



TOOLKIT FOR PRI-CBO CONVERGENCE

Implementation Manual for Convergence between
PRIs and Women's Collective

BOOKLET 1

ENABLING CONVERGENCE



Aajeevika
National Rural Livelihoods Mission
Government of India



Kudumbashree
Kerala State Poverty Eradication Mission
Government of Kerala

Kudumbashree-National Resource Organization

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MESSAGE

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The DAY-NRLM aims to reach out to all poor households in the country and link them to sustainable livelihoods opportunities by forming and nurturing institutions of people at various levels so that they are able to come out of poverty in a sustainable manner. This also underpins the belief that the poor have innate capabilities to graduate out of poverty. Towards this, NRLM has already put in place a dedicated structure at various levels to help the poor build their institutions. These institutions are expected to provide services to their members – savings, credit, livelihoods support and accessing rights and entitlements.

NRLM's credible gains also lie in extending facilitation support to get the poor out of poverty and achieve increased access to their rights, entitlements and public services. This is measured in the continued capacities of institutions of poor to grow and mature by accessing their rights and entitlements. Promoting convergence through building capacities of community institutions/CBOs to effectively coordinate with PRIs and line departments for accessing public services and social security benefits is one of the key measures in poverty reduction. Coordination with various Missions/Schemes like NRLM, MGNREGS, Swachh Bharat, National Health Mission, ICDS, PMAY-G, NSAP, etc. would form the focus of convergence at GP level.

Understanding this, Ministry has initiated the implementation of 'Mission Antyodaya – Poverty Free Gram Panchayats by 2022' where 50000 GPs will be developed as poverty free through systematic convergent actions. For achieving the goals of Mission Antyodaya, the partnership of GPs and SHG federations has a key role to play.

It is a pleasure to know that Kudumbashree NRO has prepared a toolkit for implementing the PRI-CBO Convergence model, based on their experience of supporting eight states in India. The project has enabled the SHG network and the Panchayati Raj Institutions to come together and work towards deepening democracy and ensuring social justice and finally leading towards sustainable development. The SHG network has been working closely with the Panchayati Raj Institutions which has significantly contributed to Panchayats and the line departments improving on their service delivery mechanism.

I am sure that this toolkit will be a vital resource for all the states for developing a symbiotic relationship and partnership between PRIs and SHG federations and more importantly for the Mission Antyodaya interventions.

(Amarjeet Sinha)



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FOREWORD

DAY-NRLM is aiming to mobilize 8 crore poor households in the country as a strategy for addressing poverty. As part of it, DAY-NRLM is building the federations of these SHGs as institutions of poor and providing them capacity building, financial support and other technical support for finding livelihoods including credit services through financial institutions in the country. While addressing poverty in villages, role of Gram Panchayats is very crucial because the Gram Panchayat Development Plan as part of 14th Finance commission's grant to GPs has a great role in addressing many of the service related demands in rural India.

Understanding this, DAY-NRLM, since its inception, has launched a number of innovative projects that are essential for furthering the goals of the Mission as well as providing empirical learning for improvements. PRI-CBO Convergence projects were implemented across Eight States to accelerate the process of securing rights and entitlements as well as build capacities of Community Based Organizations (CBOs) in forging an efficient and positive partnership with PRIs.

PRI-CBO Convergence assumes great relevance under DAY-NRLM as the Mission places great importance on the ability of its CBOs to leverage resources from PRIs, including accessing rights and entitlements. Thus, an innovative approach was necessary under the Mission to create sufficiently trained "Social Capital" to stir the process of Convergence. It is important to note that more than 2200 Community Cadre is created within this small span of time who are currently recognized as valuable link between the CBOs and PRIs.

The major objective of the latest programme launched by Ministry, Mission Antyodaya – making 50000 GPs Poverty Free, Government of India is to reduce poverty through result-based convergence in a timely manner. The SHG network and NRLM institutions will be able to play a critical role in this convergence initiative. Effective participation of the SHGs will embed a citizen's space in the local governance processes and would serve as inspiring 'drivers' for the effective roll out of Mission Antyodaya.

Various approaches and methods were tried out in accelerating the pace of Convergence across implementing States. A few among them include: Participatory Assessment of Entitlements (PAE); Entitlement Access Plan (EAP) and Gram Panchayat Poverty Reduction Plan (GP2RP). All of these have become standardized tools for effecting partnership with PRIs.

This tool kit is a collection of various such exercises used by Kudumbashree NRO and SRLMs and is placed for use by all SRLMs and Trainers.

I will be happy to receive your comments and suggestions for improvement

With best wishes,

(Atal Dulloo)
Joint Secretary

S. Harikishore IAS
Executive Director, Kudumbashree



From the Executive Director

Convergence with Panchayati Raj Institutions (PRIs) has been central to Kerala's Kudumbashree experience. Kudumbashree has been fortunate to get an opportunity for sharing this experience with other States through National Rural Livelihoods Mission's mandate and encouragement. This sharing in each state where Kudumbashree worked over the last four years has been mutually rewarding, leading to significant learning for the States as well as for Kudumbashree.

Experiences with different States have been diverse and enriching. We started with Jharkhand, Assam, Maharashtra and went on to implement the PRI-CBO Convergence project in Odisha, Karnataka, Rajasthan, Chhattisgarh, and Tripura. In addition, we have been implementing special projects in Sikkim, Goa, and the Union Territory of Lakshadweep. In each of these states, understanding the context, the communities, and practices was given priority in the early stages of the project. The objective was to avoid replication of practices, no matter how successful they had been found, but to help evolve processes that are the most suited to the particular contexts.

The focus in the PRI CBO Convergence project has been on empowering local communities to the extent of helping the communities realise their rights as citizens, and through this, move towards strengthening institutional systems for local governance. This necessitated adoption of evolving strategies, and developing adaptive tools for addressing context-specific requirements. These processes led to not just the development of an inventory of tools, but to the evolution of a couple of institutional platforms - Village Organisation Coordination Committee and Gram Panchayat Coordination Committee.

The tools presented in this tool kit are the results of the sustained work within the communities with Local Resource Groups, Self Help Groups, and members and leaders of Panchayati Raj Institutions playing important roles. Therefore, the local communities and their leaderships in the pilot implementation blocks have contributed significantly to the development of this tool kit. Kudumbashree is thankful to the project stakeholders and communities for their contributions.

I take this opportunity to thank Shri Atal Dulloo, Joint Secretary and Mission Director, National Rural Livelihoods Mission, the members of the National Mission Management Unit, and State Rural Livelihoods Missions for their support in preparing this document. I wish that tool kit will be useful to development practitioners who look forward to similar initiatives in future.

I hope that the knowledge gained by Kudumbashree National Resource Organisation, which resulted in the development of this tool kit, will be helpful in policy making and in scaling up the initiative with more insights in various parts of the country.


S. Harikishore

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Acronyms and Abbreviations

ASHA	Accredited Social Health Activist
BMMU	Block Mission Management Unit
CBO	Community Based Organisations
CSS	Centrally Sponsored Schemes
CDP	Community Development Programme
DAY-NRLM	Deen Dayal Antyodaya Yojana-National Rural Livelihood Mission
DMMU	District Mission Management Unit
EAP	Entitlement Access Plan
FFC	Fourteen Finance Commission
GP	Gram Panchayat
GPCC	Gram Panchayat Coordination Committee
GPLF	Gram Panchayat Level Federation
GPDP	Gram Panchayat Development Plan
GP2RP	Gram Panchayat Poverty Reduction Plan
JRY	Jawahar Rozgar Yojana
KS-NRO	Kudumbashree-National Resource Organisation
LED	Local Economic Development
LRG	Local Resource Group
LSGI	Local Self-Government Institutions
MEC	Micro enterprise Consultant
MGNREGS	Mahatama Gandhi National Rural Employment Guarantee Scheme
MoRD	Ministry of Rural Development
NHG	Neighbourhood Group
NREGA	National Rural Employment Guarantee Act
NRLM	National Rural Livelihood Mission
NGO	Non-Government Organisation
NRO	National Resource Organisation
PAE	Participatory Assessment of Entitlement
PRI	Panchayati Raj Institution
SC	Scheduled Caste
ST	Scheduled Tribe
SHG	Self-Help Group
SMMU	State Mission Management Unit
SPEM	State Poverty Eradication Mission
SRG	State Resource Group
SRLM	State Rural Livelihood Mission
ToT	Training of Trainers
VO	Village Organisation
VOCC	Village Organisation Coordination Committee

Introduction to the toolkit

This toolkit is a consolidation of the experience of a path-breaking journey that began in 2013, when Kudumbashree National Resource Organisation (KS-NRO) initiated its work on assisting five partner states in India on implementing PRI-CBO convergence.

Kudumbashree is the poverty eradication and women empowerment programme implemented by the State Poverty Eradication Mission (SPEM) of the Government of Kerala in 1997. Ministry of Rural Development (MoRD), Government of India recognized Kudumbashree as National Resource Organisation (NRO) under the National Rural Livelihoods Mission (NRLM) in 2012. KS-NRO provides technical and implementation assistance to the State Rural Livelihood Missions (SRLMs) that partner with it. Assistance is provided to partner-SRLMs on two domains- Enterprise Development and PRI-CBO Convergence (Making Panchayati Raj Institutions and Community Based Organisations work together). PRI-CBO Convergence model is built upon decades long, and continuing, collaborative work between Kudumbashree, its network of Community Based Organisations and Panchayati Raj Institutions¹.

The toolkit, comprising five booklets, provides an understanding of the PRI-CBO Convergence model, activities and stakeholders involved in enabling convergence, tools and modules developed for building capacities of stakeholders, community institutional structures created as platforms for convergence, and budget components to be considered while implementing the model.

The toolkit is designed to support any organisation wanting to adopt the PRI-CBO convergence approach for furthering its sustainable development and empowerment agenda. It primarily targets the programme implementation team of any State Rural Livelihood Mission (SRLM) or any organisation interested and involved in PRI-CBO convergence work.

Interested partner-SRLM or Organisation may modify their implementation plan based on their prevailing context and priorities. The manual is not intended as an absolute or only approach to implementing PRI-CBO convergence. It is, instead, intended to trigger conversations and dialogues on convergence and the need for it.

Structure of the toolkit

The toolkit is divided into five booklets.

Booklet 1- Enabling Convergence provides an introduction to PRI-CBO Convergence Model, highlights the experience of the model in Kerala and eight other states in India, lists the stakeholders involved in the project, and explains the activities that are done to implement the project.

Booklet 2- Capacity Building Modules includes the modules developed and used for selection and training during some of the activities undertaken as a part of the project.

Booklet 3- Capacity Building for Participatory Assessment and Planning highlights the importance of participatory planning and focuses on participatory tools developed during the project for identification of gaps in entitlements and preparation of demand plans to access them.

¹Kerala implemented decentralization way back in 1996. Kudumbashree was formed in the context of devolution of powers to the Panchayat Raj Institutions, and the Peoples' Plan Campaign that attempted to draw up the Ninth Plan of the local governments in a bottom-up approach through the PRIs.

Booklet 4 - Community Institutions dwells upon the institutional mechanisms set up as part of the project to support and strengthen the convergence platform

Booklet 5 - Costing and Timeframe provides pointers on preparing the timeline as well as the costing norms for a budget estimate for the pilot project.

Introduction to the booklet

This booklet is first part of the toolkit for PRI-CBO Convergence. It introduces the reader to the concept of PRI-CBO Convergence and provides a step-by-step process for initiating the work on Convergence. The process, primarily, consolidates the experience of KS-NRO in implementing the PRI-CBO Convergence model in eight states in India. The states include Assam, Chhattisgarh, Jharkhand, Karnataka, Odisha, Maharashtra, Rajasthan, and Tripura. The PRI-CBO Convergence model has evolved against the background of poverty alleviation programmes and decentralization initiatives in the country.

Overview of Poverty and its alleviation

Poverty has, for long, been defined as lack of income or money. In the recent past, poverty has begun to gain acceptance as a multi-dimensional concept. The new multi-dimensional concept is based on the idea that poverty is a combination of several factors that constitute poor people's experience of deprivation—such as poor health, lack of education, inadequate living standard, lack of income (as one of several factors considered), disempowerment, poor quality of work and threat from violence².

According to the Multi-Dimensional Poverty Index for 2016 published by OPHI (Oxford Poverty and Human Development Initiative), India had the highest multi-dimensional poverty after Afghanistan in South Asia. The index identifies deprivations across three main dimensions—health, education and standard of living. The index varied across the states and within rural and urban areas; prevalence is high in rural areas.

Evidence show that poverty, especially rural poverty, is still present in the country.

Programmes that have been implemented since independence to reduce poverty in the country are reviewed in the subsequent paragraphs.

Soon after independence, Government formulated five-year plans to trigger economic growth in a planned manner. As name suggests, new plans were made every five years. It was believed that economic growth, by itself, would reduce poverty.

The first plan (1951-56) focused on improving agricultural production to tackle poverty. Second (1956-61) and third (1961-66) five-year plans focused on heavy industrial development for employment generation. These programmes, however, were not sufficient to address the challenge.

Fourth (1969-74) and fifth (1974-79) five-year plans brought about a change in the approach to planning. Special attention was paid to alleviation of poverty, especially rural poverty. Specific programmes were introduced to benefit the poor, socially and economically disadvantaged sections and backward classes. Integrated Rural Development Programme (IRDP)³ was introduced, during this period, in 1976-1977.

Poverty reduction remained one of the main objectives during the subsequent plans till the eighth plan (1992-97). Approach changed after the eight five-year plan as the new economic reforms⁴ were initiated.

Poverty alleviation programmes⁵ are mainly grouped into the following categories:

- a. Wage employment programmes- These intend to provide gainful employment opportunities to the rural poor during the lean agricultural season as well as during droughts and floods.
- b. Self-employment programmes- These strive to create additional sources of income for small farmers and landless labourers.

²Refer Oxford Poverty and Human Development Initiative (www.ophi.org.uk)

³IRDP was a self-employment programme that aimed at providing loans and subsidies to households below the poverty line for asset creation.

⁴New economic reforms refers to the economic policies introduced by the government of India in 1991. These were comprehensive reforms that opened up the market in India to rest of the world.

⁵Poverty alleviation programmes are focused on tackling poverty and they are categorized based on the target areas (rural or urban).

- c. Food security programmes- These intend to address physical and economic access of the poor to food
- d. Social security programmes- These are meant to provide security and support to BPL (below poverty line) households
- e. Urban poverty alleviation programmes – These are targeted at urban poor

In this booklet, we will only cover some of the major centrally sponsored poverty alleviation schemes.

Wage Employment Programmes

Wage employment programmes were introduced to generate employment directly by engaging rural poor in development of infrastructure such as ponds, roads and schools. This, in turn, created public assets and pushed up the demand for labour in local area. These programmes were first started during the sixth (1980-85) and seventh plan (1985-90) through National Rural Employment Programme (NREP) and Rural Landless Employment Guarantee Programme (RLEGP). Eighth five-year plan (1992-97) largely focused on Jawahar Rozgar Yojana (JRY) programme for poverty alleviation through employment generation.

Major wage employment programmes

National Rural Employment Programme (NREP) in 1980 was erstwhile Food for work programme (FWP) that was launched in 1977. It aimed at generating gainful employment for unemployed in rural areas. Rural Landless Employment Guarantee Programme (RLEGP) followed in 1983; its objective was to provide 100 man-days of employment in a year to at least one person in each landless household during the lean season. Merging the objectives of NREP and RLEGP, Jawahar Rozgar Yojana was formed in 1989. JRY was implemented as a centrally sponsored scheme. (JRY was revised and re-launched as Jawahar Gram Samridhhi Yojna (JGSY) in 1999 to plug the shortcomings in JRY)⁶.

Employment Assurance Scheme (EAS), launched in 1993, addressed unemployment in most difficult areas. In 2005, National Rural Employment Guarantee Act (NREGA)⁷ was introduced. It was the biggest poverty reduction programme based on wage employment generation and provided right to employment to about 5.4 crore rural poor in India.

A review of the wage employment programmes in the ninth plan showed a steady decline in employment generation under these programmes. One of the problems that the programmes faced were that these were managed by government at every level; poor remained passive beneficiaries.

Self-Employment Programmes

As far as self-employment programmes are concerned, in the beginning, financial assistance was directly given to families or individuals, as under IRDP. Since the 1990s, this approach has seen a change. IRDP was restructured in 1999 and launched as Swarnajayanti Gram Swarozgar Yojana (SGSY). SGSY aimed at providing self-employment by establishing self-help groups (SHGs)⁸. Poor men or women living below the poverty line are encouraged to form SHGs. Initially, the group members are encouraged to save some money and lend it among themselves as small loans. Later, through banks, the government

⁶In 2001, the JGSY and EAS were amalgamated into one scheme called Sampoorna Gramin Rozgar Yojana (SGRY). The three-fold objective of this programme was generation of employment for the rural poor, creation of community assets and infrastructure, and ensuring food and nutrition security for the rural poor.

⁷NREGA has been renamed as Mahatma Gandhi National Rural Employment Guarantee Programme.

⁸SHGs are typically composed of 10-20 local women or men. The groups are homogenous in nature.

provides partial financial assistance to SHGs. The SHG then decides who the loan is to be given to for self-employment activities. These set of activities are called thrift and credit activities.

SGSY was a credit-cum-subsidy programme; credit was the major component and subsidy was the minor component. It was restructured in 2011 to form National Rural Livelihoods Mission (NRLM). NRLM began by mobilizing women from poor families, and then encouraged them to form self-help groups to take up self-employment activities by setting up enterprises. Members of the SHGs were later federated into organisations at different levels. These organisations are a kind of Community based organisations (CBOs)⁹

NRLM was renamed as Deen Dayal Antyodaya Yojana- National Rural Livelihood Mission (DAY-NRLM) in 2015. DAY-NRLM uses the network of Self Help Groups (SHGs) to promote participatory governance and expand livelihood opportunities for the poor.

Performance of the self-employment programmes improved over the years by adopting SHG approach. Unlike wage employment programmes, these programmes were highly participative in nature as poor were active participants.

Food Security Programmes

Under these programmes, targeted public distribution system (TPDS) was launched by central government in 1997. States were expected to identify households below poverty line and provide them 10 kg of food grains at highly subsidized price; the quantity was raised to 20 kg in April 2000. While TPDS had a potential to provide food security to poor, lapses at implementation level affected the impact of the scheme.

Social Security Programmes

Social justice is one of the primary objectives of the developmental strategies of the government. Social security, basically considered an instrument of social justice, refers to the protection provided by the State. It involves government policies or programmes that ensure a minimum standard of material welfare to all citizens.

Articles 41 and 42 of Directive Principles

As per the Indian Constitution, Article 41 of Directive Principles says- “The State shall within the limits of its economic capacity and development, make effective provision for securing the right to work, to education and to public assistance in cases of unemployment, old age, sickness and disablement, and in other cases of undeserved want.” Article 42 says- “The State shall make provisions for securing just and humane conditions of work and for maternity benefits”.

The social security initiatives have been formulated on the basis of following grounds.

- All people are entitled to a certain standard of physical and social well-being
- Acknowledge the worth and dignity of every individual
- Recognize the role of the poor as decision makers and not merely as passive beneficiaries

Social security programmes are of two types- Social Assistance and Social Insurance. National Social Assistance Programme (NSAP) was the first programme introduced by the central government in 1995. It had three schemes.

⁹More details on these are given later in the booklet

Schemes under NSAP

The first scheme under NSAP is National Old Age Pension Scheme (NOAPS) through which a pension amount of Rs. 75 per month is given to those who are above the age of 65 years and are destitute without any regular source of income or support from any family members or relatives. Annapurna, another scheme launched in 2000, is meant for those elderly who are eligible for NOAPS but did not receive it due to budgetary constraints.

The second scheme under NSAP is National Family Benefit Scheme (NFBS). Under this scheme, a lump sum amount of Rs. 10,000 is paid to a BPL family, where the breadwinner of the family has died of natural or accidental causes.

Third scheme under NSAP is National Maternity Benefit Scheme (NMBS). Under this scheme, a lump sum amount of Rs. 500 is given to pregnant women belonging to the BPL households.

Recent years have seen initiation of some rights-based¹⁰ social security initiatives. While these initiatives have been catalysed by the civil society, they have received support from the political parties and government. These include right to health care under National Rural Health Mission (NRHM)¹¹, Right to employment under NREGA, Rashtriya Swasthya Bima Yojana (RSBY)¹², etc.

The dissemination and implementation of the above schemes, however, have been weak in its reach and impact.

Urban Poverty Alleviation Programmes

Urban poverty is the spillover effect of rural poverty that compels people in the rural areas to migrate to urban areas for jobs. The largest urban poverty alleviation programme in the country has been the Urban Basic Services for Poor (UBSP) that was introduced in 1992. This programme encouraged communities to prepare their own plans based on their local needs.

In summary, some of the above mentioned poverty alleviation programmes performed well; some did not. Performance of the self-employment programmes showed that participation of local communities in the form of SHGs can contribute to the success of a poverty alleviation programme.

Inspired by this experience, the government of India took a major step in the form of 73rd and 74th amendment to the constitution in 1992. These amendments formalised the Panchayati Raj system in India, and triggered decentralisation of power.

¹⁰Rights-based approach to development strive to empower those who do not experience full rights and strengthen the institutions obligated to fulfill the rights of first group.

¹¹NRHM, now under National Health Mission, is a government initiative to address the health needs in under-served areas.

¹²RSBY is a government-run health insurance programme for the poor.

Panchayati Raj System - Background

Mahatama Gandhi advocated Panchayati Raj, a decentralised form of Government where each village is responsible for its own affairs. It was adopted by state governments during the 1950s. In 1952, the Community Development Programme (CDP) was adopted but it did not fulfill its objective of comprehensive rural development. The Balwantrai Mehta Committee was set up in 1957 to look into the cause for failure of the CDP. This Committee pointed out the need for an organisation at village level (Panchayati Raj system) that would identify the true beneficiaries and implement government schemes. In 1977, the Ashok Mehta Committee indicated a need to empower the Panchayati Raj system with more authority. During 1990s, it was realized that Panchayati Raj bodies needed to be formalised for them to be effective. This led to 73rd and 74th amendments to the Constitution of India. 73rd amendment granted constitutional status to the Panchayati Raj Institutions, and 74th amendment granted it to the urban local bodies.

PRI-CBO Convergence-An Introduction

PRI-CBO Convergence is a process in which the Community Based Organisations (CBOs) work seamlessly with the Panchayati Raj Institutions (PRIs)

What are PRIs?

These institutions are democratically elected bodies. While the basic structure of the PRIs (three-tier) is same across all the states in the country, it is known by different names in different states. Procedures on election of members to each level also vary across the states.

Structure of PRI

Panchayati Raj system in rural areas is a three-tiered structure. Panchayati Raj institutions (PRIs) include Gram Panchayats (village level), Mandal Parishad or Block Samiti or Panchayat Samiti (Block level), and Zila Parishad (district level).

Zila Parishad (ZP) or district panchayat: Each district has one Zila Parishad or district panchayat.

Block Panchayat (BP) or Panchayat Samitis: Each block in the said district has one block panchayat.

Gram Panchayat (GP): A Gram, as defined by law, may consist of a single village or a cluster of adjoining villages. It is divided into a minimum of five constituencies (again depending on the number of voters the Gram is having). From each of these constituencies, one member is elected. Body of these elected members is called the Gram Panchayat. Size of the GPs varies widely from state to state.

PRIs, under the law, are required to prepare plans for economic development and social justice for their areas, and also implement them. After the 73rd and 74th amendments, these bodies have been granted greater powers and additional financial resources to promote local economic and social development. It may be noted, here, that implementation of the 73rd and 74th amendments, on ground, also varies from state to state.

What are Community Based Organisations (CBOs)?

While there are many definitions of CBOs available, a simpler one defines them as all organisations or groups of people that are based in a same geographical area, are owned and managed by its members, have a group identity, and are not affiliated to any religious or political group.

In this toolkit, CBOs refer to the federations of SHGs that evolved under poverty alleviation programmes. These federations help their members in following manner.

- Create space for the poor especially women to step out of their homes, form informal networks, and engage in thrift and credit activities
- Provide support to improve and expand their livelihood opportunities
- Help them to access loans and other services from the banks to diversify into alternate livelihood
- Inform them about their rights and entitlements
- Help them improve their access to entitlements by interfacing with the government departments
- Inspire the women from poor families to participate and express their demands in the public meetings

PRI-CBO Convergence Model

PRI-CBO Convergence model leverages upon the structure and role of PRIs and CBOs, and creates synergies between them for working together on achieving the goals of local development. These bodies can work together in the following ways:

-
- ♦ PRIs, being democratically elected bodies, can create awareness among the communities about the entitlements through CBOs.
 - ♦ PRIs can interface with the line departments and advocate for delivery of entitlements to the targeted communities and those in need.
 - ♦ PRIs can utilize the network of CBO to identify the target beneficiaries of a government scheme.
 - ♦ CBOs can effectively participate in the Local Governance processes like Gram Sabha and advocate for their rights and entitlements
 - ♦ CBOs can act as generators of local needs and issues by playing a vital role in the programmes like Gram Panchayat Development Plan(GPDP)
-

The model is specifically based on the experience of Kudumbashree's poverty eradication programme in the state of Kerala.

Kudumbashree's experience in Kerala

Kudumbashree has, over past two decades, created a network of SHGs and its federations across the entire state. The network consists of a three tier structure with Neighbourhood Groups (NHGs)¹³ as primary level units, Area Development Societies (ADS) at the ward level, and Community Development Societies (CDS)¹⁴ at the local government level. CDS, the apex body of the federation, in Kudumbashree network works closely with the PRIs on development programmes.

Community based Organisations, created under Kudumbashree, provide handholding support to their members and enable them to access financial services from the bank. They also provide support to the members to diversify into new livelihood activities and interface with the Government systems to help them access various schemes on livelihood.

The CBOs seamlessly work with the Gram Panchayats on different activities including local level planning and implementation, identification of beneficiaries, and disseminating information to the community. Women in CBOs, here, not only participate actively in Gram Sabhas, but have also begun contesting local level elections.

Based on Kudumbashree's achievements, the Ministry of Rural Development recognised it as State Rural Livelihood Mission (SRLM) in 2011 under the NRLM.

Convergence is one of the components under NRLM. In 2012, Ministry of Rural Development recognized Kudumbashree as a National Resource Organisation (NRO) to provide technical support to other State Rural Livelihood Missions (SRLMs) in the implementation of the PRI-CBO Convergence model.

Experience of Kudumbashree NRO: Working with the PRIs in Kerala and Partner states

Kudumbashree- National Resource Organisation (KS-NRO) began functioning in 2013. Over the last four years, Kudumbashree NRO has achieved following milestones through its work.

- SHGs in pilot locations in various states have increased knowledge about schemes, and have informally identified beneficiaries for major schemes.
- SHGs and its federations have documented the gaps in entitlement access.
- SHGs have, subsequently, planned for accessing their rights and entitlements and undertaken joint action with Gram Panchayats.
- Across partner states, the SHG network has been able to prepare the relevant plans, which have been fairly successfully incorporated into the next planning process. They have also shared these plans with the concerned government departments, who have begun to engage directly with the federations.
- Improvement in the leadership skills and confidence of the women from the SHGs, as evident in the increased number of women participants in Gram Sabhas and quality of discussions and demands raised there.

¹³Ten to twenty women, living in the same neighbourhood, form a NHG.

¹⁴CDS is the apex body of the three-tier structure.

- Formation of the committee that functions as a platform for effective partnership of the PRIs and CBO. This committee includes representatives from the CBO, Gram Panchayat and government departments. The committee is called Gram Panchayat Co-ordination Committee (GPCC)¹⁵. Assam has formalised GPCC through a government order.
- Across the partner states, initiatives have been taken to lead various activities addressing locally relevant issues. Campaigns for opening bank accounts, literacy awareness, formation of Bal Sabhas, organizing medical camps, job card mela and pension adalats have been some such experiences.

