td>
<td>• Number of working poor</td>
</tr>
<tr>
<td>• M&amp;E system approved and operating</td>
<td>• Number and types of better business practices established</td>
<td>• Low pay rate (% of employees who are below 2/3 of median hourly earnings)</td>
</tr>
<tr>
<td>• Number of women’s entrepreneurship networks established and/or strengthened</td>
<td>• Number of women registering their business</td>
<td><strong>Decent hour</strong></td>
</tr>
<tr>
<td>• Proposals for co-funding submitted to donors/partners</td>
<td>• Ratio of women to men participating in entrepreneurship programmes</td>
<td>• Excessive hours (more than 48 hours per week)</td>
</tr>
<tr>
<td>• Quality standards approved</td>
<td>• Performance indicator of existing enterprises, e.g. sales per employee</td>
<td><strong>Safe Work Environment</strong></td>
</tr>
<tr>
<td>• Number of lead trainers trained</td>
<td><strong>Intermediaries (Training Providers)</strong></td>
<td>• Time lost due to occupational injuries</td>
</tr>
<tr>
<td>• Number of Market Intelligence documents produced</td>
<td>• Number of participants that recommend the training to others, No of repeat clients, No of training hours or days sold per period, Income from fees charged for training, increased cost recovery rate</td>
<td><strong>Social Security</strong></td>
</tr>
</tbody>
</table>

**Facilitators (Lead Trainers)**

- • Number of local trainers trained
- • Number of trainings delivered by these local trainers
- • Number of lead trainers that are certified
- • % of lead trainers whose certification is renewed

**Supplementary Indicators**

- • Additional net income of targeted women enterprises (additional sales – additional costs)
- • Net additional jobs created (= jobs created – jobs lost, a full time equivalent job comprises 240 working days), alternatively: number of jobs saved or sustained
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**Adequate earning**

- Number of working poor
- Low pay rate (% of employees who are below 2/3 of median hourly earnings)

**Decent hour**

- Excessive hours (more than 48 hours per week)

**Safe Work Environment**

- Time lost due to occupational injuries

**Social Security**

- Share of employees with basic health care provision
- Share of employees contributing to a pension scheme

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### Examples of Indicators for Women’s Entrepreneurship Development (continued)

<table>
<thead>
<tr>
<th>Outputs</th>
<th>Outcomes</th>
<th>Higher Level Outcomes</th>
</tr>
</thead>
</table>
| **Society**                                  | - Number of new policies, laws, or regulatory and administrative changes enacted in order to promote an enabling environment for women entrepreneurship  
- Number of discriminatory regulations or procedures eliminated  
- Number of people that rank female self-employment or entrepreneurship as most appealing career option/profession  
- Number of female CEOs, number of women in executive boards of business associations, No of women in local or national parliaments | - Measure of improved gender equality, e.g. % of women led enterprises in a city, region, country; % of self-employment of women as compared to men; female workforce participation rate; % of women that makes equal income/wages per week/month than male population; % of women that reports about equally shared family responsibilities  
- Indicator of satisfaction with own working situation, e.g. % of target group that reports being either very satisfied or fairly satisfied with their working situation (applying a 4 point scale including very satisfied, fairly satisfied, not very satisfied, not at all satisfied) |
**Intervention Model for Value Chain Development**

**Inputs**
- Resources mobilized

**Activities**
- What the programme does
  - RESEARCH & ANALYSIS
    - Analyze and select promising sectors for VC intervention
    - Develop tools for VC analysis
    - Conduct VC analysis
  - DESIGN & IMPLEMENTATION
    - Assist in developing the project proposal
  - CAPACITY BUILDING
    - Produce trainer manual
    - Conduct trainings for field staff/counterparts/VCD facilitators in collaboration with ITC
    - Provide mentorship for implementation
  - MONITORING AND EVALUATION
    - Design intervention models and M&E systems based on DCED standard for results measurement
    - Design rigorous Impact assessments for selected interventions with a specific focus on ILO topics such as informality and job quality
    - Extract lessons learned and share with other practitioners

**Outputs**
- What the programme delivers
  - RESEARCH & ANALYSIS
    - Sector selection reports
    - Tools for VC analysis
    - VC mapping
  - DESIGN & IMPLEMENTATION
    - Project proposals for donors
    - Work plans
  - CAPACITY BUILDING
    - Training material
    - Key personnel trained
    - Mentees mentored
  - MONITORING AND EVALUATION
    - M&E systems based on DCED standard
    - Impact assessment report
    - Reports or issue briefs on lessons learned

**Outcomes**
- Beneficial change at the end of the programme
  - MACRO
    - New market choices
    - Customer satisfaction
    - Upgraded competitiveness of the sector selected for VCD intervention
    - New policies, laws, or regulatory and administrative changes adopted to improve the enabling environment of the sector (for more ideas see also results chain for evidence-based policy development on p. 13)
  - INTERMEDIARIES
    - Improved capacity to deliver business support services
    - Additional resources mobilized from others
  - INDIVIDUAL ENTERPRISES
    - Additional skills acquired
    - Better business practices established
    - Financial performance of enterprises improved
    - Informality of enterprises reduced
    - Working conditions improved
    - Better compliance with

**Impacts**
- Long-term effects
  - Additional jobs created
  - Higher household income generated
  - Quality of jobs improved
  - Poverty reduction
## Examples of Indicators for Value Chain Development

<table>
<thead>
<tr>
<th>Outputs</th>
<th>Outcomes</th>
<th>Higher Level Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research and Analysis</strong></td>
<td><strong>Macro</strong></td>
<td>• Net additional jobs created (= jobs created - jobs lost, a full time equivalent job comprises 240 working days), alternatively: number of jobs saved or sustained</td>
</tr>
<tr>
<td>• Report on value chain analysis finalized and available</td>
<td>• Number of buyers to which SMEs can sell</td>
<td>• Additional net income of targeted enterprises (additional sales- additional costs)</td>
</tr>
<tr>
<td>• Other market intelligence reports available</td>
<td>• Number or % of buyers that are satisfied with the quality of products or services supplied by SMEs</td>
<td>• Indicator for quality of jobs created (consult also ILO Decent Work Indicators), e.g.</td>
</tr>
<tr>
<td>• Number of VCD solution designs documented by project?</td>
<td>• Change in market shares</td>
<td><strong>Adequate Earning</strong></td>
</tr>
<tr>
<td>• Reports on regular meetings of value chain actors</td>
<td>• Number of new markets reached</td>
<td>• Number of working poor</td>
</tr>
<tr>
<td><strong>Design and Implementation</strong></td>
<td>• Export volumes</td>
<td>• Low pay rate (% of employees who are below 2/3 of median hourly earnings)</td>
</tr>
<tr>
<td>• Number of project proposals submitted to donors</td>
<td>• Number of new policies, laws, or regulatory and administrative changes enacted (for more indicators see also menu for evidence-based policy development on p. 14)</td>
<td><strong>Decent hours</strong></td>
</tr>
<tr>
<td>• Work Plan available</td>
<td><strong>Intermediaries</strong></td>
<td>• Excessive hours (more than 48 hours per week)</td>
</tr>
<tr>
<td><strong>Intermediaries</strong></td>
<td>• No of enterprises/clients reached, Income from fees charged for services, increased cost recovery rate, No of repeat clients</td>
<td><strong>Safe Work Environment</strong></td>
</tr>
<tr>
<td>• New business models developed for intermediaries</td>
<td>• Amount of additional resources mobilized from donors, sponsors, or local government</td>
<td>• Time lost due to occupational injuries</td>
</tr>
<tr>
<td>• Training material published and available</td>
<td><strong>Individual Enterprises</strong></td>
<td><strong>Social Security</strong></td>
</tr>
<tr>
<td>• Number of key personnel or trainers trained</td>
<td>• Number of trained enterprises that report an increased ability to analyze and solve problems</td>
<td>• Share of Employees with basic health care provision</td>
</tr>
<tr>
<td>• Number of mentees mentored</td>
<td>• Number and type of better business practices established (e.g. accounting, costing, workplace practices)</td>
<td>• Share of Employees contributing to a pension scheme</td>
</tr>
<tr>
<td>• Number of new BDS/financial service products developed</td>
<td>• Upgraded status given to SMEs as suppliers</td>
<td>**Indicator of poverty, e.g. % of target group that makes less than 1.25 USD per day</td>
</tr>
<tr>
<td><strong>Monitoring and Evaluation</strong></td>
<td>• New products/business models introduced</td>
<td></td>
</tr>
<tr>
<td>• M&amp;E system audited based on DCED standard</td>
<td>• Number of new start-ups in the sector</td>
<td></td>
</tr>
<tr>
<td>• Impact assessment reports or issue briefs on lessons learned published</td>
<td>• Performance indicator of existing enterprises, e.g. sales per employee</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Number of formally registered enterprises</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Number and % of employees that are satisfied with working conditions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Number of enterprises complying with international labour standards</td>
<td></td>
</tr>
</tbody>
</table>
### Intervention Model for Evidence-Based Policy Development