Case Study- GPCC in Assam

In Assam, there was a lot of enthusiasm about creating the committee. Many social development issues were discussed whenever the committee met. Interestingly, in one of the Panchayats, there was a constructive discussion on giving loans to the SHGs. The committee's meeting was attended by officials from the bank, and decisions were taken in the meeting. The SHG network has been able to use this platform effectively for raising many issues which are close to their lives and livelihood. For the Gram Panchayats, the platform has given them an opportunity to listen to some of the major areas that needs to be addressed. Similar experience in the state of Jharkhand led to issue of a government order to institutionalize the committee across the entire state.

Enabling Convergence- Activity Outline

PRI-CBO Convergence model envisages coming together of different stakeholders on a same platform to work towards a common goal.

This section gives an idea about the different stakeholders and various activities that are involved in enabling PRI – CBO Convergence. It also highlights the key strategies used in implementing the project. Specifically, the section guides a SRLM on how to go about implementing the Convergence project in their state.

Who are the stakeholders?

Stakeholders are defined as teams, groups or organisations that are involved with the project; they directly or indirectly contribute to achieving a set of development goals and objectives. In the convergence project, following groups are the stakeholders.

- Core implementing team at SRLM (State Mission Management Unit /SMMU)
- SRLM Functionaries at district (District Mission Management Unit/DMMU) and sub-district (block) level (Block Mission Management Unit/BMMU)
- State Resource Group (SRG)
- Team of trainers
- SHG network
- Elected representatives from PRI
- Local Resource Group(LRG)
- Community Professionals for Convergence
- Line department officials

¹⁵Details on these are given later in the booklet.

What are the activities?

Three key strategies have been used in implementing the project. These are creating and developing community based groups, using participatory planning methods and building capacities.

Capacity Building refers to developing and strengthening the skills, knowledge, abilities, processes and resources that communities and community based organisations need to survive, grow and sustain in the ever-changing world. Capacity building is a holistic concept that focuses on creating sustainable development outcomes.

A set of activities have been developed while enabling convergence in Kerala as well as eight partner states. These activities reflect the key strategies used.

Activity list

1. Getting started
2. Orientation of the staff in the State Rural Livelihood Mission (SRLM)
3. Formation of State Resource Group (SRG)
4. Creation of a team of Trainers
5. Conducting Scoping study
6. Participation in Exposure visit
7. Formation and Capacity Building of Local Resource Group (LRG)
8. Strengthening the SHG network
9. Capacity building of Panchayats
10. Mobilization for MGNREGS
11. Engagement in Gram Sabha
12. Use of Participatory Assessment and Planning tools
13. Institution building
14. Formation of a team of Community Professionals for Convergence

Activity 1: Getting started

To begin with, KS-NRO gets into an agreement, through a Memorandum of Understanding (MoU), with those states who want to implement the Convergence model.

To kick-start the convergence project, interested SRLM designs and develops an intervention strategy and plan with the support of NRO. Usually, partner States choose to implement the project, first, in a few selected panchayats or districts or blocks, and choose to extend the project to entire state at a later stage. First set of selected areas is called the pilot areas. These areas are primarily selected on the basis of existing situation of the poverty, and status and functioning of PRIs and CBOs in areas. Once the pilot areas are identified, the plan is prepared. This plan reflects two aspects.

- a. Vision of the project as developed by KS-NRO
- b. Understanding of the situation in the pilot areas

Activity 2: Orientation of the staff in the State Rural Livelihood Mission (SRLM)

SRLM, being the implementing agency, is the anchor of the project in the state. For the project to succeed, it is essential that SRLM officials who are going to be working on the project at state, district and block levels understand and internalise the project and its details. It is, hence, important that they are first introduced to the concept of convergence and other relevant project details.

Refer Section 1 in booklet 2 for a training module on orienting the SRLM functionaries)

Activity 3: Formation of State Resource Group (SRG)

Rationale

Once the project starts, need arises to keep revising the strategies based on the review of the activities already done in the field. A team of experts, called State Resource Group, can be formed by SRLM to continuously support it in designing, planning and developing project-specific strategies

For the group to be effective, it is desirable that it is formed soon after the state has decided to implement the convergence project. In case the concerned state, at a later stage, decides to extend the project beyond the selected pilot areas, SRLM can leverage the expertise of SRG.

Composition of the SRG

To start with, SRG can have 10-15 members. Later, the number of members can be increased on need basis. Convenor of the SRG should necessarily be from the SRLM.

SRG can, preferably, have at least 50% of women members. Experts, who can be considered to be a part of the State Resource Group, include the following:

- Experts on rights based issues like Gender and legal activism, rights of the SC/ST/ minority communities.
- People experienced in thematic areas like MGNREGS, RSBY and other social security programmes.
- Members from State Institute of Rural Development (SIRD)
- Experienced CBO leaders
- Experienced women elected representatives with proven capabilities and having an interest in working with the local communities
- Academicians with adequate field experience
- Experts from Civil Society Organisations and government agencies who advocate for strong decentralised local government and PRI-CBO Convergence.
- Experienced people from government line departments with expertise in implementing schemes on programmes related to PRI and social security.

Guidelines on the roles and responsibilities of SRG

SRG will work together with the SRLM on following activities.

- Developing the training methodology and content for the Local Resource Groups (LRGs). LRG is a pool of voluntary workers selected from the community. They are involved in mobilization, training and other activities. (more details on LRG are given later in the booklet)
- Customisation of the training modules to meet the requirements of the state.
- Identifying the trainers for training the LRGs and community professionals, monitoring and facilitating the training.
- Provide advice on the bye-laws prepared by the CBOs.
- Suggest policy level changes on the basis of the impact assessment studies conducted.

Areas of involvement of the SRG

- Concept Development: SRG must have enough clarity needed for developing the concept for pilot intervention. They should be able to impart the conceptual clarity to the various stakeholders involved in the implementation of the project.
- Content and Methodology Development: In the initial phase, SRG can be involved in developing the training content and methodology for the professionals engaged for conducting the scoping study as well as for the trainers. The training modules that SRG would be expected to develop would

include thematic areas like PRI-CBO Convergence for MGNREGS, Jan Sabha, and Mobilization of the members for Gram Sabha, Livelihood Planning, and Bye-law formation for Community Based Organisations.

- Strategy development: After the completion of the scoping study, SRG could be involved in developing the strategy for intervention in the block/state.
- Selection and development of the local resource pool: SRG can support the SRLM in developing the methodology for selection of LRG members.
- Training of Trainers (TOT): SRG can also be involved in the TOT for capacity building of Panchayati Raj Representatives, Women elected representatives and Local Resource Group members.
- Information, Education and Communication (IEC) material: Based on the local context IEC material is an important tool for undertaking sensitization campaigns and mobilization activities in the community. SRG can develop the content for the same after consultative sessions with the SRLM.
- Development of internal evaluation indicators: The internal evaluation indicators will need to be developed based on the deliverables and outcomes of the activities undertaken.
- Experience sharing- SRG can act as a forum where the experiences and learnings from various states are used to plan and improvise the intervention process.
- Field level implementation- SRG can mentor the entire project and play an important role in monitoring the field level activities. They can, in consultation with their SRLM, prepare development and monitoring indicators for these activities.

Refer Section 2 in booklet 2 for a module on orienting the State Resource Group on the convergence project.

Activity 4: Formation of a team of trainers

The project involves setting up a team of trainers at the beginning of the project itself.

This is because there is a need to train the LRG members (the most essential human resource of the project as far as the states are concerned), Panchayati Raj Representatives (including women elected representatives), Community Based Organisation leaders and other relevant stakeholders.

Trainers are identified and selected from the local area. They could be those who had worked with non-government Organisations (NGOs) or been a resource person for any Government project. The idea behind getting trainers from the local area is that they would have a better clarity on the material conditions of their state like the current status of the Panchayats and their cultural realities.

A team comprising 15-20 trainers is an ideal team size to start with. Every member in the team must be available to deliver training sessions, as and when required. In case any member quits in between, SRLM must ensure to select a new person to retain the team size.

Desired Skill Set of the Trainers

Given below is an indicative list of criteria to be used for selection of the trainers. Concerned SRLM could include more criteria based on their context.

- They must have adequate field experience (3-5 years) of working with rural communities, especially women and marginalised communities
- They should be able to converse fluently in the local language
- It would be good if they have an understanding of the Panchayati Raj Institutions in the state as well as the prevailing status of Community Based Organisations in the state

- Basic English reading and writing skills could be considered as one of the selection criteria. It would be better if some of the trainers in the team have basic knowledge of English since the modules developed at the NRO level would be in English, and translation into the local language would need to be done by the team of trainers.

For the trainers who will be part of the scoping study exercise, apart from the above-mentioned criteria, the following must be essentially considered:

- Good writing and documentation skills in English
- Basic understanding of the tools and methods used in social research
- Resource Persons from State Institute of Rural Development (can be a faculty or a visiting resource person or a community resource person)
- Resource persons from SRLM
- Young Professionals in SRLM
- Members of Non-Government Organisations and Civil Society Organisations with knowledge and experience of engaging with the Panchayati Raj Institutions and Community Based Organisations in the state
- Students of social sciences having field experience of working with Panchayats and CBO networks
- Retired government officers with experience of working with rural communities

Training of the identified trainers is an intensive process. It provides an orientation on the PRI-CBO Convergence project and its activity list. Each activity and sub-activity are explained to them in detail, and their roles in each of these is clarified. Training includes mock interviews and focus group discussions, which help the participants get a better understanding of the realities in the field.

Refer Section 3 in Booklet 2 for the modules on training of trainers.

Activity 5: Conducting scoping study

Scoping study is a directed exercise done by SRLM in their state. The study aims to gather an understanding of the status of the Panchayati Raj system and CBO/SHG network in the concerned state(s). It involves an intensive study of the different institutions (PRIs and CBOs) that are functioning in the state. The study also attempts to understand the experiences of the PRI members.

Purpose of the study

The study strives to achieve the following objectives.

- ♦ Development and preparation of strategies for implementing the PRI-CBO pilot project
- ♦ Identification and planning of the entry activity for the pilot project
- ♦ Identification of the panchayats where the project can be implemented. This is called ‘mapping of the opportunities for convergence’.
- ♦ Identification of best local community practices, if any, and their inclusion in the implementation plan.
- ♦ Identification of the experienced and motivated people in the community, who could be considered, later, to form the Local Resource Group (LRG).

Process of the study

The process involves conducting interviews and focus group discussions with the Panchayat elected representatives, the SHG women, and the community. This process has an in – built IEC component that leads to awareness creation and rapport building. The participants get to know more about the role and vision of the NRLM, role of the Panchayats, role of the SHG network, various welfare schemes, and the importance of the local initiatives.

Responsibilities

SRLM uses professional resource persons to conduct the study. NRO develops the questionnaires and the handbook for conducting scoping study.

Activity 6: Participation in exposure visit

Exposure visit aims at enhancing people's knowledge through exposure to best practices in community development initiatives, which already exist across the states. The idea behind the visit is to create a positive environment of learning from innovative models of community development. There are model Panchayats identified in many states for the best practices they have adopted. Exposure visits help in gaining a first-hand experience of such models and also offer an understanding of scope for replicating them.

For example: Kudumbashree is known for the existing PRI – CBO convergence model, which has been implemented across all the Gram Panchayats in the state.

For the visiting states, Kerala can showcase the functioning of Panchayati Raj Institutions, the working of the CBO network, and areas of convergence between these institutions in implementing livelihood activities, social development, and poverty alleviation programmes. This will help the visiting states to get an understanding of how to implement the convergence project in their states.

The states can also visit Panchayats and community initiatives in their own state, or any other state for understanding the scope of practices related to the working together of the Panchayat and the community based network.

Panchayat Apprenticeship Programme

The Panchayat Apprenticeship Programme (PAP) is a structured exposure visit programme designed for Panchayat elected representatives and functionaries, CBO representatives and field personnel of NRO partner-SRLM.

Panchayat Apprenticeship Programme (PAP)

PAP is developed and co-ordinated by KS-NRO. The programme aims to help the participants learn the role of Panchayati Raj institutions in poverty reduction and development.

PAP offers a first-hand learning opportunity for the participants to experience and understand the functioning of a Gram Panchayat in Kerala, its structure, funding, roles and responsibilities and how various institutions work with them. It also covers the role of community organisations and various other institutions that support the PRIs in performing their functions. The programme is a five-day long residential programme.

Exposure visit is done once by different groups at different points of time.

- Core implementing team and other officials in SRLM participate in PAP at the starting of the project (soon after the SRLM has signed the MoU with KS-NRO).
- Community representatives visit three months' after the starting of the project.

Activity 7: Formation and capacity building of Local Resource Group (LRG)

Local Resource Group is a voluntary group that consists of motivated people from the community. The group is formed on the basis of belief that people in the local community know the local culture, and understand the power relations in the community. They can, therefore, help in facilitating the project activities in the field. The group consists of 5-7 SHG members or family of a SHG member in a Panchayat. The group works with the Gram Panchayat and SHGs in a Panchayat.

The group aims to serve the following purpose.

- Support Kudumbashree NRO mentors in carrying out field activities
- Establish close links with GP and line departments
- Provide handholding support to the SHG network
- Strengthen GP and SHG network
- Conduct field level activities (PAE, EAP, GP2RP)- This is explained later in the booklet
- Mobilization (especially for Gram Sabha)
- Coordinate between GP, line departments and SHG network

Composition of Local Resource Group

The composition of the LRG differs from place to place. This is because every place has different social situation. LRG is expected to work with a number of stakeholders whose perceptions, cultural background and social functioning will vary. Hence, there are no specific criteria for the selection of members for LRG. However, LRG members are expected to have some basic characteristics.

- They must be self-driven and motivated to work for the community.
- They must be interested in community building and development activities and rights based issues
- Among the poorest sections, women often face a lot of obstacles to realise their rights and entitlements. LRG must strive to create platforms where women would be able to talk about the problems that affect their lives. Through these platforms, LRG should be able to shape the leadership qualities of the poor women.
- The members of LRG must have leadership qualities. They should be able to inspire other people in their area as well as local leaders to participate in the development activities. They must encourage people to work together on these activities.
- The poor people must be involved in the planning and monitoring of the programmes meant for the development of the local region. Panchayati Raj Institutions are democratically elected bodies. Hence, the LRG must have faith that Panchayati Raj Institutions are the best instruments to meet the needs of people.

While forming the LRG, certain groups of people can be considered.

- Women and marginalised groups in the community (high priority)
- Experienced SHG women
- People with experience in working on rights of marginalised sections like gender/ SC/ST/Minority etc.
- Ex- PRI representatives
- Community workers
- People with prior experience in working with Panchayati Raj Institutions
- People involved in implementation of centrally sponsored schemes / state sponsored schemes at the grassroots especially social security programmes
- Volunteers residing in the Gram Panchayat
- PRI leaders
- Activists with experience in literacy campaigns

SRLM can decide the number of members that can be a part of the LRG in a particular Gram Panchayat.

The size of the LRG in a Panchayat can vary based on the population of the Panchayat, number of hamlets, social composition of the settlements and the topography of the settlements within the selected areas in pilot blocks.

As per KS-NRO, a group of seven members should suffice for a population size of 5,000 – 7,000 families. However, this is just an indication and the states can decide the group size per Panchayat.

The process of formation of group can vary from state to state. Most commonly, they are identified from among the most active and interested SHG members. Identified SHG members are then called for a selection process based on parameters set down by KS- NRO. The best from among them are selected as LRG members.

Some of the members of the LRGs transition into Community professionals for Convergence at the later stage of the project. Community Professionals for Convergence are the internal resources of the State, and they are used by the State during scaling up phase of the PRI-CBO Convergence project.

Roles and Responsibilities of the LRG

LRG plays an important role in all the field-level activities of the project; these are listed below.

- Mobilising people from community to attend Gram Sabhas
 - ♦ Provide orientation to SHG and VO leaders on mobilisation for Gram Sabha
 - ♦ Facilitate the participatory process for identification of the poor
 - ♦ Organise special Gram Sabhas for discussion on importance and relevance of strong federated structure of community institutions of women
- Creating awareness about rights and entitlements
 - ♦ Facilitate discussions on schemes and entitlement at SHG and VO levels
 - ♦ Facilitate discussion on how to access welfare schemes at SHG level.
 - ♦ Facilitate discussions on planning and following up on Entitlement access
 - ♦ Plan ward level workshop to facilitate SHGs to prepare plans for addressing developmental issues (health, education, sanitation, gender issues) in the community
- Training for Skilling SHGs
 - ♦ Give training to SHG members and office bearers on their roles: book keeping, record management, etc.
 - ♦ Organise monthly review meeting of the office bearers on group norms; conduct discussion on accessing entitlements
 - ♦ Training SHGs on social inclusion and initiating social development activities
- Creating PRI-CBO interface for Centrally Sponsored Schemes (CSS)
 - ♦ Create awareness among SHG leaders on entitlements under centrally sponsored schemes
 - ♦ Facilitate the preparation of plan and labour budget for MGNREGS through federated network
 - ♦ Organise Gram Sabha for approval of various demands for CSS
 - ♦ Facilitate the formation of labour team through federated network
 - ♦ Facilitate the formation of community based monitoring and evaluation systems
- Forming Ward/ Village Panchayat level and Cluster level Community Based Organisation (CBO)
 - ♦ Facilitate the formation of CBO federated structure
 - ♦ Give orientation training to SHGs on new federated structure
- Livelihood Planning
 - ♦ Conduct training programme for the ward members on livelihood mapping

- ◆ Conduct training programme for the CBO leaders on livelihood mapping and planning
- ◆ Organise Gram Sabha for discussion on livelihood plan

Training for Local Resource Group

Regular activity-based training programmes are organised for LRG, by SRLM, during different stages of the pilot project. Training includes initial orientation, specific training programmes for strengthening PRIs, mobilizing for Gram Sabha, r mobilizing for MGNREGS, livelihood planning, and creating network of federations, etc.

Refer Section 5 in Booklet 2 for the modules on selection and training of the Local Resource Group.

Activity 8: Strengthening the SHG Network

Self-Help Groups are groups of people who share homogeneity in many aspects; gender, culture, socio-economic conditions and so on. In case of women self-help groups, the homogeneity creates an extended family space where they can share their family matters too. Starting with sharing simple issues or concerns with each other, members in SHG begin to change and transform their thoughts into plans and actions.

The need for Self-Help Groups

SHG is an institutional mechanism that develops the capabilities of poor through collective action. Figure given below shows how members of SHG build these capabilities (they acquire knowledge that helps them become mobile, which gives them confidence to access various institutions. The increased confidence helps them to take up livelihood activities. This, in turn, makes them informed and aware citizens who begin to actively participate in local governance and platforms such as Gram Sabhas. By doing so, the poor get to ensure that local development plans are made based on their needs, and actions are taken as per the plans made.

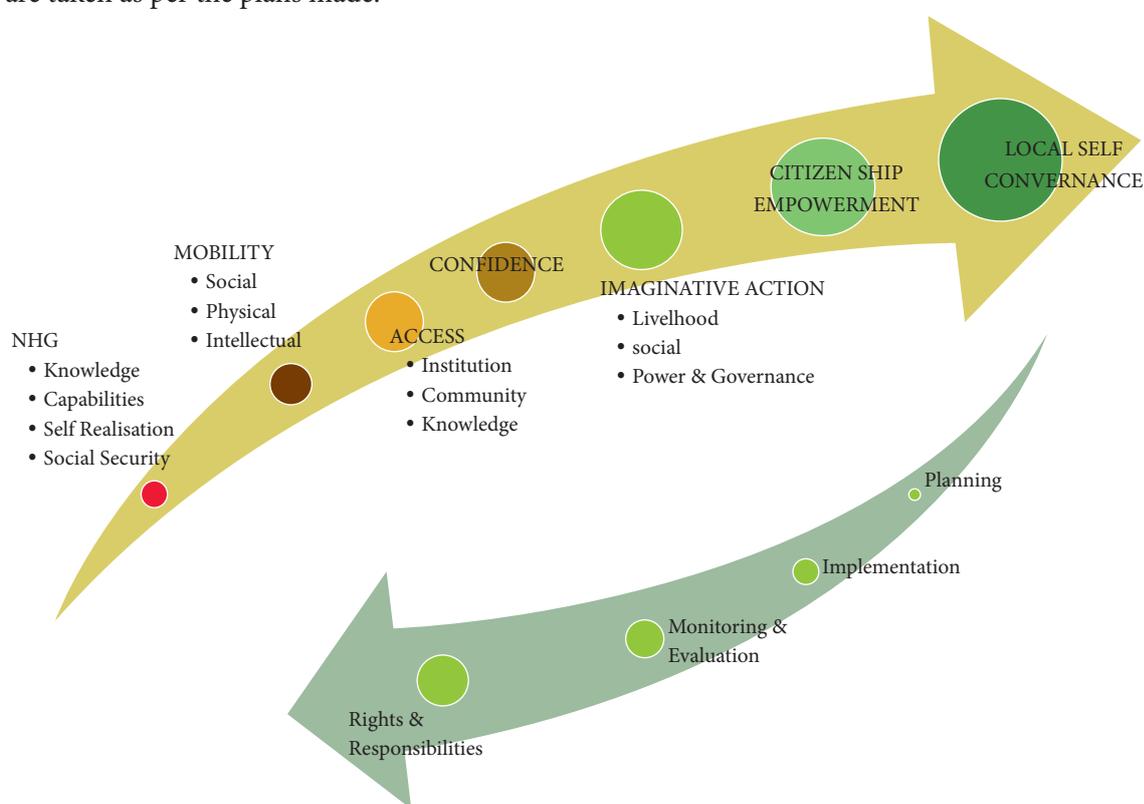


Figure 1: SHG Network and Local Governance

A strong SHG network also makes its members aware about what they are eligible to get through different government schemes. It, then, links the members to the existing structures and ensures that they get what they are eligible for.

The need for Federations

In some cases, SHGs themselves will not be able to influence the required change. However, they would be in a position to identify problems and create awareness about them. They can put pressure on government and other institutions to recognize their demands. In cases like these, federations, which consist of leaders of the SHG network, can act as an interface between the community, Gram Panchayat and line departments, and facilitate better access of schemes for its SHG network.

By interfacing with the Gram Panchayats, the federations acquire knowledge on the roles, duties and responsibilities of the Gram Panchayat and the services that Panchayats are supposed to deliver. In this process, the federations also develop a sense of equity and social justice.

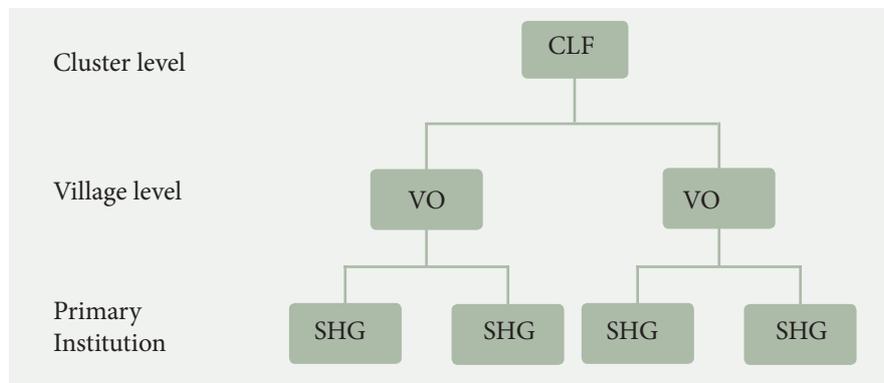
By being a part of the federation, members of the SHG network develop their leadership qualities.

Structure of Federations

The most commonly seen structure of the federation is a three tier structure. **Among the partner states in the convergence project, two type of structures are found.**

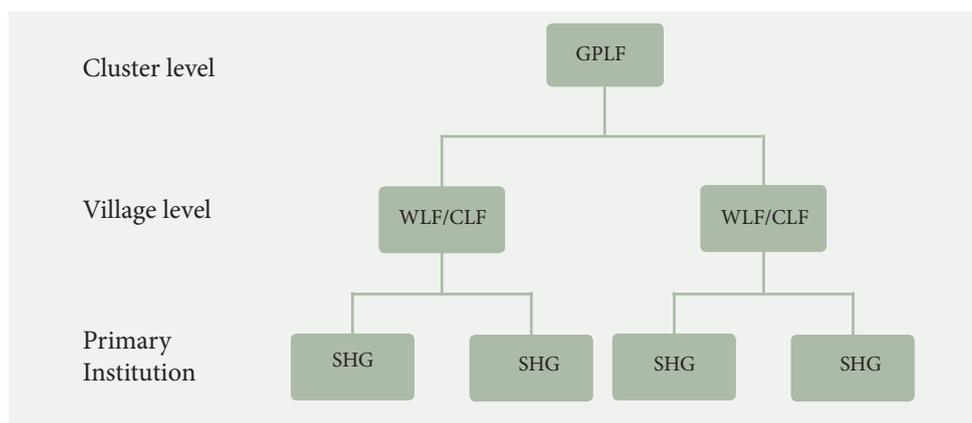
One structure (Figure given below) has SHG (or Primary Institution) at the bottom of the pyramid. These SHGs aggregate to form a Village Organisation (VO) in a village. VOs aggregate to form a federation at the cluster level that is bigger than a panchayat. This body is called Cluster Level Federation (CLF).

Rajasthan, Jharkhand and Maharashtra are examples in this regard.



Another structure (Figure below) has SHG at the bottom. These SHGs aggregate to form Ward Level Federation/Cluster Level Federation in a ward/a cluster. Ward Level/Cluster Level Federations aggregate to form a Gram Panchayat Level Federation in a Panchayat.

Karnataka and Odisha follow this type of structure.



Refer booklet 4 for module on Capacity building of SHG and federations

Activity 9: Capacity building of Panchayats

The Gram Panchayat (GP) is a democratically elected local government that is situated in the village and is easily approachable to its citizens.

Role of GP

GPs are the implementing agencies of several poverty reduction and social justice programmes. In addition to this, they also provide clean drinking water, electricity, roads, etc. to its citizens.

As a GP plays a crucial role in shaping the development processes in the village, it is critical that it functions effectively. Gram Panchayat can be effective by staying aware of the needs of the people and by including all the sections of the society (i.e. the poor, marginalised, and vulnerable) in the decision making process. They are also expected to execute schemes and projects efficiently while maintaining transparency. They are accountable to their citizens. If the elected representatives and other functionaries of the GP fail to do so, inclusive local development can never be achieved.

To make inclusive and participatory development at local level a reality, there is a need to invest in training and build capacities of the elected representatives. This need has become stronger in the context of 73rd and 74th amendments. It is equally important that the PRI officials are more aware, informed and understand the context and nature of poverty in their operational areas.

PRI-CBO Convergence project invests in training and sensitising the officials in the PRIs through given below ways.

- By making the PRI officials more aware about the various schemes and programmes that the PRIs are responsible for planning and implementation.
- By making them aware about their roles and responsibilities, particularly in view of the constitutional amendments.
- By inspiring and motivating them to engage with and mobilise the community and community based organisations for various activities including planning, implementation and monitoring.
- By helping them learn the advantage of using the CBOs as a platform for identifying the intended beneficiaries of any government scheme or programme.

Through the above process, it is desired that an enabling environment is created, and the PRI officials feel willing and enthused about working on the PRI-CBO Convergence project.

SRLM can use either one or a combination of approaches for this process. Approaches include organising classroom-based orientation, organising exposure visits, conducting regular scheme-wise trainings, etc.

Refer Section 4 in booklet 2 provides for modules on training the elected representatives of PRIs.

Activity 10: Mobilisation for MGNREGS

MGNREGS empowers people with the Right to Work and the Right to demand for their entitlements. Similarly, NRLM emphasizes on livelihood security. The convergence of MGNREGS and NRLM, hence, become important as both of these address the needs of the poor. They are mutually beneficial programmes that can work together for the development and social security of the poor.

MGNREGS can become a very important entry level activity for the PRI-CBO convergence pilot. The following synergies (among others) can be built up for the pilot project:

- Accessing MGNREGS for restricting distress/ seasonal migration and enabling participation of migrant labour in the SHG network
- Enabling SHG federations for demand generation and planning
- Identifying and planning for works that converge with the livelihood plans
- Provisioning of SHG based mates for enhancing women participation
- Convergence of NRLM and MGNREGS for improved natural resource management and agriculture / horticulture based livelihood enhancement
- Enabling SHG federations to channelise Revolving fund /Community Investment Fund for part payment of MGNREGS wages prior to sanction and disbursement
- Strengthening the Gram Sabha for accessing entitlements under MGNREGS
- Placing a technical assistant to plan and measure engineering works (where needed)

The labour collectives, formed under MGNREGS, can be used for mobilising people for enrolling them into the SHG network. Similarly, through the SHG network under NRLM, people can be mobilised and organised for work under MGNREGS. The Panchayats remain the anchor for convergence of these two programmes in both the above mentioned cases. This convergence plan with MGNREGS is crucial in rolling out the intervention process for the PRI-CBO convergence.