#### Implementation

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Activities</th>
<th>Outputs</th>
<th>Outcomes</th>
<th>Impacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources mobilized</td>
<td>Collect secondary data on the 17 conditions for an enabling environment for sustainable enterprises (EESE)</td>
<td>EESE country report available</td>
<td>New policies, laws, or regulatory and administrative changes adopted</td>
<td>FIRM LEVEL IMPACT</td>
</tr>
<tr>
<td>• Funds (grants, matching funds)</td>
<td>• Identify information gaps and develop a complementary perception survey</td>
<td>• Stakeholders trained</td>
<td>• Improved public awareness on EE issues</td>
<td></td>
</tr>
<tr>
<td>• Staff</td>
<td>• Conduct survey</td>
<td>• Recommendations on EE reform measures formulated</td>
<td>• Dialogue processes of government with social partners on EE issues institutionalized</td>
<td></td>
</tr>
<tr>
<td>• Local counterparts</td>
<td>• Conduct focus groups to complement survey information</td>
<td>• New or revised policies, laws, regulations drafted</td>
<td>• Improved capacity of ILO stakeholders to conduct an evidence-based dialogue on EE issues</td>
<td></td>
</tr>
<tr>
<td>• Consultants’ services</td>
<td>• Prepare an EESE country report based on primary and secondary data</td>
<td>• Advocacy agendas formulated</td>
<td>• Civil service and administrative capacity strengthened to implement changes</td>
<td></td>
</tr>
<tr>
<td>• Partnerships</td>
<td>• Validate the report with national stakeholders and set priority areas for intervention (ideally 3 of the 17 conditions)</td>
<td>• Position papers presented</td>
<td>• Regulatory impact assessments introduced</td>
<td></td>
</tr>
<tr>
<td>• Facilities</td>
<td>• Draft an action plan for improvements in the selected priority areas incl. a monitoring plan</td>
<td>• Increased media coverage on EE topics</td>
<td>• Improved predictability and transparency of EE</td>
<td></td>
</tr>
<tr>
<td>• Equipment</td>
<td>• Disseminate findings</td>
<td>• Action plan to improve selected EE issues drafted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Supplies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Training tools</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Results

<table>
<thead>
<tr>
<th>FIRM LEVEL IMPACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Operational cost reductions linked to business procedures</td>
</tr>
<tr>
<td>• Increased level of legal and regulatory compliance of firms</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ECONOMY LEVEL IMPACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Increase in the number of enterprises</td>
</tr>
<tr>
<td>• Increased level of formalization within the economy</td>
</tr>
<tr>
<td>• Increase in the number and quality of employment</td>
</tr>
<tr>
<td>• Increased private investment</td>
</tr>
<tr>
<td>• Increased government revenues</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SOCIAL AND DEVELOPMENT IMPACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Poverty reduction</td>
</tr>
<tr>
<td>• Achievement of MDGs</td>
</tr>
</tbody>
</table>
Examples of Indicators for Evidence-Based Policy Development

<table>
<thead>
<tr>
<th>Outputs</th>
<th>Outcomes</th>
<th>Higher Level Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• EESE country report available and published, number of report copies distributed</td>
<td>• Number of new policies, laws, or regulatory and administrative changes enacted</td>
<td><strong>Firm level impact</strong></td>
</tr>
<tr>
<td>• Number of stakeholders trained, number and % of stakeholders that evaluate the training as useful, No of unique stakeholders trained</td>
<td>• Number of persons that rank EE as a key economic issue</td>
<td>• Cost savings per enterprise</td>
</tr>
<tr>
<td>• Number of recommendations on EE reform measures formulated</td>
<td>• Number of dialogue platforms or similar established, number of meetings per dialogue platform</td>
<td>• Firm holds at least one (two) major business license(s)</td>
</tr>
<tr>
<td>• Number of new or revised policies, laws, regulations, amendments drafted</td>
<td>• Number of invitations to public hearings</td>
<td></td>
</tr>
<tr>
<td>• Number of advocacy agendas formulated</td>
<td>• Number of procedures eliminated or streamlined, number of steps to complete specific procedures, number of days to comply with specific regulation, total cost borne by enterprise to comply with specific regulation</td>
<td></td>
</tr>
<tr>
<td>• Number of position papers presented</td>
<td>• Number of regulatory impact assessments introduced</td>
<td><strong>Economy level impact</strong></td>
</tr>
<tr>
<td>• Number of substantive media appearances produced referring to the EESE assessment</td>
<td>• Unofficial cost related to compliance with regulatory procedure</td>
<td>• Increase in the number of enterprises</td>
</tr>
<tr>
<td>• Action plan to improve selected EE issues handed over to stakeholders</td>
<td></td>
<td>• Increased level of formalization within the economy (No of formal firms, No of firms that hold at least one major business license, No of formally employed staff)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Net additional jobs created (= jobs created – jobs lost, a full time equivalent job comprises 240 working days),</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Indicator for quality of jobs (consult also ILO Decent Work Indicators), e.g.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Adequate Earnings</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Number of working poor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Low pay rate (% of employees who are below 2/3 of median hourly earnings)</td>
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<td></td>
<td></td>
<td><strong>Decent hours</strong></td>
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<tr>
<td></td>
<td></td>
<td>• Excessive hours (more than 48 hours per week)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Safe Work Environment</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Time lost due to occupational injuries</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Social Security</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Share of employees with basic health care provision</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Share of Employees contributing to a pension scheme</td>
</tr>
</tbody>
</table>
## Examples of Indicators for Evidence-Based Policy Development (continued)

<table>
<thead>
<tr>
<th>Outputs</th>
<th>Outcomes</th>
<th>Higher Level Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>- Increase in private sector investment (foreign direct investment, domestic investment)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Amount of corporate taxes per year, or other government revenues coming from enterprises</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Social and development impact</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- % of population that makes less than 1.25 USD per day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Number of MDG indicators met</td>
</tr>
</tbody>
</table>
Intervention Model for Competitiveness Training for SMEs – SCORE

### Implementation

**Inputs**
- Resources mobilized
- Budget
- Staff
- Local counterparts
- Trainers
- Partnerships
- Facilities
- Technical expertise
- Training tools
- IT systems

**Activities**
- Develop/adapt/revise training materials
- Train and advise training providers how to deliver training services
- Provide quality standards and control (trainer and expert trainer selection, certification, training procedures and cycles, content)
- Certify trainers and maintain a trainer database
- Advice implementation partners (Governments agencies, employers organizations, training institutes) on roll-out strategy and marketing of services
- Advice partners on material reproduction systems
- Propose public-private partnerships (PPPs) to multi-national enterprises using the training to train their suppliers
- Monitor and evaluate programme implementation
- Global knowledge management

**Outputs**
- Training materials available
- Training providers trained and advised on how to deliver training services
- Implementation partners advised on marketing the services
- Demand driven training services delivered
- Quality standards set
- Trainers certified
- PPPs submitted to multinational enterprises
- M&E system established and regular reports available
- Global knowledge sharing products delivered

### Results

**Outcomes**
- Beneficial change at the end of the programme
  - SMEs
    - Additional skills acquired
    - Better business practices established
    - Better product quality
    - Less material and energy usage
    - Working conditions improved
    - Participants satisfied with the training
    - Demand for further training and consulting services created
  - Training providers and implementation partners
    - Improved capacity of training providers to deliver trainings
    - Increased demand and uptake for their training services
    - Improved capacity of implementation partners to market the services
    - Additional resources mobilized from others
    - Increased cost recovery rate
    - Members/constituents of implementation partners satisfied with service provision

**Impact**
- Long-term effects
  - Increased customer satisfaction and demand
  - Buyers upgrade SMEs’ status as suppliers
  - Higher employee motivation and satisfaction
  - Lower absenteeism and staff turnover
  - Increased competitiveness
  - Cost savings and higher profits
  - Higher wages
  - Job retention or creation in SMEs and supply chain
### Examples of Indicators for Responsible Workplace Practices