The whole mobilisation is undertaken by engaging in the following activities.

- Organisation of Job card registration camps by the Village Organisations (VOs)
- Identification of work by the SHGs
- Prioritization of the work by the Village Organisations
- Presentation of the identified work at the Gram Sabha and the Panchayat

The above activities are undertaken in a campaign mode, involving huge mobilisation activities in the village by the VOs and the LRGs.

LRG's learning on Mobilisation for MGNREGS

Initial years of project reveal that it was the first time that many of the SHGs engaged in an activity other than thrift and credit. All the above activities were facilitated by the LRGs. The VO's took a leadership role in organising job card registration camps and in prioritising the work. Through the engagement in the mobilisation activities and the discussions that followed, the LRGs got to deal with the following rights that are associated with MGNREGS.

- MGNREGS Act provides 100 days of guaranteed employment to any rural folk willing to engage in manual and unskilled work
- Right to work is a legal entitlement of the poor
- MGNREGS provides for equal wage for both men and women
- The major works that can be undertaken through MGNREGS are related to environment conservation and natural resource management
- MGNREGS gives the right to choose any work as permitted in the Act and in a location of the job card holders' choice
- Work site facilities and unemployment allowance

The entire mobilisation campaign around MGNREGS was a huge rights education for the women. Moreover, for many women it was an opportunity to discuss on development and on issues of public importance. It was also possible to reach out to larger community through this campaign. They learnt that MGNREGS is not just an employment generation scheme.

Activity 11: Engagement in Gram Sabha

The focus of any development framework is on working towards economic growth and poverty reduction while achieving equity and sustainability. To ensure this, the framework needs to be participative and transparent in nature, and must include the citizens in the process of planning, decision-making and implementation. This has been the primary focus of the PRI-CBO Convergence project. The project aims at linking the citizens directly with the decision-making processes that aim to improve the delivery of public services. This, in turn, empowers citizens and restores their faith and trust in the government system.

One of the ways to ensure citizen participation is to increase their access to the democratic platform called Gram Sabha.

Importance

Gram Sabhas are constitutionally mandated platforms, and people from all walks of life are entitled to participate in it. This platform is used for discussions relating to all programmes and schemes aimed at poverty reduction and local development. The platform improves efficiency and reduces leakages. Hence, the functioning of Gram Sabha, which is considered as the base of decentralised democracy, becomes crucial to facilitate the representation of the people from the village. Gram Sabha, thus, becomes a space where the rights of the citizens can be realised and asserted. It is a space that allows creating opportunities that enable individuals to live freely as equal members of society.

Ground reality

- Even though the Gram Sabha is being conducted in every village, in reality the quality of the gathering is poor in these meetings.
- Social realities like power imbalances and poor representation of weaker sections of society are still a concern. There is a lack of awareness about Gram Sabhas amongst the people of the village,

especially among the marginalised communities. Due to poor participation in these meetings, vested interests influence the meetings, and the real needy never receive any benefits.

- Notice for Gram Sabhas is either not given on time or not circulated amongst the community. Even if they participate, the community feels that their opinions do not matter. They feel that the decisions taken during the Gram Sabha never get implemented.
- These meetings are often dominated by the powerful few; this does not allow any productive discussion to happen between the people and the Panchayat. In reality, men mostly dominate these spaces and the opinions of women are never heard.

To make the platform more participatory, training is provided to SHGs to help them improve the level and quality of their participation in Gram Sabhas.

Various methods have been adopted to improve the level and quality of participation in Gram Sabhas. These include:

- ♦ Using Gram Sabha as a platform for identifying work and demanding job
- ♦ Preparing in advance for the Gram Sabha meetings- Agenda of the Gram Sabha meetings is obtained beforehand. It is then discussed in the SHG meetings and women go prepared for attending the Gram Sabhas.
- ♦ Using Gram Sabha as a platform for preparing a demand plan using participatory assessment of entitlements

Impact of increasing participation of women in Gram Sabhas

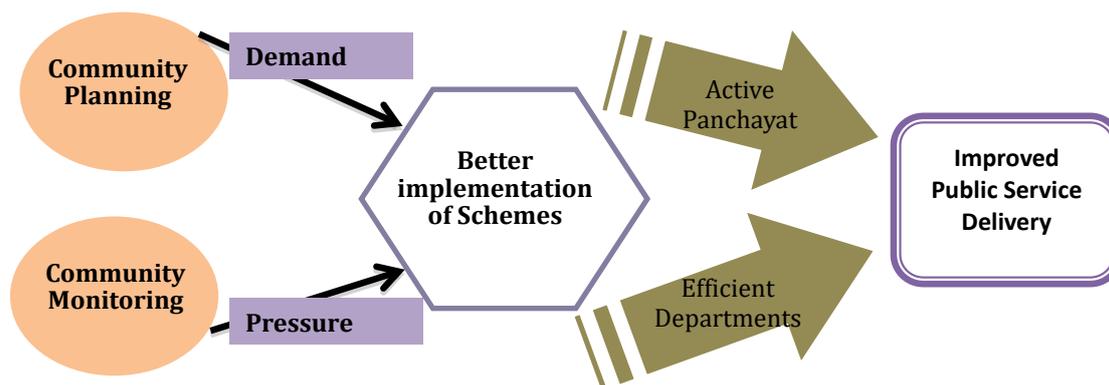
The increasing participation of women in the Gram Sabhas has resulted in Panchayats giving more space to the women's network in the Gram Sabhas. Panchayats now interface regularly with these women who are conscious of their citizen rights. This has significantly increased the mental and organisational capability of the Panchayats to respond to the demands of the women. Panchayats are beginning to realise that women can play an important role in local development. Panchayats have started playing the role of a facilitator for the people to drive local development in directions favorable to them. Through such a direct involvement in governance, the voters exercise their right and authority to assist the Panchayat in planning and implementing development activities. They also get to review the Panchayats' functions and assess failures. Participation in Gram Sabha has helped the SHGs to realise their citizen space in governance. SHGs now realise the collective decision making power of the Gram Sabha. **Both PRIs and CBOs now appreciate more the value of participatory democracy in the context of local self-governance.**

Key message: Two activities- Mobilisation for MGNREGS and Engagement in Gram Sabha have shown to increase the confidence of the SHG network and the LRG members.

Involvement in these activities oriented the SHG network and LRG members for long term democratic community participation. The mobilisation has set a good ground for them to gain better access to knowledge and information.

Activity 12: Using Participatory Assessment and Planning Tools

PRI-CBO Convergence Project envisages developing a strong community cadre and local institutions to improve the reach and quality of public service delivery. Figure below shows how community participation in local planning can lead to improved public service delivery.



A set of participatory assessment and planning tools have been developed to facilitate the community participation. These are mentioned below.

- Participatory Assessment of Entitlement (PAE): This tool is used by the vulnerable SHG households for understanding and documenting gaps in entitlement access.
- Entitlement Access Plan (EAP): This tool is used for planning action to access entitlements
- Gram Panchayat Poverty Reduction Plan (GP2RP): This tool is used by the vulnerable SHG households for jointly planning with Gram Panchayat (GP) for eradicating poverty at the village level.

Rationale and Objectives

PAE, EAP and GP2RP are developed as the major tools under the Convergence Project.

- PAE promotes mobilisation of the SHG members. It helps in creating awareness about various entitlements and local governance systems
- EAP helps in assessment of their entitlement
- GP2RP helps in preparation of comprehensive action plan to meet the demand raised by the community.

GP2RP is, then, taken up with Gram Panchayat and line departments for further action on the plan.

These tools help in generating collective energy and creating a conducive atmosphere for the PRI and CBO to work together for village development. While using these tools, the local institutions build knowledge and skills in using participatory methods for better governance.

Participatory Assessment of Entitlement (PAE) and Entitlement Access Plan (EAP)

PAE is a participatory tool that is used by the SHG members. Using this tool, the community captures information, which is used to create a database.

The database reflects the extent of access of SHGs/community to different schemes as well as the level of their participation in governance process. Based on this database, demand plans are made by the CBO. The database is also treated as a baseline, by the community, for measuring success in achieving entitlements. LRG in each pilot Gram Panchayat is expected to facilitate the PAE exercise.

Entitlement Access Plan (EAP) is a target plan that is prepared by each Village Organisation (VO). The plan aims to address the gaps in the access to entitlements identified during PAE. Using PAE data as the baseline, each VO sets quarterly targets for addressing the gaps under various schemes. These targets are regularly monitored and evaluated by the VO.

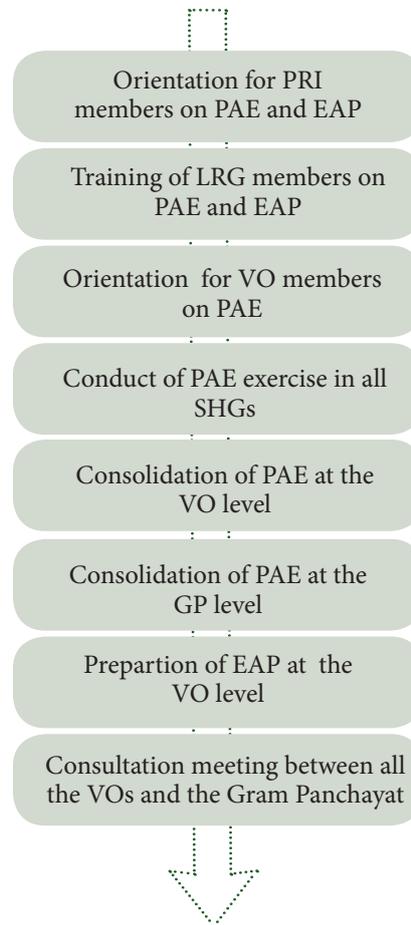
Components of PAE

Through the PAE exercise, information is captured under following specific heads.

- Access of the community to local public institutions such as Gram Panchayat Office and Aanganwadis
- Engagement of SHG members in local self-governance systems such as Gram Panchayat and Gram Sabha
- Household benefit schemes such as Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS), Swachh Bharat Mission (SBM), National Social Assistance Programme (NSAP), Rashtriya Swasthya Bima Yojana (RSBY), Integrated Child Development Scheme (ICDS) and other State-specific schemes
- Financial Inclusion

The Process

This section lists the different activities that are done for participatory assessment of entitlements. See the figure given below.



Step 1: Orientation for PRI members on PAE and EAP

To create a conducive atmosphere for the PRI and CBO to work together, an orientation on the participatory tools is conducted for the elected representatives as well as officials of the PRIs.

Step 2: Training of Local Resource Group members on PAE and EAP

This step involves training the members of Local Resource Group on PAE and EAP. LRG members facilitate the process at the Village Organization(s) and SHG. As part of the training, comprehensive information on the local self-governance processes and the schemes covered under the PAE is imparted

Step 3: Orientation for Village Organization members on PAE

This involves orientation programme for Village Organisation(s) members to sensitise them on PAE and its significance. During this programme, planning is also done for PAE to be conducted in every SHG.

Step 4: Conducting PAE exercise in all SHGs

In this step, LRG members facilitate the PAE at a regular or a specially convened meeting of each SHG. LRG moderates the discussion and records the responses of the participants. These responses are included in the database on the community's access to entitlements and schemes.

The Ribbon Exercise- Method used while conducting meetings in SHGs

Every partner-State prepares its own context-specific PAE process. LRG members facilitate PAE in each SHG. Discussions are held on each component of the tool, and SHG members respond to each question by tying ribbon of different colours around their wrists.

Example:

- Attendance in Gram Sabha: Those who have attended previous Gram Sabha tie a blue ribbon
- Individual Household Latrine under SBM: Those who have toilets at home tie a green ribbon. Those who also use the toilet tie a white ribbon.

Use of ribbon avoids the monotonous question and answer format, and makes the process interactive as well as visually appealing. At the end of each section, the SHG member(s) having the maximum number of ribbons on her hand is asked to explain to others about how she got access, and how she took benefit of the particular entitlement. Her input is supplemented by the LRG. Simultaneously, during this process, the LRG member counts the ribbons, and records in the SHG-level PAE form (Refer Booklet 3 for this form). These are later consolidated at two levels- VO and GP.

Having ribbon on one's wrist is seen as a symbol of accomplishment, knowledge and enhanced confidence. The discussion on individual entitlement status in the group helps a woman to share her access or lack thereof in front of a larger audience. This exercise has proved to be an effective method to motivate SHG members to engage in participatory assessment of entitlements.

Step 5: Consolidation of PAE at VO

Once PAE is completed in all the SHGs, information captured is consolidated and presented at a meeting at the VO. Representatives from all SHGs and Gram Panchayat ward members attend this meeting. LRG members and VO leaders facilitate the meeting. The information presented at the meeting helps the VO understand the current status of entitlements of their SHG households.

Step 6: Consolidation of PAE at GP

VO representatives and LRG members consolidate the data generated in the PAE at the GP.

This data is presented to the elected representatives and officials of the Panchayat in the presence of all the SHG members of the GP. The presentation of the PAE data gives an opportunity to the Panchayat and CBO to come together on a common platform to address the identified gaps in the entitlements. The compiled data is treated as baseline by the CBO, and is used to make a target plan that is called the 'Entitlement Access Plan.'

Step 7: Preparation of EAP at VO and its consolidation

Each VO prepares the EAP in a specially convened meeting for the office bearers. This is done through a sensitisation activity on how benefits offered under various schemes can improve the quality of life of the community. The plan, which has been prepared under the leadership of VO officials, sets target for each component. Each target has a timeline set for its achievement. The targets are then consolidated at GP level and taken up with line departments.

Taking the EAP to next level

CBO presents the entitlement access status and the consolidated entitlement demand plan in front of the Gram Panchayat and Gram Sabha. This is to get their approval and commitment to the plan. EAP is also shared with the line departments for further action.

Read Annexure 1 for how these tools supported the convergence project on field.

Use of PAE and EAP has proved to be a learning experience for everyone involved. They offer following specific lessons:

1. Sensitisation of the CBO on entitlement and local governance helps in developing a community that is conscious about rights.
2. Participatory assessment of planning provides an opportunity to the PRI and CBO to come together on a common platform and work towards the development of their community.
3. Governance process of the CBO can be improved through its increased involvement in the service delivery initiatives.
4. Effective engagement of the CBO with local self-government can improve public service delivery and governance system.

Refer Section 1 in booklet 3 for formats used for building skills on PAE and EAP. Separate capacity building modules are provided for different stakeholders.

Gram Panchayat Poverty Reduction Plan (GP2RP)

Gram Panchayat Poverty Reduction Plan (GP2RP) is a comprehensive demand plan for local development. The plan is prepared by the self-help groups and their federations in partnership with the Gram Panchayats.

It is an integral aspect of the convergence efforts of the National Rural Livelihoods Mission. GP2RP is done once in a year. This process allows poor families, who are members of the SHGs formed under NRLM, to raise their demands for the following in a systematic manner.

- Livelihoods
- Health and sanitation
- Social security
- Natural resource development
- Basic infrastructure development
- Any other area of relevance to them.

The demands are, subsequently, consolidated to develop GP2RP. GP2RP serves as the mission and plan document around which the Gram Panchayat, line department and the SHG network work together to address the basic needs of the poor in the village.

Objectives of GP2RP

Listed below are the objectives of GP2RP

- To prepare a comprehensive and an inclusive demand plan for local development.
- To facilitate an interface between the SHG federation and Panchayati Raj institutions for development of demand plan.
- To strengthen the community organisations and their leadership for active participation in poverty reduction activities

Components of GP2RP

This includes those areas of intervention for which demand plans are made by the CBO.

Component	Description
Social Inclusion Plan	Plan for inclusion of vulnerable people/household into SHGs under NRLM
Entitlement Plan	Demand for various entitlements based on the entitlement gap identified through Participatory Assessment of Entitlements (PAE). Areas covered under PAE are employment (MGNREGS), health (SBM) and social security (Pensions, RSBY, ICDS)
Livelihoods Plan	Specific demand for enhancing livelihood through developing agriculture, animal husbandry, production and service enterprises and skilled training for placement etc.
Credit Plan	Demand for various financial support available from NRLM scheme and bank linkages
Infrastructure Development Plan	Demand for necessary basic infrastructure and for renovation of the existing infrastructure for better service delivery.
Resource Development Plan	Demand for protection and development of natural resources like land, water, forest and other locally available resources.

Process

The PAE and EAP method of participatory assessment and planning can be considered as the foundation for developing a comprehensive GP level Poverty Reduction Plan (GP2RP). Using the Socio Economic Caste Census (SECC) as the identifier, demand from each and every family with membership in NRLM SHGs can be collected, prioritized, and combined at the village and GP levels, to present a demand plan to the GP.

The process involves the following steps:

- Access of entitlements, mapped and consolidated at SHG level through PAE, is merged with Social Inclusion Plan, Livelihoods Plan, and Credit Plan of the SHG to form the 'SHG Livelihoods and Entitlement Plan'.
- SHG level plans consolidated at the VO level are merged with village level resource and infrastructure development plans to form the 'Village Livelihoods and Social Security Plan'.
- Plans prepared by the VO or group of VOs form the 'Gram Panchayat Poverty Reduction Plan'.

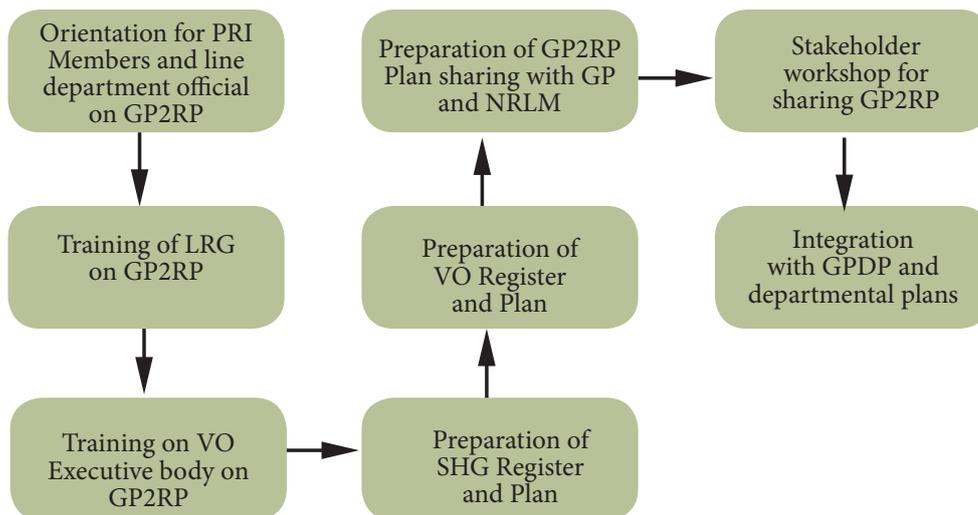


Figure 2: Process of GP2RP

Impact of GP2RP

Key learning: Using all the three tools (PAE, EAP and GP2RP) results in building capabilities of LRGs as well as the community

Impact of GP2RP, in particular, includes the following:

- Sensitizes the community on the comprehensive manner in which poverty can be addressed
- Generates awareness about various schemes and other entitlements and benefits that can be availed from various stakeholders including the Panchayat, line departments and SRLM
- Localised and specialised poverty reduction plans are made through participatory activities
- Increases participation and capacity building of women in local governance processes
- Strengthens the planning process for development through plan prepared by CBO and in consultations with PRI
- It is a tool for situation analysis and also environment creation
- Strengthens participatory planning of local self-government institutions through integration of plans with GPDP and IPPE¹⁶ exercises.
- Builds relationship between CBO and PRI with the latter recognising the potential of working with CBO
- Develops an organic and symbiotic convergence between CBO, PRI and various line departments
- Strengthens the LRG, resulting in eventual transition of some into Community Professionals for Convergence
- Supports SRLM in its core activities of social inclusion and credit planning
- Creates greater awareness and planning for financial resources and livelihood opportunities
- Creates ownership within the CBO in ensuring the access to various benefits
- Builds focus on not just individual benefits but also on the development of the region
- Ensures effective implementation of various schemes and benefits by different stakeholders

Taking the GP2RP Forward

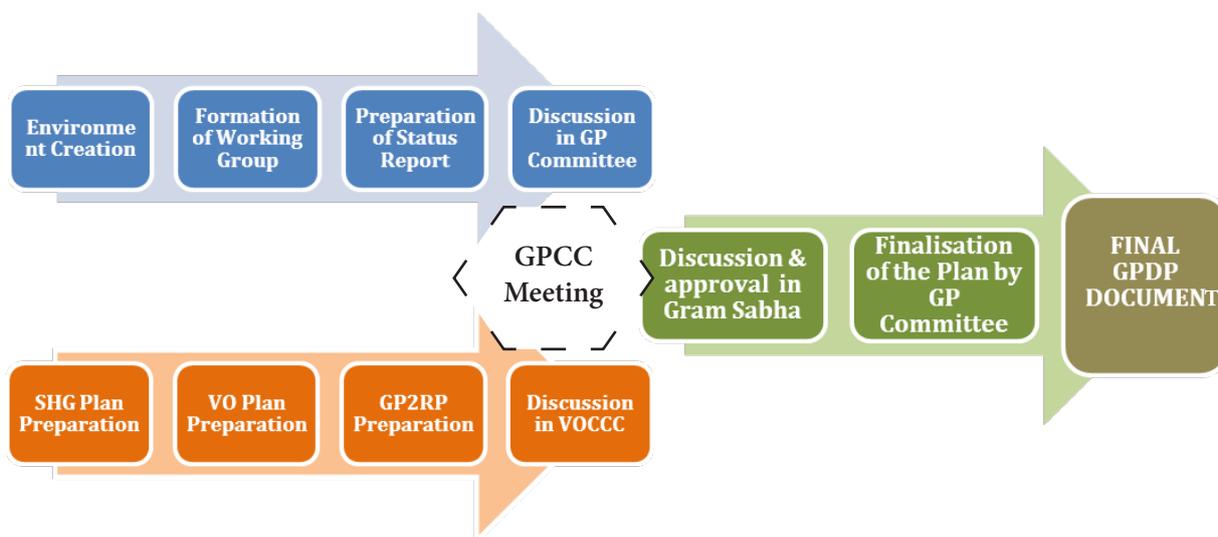
In order to get the GP2RP plans actualised, it is important to work with various line departments, SRLM

and the Gram Panchayat.

The GP2RP plan has to be integrated with the GPDP plans which are made by the Gram Panchayats.

a. Integration with Gram Panchayat Development Plan (GPDP)

Gram Panchayat has been given substantial powers and resources to address local development issues. In the context of the Fourteenth Finance Commission awarding a huge grant to the local-self bodies, integration of the GP2RP document with a Gram Panchayat Development Plan (GPDP) is crucial. It is also mandated that GPs adopt a participatory planning process to ensure fair, transparent and effective utilization of this grant and other resources over which they have command. Thus, GP2RP prepared by the CBO through a community-driven process adds value to the plan of a GP. To facilitate such integration, following processes are conceptualised (See the figure below):



b. Converging with the Programmes of government departments and NRLM

NRLM as well as line departments in government possess sufficient resources to respond to the demands of the CBO, which are consolidated through GP2RP process.

Resources include scheme-specific allocation from the departments, livelihoods support system available from various departments and credit support from NRLM.

Aligning these resources with the demands from the field is another route to take forward GP2RP. The GP level coordination committee (Village Organisation Coordination Committee- VOCC) / GP level federation (GPLF) of the CBO can play a leading role in initiating the necessary engagement with concerned stakeholders and doing proper monitoring.

¹⁶Integrated Participatory Planning Exercise



Figure 3: GPDP-GP2RP Integration flow chart

Lessons Learnt

Using GP2RP has provided some lessons as well. These are:

1. Panchayats have begun to recognise the capability of CBO to identify and plan for the local economic development of the village.
2. It has boosted the confidence of the SHG network, increased their enthusiasm, and improved their leadership skills to involve themselves in matters of public affairs and development.
3. Since the plan is prepared through a participatory process led by the CBO, it is more credible and greater ownership can be expected from the community, especially with respect to the effective implementation of the plan.
4. Through the use of participatory planning and assessment tools, a habit for working together begins to develop, gradually, between the PRI and CBO in their day to day functioning.

Case let: “Amar Gaon Amar Achoni – GP2RP and the inroads it made in Assam”

Sutargaon Panchayat is located in Bajiagaon block of Nagaon district in Assam. It has a population of 6808 people. From the inception of the project in 2014, making inroads into the Panchayat was difficult owing to the immense pressure from the political leaders. During consultative meetings and Gram Sabhas, it was evident that the elected representatives of the people had no role or powers within the Panchayat. Progress with respect to access to entitlements was also very limited due to this. It was a great pressure for the community network to conduct an activity on their own without the permission of local political leaders. Hence, the participatory planning activities such as PAE and EAP could only make a limited impact with respect to liaising with the Gram Panchayat and community network in the GP.

GP2RP was initiated in the Panchayat in early February of 2016 with the training of LRG members and subsequently the training of CBO leaders by the LRGs. Three members from each SHG were trained for this purpose. The process of capacity building enhanced the capability of LRG members to the level where they could take up the role of mentors and trainers. As GP2RP was the first experience in which the community network got the opportunity to prepare a plan for themselves, it played a vital role in strengthening the existing institutional structure of the community organisation. The individual plans of each SHG were prepared and submitted to the Village Organisation. The different components of the GP2RP plan made them engage with different line departments. Learning experience that the CBO was exposed to was sufficient to evoke a silent change within the SHG network to fight against the marginalisation of the women’s collectives from being mere NRLM groups for thrift and credit activities. Gradually, the VOs became strong and the formation of VOCC led to the community presenting a unified face of women collectives in front of the political leaders.

The streamlined SHG federations started demanding for their rights and entitlements under the leadership of VOCC. The frequent federation meetings and consultative meetings with the Gram Panchayat gradually changed the scenario in Sutargaon GP. When the CBO leadership was able to prepare a resource and basic infrastructure map of the Panchayat, the role of community network in the village development was appreciated. The recognition of the potential of the CBO is evident from the fact that the Panchayat integrated the GP2RP plan with the GPDP plan prepared by them. There were 10 prioritized demands put forth by the VOCC, which were approved by the Panchayat committee. One of the demands was the repair of roads in 10 of the wards in the Panchayat. Funds for the repair of four of these roads have been sanctioned and work has begun in these areas.

With the liaising of VOCC with the agriculture department, various materials are being provided to the SHG members based on the demands put forth by them. Training programmes are also being planned by the agriculture and veterinary departments. Based on the social inclusion plan, 251 members who were identified by the SHG members have been included into the SHG fold. Of the 40 youths who demanded for work under DDU-GKY, 13 have already been placed. **This change witnessed in Sutargaon and many other Panchayats in Assam have been due to the phenomenal change in confidence level of SHG women in putting forth and following up on their demands.** It has also led to effective convergence between institutions of the poor and various institutions like the Panchayat, line departments and the SRLM.

Refer Section 2 in booklet 3 for the modules for building skills on GP2RP

Activity 13: Institution Building

The soul of PRI-CBO Convergence Project resides in a self-reliant strong pool of community support structure which can carry out and sustain the implementation of community based interventions. Almost all the partner states that have embraced convergence project have some or the other forms of already existing community-based institutions. However, in most of the partner states, the SHG are federated at village level and cluster level. Since Gram Panchayats are identified as the constitutional body for the service delivery, a federated body of the SHGs is necessary at the Panchayat level to link the activities of both the institutions. In this context, NRO had to intervene with the formation of various institutional platforms at the Panchayat level.

Key message: Strengthening of CBO is essentially central to the idea of PRI-CBO convergence as it leads to a demand-based approach towards the rights and entitlements of the local community people.

Two institutional platforms established under the project include:

1. **Village Organisation Coordination Committee (VOCC)**
2. **Gram Panchayat Coordination Committee (GPCC)**

VOCC and GPCC are explained in detail in the following paragraphs.

Village Organisation Coordination Committee (VOCC)

Village Organisation Coordination Committee (VOCC) is a platform for Village Organisations to come together at the Gram Panchayat level. It has representatives from each of the Village Organisations of the respective Gram Panchayat. The VOCC is designed in such a way that it does not substitute with any of the SHG present in the state. It is constituted merely as a confederation of the VOs responsible for discussing on issues of development and welfare that come up in the VO meetings. VOCC will act as a forum for addressing these issues at the Panchayat level.

Relevance

Experience shows that the absence of an institutional structure that can co-exist with the Gram Panchayat hinders the CBO to put up a unified face in front of the Panchayat and limits them structurally to put forth their issues and demands. The formation of VOCC ensures that the SHG women have a powerful and unified voice in the development of their Gram Panchayat. Their focus can be on accessing rights and entitlements, fighting social discrimination, inclusion of vulnerable and marginalised sections of society and ensuring social, economic and political empowerment. It provides an avenue for the CBO network to organise themselves and liaison with the GP on an equal footing, and eventually lead to establishment of convergence between the CBO and PRI.

Objectives of VOCC

VOCC is formed to achieve given below objectives.

- To create an institutional platform for the SHG network at the Gram Panchayat level.
- To closely work with the Gram Panchayat and line departments towards social inclusion, local economic development, poverty reduction and social development.
- To strengthen and monitor the functioning of SHG network.

Design of VOCC

To form VOCC, it is recommended to follow the given below instructions.

- i. The committee has to be constituted with the representatives from all the VOs in a Gram Panchayat. This can be made in the following ways:
 - Either two office bearers from each of the Village Organisations in a Gram Panchayat can come together and form the VOCC (Method 1) or
 - Any one office bearer from each of the VOs along with one member from each of its Social Action Sub-committees can form a VOCC (Method 2).
- ii. If there is only one VO in a Panchayat, that VO should act as a VOCC too. In such cases, the subcommittees of VO have to perform the additional responsibilities of VOCC.
- iii. If there already exists a Gram Panchayat level federation (GPLF) of the CBO, there is no need for the constitution of a VOCC.
- iv. No office bearers are to be selected for VOCC in any of the above cases. But a coordinator has to be selected from the committee.
- v. Formation of subcommittees- The members of the VOCC can choose themselves to be part of any one of the sub committees, and the subcommittee can select one of the members as its convenor.
- vi. SRLM can decide on the sub-committees to be formed under VOCC. The details on suggested sub-committees are provided in Annexure 2 in the booklet
- vii. Sub-committee convenors are to be selected from the VOCC.

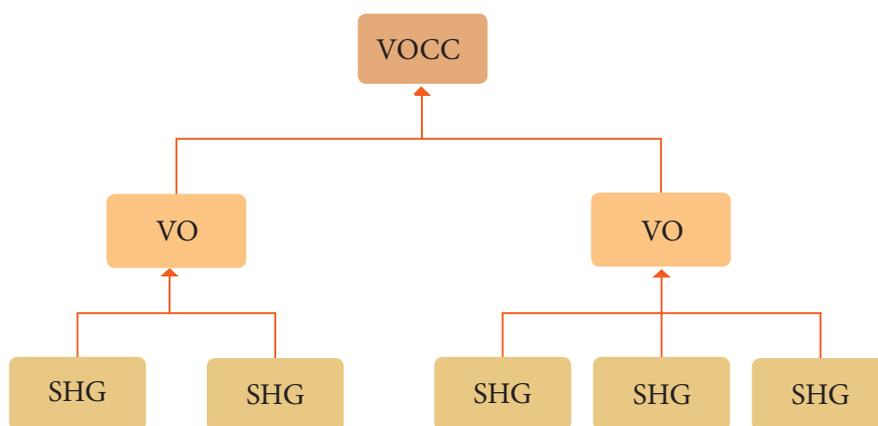
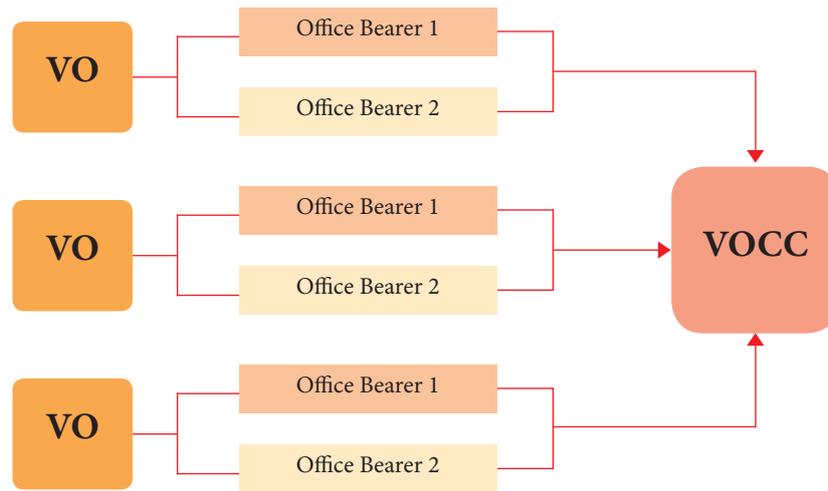


Figure 4: Design of VOCC

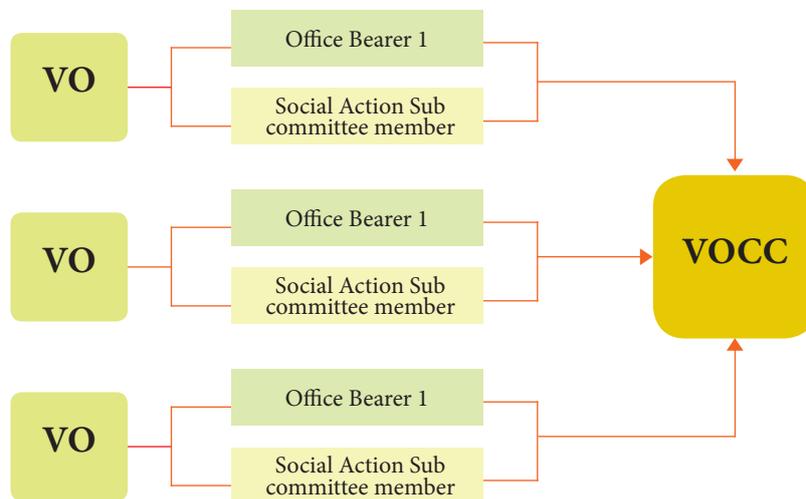
Formation of VOCC

The VOCC can be formed in two ways. The two methods of formation are explained in the diagram below

1. Method 1 for formation of VOCC



2. Method 2 for formation of VOCC



Functions of VOCC

The functions of the Village Organisation Coordination Committee can be categorised into two broad categories.

Within CBO

- Assess the training needs of SHG network, identify the potential agencies or individuals to conduct and support the trainings.
- Monitor the performance of each of the VOs with respect to Micro Finance activities, development of Micro Enterprises and other livelihood activities.
- Ensure the inclusion of economically backward/marginalised families into the SHG network.
- Organise campaigns and support VOs to take actions against social evils such as child marriage, child abuse, violence against women and children etc.
- Support the VOs in setting and achieving targets of Entitlement Access Plan (EAP)
- Handhold the SHG network to prepare the Gram Panchayat Poverty Reduction Plan (GP2RP) and follow up for the incorporation of the SHG demands with the Gram Panchayat Development Plan (GP2RP).

- Dissemination of information amongst the SHG network about different financial aids, schemes and other entitlements.
- Mobilisation of resources for various activities of the SHG network.
- Awareness generation on disaster management and provide necessary support during times of need

With Gram Panchayat and Line Departments

- Briefing the Gram Panchayat on the decisions taken during VOCC meetings.
- Consolidate and place the demands of the SHG network.
- Regularly follow up on the demands placed.
- Regularly meet and discuss with line departments and other non-governmental organisations to address various developmental needs.
- Encourage participation of elected representatives in various activities of the SHG network
- Ensure GPCC meetings are held regularly

Gram Panchayat Coordination Committee (GPCC)

Gram Panchayat Coordination Committee (GPCC) is a platform for convergence between the Community Based Organisation (CBO) and the Panchayati Raj Institutions (PRI) for better participatory governance. The committee includes members from the CBO, PRI and the various line departments. It is constituted at the Gram Panchayat (GP) level and provides an opportunity for the CBO members to take part in the development activities of their village along with the elected Panchayat representatives and representatives of line departments.

The working together of PRI and CBO ensures increased access to rights and entitlements as well as improved capabilities of the community to participate in the governance and development processes. Thus the CBO learn the workings of democratic power and influence decisions through participatory planning. It helps them to engage in collective decision making, especially in the Gram Sabhas, which in turn promotes public action for common good. The committee helps in institutionalising convergence.

Objectives of GPCC

- To function as a mutually beneficial platform for both Panchayat and CBO in realising their needs and objectives.
- To work towards effective implementation of schemes and programmes available with the Panchayat.
- To work towards materialising the Gram Panchayat Poverty Reduction Plan prepared by the CBO.
- To ensure continuous working together of the constitutional institution (Panchayat in this case) and the social institution (or the CBO) for holistic development of the community.

Design of GPCC

The following are the general instructions for the formation of GPCC:-

- i. A Government order has to be released from the state for forming a mandatory GPCC at every Panchayat.
- ii. GPCC is a committee with the representation of the Village Organisation Coordination Committee (VOCC) or GPLF and Gram Panchayat. The members of the committee include the President, Secretary and Convenors of Standing Committees of the GP, representatives from line departments including ICDS supervisor, health department officials, bank manager from the lead bank, MGNREGS department officials (Rozgar Sevak, Engineer etc.), GPLF president / VOCC Coordinator, convenors of subcommittees of GPLF/VOCC.

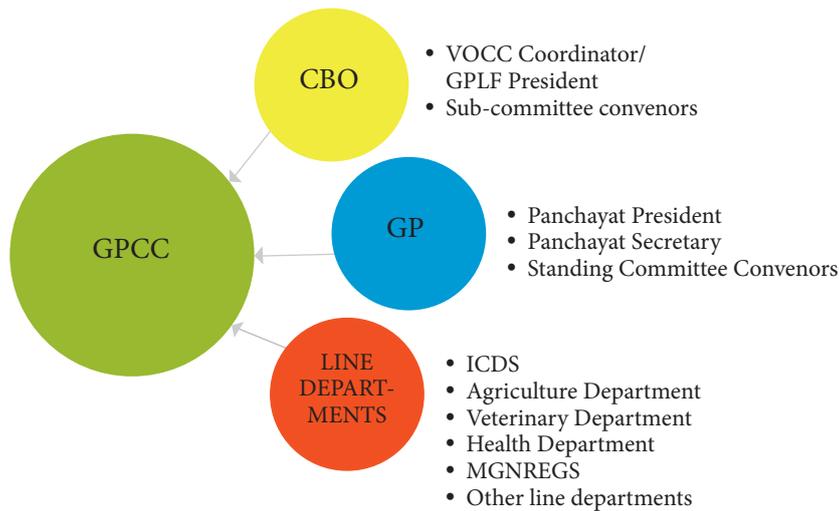


Figure 5: Design of GPCC

- iii. Panchayat President is the chairman of GPCC and the VOCC coordinator/ GPLF president is the Convenor of GPCC.
- iv. The total number of members in the GPCC should not exceed 25 in a Panchayat.
- v. The GPCC meeting is convened at-least once in every 3 months, and the report is submitted in the Panchayat and VOCC/GPLF by Panchayat President and VOCC Coordinator/GPLF President respectively.

Relevance of GPCC

Panchayati Raj Institutions and line departments are mandated to act as service delivery institutions for the implementation of various development programmes designed by the Government. To make these initiatives more transparent and decentralised, community participation is required during planning and implementation. GPCC provides a formal platform for the SHG leadership to fill in this space.

This formal platform would help the SHGs to get direct benefits from the local plan, particularly livelihood from MGNREGS, basic services from the FFC grant and basic needs from various central and state schemes.

From the point of view of Panchayats, it will broaden and deepen democracy by enhancing participation and strengthening direct democracy. Engaging closely with the poor on equal terms will enhance the legitimacy and status of the Gram Panchayat. Further, Gram Panchayats can utilize the SHG networks to strengthen Gram Sabha, particularly to improve local level planning, use them for outreach, extension and service delivery as well as feed-back.

Functions of GPCC

To fulfil their responsibilities, GPCC will perform a set of functions, as listed below:

- i. Identify and discuss the developmental issues or concerns of the GP and find resolutions for the same.
- ii. Plan and organise different poverty reduction programmes/initiatives. Ensure the support from concerned institutions to implement the programme and monitor the progress of the same.
- iii. Ensure the achievements of the targets set in the Entitlement Access Plan and monitor the same.
- iv. Evaluate the draft Gram Panchayat Poverty Reduction Plan (development plan of CBO) and if necessary, propose for modifications in it.
- v. Ensure that the relevant components of GP2RP are incorporated in Gram Panchayat Development Plan (GPDP) and follow up on its implementation.

- vi. Support local economic development activities of the CBO.
- vii. Help the CBO in their efforts to nurture micro-enterprise and provide support for establishing a viable market.
- viii. Follow up on decisions made in Gram Sabha.
- ix. Provide the CBO with a space to voice their opinions on an equal footing.
- x. Ensure the report of GPCC meetings are prepared and disseminated to GP, line departments and GPLF/VOCC.

Refer Booklet 4 for modules on capacity building of VOCC and GPCC

Activity 14: Formation of team of Community Professionals for Convergence

The PRI-CBO Convergence project in the pilot locations were initiated with the formation of LRGs. Members of LRGs were selected based on their skills and aptitude. In most of the cases, the members of LRGs were either members of some SHG, or they were related to the SHG members. Series of trainings, both classroom-based and activity-based, were given to the LRG members. The trainings considerably improved their skills and outlook towards local development. They also received constant handholding support from a team of experts (called Mentor Resource Persons) from Kudumbashree, Kerala.

LRG, therefore, has a huge potential as the members are not only trained, but also acquainted with the local situation, development issues and the dynamics of the locality. They can be used to expand the project in other parts of the state. Some of the LRG members can be identified, trained and deployed during the expansion phase as a new group. The new group is named Community Professionals for Convergence.

Community Professionals for Convergence are the internal resources in partner states. They are selected from the pilot project locations to support the SRLMs in taking the Convergence project forward in non-pilot locations. Leveraging their past work experience as LRG members, the new group coordinates and takes forward all the project activities.

Few of the roles of the Community Professionals are mentioned below.

- Provide handholding support to the SHGs and federations in its functioning.
- Support SHGs in addressing socio-economic backwardness and creating a movement for change
- Build a relationship with PRI, line departments and CBO
- Provide timely advice, training and monitoring of LRGs
- Provide knowledge inputs to LRGs and lead trainings on project activities scheme
- Act as an interface between LRGs and BMMUs
- Conduct monthly review with LRGs and collect reports
- Share reports with BMMU
- Share activity calendar
- Document all ongoing activities
- Report the challenges in field to BMMU
- Identify innovative activities
- Attend meetings and trainings called for by SRLM
- Ensure equality between themselves and LRGs

Refer Section 6 in booklet 2 for modules on selection and training of Community Professionals for Convergence.

Annexure 1: Impact of PAE and EAP on the field

Impact in general

Specifically, the tools helped the convergence project in following ways:

PAE creates given below impact

- Creates awareness about entitlements
- Generates increased discussion on entitlements in the SHGs
- Identifies data on entitlement status for follow up actions
- Evaluates status of different schemes
- Strengthens CBO to pursue the entitlement demands
- Provides support to PRI for the effective implementation of schemes
- Creates environment for participatory planning process
- Serves as tool for situation analysis and participatory planning
- Strengthens the community cadre

EAP helps through

- Consolidation of target demand for various schemes
- Sensitisation of targeted community on the benefits of schemes
- Developing ownership within CBO to ensure the access to entitlements
- Ensuring support to PRI from CBO in enhancing the reach of social welfare schemes
- Capacity building of PRI and CBO on plan preparation and effective implementation of schemes

Impact in two states – Maharashtra and Rajasthan

The case let given below shows how using Ribbon Exercise during PAE rejuvenated Gram Sabha in a village in the Solapur district of Maharashtra.

Case let: “How ribbon exercise brought back our Gram Sabha!”

Kolegaon is a Panchayat in Mohol taluka. It has a population of 4000 people. There are 32 SHGs and one Village Organisation in this village. Here majority of the people, especially women, had hardly heard about the Mahila Sabha. Even those who had some idea about Mahila Sabha, such as Community Resource Person (CRP) and Anganwadi Teacher, believed that Mahila Sabha was an informal gathering of village women. Failure of Gram Sabha in taking up the issues faced by the women kept away all women from the Gram Panchayat.

After the information given by LRG to SHG women, Mahila Sabha held on August 14th in 2014 was the first ever Mahila Sabha to happen in Kolegaon. There was, however, not much enthusiasm among SHG members about attending the Gram Sabha. Kudumbashree people were also not available to encourage LRGs and women. Only a couple of women went to Panchayat and signed the paper given by Sarpanch. It was not at all planned, and not even a single woman raised her voice in the meeting.

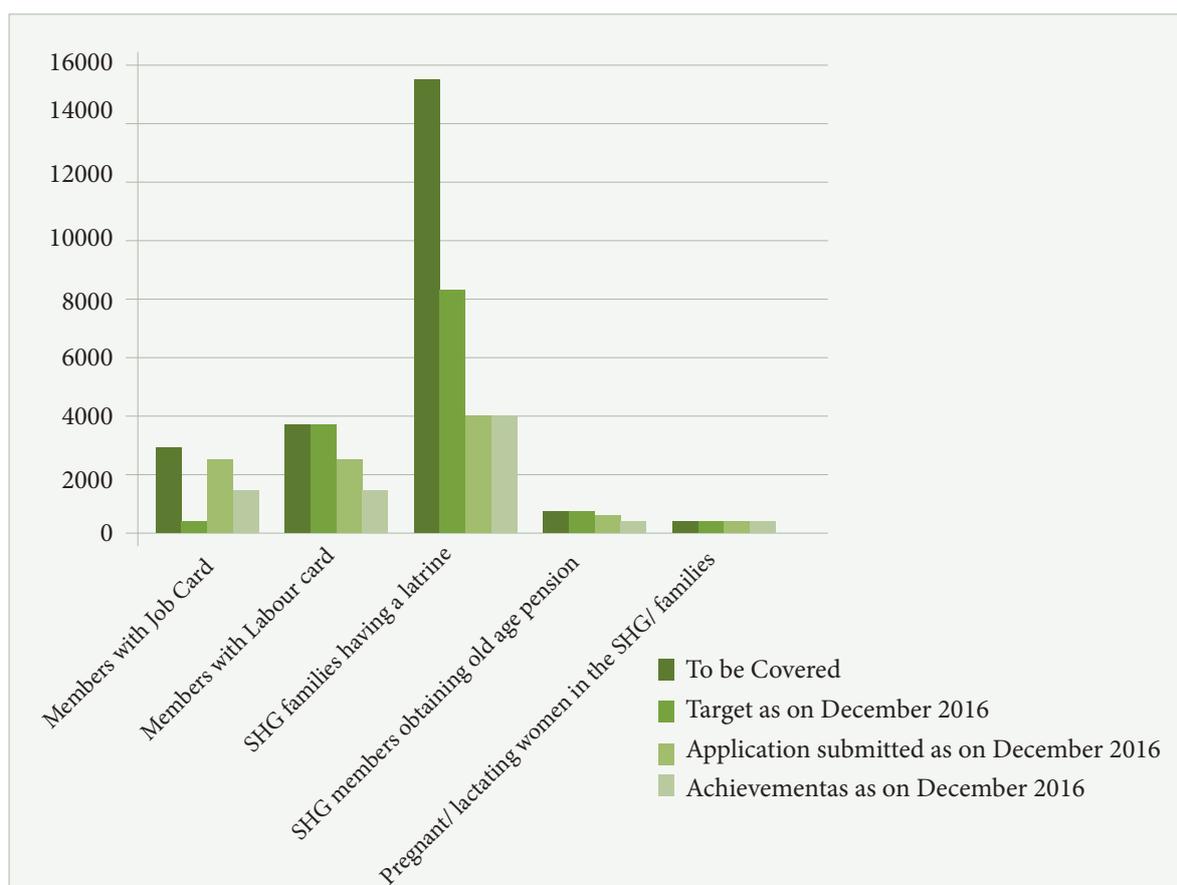
That year from November onwards, large scale mobilization was undertaken through PAE. LRG members decided that VO will send a notice to Sarpanch and Gram Sevak asking them to conduct Mahila Sabha and Gram Sabha. The VO called a general body meeting which was represented by all 32 SHGs of the village. All SHGs were asked to shortlist their demands as early as possible and to submit to VO. Once this exercise was completed, LRG members supported VO to prepare the final agenda notice. VO executives along with LRG submitted the notice to Sarpanch. The Sarpanch was taken aback to see

the SHG women coming together and taking up such initiatives. He agreed to organise Mahila Sabha in the morning of January 25th, 2015.

January 25th of 2015 witnessed a celebratory mood in the village. First time in the history of the village, women were seen coming in groups to Gram Panchayat. This was due to VO's decision that each SHG will ensure attendance of its members. Finally 112 women, all from the SHGs, participated in Mahila Sabha. Number of VO members and LRG members were selected to speak in Mahila Sabha. Schemes like NBA, MGNSREGS, NSAP and RGJAY were the main areas of discussion. The Gram Sevak provided the various documents and applications required to be filled for the different schemes. All participants were delighted to see the success of their effort and assured that all of them will attend Gram Sabha as well. Participation of around 150 women in Gram Sabha, held on January 26th, was also a result of this enthusiasm for a new movement led by women of the village. The village had never witnessed such level of participation in Gram Sabhas earlier. The Gram Sabha was held in the narrow verandah of the primary school where many women did not even have place to sit!

Access to Entitlements: An Example from Rajasthan

PAE and EAP were initiated in four blocks of Rajasthan in April 2016. Baseline was assessed and targets were set by each of the VOs. The figure below shows the status of access to entitlements across the four blocks of Kherwara, Sangod, Asind and Rishabhdev.



Annexure 2: Subcommittees under VOCC

Subcommittees:

1. Social Welfare

The committee members work for the different entitlements such as NSAP, PMAY, BPL/APL cards, PDS, other state specific pension schemes and welfare schemes etc.

Responsibilities of the Social Welfare Sub Committee

- Work as an information dissemination channel between the Panchayat and VOs as far as social assistance schemes and entitlements are concerned.
- Coordinate in orienting camps/training programmes for the VOs and SHGs on schemes and mobilise eligible families for accessing these schemes.
- Members have the duty to make sure that each and every eligible person in their SHGs has access to their entitlements.
- Create awareness among the community on different social welfare schemes and facilitate the community to select right beneficiaries for the scheme.
- Work for the house-hold and Panchayat level needs of rural electrification. Facilitate the community in this regard.
- Distribution of different application forms from the Panchayat/concerned departments through the VOs and SHGs. To work as a liaison between GP and other functionaries for the same.
- Provide necessary support to weaker and marginalised section of society to access various schemes.
- The consolidation of the 'social welfare plan' from the VOs and its submission to the Gram Sabha and Panchayat for including it in the Annual plan of Panchayat (GPD). CBO Action plan is also done by this committee.

Major Activities of the Social Welfare Sub Committee

- National Social Assistance Programme (NSAP)
 - To prepare the beneficiary list in the Panchayat for various pension schemes considering the eligibility conditions.
 - To ensure that the eligible applicants are receiving pensions.
- Public Distribution System (PDS)
 - Ensure that all the CBO members have a valid APL/BPL card.
 - Information dissemination on the provisions under BPL card and mobilise the community on the right criteria to be selected as BPL category.
 - Take initiatives to prevent the entry of wrong beneficiaries under BPL category and include right beneficiaries for the same.
 - Facilitate the community for application of BPL/APL cards.
- Pradhan Mantri Awas Yojana (PMAY)
 - To create awareness on the right criteria for being selected as PMAY beneficiary and facilitate the community to identify the actual targeted population of PMAY.
 - To facilitate the community in form distribution, beneficiary selection, etc.
 - To take necessary steps to include the permissible work of PMAY construction under MGNREGS labour budget.

2. Livelihood

The areas of engagement are MGNREGS, micro enterprise activities, MKSP, state specific schemes for agriculture, veterinary, poultry, irrigation etc.

Responsibilities of Livelihood Sub Committee

- Coordinate with VOs to identify appropriate and suitable livelihood activities in the locality
 - Making sure that Job card mobilisation camps are conducted, work under MGNREGS are demanded by the eligible families.
 - To motivate VOs and thereby SHGs to take up ME activities, poultry and animal husbandry. To coordinate with respective departments to facilitate the community in accessing the schemes/programmes related with it.
 - To facilitate VOs and SHG in linking with the Panchayat by possible ways.
 - To create awareness about the different available schemes and opportunities with the Panchayat and other institutions related to livelihood promotion.
 - To assist Panchayat in beneficiary selection process.
 - To facilitate SHG and VO for getting livelihood related training from Panchayat and other functionaries.
 - To work for the irrigation facility for the agricultural needs of the community. To create awareness on rainwater harvesting and implement effective methods to conserve water.
 - To plan and consolidate the Livelihood plan of CBO in the Panchayat level.
-

Major Activities of Livelihood Sub Committee

- MGNREGS
 - ♦ To facilitate the CBO members in preparing the beneficiary list of MGNREGS and ensure that all the applicants gets job cards.
 - ♦ To take a lead role in the preparation of permissible work under MGNREGS in the respective ward/village.
 - ♦ To ensure that ward level/village level priority list of MGNREGS works are prepared.
 - ♦ To ensure that all the job demands are placed with the Panchayat.
 - ♦ To ensure that the basic facilities are arranged for the workers in the field.
 - ♦ To facilitate the VOs to open a bank account related with MGNREGS for the utilisation of fund for purchasing agricultural tools, rent on tools etc.
- Micro Enterprise
 - ♦ To support and facilitate the Micro Enterprise activities of CBO members in the Panchayat.
 - ♦ To find marketing options for the products of CBO members, liaison with different agencies/ Panchayat institutions for the same.
 - ♦ To coordinate with MECs in the Panchayat for providing necessary trainings and advices to start ups.
 - ♦ To create awareness among the community about the monthly/weekly markets conducted by CBO, exhibitions and fares etc.

- Agriculture.
 - ♦ To promote agriculture in the villages
 - ♦ To create awareness on MKSP (Mahila Kisan Sasakthikaran Programme) and other Government programmes related with agriculture among the community women in coordination with the block mission and Agriculture office.
 - ♦ To facilitate the VOs in identifying barren land for the cultivation and to prepare the beneficiary list in the Panchayat level.
 - ♦ To liaison with Panchayat/agriculture department for the inclusion of women farmers as the beneficiary of different state sponsored programmes.

3. Health and Education

This committee will look after the education of children, prevention of child labour and school drop outs, health condition of the CBO members, RSBY, SBM, ICDS, drinking water and sanitation etc. by closely working with the government support structures such as Anganwadi worker, ASHA worker etc.