<table>
<thead>
<tr>
<th>Outputs</th>
<th>Outcomes</th>
<th>Higher Level Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Number of training materials developed/adapted</td>
<td><strong>SMEs</strong></td>
<td>• Number of complaints received, sales per month/year</td>
</tr>
<tr>
<td>2. Number of training providers trained and advised on how to deliver training services</td>
<td>• Number of enterprise improvement team meetings per company, No of improvement projects implemented</td>
<td>• Upgraded status given to SME as supplier</td>
</tr>
<tr>
<td>3. Number of implementation partners advised on marketing services</td>
<td>• Number of good workplace methodologies adopted (such as employee suggestion system, 5S, etc.)</td>
<td>• Number and % of employees that are satisfied with working conditions</td>
</tr>
<tr>
<td>4. Number of enterprises trained, No of workers and managers trained</td>
<td>• Number of defects per 100 pieces produced, number of reclamations from costumers</td>
<td>• Working days lost due to sick leave and other forms of absenteeism, number and % of staff that resigns per year</td>
</tr>
<tr>
<td>5. Number of on-site consulting visits conducted</td>
<td>• Reduction in energy usage (KwH/production unit), reduction in material usage (amount/production unit)</td>
<td>• Sales per employee</td>
</tr>
<tr>
<td>6. Number of trainers certified</td>
<td>• Reduction in workers’ complaints</td>
<td>• Cost savings per month/year</td>
</tr>
<tr>
<td>7. Number of PPP proposals submitted to multinational enterprises</td>
<td>• Number and % of participants satisfied with the training (covered by the 2nd bullet below)</td>
<td>• Additional net income of targeted enterprises (additional sales – additional costs)</td>
</tr>
<tr>
<td>8. M&amp;E system established and regular reports made available</td>
<td><strong>Training providers and implementation partners</strong></td>
<td>• Increase of average wage</td>
</tr>
<tr>
<td>9. Number of global knowledge sharing products delivered</td>
<td>• Number of trainers certified</td>
<td>• Net additional jobs created in targeted enterprises and supply chain (= jobs created – jobs lost, a full time equivalent job comprises 240 working days), alternatively: number of jobs saved or sustained</td>
</tr>
</tbody>
</table>
Annotated Bibliography on Monitoring and Evaluation

This brief annotated bibliography tries to list some of the best practical literature on how to design logic models and how to monitor and evaluate performance of project interventions.


DCED presents a practical framework that programs can use to monitor programs and their progress towards those objectives using a results chain framework. The value of the results chain is discussed in detail to show the potential importance of it for organizations. Especially of importance for those who want to go for an audit of their M&E systems based on the DCED results measurement standard.

**Hempel, K. and Fiala, N. 2012. Measuring Youth Livelihood Intervention.**


This resource presents the process of conducting M&E and impact evaluation from start to from a nontechnical vantage point. Topics include why it is important to conduct M&E, how to think through a program model and causal chain and setting up an M&E system. The book also presents a detailed nontechnical discussion of how to conduct high quality impact evaluations of programs.


One of the premier descriptions of how to conduct high quality M&E, this book presents the entire process in a clear and concise manner. Topics include the value and implications of evaluation, how to build an M&E system and develop the right questions to ask, the value of a good theory of change, data collection, potential difficulties with M&E and solutions and ethics.


Similar to Imas and Rist, Kusek and Rist discuss M&E systems and how to develop them quickly and easily. The document is written in a module like manner to aid in jumping to the exact area of interest.

This document is a short description of some of the most important issues in developing M&E systems. Topics include how to ask the right questions in an M&E system, the main types of evaluation systems, and process based evaluations, which have gained in popularity among organizations seeking to understand how a program may be generalizable to other contexts.


Participatory monitoring and evaluation is growing in popularity. Flores presents options for engaging youth in the evaluation of their own programs. The book gives examples of games and other activities to aid in gaining the interest of youth.


This web course offers an introduction in how to develop logic models to describe the processes of a program. The information is free to use and offers organizations interested in formalizing their approach the tools necessary to begin the process.


Similar to the Taylor-Powell, Jones and Henert online course, this resource presents in detail the process of developing logic models. The document goes in depth into why logic models are important, how to develop basic and more complex models, and finally how to use them as an organization in the M&E process to get maximum benefit.