Responsibilities of Health and Education Sub Committee

- To ensure that all children from CBO families go to school.
 - Create awareness programmes for the importance of schooling of children.
 - Inclusion of pregnant & lactating women and adolescent girls in the ICDS programme, awareness creation for the same.
 - Prevention of school drop outs and work together with the school PTA for the same.
 - Ensure that the eligible school children are benefitted from various educational scholarship of the Government.
 - Work for the effective functioning of Anganwadi, schools and hospitals in coordination with the Panchayats.
 - Conduct necessary activities to increase the infrastructural facilities of Anganwadi, school, hospital and sub centres.
 - Associate with ASHA workers, Anganwadi teachers etc. for the awareness creation about the prevention of communicable diseases.
 - Prevent child labour and child marriages. Take necessary actions to prevent the same with a collective action of the CBO.
 - Prevent atrocities against women and children. Take initiatives to prevent the same.
 - Ensure that the safe drinking water facility is available with the Panchayat, if not take necessary actions to avail the facility.
 - Liaison with educational and health related institutions for ensuring better service delivery.
-

Major Activities of Health and Education Sub Committee

- Swachh Bharat Mission (SBM)
 - ♦ To create awareness among the SHG community about the need of constructing toilets. Organize/ conduct programmes for the same if necessary.
 - ♦ To aware the community to keep the environment clean and waste free. Organize and implement effective waste disposal methods for the Panchayat.
 - ♦ Create awareness on self-hygiene and cleanliness.
 - ♦ To facilitate VOs for consolidating the beneficiary list in the ward level/village level and ensure that the right beneficiaries are included in the list.
- RSBY (Rashtriya Swasthya Bima Yojana)
 - ♦ Create awareness among the community on the RSBY Programme.
 - ♦ Motivate the CBO members to take RSBY card and create awareness on how to use it effectively.
 - ♦ Liaison with Panchayat and health department for the application, distribution and effective utilisation of RSBY cards.
- ICDS (Integrated Child Development Scheme)
 - ♦ To create awareness on the need of timely immunization of pregnant women and children.
 - ♦ To ensure that the children, adolescent girls, pregnant and lactating women are getting nutritious food from the Anganwadi.
 - ♦ To ensure the quality of the nutritious food served from Anganwadi to the women and children.
 - ♦ To ensure that all eligible CBO members are included in the beneficiary list prepared by ASHA worker.
 - ♦ Coordinate with ASHA workers, Anganwadi workers and related departments for integrating the need of CBO members in the ICDS programme.



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TOOLKIT FOR PRI-CBO CONVERGENCE

Implementation Manual for Convergence between
PRIs and Women's Collective

BOOKLET 2 CAPACITY BUILDING MODULES



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National Rural Livelihoods Mission
Government of India



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Kerala State Poverty Eradication Mission
Government of Kerala

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TOOLKIT FOR PRI-CBO CONVERGENCE

Booklet 2

CAPACITY BUILDING MODULES



Aajeevika
National Rural Livelihoods Mission
Government of India



Kudumbashree
Kerala State Poverty Eradication Mission
Government of Kerala

Kudumbashree-National Resource Organization

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Acronyms and Abbreviations

BMMU	Block Mission Management Unit
CBO	Community Based Organisation
CSS	Centrally Sponsored Scheme
DMMU	District Mission Management Unit
EAP	Entitlement Access Plan
GP	Gram Panchayat
GP2RP	Gram Panchayat Poverty Reduction Plan
GS	Gram Sabha
ICDS	Integrated Child Development Scheme
IEC	Information, Education and Communication
KS-NRO	Kudumbashree- National Resource Organisation
LED	Local Economic Development
LRG	Local Resource Group
MGNREGA	Mahatma Gandhi National Rural Employment Guarantee Act
MGNREGS	Mahatma Gandhi National Rural Employment Guarantee Scheme
MKSP	Mahila Kisan Sashaktikaran Pariyojana
NRLM	National Rural Livelihood Mission
NRO	National Resource Organisation
NSAP	National Social Assistance Programme
PAE	Participatory Assessment of Entitlement
PHC	Primary Health Centre
PRI	Panchayati Raj Institutions
RSBY	Rashtriya Swasthya Bima Yojana
SBM	Swachh Bharat Mission
SHG	Self-Help Group
SMMU	State Mission Management Unit
SRG	State Resource Group
SRLM	State Rural Livelihood Mission
ToT	Training of Trainers
VC	Village Council
VO	Village Organisation

Introduction to the Booklet

This booklet is **second part** of the toolkit for PRI-CBO Convergence.

The first part introduces the readers to the PRI-CBO Convergence model and the activities involved in implementing the convergence project. The **second part** includes the modules developed and used for selection and training during some of these activities.

Overview of the booklet

This booklet is divided into six sections.

Each section focuses on a distinct project stakeholder

Each section is a reference for a project activity mentioned in booklet one of the toolkit

Each section has one or more than one module on training or selection process

Each module is intended for a distinct group of participants

Each module has been assigned an organizer and a facilitator

-
- Organizer is responsible for preparing the programme schedule, inviting the participants and resource persons for taking the sessions, and for coordinating other details related to logistics and finance.
 - Facilitator(s) is/are responsible for conducting session(s) in the best possible manner.
-

Each module contains a programme schedule and guidance note for the facilitators

- Programme Schedule

The schedule is a list and structure of different sessions in the programme. Programme is related to either training or selection.

A schedule includes the following details:

- Time allotted to each session
- Objective(s) of each session
- Key areas to be covered in each session
- Methodology to be adopted in each session
- Materials required for each session
- Preparatory activities to be done prior to every session
- Guidance Note on Sessions



Facilitator to ensure
Facilitator to read

This is a comprehensive note that guides the facilitator on how to deliver each session mentioned in the schedule.

Reckoner for the Sections and Modules

SECTION 1: SRLM FUNCTIONARIES	
Reference for:	Project activity 2- Orientation of the staff in the State Rural Livelihood Mission (SRLM)
Module title:	Preliminary Orientation
Target participants:	Officials in state, district and block level offices (SRLM, DMMU, BMMU)
Organizer of the module:	SRLM
Facilitator of the programme:	State Mission Management Unit
SECTION 2: STATE RESOURCE GROUP (SRG)	
Reference for:	Project activity 3- Formation of State Resource Group (SRG)
Module title:	Orientation on PRI-CBO Convergence Project
Target participants:	SRG members, SRLM personnel
Organizer of the module:	SRLM
Facilitator of the programme:	SRLM or NRO
SECTION 3: TEAM OF TRAINERS	
Reference for:	Project activity 4- Formation of a team of trainers
Module(s) title:	Module 1- Institution Building Module 2- PRI-CBO Convergence Project
Target participants:	Identified trainers
Organizer of the module (s):	SRLM
Facilitator of the programme:	Core team of SRG, Core team from SRLM, Core team from NRO
SECTION 4: LOCAL RESOURCE GROUP (LRG)	
Reference for:	Project activity 7- Formation and Capacity building of Local Resource Group(LRG)
Module(s) title:	Module 1- Selection Module 2- Preliminary Orientation Module 3- Orientation on Gram Sabha and Schemes
Target participants:	Module 1- SHG members Module 2- LRG members Module 3- LRG members
Organizer of the module (s):	SRLM or BMMU
Facilitator of the programme:	BMMU

SECTION 5: ELECTED REPRESENTATIVES FROM PRIs	
Reference for:	Project Activity 9- Capacity building of Panchayats
Module(s) title:	Module 1- Preliminary Orientation Module 2- PRI-CBO Convergence Project
Target participants:	Elected representatives from PRIs
Organizer of the module(s):	BMMU
Facilitator of the programme:	BMMU and Trainers
SECTION 6: COMMUNITY PROFESSIONALS FOR CONVERGENCE	
Reference for:	Project activity 14- Formation of a team of Community Professionals for Convergence
Module(s) covered:	Selection process
Target participants:	LRG members
Organizer of the module(s):	SRLM or BMMU
Facilitator of the programme:	BMMU

SECTION 1: SRLM FUNCTIONARIES

Module: Preliminary Orientation for the SRLM functionaries

This module is meant to help the SRLM in designing an orientation programme for its functionaries who will be involved in the implementation of PRI-CBO Convergence Project. The module will help them to brief their district and block teams about the convergence project and their role in the project.

Strategy: A two day workshop is conducted to give orientation to the staff at SRLM, District Mission Management Unit (DMMU) and Block Mission Management Unit (BMMU)

Programme details

Objectives of the Workshop

The workshop will aim at given below objectives.

- To sensitize the SRLM staff on the NRLM principles, the idea of collectives, and the planned livelihood interventions of SRLM.
- To provide an understanding on the scope of CBOs working with the PRIs.
- To provide an understanding on the micro enterprise consultant supported enterprise promotion model

Participants of workshop include staff at SRLM, District Mission Management Unit (DMMU) and Block Mission Management Unit (BMMU)

Content of the workshop

The workshop will broadly cover the given below areas

- NRLM principles
- Idea and power of collectives
- PRI-CBO Convergence
- Livelihood Promotion by consultants from the community

Next steps after the workshop

Ask the participants

- To plan on how to implement the convergence project
- To make an activity calendar listing out their immediate activities.

Programme Schedule: Preliminary Orientation for SRLM Functionaries

DAY 1							
S. No	Time	Session	Objective	Key Content	Methodology	Materials Required	Preparatory Activities
1	10.00 – 10.30 am	Welcome and Inauguration	To help SRLM set the tone for the workshop	Objectives of the workshop Role of the participants			
2	10.30 – 10.45 am	Introduction	To help the participants and facilitator become comfortable before beginning the programme	Getting to know each other	Activity/Game		Develop an icebreaking activity
3	10.45 – 11.15 am	Sharing of Learnings and Challenges from past – State's experience	<p>Listing of State's past experiences</p> <ul style="list-style-type: none"> To understand the impact and key learnings from past engagement(s) of the State Govt. in the life of community To understand different challenges faced during the past engagement period 	<p>Introducing the activity through Group Discussion:</p> <p>a) Impact made in the life of community and key learnings from it</p> <p>b) Challenges faced</p>	Group Discussion	Charts, Doublesided cello tape	Divide the participants into multiple groups, and brief the activity and time assigned to the groups
4	11:15 am – 12:00 pm	Gallery walk and consolidation of the sharing	<ul style="list-style-type: none"> To share the learnings and challenges, listed by each group, with all participants To consolidate the sharing and present them in an organised way 	Learnings and challenges from State	Cross Learning through displayed charts of the other groups	Filled in charts by each group	
5	12.00 -01.00 pm	Introduction to NRLM	To look at the previous experience of State primarily from the perspective of SGSY, link those areas with the proposed NRLM strategy and sensitise the participants on the whole NRLM strategy and approach	<p>Points from consolidated learnings and challenges from the previous session.</p> <p>NRLM:</p> <ul style="list-style-type: none"> Background Vision Mission Strategy Programmes FAQ Experience from other states 	Presentation	Projector Laptop White Board Markers	Organizer of the session will invite an official from NMMU to take this session. NMMU team/person will connect the previous session to build foundation for SRLM and make a detailed presentation on NRLM. A reading material on NRLM will also be developed and shared by NMMU facilitator.

S. No	Time	Session	Objective	Key Content	Methodology	Materials Required	Preparatory Activities
6	01.00 - 01.30 pm	Internalisation of the NRLM strategy and approach	To help the participants to internalise the approach and strategy of NRLM	<p>Participant groups to discuss and internalise mission approach of NRLM based on the previous session. This will broadly cover NRLM's</p> <ul style="list-style-type: none"> • Strategy • Activity • Process 	Group Discussion	Charts Sketch Pens	Ask participants to form 3 groups. NMMU / facilitators must sit with the groups and help them list questions for consideration in the next Q&A session. Prepare questions on charts.
LUNCH (01.30 – 2.15 pm)							
7	02.15 – 02.45 pm	Q&A Session	Clarification on the questions or grey areas that emerged from the group discussion	Questions on NRLM and clearing of doubts	Q&A Session	PPT with questions and projector	Collect and consolidate the questions prepared by the group. Prepare the PPT.
8	02:45 -03:45 pm	Understanding about SHGs and its functioning	Live sharing by community leaders on how intervention was done in the State	<p>Experience sharing in areas of</p> <ul style="list-style-type: none"> • Federation – Vision, origin, activities, various kinds of support provided • Livelihood Collectives • Gram Panchayat- role, support provided to CBO, support received from CBO 	Testimonies by experienced community resource persons		Brief the Community Resource Person on the areas to be covered. Resource Person must be advised to prepare well the content on testimonial.

S. No	Time	Session	Objective	Key Content	Methodology	Materials Required	Preparatory Activities
9	03.45 -04.45 pm	Enhancing the understanding of a State's CBO formation, livelihood development and Gram Panchayat Interface	<p>Giving chance to each of the participant to understand the State's experience in each of the three areas through an open discussion mode with experienced personnel from the State.</p> <p>The purpose is to avoid the classroom feeling and encourage free discussion and doubt clearance amongst all participants.</p>	<p>Three Themes:</p> <p>Federation</p> <ul style="list-style-type: none"> • Organisation, Formation, Capacity building, Election, Systems, Sub Committee, Evaluation committee, Partnership and Interface with GP (how CBO supported GP) <p>Livelihood Collectives</p> <ul style="list-style-type: none"> • Different types of collectives from State –Collective farming, Goat Village, Nature Fresh, Village Tourism, Apparel park, MEC, Training Group. How collectives were built and role of DM,CBO,GP,MEC in it. <p>Gram Panchayat</p> <ul style="list-style-type: none"> • How GPs benefited from CBO- as a network while delivering its constitutional responsibilities. Does the GP benefit out of an organised community while implementing two of the major poverty reduction components of their annual plan • Anti-Poverty Sub-Plan: Basic Amenities, Livelihood support (Role of CBO and PR) • LED: agri and allied sector, MEs (Role of CBO and PR) 	<p>Presentation</p>	<p>Laptop, materials on each of the areas with presentation, photograph and video.</p>	<p>Divide the participants into three groups.</p> <p>Prepare specific notes to ensure all key points are covered in group discussion.</p>
10	04.45 – 05.15 pm	Group discussion to list grey areas on State implementations.	To know different doubts or grey areas that the participant have after hearing the day 1 sessions on implementing the project in State.	Listing grey areas	Group Discussion	Paper	Give clear direction to the participants on what to do in the group discussion.

S. No	Time	Session	Objective	Key Content	Methodology	Materials Required	Preparatory Activities
DAY 2							
11	10.00 – 10.30 am	Revisiting the Day -1	To help all the participants and the workshop facilitators to understand the areas where the functionaries are still not clear or have concerns before going ahead with implementation.	Sharing of the practical issues that can come in State	Interactive Presentation	PPT from each group Projector	One PPT per group listing grey areas and One member / group to be ready to present the points. Assign max 10 minutes to each group
12	10.30 – 11.00 am	Technical Session -1 Federation	To touch the grey areas from functionaries. To reinforce the requirement of federation and clarify how the partnership will approach this in State	<p>Grey areas shared by participant relating to Federation.</p> <p>Community Federations</p> <ul style="list-style-type: none"> • Rationale for it • Strategy in State 	Presentation	PPT covering consolidated issues, Rationale and Strategy Projector	Prepare one consolidated PPT on the grey areas based on Day 1's last session on federation. Clear presentation on Rationale and Strategy for federation.
13	11.00 – 11.30 am	Technical Session -2 Livelihood Collectives	To touch upon the grey areas shared by functionaries. To reinforce the potential of promoting Livelihood collectives and also to clarify how the partnership will approach this in State.	<p>Grey areas shared by participant relating to Livelihood collectives.</p> <p>Livelihood Collectives</p> <ul style="list-style-type: none"> • Rationale for it • Strategy in State 	Presentation	PPT covering consolidated issues, Rationale and Strategy. Projector	Prepare one consolidated PPT on the grey areas based on Day 1's last session on LH collectives. Clear presentation on Rationale and Strategy on LH collectives
14	11.30 – 12.00 noon	Technical Session -3 Gram Panchayat	To touch upon the grey areas shared by functionaries. To reinforce the role of Panchayats in overall poverty alleviation, how federations and GPs mutually benefit by convergence and also to clarify how the partnership will approach this in State.	<p>Grey areas shared by participant relating to working with Gram Panchayat</p> <p>Working along with Gram Panchayat</p> <ul style="list-style-type: none"> • Rationale for it • Strategy in State 	Presentation	PPT covering consolidated issues, Rationale and Strategy. Projector	Prepare one consolidated PPT on the grey areas based on Day 1's last session on working with Gram Panchayat. Clear presentation on Rationale and Strategy on Gram Panchayat.

S. No	Time	Session	Objective	Key Content	Methodology	Materials Required	Preparatory Activities
15	12.00 – 01.15 pm	Briefing the State implementation plan	To brief the participants and designated staff what is planned under the partnership, what is the role of SRLM and also to understand the proposed time frame.	<ul style="list-style-type: none"> Broad plan designed by SRLM Activities to be undertaken. Role of SRLM Timeline to be met. 	Presentation on the plan and activities, role of SRLM discussion on proposed timeline.	Activity plan with timeline, Projector. Printout of implementation plan for each participant	Organise the content and discuss the plan. Give the printout material to the participants to finalise.
LUNCH (01.30 – 2.15 pm)							
16	02.00 – 04.30 pm	Planning the Immediate Activities	Discussion on Strategies and details for immediate activities. Deciding the specific dates for immediate activities, broader timeline for other activities for which specific date cannot be decided.	Details of immediate activities Plan and calendar finalisation.	Presentation	Laptop Projector Or White Board Markers Chart Papers Sketch Pens	Prepare specific details on immediate activities that needs to be discussed.
17	04.30 – 05.00 pm	Valedictory function	To conclude the workshop after taking feedback and ensuring the clarity has developed.	Joint closing session with all participants. SRLM, NMMU team to conclude the workshop by sharing feedback..	Interactions Verbal feedback		

Guidance Note on Sessions: Preliminary Orientation for the SRLM functionaries

Session 1: Welcome and Inauguration

Organizer welcomes the participants and inaugurates the two day workshop

Facilitator communicates the objectives of the workshop and roles and responsibility of the participants

Objectives

1. To sensitize the SRLM staff on the SRLM principles, the idea of collectives, and the planned livelihood interventions of SRLM.
 2. To provide an understanding on the scope of CBOs working with the PRIs.
 3. To provide an understanding on the micro enterprise consultant supported enterprise promotion model
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Roles and Responsibility of the participants

- The participants must actively participate and share their positive as well as negative experiences from field. This would help in formulation of better strategies.
 - The participants must be able to understand and appreciate the relevance of the sessions.
 - They should be able to simultaneously connect the points raised in the sessions to the social conditions in the field.
 - The participants must be forthcoming in sharing their concerns and doubts for general discussion. This would help them gain clarity and ensure practical solutions are identified for the real-life issues.
 - The participants, given their years of real-life field experience, are expected and encouraged to contribute towards the customization of the plans.
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Session 2: Introduction

Objective: This session aims to ensure that the workshop goes beyond an official review meeting, and helps the participants and facilitators get to know each other and become comfortable with each other.

Process: Activity/Game- Handle with care

Starting the game: Organise the participants into groups of four. Give each team a breakable item, such as chalk etc.

Instructions for the participants: One member from each team will stand on a chair and drop the item on the floor (item could be a chalk or anything fragile). Before doing this, build a device to protect the item from breaking when it is dropped. Each team will get ten minutes to prepare a device using the materials provided.

Preparation for the game: Make available a variety of materials each team can use to build a device to protect their item. Straws, cotton balls, tape, glue, pop sickle sticks, and paper all work well. Place the materials where all teams can choose what they need.

Note: This icebreaker game is also fun to play outside with no materials provided. Players can use whatever they can find outside to protect their item.

Expected result : A comfortable and conducive environment for the subsequent sessions.

At the end of the game, the facilitator asks the participants about the activity and its relevance. Once the participants have shared their understanding, the facilitator highlights the need for working as a team, planning and strategizing to conduct any activity, and seeing it through to its success.

Session 3: Sharing of learning and challenges

Objective(s): This session aims to help the participants revisit their past experience in the implementation of various poverty alleviation and livelihood programmes in the state. It then encourages the participants to share the learning from that experience and begin to think about what can be done differently during implementation of new programmes.

Task for the facilitator: For this session, form groups with three participants in each. Ask members of same group to sit together, discuss and write the responses to the points given below on a chart paper.

- Have you been part of any of the projects implemented in the state (poverty alleviation and livelihood programmes including SGSY)? If yes, list them.
- Benefit the community gained from each of the programmes listed
- Lessons offered by each of the projects
- Challenges provided by each of the projects listed.

Post activity, ask the participants to hang/stick the chart paper on the walls in the room.

Session 4: Gallery walk and consolidation of the sharing

Objective: In this session, the groups present and share the points they had noted down in the previous session (Session 3). The aim is to help the participants to relate better with the experiences and challenges faced in different parts of the state. The session also helps the participants remember and internalise their past experience; this in turn may prove useful to them, later, in doing an on- the- job task of making plans for rolling out NRLM strategy in their state. They would know what to avoid while preparing the plan.

Process: Gallery walk

The gallery walk is done by the same three-member group that had prepared the answers. Each group walks around the hall and looks at the learnings and issues noted down by the other groups to understand whether their chart missed out anything. This walking around and engaging in the discussion is called gallery walk.

Task for the facilitator: At the end of the walk, ask one of the participants to present, to everyone, a summary of the learnings and challenges mentioned in all the charts in the hall.

Indicate that the participant can avail your services for any technical support. Next, consolidate all the presentations and hand them to the representative from NRLM.

Session 5: Introduction to NRLM

Objective: The session aims at providing the participants a basic understanding about NRLM and its functioning.

Organizer must inform the representative about the session, at least few weeks' in advance, and seek his/her confirmation for the proposed date and time of the session. Organizer of this session must also apprise the NRLM representative about the areas to be covered.

Process: A representative from NRLM takes this technical session.

Some of the areas that must be covered during this session are mentioned below.

- The evolution and objectives of NRLM
- Key features of NRLM
- Support they provide in terms of finance and livelihood promotion
- Various other initiatives under the NRLM umbrella

Session 6: Internalisation of the NRLM strategy and approach

Objective: The session aims to help the participants understand and internalise the strategy and approach of NRLM.

Process: Divide the participants into three groups to facilitate a discussion on the following areas related to NRLM

- The strategy used, activities performed and processes covered.

Ask the group to discuss the above, drawing upon the presentation made in session 5 by the NRLM representative.

Mention each group has to prepare a set of questions on the unclear/grey areas or areas on which they need further clarifications/explanation about NRLM and their work. While doing this exercise, they must look closely at the context of their state and note down all relevant questions as unclear areas. Indicate that these questions will be consolidated into broad categories and handed over to the NRLM representative who will clear them in the next session.

Session 7: Question and Answer session

Objective: This session aims to clarify all unclear/grey areas or areas that need further clarifications/explanation about NRLM and their work.

Process: In this session, the NRLM representative will clarify and answer the questions prepared and consolidated in Session 6.

Session 8: Understanding about SHGs and its functioning

Objective: This session aims to introduce the participants to the concept of CBO federations and micro-enterprises.

Process: This session will include the testimonials of a SHG/VO member from another State, or from other block of the same State where NRLM has been functioning successfully. The member will discuss on how the federation system has changed and helped women in empowering themselves. This will also cover various livelihood collective activities undertaken in the member's experience and the interface of the CBO with the Panchayat.

The testimonial must be based on the experiences of the member in her Gram Panchayat and must cover the following areas

Organizer of this session must apprise the member about the areas to be covered in the session in advance.

CBO Federation

- How were the SHGs formed in the Panchayat? What was the role of various social and political actors in the process?
- During the formation of SHGs, as a women, what were the personal and organisational issues faced?
- How did the formation and functioning of the federation start in the State? Why were they formed? What were the benefits of their formation?
- How has the style of functioning of the CBO federation changed over time?
- What were the roles played by the Gram Panchayat in the formation and the functioning of the federation? How has it changed over time?

Micro Enterprises

- How were the micro enterprises of SRLM formed?
- How did women venture into the field of collective farming?
- What were the roles played by the federation in micro enterprise formation?
- What were the roles played by SRLM, Micro Enterprise Consultants (MECs), banks and Gram Panchayats in micro enterprise formation?

Other Activities

- Gender Programmes
- Destitution Rehabilitation Programme

Session 9: Enhancing the understanding of a State's experience in CBO formation, livelihood development and Gram Panchayat Interface

Process: This session will include a detailed discussion on a State's experience in the fields of CBO federation, livelihood collectives, and convergence with the Gram Panchayat. The experience could be shared by a SRLM member of another State where the NRLM implementation is successful, or a member of any National Resource Organisation with experience in working with these structures.

This session will mainly cover the activities involved in the working of CBO and Gram Panchayats.

The following points must be covered in the session.(Organizer of this session must apprise the member about the areas to be covered in the session in advance)

1. CBO Federation

- Organisation formation and volunteerism
- Capacity building
- Election
- Sub committees
- Evaluation committee
- Action plan preparation
- Partnership and interface with the Gram Panchayat

2. Livelihood Collectives

- Micro Enterprise unit formations

- Role of volunteers and subcommittee
 - Role of federation in supporting the micro enterprise formation and functioning
 - Various trainings provided to the entrepreneurs-
 - Bank linkages and necessary official clearance
 - Various forms of livelihood collectives in State
 - Role of various support structures like CBO, GP, District Mission, MECs and training teams in promoting collectives
 - Various markets organized
3. Gram Panchayat
- How does the Panchayat get supported by the CBO in delivering its constitutional responsibilities?
 - CBO support in preparation and implementation of the anti-poverty sub plan of the Panchayat (in providing basic amenities)
 - CBO support in preparation and implementation of the Local Economic Development (LED) activities (in agricultural and allied sectors, small scale industries development etc.)

Session 10: Group Discussion to list grey areas from all the sessions on Day 1

Process: The participants will sit in the same group as in session 6 in order to discuss and write down the grey areas/ queries they have in mind regarding all the sessions on Day 1.

Task for the facilitator: Ask each group to hand over the set of questions/ grey areas before they leave.

Next, consolidate the questions and divide them in broad categories (federation, livelihood and Gram Panchayat) to be covered in the technical sessions on Day 2.

Session 11: Revisiting the Day 1

Process: The grey areas/ queries consolidated at the end of Day 1 will be discussed during this session.

Session 12: Technical Session 1- Federation

Objective: The technical sessions (Session nos. 12, 13 and 14) provide pointers to prepare content on the conceptual framework and strategy for implementation of each of the themes discussed in groups on Day 1.

Content: The first technical session covers the rationale and strategy for the formation and functioning of federations.

Rationale for the formation and functioning of federations

Marginalization of women may be classified into socio-cultural, economic and political marginalization. Blocking their access to the socio-cultural, economic and political spheres will only increase the level of their marginalization. So addressing the poverty of women requires a multi phased approach where they are able to gain access to the said spheres and are able to make decision for themselves. By gaining access, they must be able to protest against existing discrimination, access and assert for their rights, and demand for their entitlement. For this, there is a need for enhancing their democratic capability so that they are able to access political space. The SHG and federation can act as a platform that empowers women to gain that access.

The conceptual understanding of a SHG includes coming together of the members in order to share three things other than the regular set of thrift and credit activities.

- Sharing of knowledge: This happens during regular weekly meetings, wherein the members share the information on whatever they have and trigger discussions. The sharing of knowledge may be in

various fields ranging from simple agricultural techniques to finding places for higher education of their children. It could also include sharing information on various government schemes or issues around them that have come up and may be useful to the members. This makes the members more aware about various things. These sharing of personal experiences lead them to find out the social causes of such issues. These constructive discussions increase the confidence of women to participate actively in public spaces, and fight against marginalization and discrimination.

- Sharing of experience: The members would also share their experiences, which will help the other members. The sharing of experiences is just as important as sharing of knowledge, as it will help the other members choose the right path and avoid the same mistakes from occurring in a lot of areas.
- Sharing of responsibility: Sharing of responsibility also happens as everyone equally shares responsibility in doing the work. A simple example of this is how the members select from among themselves on who will go to the bank and deposit the thrift money in the bank account of the SHG; this is done on rotation basis. Everyone gets a chance to do this, as a result of which all the members get familiar with the bank proceedings. It also enhances their mobility, which increases their experience level.

What do they gain

By means of sharing their knowledge, life experiences and responsibility, the members of the SHG experience intellectual, social and physical mobility that builds up confidence in the women. It also builds trust among the members, and this is seen when bank linkages are done. All members of the SHG might not be using the loan amount (as it will be divided among the neediest based on the decision in their meeting). However, they share equal responsibility towards the bank for the loan. This is based on the trust they develop in the regular meetings.

When the trust and confidence starts growing, it becomes a comfortable zone for the members to share and work. This helps in expanding their imagination through which they start diversifying into various activities. This could start from finding a livelihood option for themselves, or indulging and taking leadership in social activities in their area such as helping out in a wedding. This brings out the leadership qualities in them.

The members of the SHG can expand their leadership activities by being a part of the federation. By being a part of the federation, the members get into a role through which they work towards the benefit of a lot of SHGs and the community. They also work very closely with the Panchayat. Through this, they also gain knowledge on the roles, duties and responsibilities of the Panchayat, which helps them to demand their rights as an individual as well as a leader of the women community.

Working in a SHG may only benefit the member. Working in the federation allows them to provide service to a lot of SHGs. The enhancement of leadership capabilities expands their engagement with the community; this in turn leads to some of them, as seen in Kerala, contesting and winning local elections.

Strategy to be adopted

State with its present SGSY or NRLM experience has developed a good platform for entrepreneurs to come together and function as Self Help Groups. If the SHGs, created under SGSY or NRLM, don't have any apex federations at GP level or above, the following strategy can be adopted.

What can be done:

The project strategy will include the following.

- Help the SHG members form a federation at their GP level primarily by engaging with the existing SHG groups.
- To address the regular training needs of the SHG and federation members, select a group of active local resource persons from the SHG members at GP level.
- SRLM can also identify some of the experienced personnel with relevant community engagement

as Trainers. The trainers, after receiving appropriate training, will train the local identified resource persons. These local resource persons will in turn support the SHG and GP level community leadership.

- Other than the field level support and classroom sessions, multiple exposure visits will be organized to the different stakeholders to understand best practices from other states including Kerala. SRLM staff and the local GP team, which is involved in the project, will also be oriented on these areas during the period.

Session 13: Technical Session 2- Livelihood

Content: The second technical session covers livelihood option for the poor people

Rationale for Small Enterprises

The marginalized and poor sections of the community mainly focus on two forms of employment, namely wage labour and small enterprises. Small social enterprises are very important as the concept refutes the general idea of having huge capital and higher business education to form a successful business.

Usually medium and large scale businesses possess huge capital with better access to loans (due to their credit worthiness). They are in a better position to study the market, build a brand image and capture market share through heavy advertisement. This is more of a top to bottom approach as they try and push their products to the customers.

Small enterprises, unlike medium and large scale businesses, do not possess huge amount of money to advertise and capture large scale market. They are operated by the poor as a part of subsistence of their families. They will not be in a position to make high quality advertisements on their own. They might not also be able to hire professionals due to the lack of capital. In such enterprises, usually, the entrepreneur acts as the producer, marketer, labourer and procurer. Nevertheless, it is very important that they get ample capital, professional help and all organisational, professional and legal support required for their functioning.

It is also seen that the small enterprises have a high dropout rate. This can be because of various factors including costly raw material (due to individual procurement from local market), limited access to state of the art technology, high capital requirement and competition with the existing brands.

Monetary incentives alone cannot help these enterprises sustain. They need a lot more support. It is essential that full-fledged support is provided by various agencies to ensure their sustainability in the long run.

Agencies that can support the small social enterprises.

Agency	Support
Panchayat	The Panchayat is the constitutional body responsible for local economic development in an area. One of the focus areas of any Panchayat is the development of small scale industries. They will have fund kept for the same. The available fund can be used to organize skill trainings, develop infrastructure, provide incentives etc. The entrepreneur and the CBO should be able to utilize the fund for the benefit of the small enterprise.
CBO	The CBO should help in identification of potential entrepreneurs by providing awareness to the CBO members. They can also support the enterprises by helping them avail loans, organizing trainings for the entrepreneurs, and by supporting in identification of market. They can also help in monitoring the work of the existing enterprises. The social capital of the CBO can also support in building brand, identifying potential markets and providing motivation to the entrepreneurs.
Micro Enterprise Consultants (MECs)	MECs are a cadre of professionals who are trained in business. They are also from the community (SHG) and they themselves form an enterprise. They get their remuneration based on the services they provide to the entrepreneur. As professionals, they provide a wide range of services including conducting market studies, preparing business plan, identifying sources of raw materials and market for the finished products. They also organize trainings for the entrepreneurs with the support of CBO, SRLM and Panchayat.
SRLM	They provide the necessary support to the enterprises by providing various incentives, organizing district and state level markets, supporting trainings of entrepreneurs etc.

Strategy to be adopted to build enterprises

The CBO and PRI can support in the identification, promotion and motivation of entrepreneurs. They can also support in market promotion. They have to be oriented for the same.

The local resource persons can be moulded for other future requirements including support to the PRI-CBO convergence process, promotion of micro enterprises and also promotion of micro enterprise collectives. The identified community cadre for ME promotion and livelihood collective will ideally form the target group to work as Micro Enterprise Consultants (MEC).

Formation of collectives can also help in adopting cost effective techniques in raw material procurement, branding and marketing. The social support from the federation coupled with support from MEC, SRLM and GP will gradually help to make considerable improvements in the existing livelihood engagements.

Session 14: Technical Session 3- Gram Panchayat

Content: This is the third technical session and it includes pointers for content on Gram Panchayat

Section 243 (g) of the constitution states that “the Legislature of a State may, by law, endow the Panchayats with such powers and authority and may be necessary to enable them to function as institutions of self-Government and such law may contain provisions for the devolution of powers and responsibilities upon Panchayats at the appropriate level; subject to such conditions as may be specified therein, with respect to -

- a. the preparation of plans for economic development and social justice;
- b. the implementation of schemes for economic development and social justice as may be entrusted to them including those in relation to the matters listed in the Eleventh Schedule.”

By virtue of their proximity to the community, Gram Panchayat is the local government that understands the local developmental issues of an area better than the State and Central Government. The Gram Panchayats can mobilise local resources for local development. The Panchayats have access to resources that are meant to be used for economic and infrastructure development, and promotion of social justice in the area. These funds may come as a result of grants from the State and Central governments and by means of generating own fund. With the declaration of the mandatory Gram Panchayat Development Plan (GPDP) by the Finance Ministry, Gram Panchayats will be given more funds for development. For this, it is necessary that the Panchayats understand the needs of the people and prepare a plan accordingly for their development with participation of the people. In order to achieve democratic development with maximum impact, the Gram Panchayats need to reach out to the community.

SHG federations can act as the means to support the Panchayats in identifying the need of the people and planning and implementing projects accordingly. As discussed in technical session 1, members of SHGs share knowledge, experiences and responsibility, which builds confidence and empowers them in the process. This empowerment will be in terms of SHG members as right conscious individuals who feel empowered enough to demand for their rights. An example can be the demand to support establishment of micro enterprises by providing incentives, or support in training, or procurement of fixed assets etc. The SHG federation at the Gram Panchayat level can consolidate such demands and support the Panchayat in doing their work. They can also support the Panchayat in organising Gram Sabha by using its network for mobilisation and participation. Gram Sabha is a platform for the direct participation of the community in democratic governance.

In order to make government accountable, there is a need for an empowered community who are aware of the entitlements and role and responsibilities of the Panchayat. This can be achieved through the SHG network, which can take leadership in the same.

Strategy to be adopted

GP, as a constitutional body, will be integral to the success of the work that federations will be undertaking in future. Hence, PRI system will be regularly engaged at different stages of the project. Mechanism, which ensure PRI system become contributors and facilitators in the federation building process, will be undertaken. Capacity building session of PR members, CBO members, and both PRI and CBO together will be integral in this approach.

The main strategy focuses on ensuring the convergence between PRI and CBO. This can be achieved by means of focusing on activities to improve governance including the Gram Sabha mobilisation and participation, and strengthening of existing Gram Panchayat committees, and improving the level of partnership between PRI and CBO in developmental programmes that focus on improving the quality of life like formation of livelihood collectives, MGNREGA and other special intervention programmes. The activities planned under these strategies will also focus on capacity building of the SHG network simultaneously.

Session 15: Briefing the State implementation plan

Objective: As the workshop approaches the end and the knowledge part of the project has been shared, it becomes essential that the State gets an understanding on the way forward.

Process: Organizer of the workshop will brief the participants about the implementation plan of the State. The briefing will cover the broad list of activities prepared by SRLM for implementing the convergence project.

Session 16: Planning the immediate activities

Objective: This session aims to help the participants to prepare a plan for the activities.

Process: This session will include detailed presentation and discussion to decide on the immediate activities to be undertaken for the implementation of the project, such as developing local cadre, training plan, etc. The participants are required to make a plan along with the timeline for the first three months.

Session 17: Valedictory function

Objective: This session wraps up the two day workshop

Process: Facilitator (s) collect the feedback from the participants and assess the level of clarity developed in the participants.

SECTION 2 : STATE RESOURCE GROUP

Module: Orientation for State Resource Group (SRG)

This module will help the project implementing team at SMMU in designing a one day orientation programme for the members of SRG.

Programme details

Objective of the programme:

The programme aims to introduce the SRG members to the PRI-CBO Convergence project and its activities

Participants: While the programme is meant for the SRG members, SMMU can also invite participants who need an introduction to the convergence project. SRLM representatives will also attend a couple of sessions.

Content of the Module:

The programme covers these topics

- Concept of PRI-CBO Convergence
- Areas where the SRG members can contribute

Programme Schedule: Orientation on the PRI-CBO Convergence Project

S.No	Time	Session	Objective(s)	Content	Methodology	Materials Required	Preparatory Activities
1	10:00-10:30 am	Introductory & Welcome Session	<ul style="list-style-type: none"> To commence the session with a formal introduction to the workshop To provide introduction on the concept of SRG 	Welcome the members and spell out the expectation from the SRG	Presentation	LCD Projector	
2	10:30 -11:30 am	Implementation of NRLM by SRLM with special emphasis on PRI-CBO convergence project	To provide an overview of the work taken up by the SRLM in terms of promoting SHGs and institution building. The rationale of choosing the projects and the said districts for the implementation	Perspective of the State about the Convergence project. List of Blocks selected for the project	Presentation	LCD Projector	Be ready with a presentation and with the list of blocks where the project will be undertaken
3	11:45-1:00 pm	Introduction to the concept of Convergence	<ul style="list-style-type: none"> To introduce the following. Convergence as a major component for Poverty Alleviation Role of PRIs in working together with SHGs for Poverty alleviation. Rights education as a core component in poverty alleviation 	<ul style="list-style-type: none"> The concept of Convergence Objectives of the intervention Outcomes of the intervention Measurable deliverables 	Presentation	LCD Projector	Keep the presentation on the convergence ready
LUNCH (1.00-2.00 pm)							

S.No	Time	Session	Objective(s)	Content	Methodology	Materials Required	Preparatory Activities
4	2:00-3:00 pm	Activity Plan for the PRI-CBO Convergence project	<ul style="list-style-type: none"> To orient the participants on the activities that will be carried out as a part of the Convergence project 	Activity plan for the project Expected outcomes	Presentation	<ul style="list-style-type: none"> LCD projector 	Be ready with the power point presentation
5	3:15-4:15 pm	Discussion	<ul style="list-style-type: none"> To bring in greater clarity on the Convergence project amongst the participants. To explore the scope of the activities laid out for the state To explore whether more activities and interventions can be brought into the activity list 	Discussion on the activity list	Facilitated discussion		<ul style="list-style-type: none"> Facilitator must be well versed with the activities of the project Should be able to consolidate the discussions Keep white board and marker ready for jotting down the discussions
6	4:15-5:15 pm	Exploring the role of SRG	<ul style="list-style-type: none"> To find out the role of the SRG members in the project. To identify the areas where the SRG members can contribute to the successful roll out of the project 	List SRGs areas of expertise	Facilitated discussion	<ul style="list-style-type: none"> Laptop LCD projector 	Keep the format ready
7	5:15-5:30 pm	Conclusion	<ul style="list-style-type: none"> The session can be concluded by laying out the plan that the SRLM has decided for the role out of the project so that the SRG members are aware of the activities 		Presentation Interactions		Be ready with dates for the next meeting

Guidance Note on Sessions: Orientation on the PRI-CBO Convergence

Session 1: Introductory and welcome session

Objective: To welcome the participants, introduce them to the programme, and communicate the expectations from the SRG.

Instruction for the facilitator:

“For giving technical advice and implementation support to the state, a State Resource Group has been constituted. SRG is expected to contribute their technical knowledge in the implementation of the project.”

Following are the expectations from the SRG

- Provide guidance during the course of the project and suggest corrective measures
 - Represent local knowledge from the perspective of the concerned state
 - Promote ownership of the project among the people of the State
 - Collaborate with the SRLM for the implementation of the project
 - Fulfil the vision of promoting an active civil society that would work with the government institutions for the welfare of the state
-

Session 2: Implementation of NRLM by SRLM with special emphasis on PRI-CBO convergence project

Task for the facilitator: Explain the rationale for adopting the Convergence project in the concerned state as well as the reason behind choosing the selected blocks and districts.

Session 3: Introduction to the concept of Convergence

Task for the facilitator: Communicate the following

Role of PRIs

“Panchayati Raj Institutions (PRI) play a significant role in the lives of the rural poor. They form the foundational unit of the government apparatus in the countryside. PRIs are responsible for beneficiary identification and implementation of many Central and State Sponsored Schemes. They are also mandated, by the Constitution, to undertake measures for eradicating poverty and promoting welfare of their citizens.”

PRI-CBO Convergence- Approach and Strategy

The PRI-CBO Convergence approach is based on the premise that if institutions of the poor such as Community Based Organisations (CBO) and PRI collaborate with each other to work for the development of the village, they can significantly enhance the livelihood and social security of the vulnerable and poor.

The PRI-CBO Convergence project enables PRI and SHG network to work together to strengthen the poor’s access to entitlements and enhance the public’s participation in local governance for improved service delivery. To achieve this, a cadre of motivated community individuals called Local Resource Group (LRG) is nurtured in partner- States. The LRG members are expected to work towards enabling the convergence of PRI and CBO.

As part of the project strategy, the CBOs and PRI are introduced to participatory assessment, planning and monitoring tools to help local communities build awareness and plan for their access to schemes and benefits. Through the creation of Self Help Groups (SHGs), NRLM envisages creating an efficient and effective institutional platform of the rural poor that enables them to better their standard of living. The SHG network is to be strengthened in such a way that they make annual demand plans that are to be submitted to the Gram Panchayats, discuss the plans with the CBO network through a process of consultation, and integrate the annual demand plans with their GPDP Plans.

The project is designed to meet the following objectives

- Increase the efficiency and reach of poor centric programmes, by bringing collectives of the poor to engage in the governance process
- Facilitate better participatory planning by the Panchayat along with the community organisation network; democratic capabilities are the basic skills needed here
- Increase capability of the CBOs to demand for entitlements; empowered community is the basic feature that will ensure this
- Nurture democratically conscious community to help strengthen and sustain local government institutions
- Enable partnership of women organisation and Panchayat institutions for the implementation of social development and welfare schemes
- Build CBO network as an agency for consolidation of grassroots demands
- Establish institutional platforms for convergence
- Create active resource persons for support services

Following are the outcomes of the project

- Capable and competent local cadre who can support the project in their own blocks, and can also be used for scaling of the project in other blocks
- A robust institutional structure put in place for enabling convergence and participatory governance at the GP level
- Poverty reduction plan prepared by CBO and its acceptance by various stakeholders
- CBOs emerging as a service delivery agency
- Nurturing innovative action by local communities

Major measurable deliverables

- Creation of Local Resource Group at each Gram Panchayat
- Creation of micro plan (PAE) by each of the SHGs
- Creation of EAP plan by the VOs
- Creation of Gram Panchayat Poverty Reduction Plans(GP2RP) by the Village Organisations
- Integration of GP2RP plans with GPDP
- Increase in the reach and access of Government schemes
- Increase in Gram Sabha participation
- No of Village organisation Coordination Committees (VOCC) established
- No of Gram Panchayats Coordination Committees (GPCC) established
- Improvement in the Governance systems of Village organisations

Session 4:Activity Plan for the PRI-CBO Convergence project

Process: Present the given below activity plan for the project, and explain that the activities are designed in such a way that it will meet the objectives of the project.

S. No	Activity	Description	Expected Outcomes	Participants
1	Development of intervention plan	An intervention strategy and plan to be developed for the PRI-CBO Convergence project	<ul style="list-style-type: none"> • Development of strategy and Plan • Framing of activity map 	Senior officials at SRLM and few BMMU staff
2	Orientation of staff at SRLM)	<p>On PRI-CBO Convergence Project</p> <p>Role and Responsibilities of various stakeholders</p>	<ul style="list-style-type: none"> • Clarity on the concept of PRI-CBO Convergence Project • Clear understanding on the role of different stake holders (VOs, LRG members) in the project • Developed understanding on the concept of SHGs network and federations, functioning of PRIs, Importance of Gram Sabha etc. 	Staff of SRLM
3	Formation of State Resource Group(SRG)	<ul style="list-style-type: none"> • Formation of a team of expert groups for advising the Convergence intervention • Assigning responsibilities to SRG based on their expertise 	<ul style="list-style-type: none"> • Developed understanding on the concept of convergence project • Selected group of experts to advise on the project • First round of joint meetings of PRIs and CBOs 	SRLM team, members nominated as SRG by SRLM
4	Creation and training of the training team	<ul style="list-style-type: none"> • Identifying a set of trainers for the project from the existing resource pool of the SRLM or SIRD • Tapping available resources with various departments/ agencies and Scope for convergence • Role and Responsibilities of various stakeholders 	<ul style="list-style-type: none"> • Introduction on the concept of PRI-CBO convergence project to the officials of line department 	SRLM team, selected trainers
5	Field level Analysis	<ul style="list-style-type: none"> • Gathering of information on the CBO system and PRI structure, schemes • On provisions of government schemes and its components 	<ul style="list-style-type: none"> • Development of a document which will give information on the scope for PRI-CBO Convergence after assessing the existing nature of the CBOs and the PRI system 	LRG members and VO functionaries

S. No	Activity	Description	Expected Outcomes	Participants
6	<p>Formation and Capacity building workshop for Local resource Group (LRG) members</p> <ul style="list-style-type: none"> In Batches (Block level) 	<ul style="list-style-type: none"> Identifying and orienting existing community based resource persons and forming new community based resource pool at the GP/VC level, through the field level mobilisation 	<ul style="list-style-type: none"> Introduction of the convergence project Creation of a pool of community cadre (LRGs) at GP level Trained Local Resource Group in place Local Resource Group (LRGs) is a group of 8-10 people (preferably women from SHG Network) identified through a process from the identified pilot GPs. LRGs task is to work with the CBOs, PRIs and different government line depts. 	<p>Former PRI Members (especially women and SC/ST members), ASHA workers, ICDS/ Anganwadi workers, SHG Leaders, Gram Sevikas, Literacy Coordinators, Bharat Nirman Volunteers, teachers, key opinion makers and social workers in the community, etc</p>
7	<p>Training and strengthening of SHG network</p>	<ul style="list-style-type: none"> On PRI-CBO Convergence Project Roles and responsibilities of SHGs in local development Responsibilities of various stakeholders) 	<ul style="list-style-type: none"> Developed understanding on the concept of convergence project Clarity on roles and responsibilities of concerned stake holders (VOs, PRIs, LRGs et.al) 	<p>SHG leaders and Village Organisations</p>
8	<p>Capacity building of PRI Representatives 2 days (Block Level)</p>	<ul style="list-style-type: none"> On 'Gram Panchayat Poverty Reduction Plan (GP2RP) and GPDP On GP Governance 	<ul style="list-style-type: none"> Enhanced understanding of PRIs on local and participatory planning Importance and usefulness of participatory planning Clarity on the role of PRIs in promoting participatory planning 	<p>PRI representatives and especially women elected representatives</p>
9	<p>Mobilisation for Gram Sabha</p>	<ul style="list-style-type: none"> Mobilising women into Gram Sabha Setting of agenda in the SHG network Presenting the agendas in the Gram Sabha on issues of development 	<ul style="list-style-type: none"> Initiating the interface of SHGs with PRIs Importance and usefulness of participatory planning Clarity on the role of PRIs in promoting participatory planning 	<p>PRI representatives and especially women elected representatives</p>

S. No	Activity	Description	Expected Outcomes	Participants
10	Convergence Workshop 2 day (Block Level)	<ul style="list-style-type: none"> On the activities and the progress made under PRI-CBO Convergence Project On challenges faced and the ways ahead On how to respond to the consolidated demands of CBO On role and responsibilities of various stakeholders On continuous support and monitoring mechanism like Block Convergence Committee (BCC) 	<ul style="list-style-type: none"> Opportunity to analyse the achievement and challenges of the convergence project 	Line Department Officials and selected PRIs, VO functionaries and LRG members
11	Capacity building of Block Resource Group and Identification of Community Professionals for Convergence	<ul style="list-style-type: none"> For institutionalising the community cadre for continuous handholding to CBO and PRI For developing internal resource to expand the project 	<ul style="list-style-type: none"> Developed and trained team of Community Professionals for Convergence from the pilot GPs Community Professionals for Convergence will be selected from the existing pool of LRGs in pilot GPs, to scale up the project in new locations in the state 	Block Resource Group and Community Professionals for Convergence
12	Exposure Visit 5 days (In Batches)	<ul style="list-style-type: none"> On practice of convergence in Kudumbashree, Kerala - For identifying the process and outcomes 	<ul style="list-style-type: none"> Enhanced understanding on decentralised planning, convergence of PRIs and CBOs through field experiences Opportunity to analyse local situations and make use of learnings from Kudumbashree experiences accordingly 	LRG members, VO leaders and PRI Members

Session 5: Discussion

Objective: To seek feedback from the SRG members on the list of activities presented in last session.

Task for the facilitator: Indicate that the activities listed are developed based on the experience of Kudumbashree as well as of other partner states where the PRI-CBO Convergence project has been undertaken.

Initiate an interactive discussion and invite the SRG members to indicate areas where new activities can be proposed based on the situation and context of the state. These can be a new entry activity, new schemes to be included, strategy and inputs for mobilisation and training of Panchayat representatives.

Seek the suggestions of the SRG members to include more activities, if need be, to the activity list that may contribute to meeting the objectives of the project. After adequate discussions, include the suggestions in the activity list.

Session 6: Exploring the role of SRG

Objective: To provide an opportunity to SRLM to understand the areas of expertise of SRG members. Also, to provide an opportunity to the members to contribute to areas which is of their liking apart from their expertise.

Task for the facilitator: The SRG members are sectoral experts from different background. Facilitate a discussion through which the SRG’s expertise can be divided among various thematic areas of the project, depending on the interest areas of the members. This will help the SRLM know the varied expertise of the members.

Capture the expertise of the SRG members and their area of interest in the following table.

Name of the SRG Member	Designation	Expertise	Area of contribution to the project

Invite SRLM designated staff to give details about the next meeting. He/she can also share the policy on SRG that will explain the terms of reference for engaging the members in the future.

Session 7: Conclusion

Process: The facilitator concludes the programme by presenting the roll out plan for the project. Organizer (SRLM) thanks all the members for being part of the SRG and for participating in the one day orientation.

SECTION 3: TRAINING OF TRAINERS (TOT)

Training of the Trainers

This section will help SMMU in designing training programme(s) for the identified trainers. Trainers play an important role in training the project stakeholders. Training them on all the project related activities is, therefore, key to the success of the project.

The section includes two modules, which are:

- **Module 1: Institution Building**

The module covers the concept of community based organisation, its functioning and governance processes. The module gives the necessary information to perform the immediate activities on the field.

Module 1 is relevant only for states where the existing SHG networks are not active, or are not NRLM compliant.

A state with a strong SHG network need not conduct this.

It also encourages the participants to plan their immediate activities on the field.

- **Module 2: PRI-CBO Convergence project**

This module provides the participants a detailed understanding about the major activities under the PRI-CBO Convergence project. They will learn about the major stakeholders and get to know the details of the interactions with each of these stakeholders.

Module 1: Training of Trainers on Institution Building

This module introduces the participants to certain aspects of the convergence project. It aims to equip the participants with the necessary knowledge required before they commence their work.

The training is conducted over a span of three days.

Programme is intended for trainers selected, by the SRLM, from the blocks.

Programme details

Objectives of the Programme

- To sensitize and train future trainers on PRI-CBO institution building and convergence project
- To provide an understanding on the SHG approach and its governance process
- To provide an understanding about the relevance and formation of federations
- To provide an understanding on the concept of Local Resource Group (LRG), their relevance and process of identification

Building institutions of poor and vulnerable is necessary for providing support services available under the umbrella of NRLM. These institutions are referred to as Self Help Groups (SHGs) comprising a group of 10-15 members, and are also federated at the village and higher levels (GP, block or cluster). Institution building entails linking them with markets, managing their existing livelihoods, enhancing their credit absorption capacity and credit worthiness, etc.

Participants of the workshop include identified trainers selected by SRLM

Content of the workshop

- SHG opportunities and governance
- Relevance and role of the federated structure
- Identification, Role and Responsibilities of a Local Resource Group (LRG)

Programme Schedule: Training of Trainerson Institution Building

DAY 1: Theme: SHG Opportunities and Governance process							
S.No	Time	Session	Objective	Content	Methodology	Materials Required	Preparatory Activities
1	10.00 – 10.15 am	Welcome and Introduction to Programme	<ul style="list-style-type: none"> To commence the session with a formal introduction to the workshop. 	<ul style="list-style-type: none"> Welcome and introduction to the workshop Objectives of the workshop Rule setting 	Presentation		
2	10.15 – 10.30 am	Ice breaking session and introduction	<ul style="list-style-type: none"> To get to know each other using interactive and fun games To make the participants more engaged in the proceedings and thus contribute more effectively towards a successful outcome To use this as a platform for team building 		Interactive game for all participants to get to know each other and introduce themselves		
3	10.30 – 11.30 am	Activity: Mapping of existing SHG functions and process followed for each activity	<ul style="list-style-type: none"> To bring out the experiences of the participants To understand about the functioning of a SHG To get a brief understanding about how the participants addressed these issues 	<ul style="list-style-type: none"> Current Status of SHG functioning in the State What are the learning of the block teams while working with the SHGs What are the gaps identified by the block teams while working with the SHGs How were these gaps addressed by the block teams while working with the SHGs 	Group Discussion	Chart Paper Sketch Pens Cello tape	Ensure that the materials are present at the venue Internalize the objectives of the session and ensure the participants understand the same

S.No	Time	Session	Objective	Content	Methodology	Materials Required	Preparatory Activities
4	11.30 am – 12:00 pm	Gallery Walk	<ul style="list-style-type: none"> To share the learnings listed by each group with all participants 	SHG Functions and Governance Process	Cross Learning through display of chart papers		Ensure that the materials required for the session are present at the venue
5	12.00 – 12:45 pm	Sharing their observations	<ul style="list-style-type: none"> To initiate a process of cross learning 	<ul style="list-style-type: none"> Current Status of SHG functioning in State Highlighting Grey areas that need to be addressed. Addressing the grey areas 	Interactive Discussion		
LUNCH (12.45 -2.00 pm)							
6	02.00 - 03.00 pm	Technical Session: Philosophy of Self Help Group	<ul style="list-style-type: none"> To give a brief understanding on SHG; functions, activities and its governance process To understand social development aspect of SHG functioning To learn from the experiences of the other states 	<ul style="list-style-type: none"> SHG functions SHG governance processes Bank Linkages Micro Finance 	Interactive Presentation	Laptop Projector	Prepare a presentation on SHG
7	03.00- 04.30 pm	Practical Tutorial: How the Self Help Group Functions	<ul style="list-style-type: none"> To get a deeper understanding about SHG governance including books maintained by SHG and how to write these registers 	<ul style="list-style-type: none"> Importance of a SHG following Panchasutra Importance and Relevance of maintaining records and registers 	Group Discussion and collective learning	Records and Registers of SHG	Must keep copies of the records and registers ready before the session
8	04.30 – 05.00pm	Feedback and Key Learning	<ul style="list-style-type: none"> To get an idea about the participants' level of understanding on the various topics 				

DAY 2: Theme: Importance and Relevance of Federations							
S.No	Time	Session	Objective	Content	Methodology	Materials Required	Preparatory Activities
9	10.00 – 10.30 am	Revisiting the topics of Day 1	<ul style="list-style-type: none"> Sharing of key learnings from the previous day 				
10	10.30 – 11.00 am	Activity: Need for leadership	<ul style="list-style-type: none"> To give an understanding about the need for leadership through an activity 		Using activities to impart an understanding about leadership	Two trays and ten paper cups filled with water.	Ensure that the materials are present before the activity
11	11.00 – 11.30 am	Activity: Individual Vs. Group Activity	<ul style="list-style-type: none"> To understand the importance and power of a collective through an activity 	<ul style="list-style-type: none"> Importance of collective through an activity 	Game		
12	11.30 am – 12:00 pm	Analysis of the above activities	<ul style="list-style-type: none"> To understand the importance of collective and leadership 	<ul style="list-style-type: none"> Need for bringing the SHGs under one umbrella 	Interactive Session		Prepare for the session before hand
13	12.00 – 01.00 pm	Situational Analysis	<ul style="list-style-type: none"> To motivate the participants to think about the power of collective and how, staying united, they can solve problems 	<ul style="list-style-type: none"> Case Studies 	Group Discussion and Presentation	A4 Size Paper Pens	Have the case studies ready before the session
LUNCH (1.00-2.00 pm)							

S.No	Time	Session	Objective	Content	Methodology	Materials Required	Preparatory Activities
14	02.00 - 03.00 pm	Technical Session: The need for federation, its structure, functions and responsibilities	<ul style="list-style-type: none"> To get brief understanding about the functions and governance processes of a federation To get a brief understanding about how to make a model federation 	<ul style="list-style-type: none"> Formation of a federation Functions of a federation Governance processes Activities done by a federation Sub-committees and its function Case studies from the field on federation and its involvement in Accessing Entitlements Livelihood Social Development Local Development 	Interactive Presentation	Laptop Projector White Board Marker	Prepare for the technical session before hand and have the presentation ready
15	03.00 - 04.00 pm	Technical Session: Other States' experience on working with federations	<ul style="list-style-type: none"> To get an understanding about other States' experience on working with federations To learn from the experiences of others 	<ul style="list-style-type: none"> The federation structure The federation governance process Importance and benefits of federation 	Interactive Presentation	White Board Markers Laptop Projector	The resource person taking this session must be informed well in advance and given an idea about the topics that need to be covered
16	04.00 - 04.30 pm	Practical Tutorial: Federation Formation and Processes Involved	<ul style="list-style-type: none"> To get an understanding about how a federation is formed To get a deeper understanding about books maintained by WDS and how to write these register 	<ul style="list-style-type: none"> Importance and Relevance of maintaining records and registers Governance process of federation 	Group Discussion and learning	Records and Registers of the federation	Ensure that the materials for the session are available at the venue before the workshop

S.No	Time	Session	Objective	Content	Methodology	Materials Required	Preparatory Activities
17	04.30 – 05.00 pm	Feedback and Key Learning	<ul style="list-style-type: none"> To get an idea about the participants' level of understanding on the various topics 				
S.No	Time	Session	Objective	Content	Methodology	Materials Required	Preparatory Activities
DAY 3: Theme: Identification and Relevance of LRG; Preparation of Future Plans							
18	10.00-10.30 am	Revisiting the areas that need clarification from Day 2	<ul style="list-style-type: none"> Sharing of key learnings from the previous day 				
19	10.30 am-12.00 am	Road Map Presentation and Discussion	<ul style="list-style-type: none"> To get a brief understanding about the plan of action for the coming few months 	<ul style="list-style-type: none"> A roadmap containing the plan of action till the month of December will be shared, with dates. This plan will be general and will be made for all the blocks. LRG identification and Selection LRG Orientation New SHG formation and SHG Streamlining Federation formation 	Presentation	White Board and Marker	
20	12.00-01.00 pm	Technical Session: Concept, Roles, Responsibilities and Identification of LRG	To understand the concept of LRG in detail along with their roles and responsibility and identification process	Concept, Roles, Responsibilities of LRG	Interactive Presentation	White Board and Marker	Prepare the presentation in advance
LUNCH (1.00-2.00 pm)							

S.No	Time	Session	Objective	Content	Methodology	Materials Required	Preparatory Activities
21	02.00 -03.00 pm	Process of LRG identification and orientation	<ul style="list-style-type: none"> To internalize the process of LRG identification and orientation 	<ul style="list-style-type: none"> LRG Identification and Orientation 	Group Work	A4 Paper and Pen	
22	03.00 -04.00 pm	Planning Future Activities and Presentation	<ul style="list-style-type: none"> To get a brief understanding about the future activities that are going to be undertaken in coming few months To look into the roles of the various stakeholders during this period 	<ul style="list-style-type: none"> It will contain topics such as identification of LRGs, their training, SHG formation and streamlining 	Group Discussion and Presentation	A4 Paper and Pen	
23	04.30 -05.00 pm	Question and Answer Session	<ul style="list-style-type: none"> Three day workshop will be revisited and the floor will be open for any queries 		Interaction		

Guidance note on Sessions: Training of Trainers on Institution Building

Day 1

Theme: Self Help Group Opportunities and Governance Processes

Session 1: Welcome and Introduction to the Programme

Objective: To welcome the participants, inaugurate the programme and give an introduction to the objectives and themes covered.

Process: Organizer will give a formal introduction to the programme, outlining the given below points.

Communicate the objectives of the three day workshop

-
- To sensitize and train the future trainers on SHG, federation and PRI-CBO convergence project
 - To provide an understanding on the SHG approach and its governance process
 - To provide an understanding about the relevance of federations
 - To provide an understanding on the concept of LRGs, their relevance and identification
-

Communicate the themes of each day in brief

-
- Day 1 Theme: SHG opportunities and governance
 - Day 2 Theme: Relevance and role of the federations
 - Day 3 Theme: Identification, Role and Responsibilities of Local Resource Group (LRG)
-

Session 2: Ice Breaking Session

Objective: To help the participants realize about their individual untapped potential. Also, with years of experience of working in groups, the participants will get to reinforce the learning on group action and work.

Task for the facilitator: Form teams with four people each

- Ask them to build the tallest tower using paper, glue, scissors and paper clips
- Two team members have the left hand of one and the right hand of the other tied together
- Ask the other team members to stay blindfold
- Among those who aren't blindfolded, allow each to have one hand free to cut paper, etc., and ask them to give directions to the blindfolded players to build the tallest tower.

After the activity, ask the participants to share their observations about the session. Use these observations to commence the next session, and discuss about the potential of working in the group and the positive points. Further discuss this topic by relating this to the SHG experience and starting the next session.

Session 3: Activity: Mapping of existing SHG functions and process followed for each activity

Objective: To introduce the concept of collectives like SHG(s) to the participants

Task for the facilitator: Build upon the conversation initiated in the previous session on working in groups. Ask the participants about their experiences of associating with SHGs and what are the benefits of being a part of the group.

Form groups of three members each. Give each group a chart paper to write down the highlights of their discussion on the following.

- Note down the status of Self Help Groups in your GPs
- Note down the functions of the SHG
- Note down the activities performed by SHG and the processes involved
- Note down the achievements of the SHG so far

Session 4: Gallery Walk

Objective: To help the participants relate better with the experiences and challenges faced in various areas

The gallery walk must be done in the same group so that they can look at the learning and status of SHGs in other GPs.

Task for the facilitator: Display the chart papers prepared by each group on the walls. Ask the groups to take a gallery walk where in all participants get to read the experiences of other groups.

Session 5: Sharing their observations

Objective: To consolidate the learnings from the previous session, discuss them to facilitate learning from other states and set the tone for the next session.

Task for the facilitator: After the gallery walk, make each group discuss among themselves their observations.

Next, ask each group to present their learning and observations from the gallery walk.

As they present, note down the observations on a white board, and categorize the observations based on four topics covered (status of the SHG, function of the SHG, activities and achievements of the SHG)

Try to initiate a discussion on the observations written on the board. Some of the points that must be covered are

- Frequency of meeting
- Thrift and credit activity internal lending procedure
- Records and registers maintained
- Achievements so far
- Social development activities
- Other activities

Also, discuss about the institutional gaps, if any, observed during the session. Explore into the reason for these gaps. Discuss what can be done about addressing these gaps.

An example of institutional gap : why is the frequency of the meeting once a month and not weekly?

Based on the above discussions, start the next technical session on SHG.

Session 6: Technical Session: Philosophy of Self Help Groups

Objective: To introduce the participants to given below topics

- NRLM principles
- What is a SHG?
- Why SHG?
- How does a SHG function

Task for the facilitator: To develop the content for this session, some points are being provided below. You may also refer to the official NRLM website, State's community operational manual or any other material for getting a detailed understanding about the topics.

Points to be covered on NRLM principles

A brief introduction about the context of NRLM roll out in the state, the principles of NRLM, the concept and need for building community institutions of the poor, and building a local voluntary cadre to support it for long term sustenance.

Content on SHG

What is a SHG?

A group of women who come together, attend regular meetings, and participate in the thrift and credit activity.

But the potential of a SHG is so much more than this basic notion.

SHG is an institutional mechanism for developing and enhancing the capabilities of women through collective and social action

A SHG enables women to become self-reliant, develop inter-personal skills and recognize the importance of their role and the contribution they can make to society.

SHG provides a space for women to achieve the following:

- Enhance their democratic capabilities
- Access their rights and entitlements
- Develop political consciousness and confidence to participate in matters of public affairs
- Fight marginalization and discrimination
- Stand for social justice and equity
- Gain economic empowerment
- Enhance intellectual, social and physical mobility that brings in confidence in the women. For example: Going to the banks or other institutions, and engaging with them builds confidence

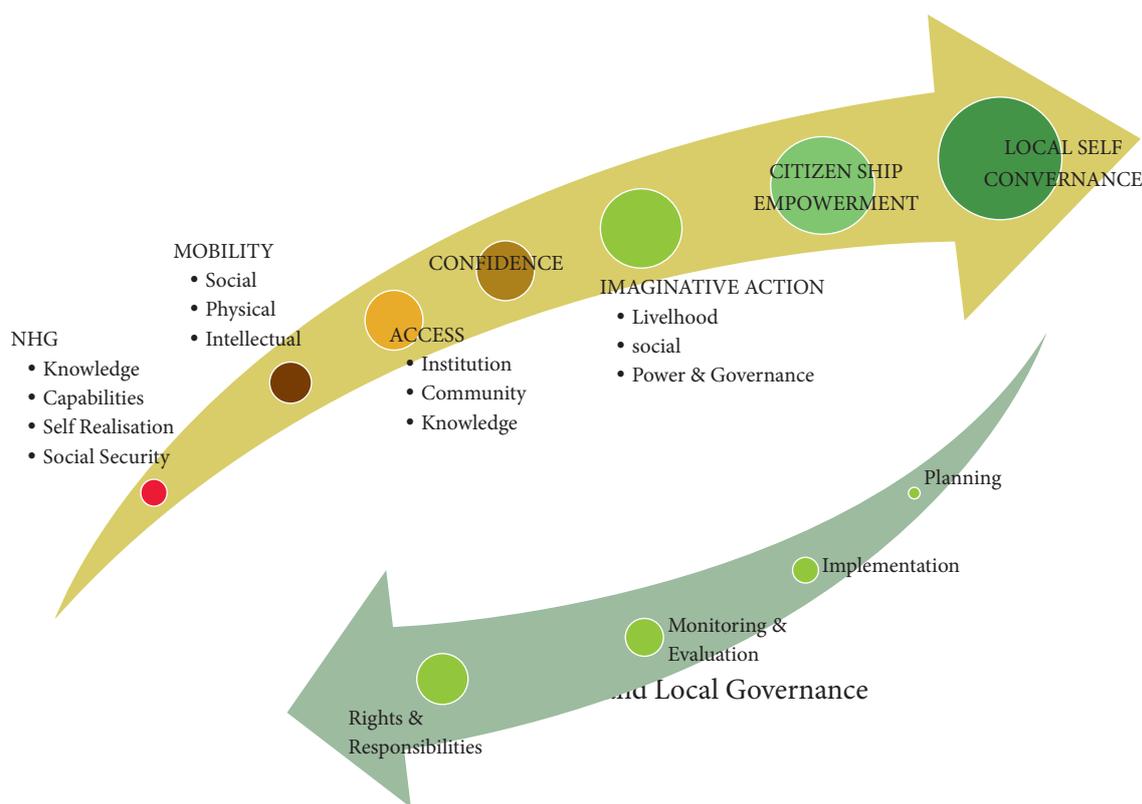
Democratic capabilities refer to a range of qualities that citizen should possess to make informed decisions and contribute positively to the process of planning. For example: ability to negotiate, ability to dissent but still arrive at an informed and collective decision

How do they achieve the above?

Through three key activities

- Sharing of knowledge
- Sharing of experience
- Sharing of responsibility

Use the notes under **Session 12- Technical Session 1- Federation (Module: Orientation for the SRLM functionaries)** in this booklet, for details on above points



Task for the facilitator: Show the above figure and explain it as given below

“Being in a SHG gives the women from poor families knowledge, capability and confidence. This confidence gives them the ability to move out and occupy public spaces. This physical access enables them to interact with institutions, negotiate for the space, debate and discuss, and build their knowledge. This knowledge and increased confidence gives them the ability to initiate and manage their own programmes. In turn, they gain the imaginative capability to address and take up social and livelihood issues. This builds their capability to involve in local government space to fulfil their role as active citizenry.”

Content on SHG Functions

Economic Upliftment

SHG uplifts the poor, economically, by promoting self-employment and social security. It ensures that women, as a part of the regular weekly thrift and credit activity, save a fixed amount of money every week. This allows the women to take internal loans from the group whenever there is an urgent need in their personal lives or to start any new enterprises.

The practice of regular thrift and credit activity and other SHG activities helps some women to start their own ventures and earn from these enterprise activities. These ventures help the women to attain economic empowerment, by allowing them to earn additional income. SHGs have made it possible to bring the financial services to the poor.

SHG bank linkage programme is one such example.

SHGs enhance their financial management capability; get them access to bank; get them respect from the bank; and help them learn about the banking norms and opportunities.

Social Upliftment

SHGs help their women members through

- Awareness building about women's situation, discrimination and rights and opportunities as a step towards gender equality
- Collective awareness building provides a sense of group identity and the power of working as a group
- Overcoming their vulnerabilities, being socially responsible and building their capabilities
- Participation and greater control and decision making power in the home, community and society. Action to bring about greater equality between men and women
- Attaining recognition and space for women in the society and in their homes

Political Upliftment

- Capacity building and skill development, especially the ability to plan, make decisions, organise, manage and carry out activities to deal with people and institutions in the world around them.
- Participating in the process of local development
- Participating in the matters of public affairs and local governance processes
- Capability to ask and question
- Capability to dissent and negotiate

Content on SHG Institution

Who can be a SHG member?

- Women from vulnerable and disadvantaged social economic background
- Politically excluded and marginalised

How is a SHG formed?

Anyone who is economically poor and is ready to abide by the rules and regulations that bind the functioning of that collective can be part of the SHG group (Note for the SRLM: State can add details on the formation of SHGs based on their context.)

What are the norms and conditions in an SHG?

- Working Procedure
- Regular meetings
- Regular savings
- Regular inter-loaning
- Timely repayment
- Up-to-date books of accounts

Each SHG has a set of norms and code of conduct they work with.

SHG is an institutional mechanism for

- Economic, social and political upliftment
- Addressing vulnerabilities
- Participating in matters of village development
- Ensuring participative democracy
- Standing against discrimination, superstitions and social taboos

Note for the SRLM: State must use its Community Operational Manual to explain the given below topics

- SHG Governance process
- SHG Subcommittees
- Selection Process

Each SHG has to follow a transparent and democratic process of election.

- Elections must be held once in a year
- Records and registers must be maintained and it must be ensured that there are no discrepancies
- Finances must be maintained correctly; the members should know about them
- Any decision taken will be by the consensus of the majority, but the voice of the minority must be heard and considered as well.

Task for the facilitator: Conclude the session with the comment given in the box below

“ SHG is a micro community institution having its own norms and guidelines that are strictly followed by its members.

It is an empowering institution through which the women can develop their capabilities.

SHG is a collective at the grassroots for the poor. It uplifts the poor socially, economically and politically.”

Session 7: Practical Tutorial: How the Self Help Group functions

Objective: To help the participants understand the working of a SHG through a practical exercise.

Task for the facilitator: Divide the participants into groups- three groups with ten members in each.

Ask each group to carry out a SHG meeting. Mention the meeting must include the following tasks.

- How to write the attendance Register
- How to write the minutes of the meeting records
- Agenda Discussion
- Thrift and Credit Activity along with filling the register
- How to write loan register including internal loans and repayment of loans
- How to write savings register
- Discussion on issues mentioned in the agenda

Note: Provide copies of records and registers to the participants for filling up during the session.

Session 8: Feedback and Key Learning

Objective: To get a feedback from the participants

Task for the facilitator: Collect the feedback in two stages- first from each individual and then from the group(s). Use the formats given below.

Individual Feedback Format

Session	Understood the topic	Needs Clarity	Did not Understand (to specify the grey area)
What is a SHG?			
Why SHG?			
SHG Functions			
How is a SHG Meeting conducted?			
SHG Thrift and Credit Activity			
Attendance Register			
Minutes and Agenda Register			
Savings Register			
Loan Register			

For the group feedback, divide the participants into groups. Let them discuss and give feedback on the content and list out the grey areas.

Group and individual feedback, prepare a list of topics that need revisit. Also, collect the key learning from the participants.

Day 2: Theme: Importance and Relevance of Federations

Session 9: Revisiting topics of Day 1

Task for the facilitator: Run through the list of topics created during the previous day. Revisit the areas that need more clarity. Communicate that the sessions on SHG are over and doubts have been clarified.

State that in the next session we will discuss about the need for leadership

Session 10: Activity: Need for Leadership

Task for the facilitator: This activity requires at least two groups of people. Based on the number of participants, form the groups with equal number of members.

For this activity, keep two trays and ten paper cups filled with water ready. Keep the two trays at each end of the room with about 20 feet or less distance between them. One tray will contain the ten water filled paper cups.

Mention that each team has to move the water filled cups from one side of the room to the other side where empty tray is kept. The team that transfers the cups first will win.

Rules for the game

- Each team can only get one cup on each trip to other end of the room. They must get a filled cup from one end and then go back to get another cup. Repeat this until all the paper cups are on the tray.
- The participants can only use one hand and one leg to gather the paper cups. They must retrieve the cups without spilling any water. If water is spilled, the team must start over.

Observation tip: Most people will hop around, but the team with the best leadership skills will stand in a line and pass the tray back and forth

Build on the activity and discuss the idea of leadership and the need for it.

Session 11: Activity: Individual vs Group activity

For this activity, have the groups form a large circle. Now everyone must put out their left hand in the middle, and hold hands with someone in the circle, not directly next to them. Repeat with the right hand, and be sure to hold hands with a different person, who is not directly next to them. This results in a complex human network or mesh.

Task for the facilitator: State that the group must work in a group, use their creativity and unravel themselves to form a circle again without getting disconnected.

Session 12: Analysis of the above activities

Task for the facilitator: Ask the participants about their interpretation of the last two activities. While the participants share their experiences, note down the highlights on a white board to consolidate the session.

For the first activity, discuss the need for leadership and initiate the discussion on collectivising the SHGs. For the second activity, bring out the relevance of a collective, the power a collective wields., and how creative leadership is promoted through collective leadership.

Keeping the above points in mind, move on to the session on situational analysis to deepen the understanding of participants on the need for collectivisation.

Session 13: Situational Analysis

Task for the facilitator: Organize the participants into smaller groups. Give a situation to each group, and ask them to read and discuss a solution for the situation given to them.

Possible situations that can be given

Situation 1: A child of the SHG member passed medical entrance and got an admission in a prestigious medical institution. Fees for the course cannot be met by the family. She shares this problem in her SHG meeting. What will the SHG do?

Situation 2: A landslide has caused destruction in your neighbouring village. Though people in the surroundings are safe, members of the other SHGs were affected by the landslide. What initiatives will the SHG take to help the other members in distress?

Situation 3: An epidemic is on the rise in their GP. There are very strong concerns among the people. What will your SHG do?

Situation 4: The ward has immunization coverage of 60%. How will the SHG intervene to ensure 100% immunizations coverage?

Situation 5: The village has a high school dropout rate. How will SHG ensure good retention of children in schools?

Situation 6: The ward has an old aged family living alone. How can the SHG provide help and support to this family?

Give forty minutes to each group to think and discuss about the situation. Ask the groups to present their solutions in the last twenty minutes.

Consolidate the session by noting the highlights of the session. Use the data to connect it to the need for federations and move to the technical session.

Note on consolidating exercise:

Importance of collective at different level and importance of group work. For instance addressing problem through the organisational network

- Addressing individual issues through SHG
- Addressing collective issues through SHG
- Addressing village issues through SHG

Session 14: Technical Session: The need for federation, its structure, functions and responsibilities

Objective: To provide the participants an in- depth understanding of federations

Task for the facilitator: See the pointers given below to develop the content for the session. Also, refer the NRLM documents and State’s Community Operational Manual for more details.

Content on Role of federations

Providing an Interface	Enhancing leadership qualities	Expansion of Knowledge	Promoting social justice and equity:
SHGs need support and help to access their entitlements. Federations can act as an interface between the community, GP and other developmental organisations. In some cases, SHGs themselves will not be able to effect the required change. But they are in a position to identify problems, raise awareness of issues and promote the appropriate policy shift. They can put pressure on governments and other institutions to recognize their demands. A federation can provide assistance with both the linking of individuals to existing structures and the establishment of alternative forms of economic and social activities and neighbourhood improvements.	The members of the SHG can expand their leadership activities by being a part of the federation. By being a part of the federation, the members get into leadership role wherein they work towards the benefit of a lot of SHGs and the community.	They also work very closely with the Panchayat. Through this they also gain knowledge on the roles, duties and responsibilities of the Panchayat which helps them to demand their rights in the capacity of a right holder as well as a leader of the women community. Enhancement of knowledge of community through sharing and learning from the groups.	<ul style="list-style-type: none"> • Working towards social evils, discrimination and marginalization • Socio-Cultural Development • Economic Development • Accessing Rights, Strengthening the demand from the community • Informing the community and acting as a communication channel • Building of capabilities • Monitoring and following up with the demands raised

Session 15: Technical Session: Other States' experience on working with federations

Objective: To have a resource person share their understanding about the concept of federations and its benefits.

Process: Invite a resource person who is either a member of VO or has an experience of working with VOs

Task for the facilitator: Ensure following points are covered in this session

- Organisation formation and volunteerism
- Capacity Building
- Election
- Sub committees
- Evaluation committee
- Action plan preparation
- Partnership and interface with the Gram Panchayat

Session 16: Practical Tutorial: Federation Formation and Processes Involved

Objective: To reinforce the understanding of federations among the participants through a practical exercise.

Task for the facilitator: Initiate a general discussion, at the beginning of the session, by asking the participants about federations.

Demonstrate the formation of Federation by involving all the participants as one group.

Conduct a practical exercise on forming General body and Executive Body along with the Sub committees.

Give copies of records and registers maintained by federation (given below) and ask them to fill up

- Meetings
- Registers maintained
- Register for SHGs thrift membership
- Minutes and agenda
- File for letters- SHG to SHG
- File for letters to SRLM, bank, GP, departments

Key outcome: The participants are expected to learn

- How to form a federation, its structure and functions, its role and responsibility, its records and registers.
- What is a Village Organisation?

Session 17: Feedback and Key Learning

Objective: To get a feedback from the participants.

Task for the facilitator: Collect the feedback in two stages. Use the formats given below.

First Stage- Individual feedback

Individual Feedback Format

Session	Understood the topic	Needs Clarity	Did not Understand
Need for federation			
Functions of the federation			
Election process			
Federation Sub committees			
minutes and agenda register			
membership register			

Second stage: Group feedback

Divide the participants in groups. Ask them to discuss and give feedback on the content and list down the grey areas.

Based on the group and individual feedback, prepare a list of topics that need revisit. Also, gather the key learning from the participants.

Day 3: Theme: Identification and Relevance of LRG; Preparation of Future Plans**Session 18: Revisiting the areas that need clarification from Day 2**

Process: Review of the list prepared on the last session of the previous day. Revisit of the topics on which participants need more clarity.

Session 19: Road Map presentation and discussion

Objective: To help the participants get a better idea about the different activities involved in implementing, with an emphasis on their role in each of the activities.

Task for the facilitator: Share the roadmap containing a plan of action and dates till the month of march of the running financial year.

Introduce the concept of LRG. State a detailed session on LRG will be taken in the technical session. Initiate a discussion on the plan of action.

Components of plan of action

- LRG identification and Selection
 - LRG Orientation
 - Streamlining of SHG activities
 - New SHG formation
 - Federation formation
-

Indicate that this is a general plan and needs to be made for all the blocks.

Session 20: Technical Session: Concept, Roles, Responsibilities and Identification of LRG

Objective: To introduce the participants to the concept and relevance of Local Resource Group

Task for the facilitator: Develop the content for the session incorporating given below points.

Concept and Relevance of Local Resource Group

Local Resource Group is a group of volunteers from the community. LRG helps the project in following manner

- a. They have local knowledge, possess better understanding of the local dynamics, and understand attitudes of the local population. This makes engagement with the community and gathering of information easier.
- b. An effective delivery system requires good networking between individuals and organisations. LRG can be this link; they can link the task at hand with their personal experiences and make an innovative and informed decision
- c. A campaign approach is needed to mobilize the community. To reach to the masses, someone from the community is needed. LRG can play an important role in mobilizing the masses.

Roles and Responsibility of Local Resource Group

Refer Activity 7 in booklet 1 for the content

Identification Process for members of the Local Resource Group

- LRG will be identified from the existing active SHG members. Initially a GP level Meeting will be called for all the SHG members. The women will be briefed about the concept of LRG.
- As a part of the identification process, the women will be asked to share about their experiences of being in the SHG. She has to also briefly discuss about the SHG functions and processes.
- The trainers have to ensure that they are able to identify women who can articulate and present their ideas well. The women also have to have the necessary knowledge about SHG functions and processes.
- The women who are selected must be willing to work as a LRG. A detailed discussion about the roles and responsibilities along with the details of the project will be given to them.
- A final list of women ready to work as LRGs will be prepared by the trainers
- Meeting with the potential LRG members will be scheduled and the trainings will begin

Selection process at Gram Panchayat

- Invite active SHG and interested members
- Welcome and Introduction for the first fifteen minutes
- Group discussion on SHG learning and functions
- Group Presentation

Session 21: Process of LRG identification and orientation

Task for the facilitator: Form three groups with ten members each. Assign one evaluator in each group. Ask the group to demonstrate the entire process of LRG identification and training.

Format on how to train the LRG

Stakeholder	Methodology	Content Of The Training
LRG	Presentation	Importance of SHG
LRG	Presentation and Practical Tutorial	Importance of federation and formation
LRG	Presentation	Roles and responsibilities of federation
LRG	Activity	Formation of federation
LRG	Presentation	Role and responsibility of LRG
LRG		Immediate activities and Planning <ul style="list-style-type: none"> • SHG streamlining • SHG formation and functioning • Training on SHG records and registers

Session 22: Planning Future Activities and Presentation

Process: The participants are asked to make block specific training plans till the end of March. They are given the formats given below for planning.

Planning format for activities

Format 1: GP wise timeline for LRG identification and LRG training

Name of GP	Date for SHG convention for LRG identification	Date for LRG orientation	Date for Campaign	Completion Date

Format 2: Responsibility for SHG Convention for LRG identification

Name of Trainer	Discussion Topics	Name of GP

Format 3: Responsibility schedule for LRG Training

Name of GP	Name of Trainer	Date of Training

Format 4: LRG Training

Name of GP:

Date of the Training :

Time	Discussion Topic	Name of Trainer
10:00 – 10:30 am	<ul style="list-style-type: none"> • Introduction and Welcome 	
10:30 – 11:00 am	<ul style="list-style-type: none"> • Importance of SHGs 	
11: 00 am – 12:00 pm	<ul style="list-style-type: none"> • SHG functioning 	
12:00 pm- 1:00 pm	<ul style="list-style-type: none"> • Importance of Federation- Roles and responsibilities 	
2:00 pm- 3:00 pm	<ul style="list-style-type: none"> • Formation of Federations 	
3:00 pm – 3:30 pm	<ul style="list-style-type: none"> • Roles and responsibilities of LRGs 	
3:30 pm – 4 :00 pm	<ul style="list-style-type: none"> • Planning for immediate activities 	

Task for the facilitator: Ask the participants to present the plans made in the previous session. Discuss and make necessary changes in the plan. Take the final plan from the groups.

Session 23: Questions and Answer Session

Task for the facilitator: Invite any questions or queries from the participants. Answer their queries.

Module 2: Training of Trainers on PRI-CBO Convergence

This module covers the various nuances of the PRI-CBO Convergence project in-depth. The participants get to learn about various trainings they will be conducting on the field and the topics they need to cover during these trainings. They also get to know about the different stakeholders they will be engaging with during the project.

Programme details

The programme is planned for four days; each day covers a different area of the project.

Objectives of the programme

- To familiarize the participants with the functioning of NRLM
- To impart an understanding about the PRI-CBO Convergence project and the various activities under the project
- To familiarize the participants with the various stakeholders of the project along with the modules developed for these stakeholders

Participants for the programme include block level team of trainers, identified by SRLM

Content of the programme

The programme will cover the given below topics

- NRLM Principles
- PRI-CBO Convergence
- Role of Trainers
- Understanding concept of LRG
- Understanding PRI
- Understanding SHG
- Understanding Gram Sabha
- Brief understanding about schemes
- Run through on PRI,CBO and LRG module

Programme Schedule: Training of Trainers on PRI-CBO Convergence

Day 1							
S.No	Time	Session	Objective	Content	Methodology	Materials required	Preparatory activities
1	10:00 am – 10:30 am	Introduction to the workshop and NRLM	<ul style="list-style-type: none"> To understand the objectives of the workshop To understand the idea of NRLM 	Presentation on NRLM	Presentation Participatory discussion	<ul style="list-style-type: none"> Laptop Projector 	Prepare the presentation before the session
2	10:30 am – 01:00 pm	PRI-CBO Convergence	<ul style="list-style-type: none"> To understand the concept of PRI-CBO convergence To understand the activities in the Project Activities undertaken till date in the partner state 	<ul style="list-style-type: none"> Presentation on the concept of Convergence Presentation on the activities in the project Presentation on activities conducted in the state till date 	Presentation to be followed by interaction and participatory discussion with the trainers	<ul style="list-style-type: none"> Laptop Projector 	Prepare the presentation before the session
LUNCH (01.00-2.00 pm)							
3	02:00 pm – 04:30 pm	Role of Trainers	<ul style="list-style-type: none"> To get an in-depth understanding of the role of trainers vis-à-vis the PRI-CBO convergence project in the state 	<ul style="list-style-type: none"> Participatory discussions on the following lines: <ul style="list-style-type: none"> Who is a trainer? What are the roles of the trainers in the convergence project (list out on the board after the trainers say their roles as they understand) What are the essential qualities of the trainers in the project? (list on board) This will be followed by explaining the roles of trainers as envisaged in the project 	Participatory discussion	<ul style="list-style-type: none"> Chart Paper Colour Pens Laptop Projector White Board Markers 	

S.No	Time	Session	Objective	Content	Methodology	Materials required	Preparatory activities
4	04:30 pm – 05:00 pm	Energizer activity	-	-	-	-	-
Day-2							
5	10:00 am – 11:00 am	Understanding concept of LRG	<ul style="list-style-type: none"> To understand the concept of LRG To understand why LRGs are an important stakeholder in the project, role of LRGs To understand the composition of LRG in the state 	<ul style="list-style-type: none"> Presentation on LRG Sharing about the process of LRG identification and selection in the state, composition of LRG in the Panchayats selected, assignments given to LRGs after selection, Challenges faced/anticipated 	Presentation and participatory discussion	<ul style="list-style-type: none"> Laptop Projector 	Prepare the presentation before the session
Day-2							
6	11:00 am – 12:00 pm	Understanding PRI	<ul style="list-style-type: none"> To understand the idea of decentralization, Panchayati Raj System (three tiers) To understand the constitutional duty of the PRIs in poverty alleviation Roles and responsibilities of Gram Panchayats being the closest government body to the people in the village (service delivery, participatory Gram Sabha...) Roles and responsibilities of elected representatives 	<ul style="list-style-type: none"> Presentation on Panchayati Raj Institutions- concept and the salient provisions of the State Act Mapping activity where the trainers answer the following three questions related to the needs of the community in a Panchayat: <ul style="list-style-type: none"> What are the needs of a family in a village in your State? How can the people raise their demands to address these needs? What can the GP do to address these needs? 	Presentation and participatory discussion Mapping exercise	<ul style="list-style-type: none"> Laptop Projector 	Prepare the presentation before the session

S.No	Time	Session	Objective	Content	Methodology	Materials required	Preparatory activities
Day-2							
7	12:00 pm – 01:00 pm	Understanding SHG	<ul style="list-style-type: none"> To understand the concept of SHG, SHG as women collectives, SHG/federations representing the institutions of the poor Role of SHGs in poverty alleviation, village development Need of PRIs to work with SHGs Need of SHGs to work with PRI 	<p>Presentation on SHG and their significance of being institutions of the poor-beyond mere thrift and credit</p> <p>Sharing about SHG/Federation structure in the pilot Panchayats in state as found during the scoping study exercise</p>	<p>Presentation</p> <p>Participatory discussion</p> <p>Video on the collectives idea of SHG and SHG as development agencies</p> <p>Sharing by resource person about SHG/Federation structure</p>	<ul style="list-style-type: none"> Laptop Projector 	Prepare the presentation before the session
LUNCH (01.00-02.00 pm)							
8	02:00 pm – 03:30 pm	Understanding Gram Sabha	<ul style="list-style-type: none"> To understand the concept and philosophy of Gram Sabha To understand about the provisions on Gram Sabha in the State Act To understand the process of conduct of Gram Sabha To understand the role of SHGs in increasing women's participation in Gram Sabha, and using Gram Sabha as a platform to demand their due rights and entitlements 	<p>Detailed Presentation on Gram Sabha covering the set objectives</p> <p>Conduct of a mock Gram Sabha with the trainers where some volunteers will be asked to conduct a Gram Sabha with given instructions</p>	<ul style="list-style-type: none"> Presentation and participatory discussion Mock Gram Sabha 	<ul style="list-style-type: none"> Laptop Projector 	Prepare the presentation before the session

S.No	Time	Session	Objective	Content	Methodology	Materials required	Preparatory activities
Day-2							
9	03:30 pm – 05:00 pm	Understanding Schemes	<ul style="list-style-type: none"> To understand the idea of accessing rights and entitlements through Schemes (CSS/SSS) To understand the role of Gram Panchayat vis-à-vis the delivery of schemes at the village level (beneficiary identification through gram sabha, prioritization, planning) To understand MGN-REGS, concept, rights and entitlements under MGNREGS To understand the process involved in the implementation of MGNREGS, various stakeholders involved and their roles To understand the role SHGs could play in implementation of schemes 	<p>Presentation on Schemes, focusing on MGNREGS as a flagship scheme to access rights and entitlements</p>	<p>Presentation and participatory discussion Designing of campaign</p>	<ul style="list-style-type: none"> Laptop Projector 	<p>Prepare the presentation before the session. Collect the information about schemes.</p>
Day-3							
10	10:00 am – 03:00 pm	Run through Module on LRG	<ul style="list-style-type: none"> To go through the LRG Training module, session by session focusing on the content and transaction methods 	<p>To run through every session of the training module focusing on the process involved to conduct the session, revising the components within foundational concepts with respect to each session, practice mock for selective sessions (like Gram Sabha and Schemes session) highlighting the skills required in consideration with each session</p>	<p>Presenting the finalized LRG training module, session by session</p>	<p>Laptop Projector</p>	<p>Prepare the presentation before the session. Facilitator needs to be well versed with the module on LRG</p>

S.No	Time	Session	Objective	Content	Methodology	Materials required	Preparatory activities
Day-4							
11	10:00 am – 01:00 pm	Run through Module on PRI Orientation	<ul style="list-style-type: none"> To go through the PRI Orientation Module session by session focusing on the content and transaction methods 	Presenting the finalized PRI Orientation Module session by session	To run through every session of the training module focusing on the process involved to conduct the session, revising the components within foundational concepts with respect to each session, practice mock for selective sessions (like Gram Sabha and Schemes session), highlighting the skills required in consideration with each session	Laptop Projector	Prepare the presentation before the session Facilitator needs to be well versed with the module on PRI Orientation
LUNCH (01.00-02.00 pm)							
12	02:00 – 04:00 pm	Run through Module on Capacity building for SHGs and federations	<ul style="list-style-type: none"> To go through the Module on Capacity building for SHGs and federations, session by session, focusing on the content and process involved To focus on the transaction process to be adopted by the LRG to deliver the module to SHGs 	Presenting the finalized module on Capacity building for SHGs and federations, session by session	To run through every session of the module focusing on the content and process involved, which is to be adopted by LRGs during the transaction of this module to the SHGs	Laptop Projector	Prepare the presentation before the session Facilitator needs to be well versed with the Module on Capacity building for SHGs and federations
13	04:00 pm – 04:30 pm	Concluding session	<ul style="list-style-type: none"> To clarify queries, doubts, and enquires To share logistics related provisions, and address concerns, if any 	Modules on LRG and PRI Orientation	Group Discussion		

Guidance Note on Sessions: Training of Trainers on PRI-CBO Convergence

Session 1: Introduction to the workshop and NRLM

Objective: To introduce the participants to the evolution and objectives of NRLM, its key features, support they provide in terms of finance and livelihood promotion and various support structures designed to provide them.

Content

NRLM focuses on its objective to reach out to all the rural poor in the country, organize them into women SHGs and federations and provide long term and continuous handholding to enable them to come out of absolute poverty. The ultimate goal is to make them self-reliant and help them lead a life of dignity.

NRLM works on mobilizing women to form SHGs, supports formation of federations, and enables the members to become independent. The Mission also works towards ensuring financial inclusion of the SHG members and provides various incentives for livelihood promotion. NRLM also promotes the idea of convergence with the Gram Panchayats to ensure sustainability of the SHG federation.

Note: These are brief points. Refer the documents provided by NRLM or their website for more information.

Session 2: PRI-CBO Convergence

Objective: To introduce the participants to the approach adopted to implement the PRI-CBO Convergence project and how it evolved, by sharing learning from experience in Kerala, participants' state and other partner states.

Content

Convergence is an approach committed to the development of people's network, enabling the empowerment of the community members and building up their knowledge about the different entitlements available to them. An empowered community exercising its democratic rights through its citizens leads to the consciousness building of the panchayat towards its constitutional roles and responsibilities. A conscious Panchayat gets empowered during the process of working along with the strong community network of the poor. Hence, PRI-CBO convergence approach foresees establishing the mutually beneficial relationship between the Panchayat and the community in the process of undertaking poverty eradication measures and local economic and social development of the village. Such a linkage of the two could work best towards ensuring the livelihood and social security of the poor and vulnerable in the community.

Task for the facilitator: Ensure that the session includes topics such as

- Concept of PRI-CBO Convergence- (Refer Booklet 1 for details)
 - Using a group of individuals with local knowledge (LRG) to implement the work
 - Process oriented training of these individuals on participatory planning tools: PAE, EAP and GP2RP
 - Mobilisation for Gram Sabha
 - Orientation to schemes
 - Institutional Building between PRI and CBO
-

Session 3: Role of Trainers

Process: The session starts with a group discussion.

Task for the facilitator: Form small groups of participants. Give them the following points for discussion.

- Who can be a trainer?
- What are the roles of the trainers in the convergence project?
- What are the essential qualities of the trainers in the project?

After the discussion, ask the groups to present the highlights of their discussion. Note down the points on a white board as shown below.

S.No	Roles of a Trainer	Qualities of a trainer

Discuss about the roles and responsibility of a trainer; put emphasis on the qualities the trainers must possess.

In the end, state the role of the trainers, as listed below.(Note for SRLM: This is an indicative list; SRLM can choose to include more roles and responsibility of a trainer).

- To interact with the rural communities, especially with women and marginalised communities
- To interact with and train the Panchayati Raj Institutions and Community Based Organisations
- To develop modules for capacity building and conduct trainings for different stakeholders
- To conduct an initial level of study on the village and the block.

Session 4: Energizer – Back to Back

Process: This activity is meant as an energizer.

Instruct the participants to find another person in the training. The pairs have to then sit on the floor with their backs to each other. Ask the pairs to hold their arms while keeping their backs together. The goal of the activity is for the pair to stand up while keeping the arms and backs together.

Session 5: Understanding concept of LRG

Note: Refer content under Activity- Formation and Capacity building of Local Resource Group in booklet 1 to develop content for this session. The content can be modified based on the prevailing context of the state.

Session 6: Understanding PRI

Task for the facilitator: Commence the session with a group discussion. Form groups and assign given below points for discussion.

- What are the needs of a family in your village?
- How can people raise their demands to address these needs?
- What can the GP do to address these needs?

After the discussions and presentations are completed, take a session on PRI. Present the power, roles and responsibility of the PRI.

This part is based on the respective State PRI Act.

Session 7: Understanding SHG

Process:

Step-1

Begin the session, as a general discussion, by asking the LRG members the following questions:

1. Since they had met SHGs, what is their understanding of Self Help Groups?
2. What do they understand about what self-help groups do?

Note down the responses from the participants on the whiteboard one by one.

Expect following responses from the participants:

- They are groups of poor women who get together and save money weekly or fortnightly.
- They also discuss some local development or social issues like daru bandi etc.

Step-2

Activity: Role Play

Invite 10-12 participants from the group to come up, and ask them to conduct an SHG meeting, as they have understood SHGs in the field. Give them 10 minutes to prepare, and 10 minutes to present the mock SHG meeting.

Ask remaining participants to observe and note down the process of the meeting.

Step-3

Completion of Role Play and explanation of the concept of SHGs

Once the role play is over, ask the observers what they saw in the role play. Based on what is said by the observers, begin a discussion on SHGs highlighting that they are not merely thrift and credit societies but much more than that.

Step-4

Explanation of the concept of SHGs

Show a power point presentation on the holistic concept of SHGs. Refer the content under Technical Session: Philosophy of Self Help Groups (ToT on Institution Building in this booklet)

Step-5

Video on SHG Network

Play a video outlining a model SHG meeting, and explain the model of SHG network in another State.

Step-6

Experience Sharing by Community Resource Persons

After showing the video, ask the Community Resource Persons from other State(s), who would already have spent some time with the LRGs in the field to share their experiences on the following lines:

- How did their SHG begin?
- Why did they become a part of the SHG?
- Structure of federation
- Activities undertaken by women of their SHG-thrift and credit, inter lending, micro enterprises, collective farming
- Women's participation in Gram Sabha
- Role of SHG network in implementation of Schemes

Step-7

Activity: Role Play

Conduct a second role play activity at this point as the participants have understood the holistic concept of SHGs as development agencies. Ask around 10-12 participants to conduct what an usual SHG meeting is like as per their experience and understanding. Ask them to think about what else could be part of their SHG meetings apart from the usual thrift and credit activities. Let the mock SHG meeting go on for 10-15 minutes.

Tell them this role play has to be significantly different from the earlier role play.

Also, ask them to include the following points in the discussions of their SHG meeting:

- Making a demand plan for what they need from the Gram Panchayat
- Discussion surrounding MGNREGS job card registration and work identification
- Discussion surrounding participating in the next Gram Sabha in the village
- Discussion surrounding some other development issues like accessing old age pensions, widow pensions, monitoring the functioning of Anganwadis in the Panchayat

Give them 10-15 minutes to prepare for the same, and then ask them to perform. Ask the observers to note whatever it is that they think is different from the previous role play.

Step-8

Conclusion of the Session

Once the mock meeting is completed, ask the observers to share what they have noted on the following lines:

- What happened in the SHG meeting?
- What was additional in the SHG meeting when compared to the previous role play?
- What was still missing from the meeting?
- What could have been a part of the SHG meeting?

As answer to the third question, the answer should be the following:

SHGs can discuss issues around accessing their rights and entitlements from the Panchayat, like making a demand plan from the SHG about what they need from the GP, process of getting NREGA job cards and demanding work, approaching the Panchayat as collectives for accessing old age pensions, widow pensions; discussions on how the Anganwadis are functioning in their village, and what needs to be done for better functioning of the same.

Essentially, the conclusion should be on how development activities of the Panchayat as well as increasing interface with the Panchayat must begin from the SHG meetings.

Session 8: Understanding Gram Sabha

Process:

Step 1

Put up the following pictures on a white screen using the projector.



Ask the questions given below, one by one. The questions are designed such that they will facilitate the session in a participatory manner. After asking each question, write down the responses coming from the participants on the board, and then sum up the question by bringing in the final answer in a discussion mode.

Q. What is happening in these Pictures?

Write down the responses of the participants on the board

- Final answer- These are pictures of Gram Sabha happening in village.

Q. What is a Gram Sabha?

Write down the responses of the participants on the board

- Final Answer- Gram Sabha is the lowest unit standing as a part of the local governance, and this is why it is also referred to as the fourth tier of the Panchayati Raj Institution

Q. Why was Gram Sabha formed in the PRI system? (Idea of a Gram Sabha?)

Write down the responses of the participants on the board

- Final Answer- For people's participation in their own governance
- Gram sabha is essentially the formal democratic platform for the people to have their representation, to make their voices heard, to demand the constitutional rights, to become aware about their entitlements, and to become an active participant to their own process of governance and development

Step-2

Activity- Distribute a pictorial diagram pamphlet for Gram Sabha and conduct a role play for explaining the content in the pamphlet.

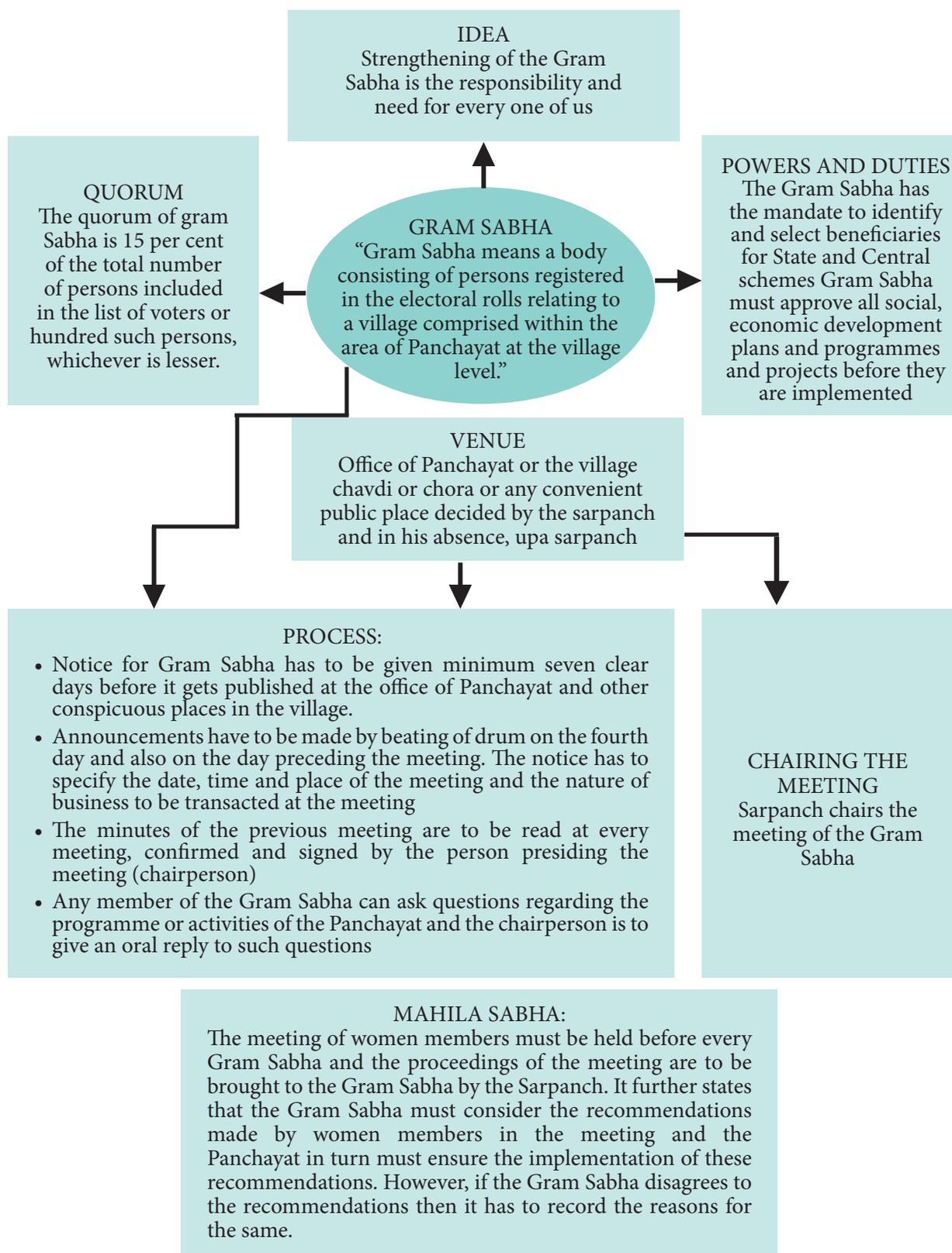
Say: Let us KNOW about the provisions of our Gram Sabha!

Distribute Gram Sabha pamphlet

- Ask 8 participants to demonstrate the explanation of each box in the pamphlet
- Explain the task of box presentation to the participants- every volunteer must represent one box given in the pamphlet and present the content of the same in front of everyone
- The parts of the pamphlet include
 - Idea of Gram Sabha
 - Quorum of Gram Sabha
 - Powers and duties of Gram Sabha

- Chairing the meeting of Gram Sabha
- Venue of Gram Sabha meetings
- Process to be followed for Gram Sabha meetings
- About the provision of Mahila Sabha meeting

Note: The figure shown below must be modified based of the State's PRI Act



Step 3

Discussion on the existing issues in the village that relate to the conduct of Gram Sabha

Q. What are the existing issues relating to the conduct of Gram Sabha in your village?

Write down the responses of the participants on the board

- o Final answer- Some of the main issues which are existing in the village with regard to the conduct of Gram Sabha are
 - Gram Sabhas do not happen
 - People in the village do not get information about the happening of Gram Sabha
 - Quorum is not fulfilled, only signatures from the households are taken to fulfil the quorum
 - Low participation of the people
 - Low participation of women
 - Passive participation of women, women go to attend Gram Sabhas but they do not speak

Step-4

Initiate discussion on

Q. How can SHGs in the village help in addressing these problems?

Write down the responses of the participants on the board

Q. What can be the link between the proper conduct of Gram Sabha and SHGs?

-What role can SHGs play in mobilising women’s participation in Gram Sabha?

Write down the responses of the participants on the board

- Final Answer- SHGs can go to attend Gram Sabhas in their groups. At the SHG level, they can discuss or plan about going to participate in the Gram Sabha meetings and the importance of attending Gram Sabha meetings

Q.How can SHGs, representing the institutions of the poor, make the Gram Sabha a platform to demand rights and entitlements?

Put the pictorial diagram on screen, and explain each box.



Step-5

Conduct of Mock Gram Sabha

Q. Who all are required to conduct a Gram Sabha in your village?

Final answer

- Roles Required- Sarpanch, Up-sarpanch

Process for the Mock Gram Sabha

Ask volunteers for the required roles

- One Sarpanch,
- One Up-sarpanch and one Gram Sewak
- 7-8 SHG women
- 10-15 people to act as people from the villages to attend gram sabha
- Rest of the people can become the audience

Instructions for the Mock Gram Sabha: The Sarpanch, Up-Sarpanch, other elected representatives and Gram Sewak have to prepare the agenda for the Gram Sabha. The SHG women have to prepare a demand plan to put forward in a Gram Sabha; the villagers have to plan the questions that they want to ask in the Gram Sabha. The rest of the people, who form the audience, can help the participants in preparation. They are given 10 minutes for presentation.

Task for the facilitator:

- Conduct the Mock Gram Sabha. Ask the audience to record their observations and share it with everyone at the end of the exercise.
- After the audience have shared their observations, ask the participants to share their experience of playing the part assigned to them- How did they feel? What challenges did they face in playing that part? How can those challenges be solved to have a smooth process in the conduct of Gram Sabha?
- Supervise the preparation and conduct of the Mock Gram Sabha, and guide the sharing of observations and experience post the mock exercise.

Session 9: Understanding Schemes

Task for the facilitator: Refer content under Schemes-MGNREGS (Section 4: Module on Orientation on Gram Sabha and Schemes) in this booklet.

Name of the Scheme	Role of PRI	Role of CBOs
ICDS	<ul style="list-style-type: none"> • Prepare Village Women and Child Development Plan under Annual Panchayat Development Plan • Incorporate felt-needs of the children and women into the Annual Plan of Gram Panchayat • Constitute Village Health Sanitation and Nutrition Committee • Monitor the functioning of Anganwadis 	<ul style="list-style-type: none"> • Support Gram Panchayat in preparing the project plan for all Anganwadi centres in a village. • Identify the beneficiaries for each component of ICDS and enrol them to Anganwadi • Create positive environment for ICDS through CBO network providing local support • Contribute to the better functioning of Mother's Committee of each Anganwadi in their locality • Engage with various functionaries of NHM for effective delivery of services • Conduct local festivals and celebrate special days in collaboration with Anganwadi • Ensure that each beneficiary from the CBO network accesses the benefits of ICDS

Name of the Scheme	Role of PRI	Role of CBOs
MGNREGA	<ul style="list-style-type: none"> • Distribution and verification of job card application form • Register households for Job card • Issue job cards • Receive applications for work and issue dated receipts for applications • Identification and planning of works, developing shelf of projects • Awareness generation and social mobilisation • Convening Gram Sabha for planning and social audit • Monitoring implementation at the village level • Provide employment as per demand • Provide necessary facilities at work site • Explore possible convergence with other departments and projects • Organise Rozgar Diwas at every ward and GP level at least once a month 	<ul style="list-style-type: none"> • Conduct of awareness and publicity campaigns • Facilitate registration of workers and distributing of job cards • Demand for work is generated at the SHG level first and then taken to the Gram Sabha • Mate from CBO maps out demand for employment from each ward and manages the implementation • Identification of works and sites for MGNREGS under supervision of Engineers • Mapping the possible integration of MGNREGA works identified with CBO action plan • Participation in labour budget preparation • CBO members' participation in Social Audit mandated for MGNREGA • On field monitoring facilitated by CBO members
SBM	<ul style="list-style-type: none"> • Conduct baseline survey and update it at regular intervals • Mobilize for the construction of toilets. • Promote regular use of toilet • Maintenance and repairing of toilets • Promote interpersonal communication for hygiene education • Take initiative to construct community toilets if needed • Constitute Village Water and Sanitation Committee for providing support in terms of motivation, mobilisation, implementation and supervision of the programme. 	<ul style="list-style-type: none"> • Sensitisation against open defecation and related health issues • Support PRIs in survey and identification of eligible households • Ensure that each SHG family has IHHL • Provide credits for SHG members to construct toilets • CBO can be given training to be part of sanitation campaign • Support PRI by enrolling as Swachchata Doot • SHGs can work as Rural Sanitary Marts • Manage Community Toilets • Ensure availability of toilets in public buildings like school and Anganwadi through CBO network • The Prize Money (Nirmal Gram Puraskar) is shared with CBO and also used in follow up activities
NSAP	<ul style="list-style-type: none"> • Awareness generation about NSAP and procedure for obtaining benefits under it. • Encourage involvement/ cooperation of voluntary organisation • Organise identification and prioritisation process for beneficiaries through Gram Sabha. • Issue death certificate • Monitoring and follow up in addressing delays in sanctions and disbursement • Periodic reviews and discussions in Gram Sabha 	<ul style="list-style-type: none"> • Identify the eligible beneficiaries and distribute/ collect applications at SHG/federation meetings • Support the applicants for getting formalities and procedures done. • Support Panchayat in scrutinising and finalising the beneficiary list • Ensure the dispersion of the benefits to the beneficiaries and share complaints, if any, with Panchayat

Name of the Scheme	Role of PRI	Role of CBOs
RSBY	<ul style="list-style-type: none"> • Make necessary forms available for applicants • Support the community for enrolment and accessing benefits through panchayat staff as well as elected representatives • Devising a strategy to utilize RSBY benefit for a comprehensive rehabilitation of the poor • Ensure needy people are getting benefits from empaneled hospitals • Facilitate grievance redressal when needed 	<ul style="list-style-type: none"> • Awareness is done through CBO network • The registration drive is done by federations of CBO at Ward level. They are paid a fixed amount of commission • Annual renewal of the beneficiaries is done by CBO federations • Support the needy applicants to get benefits from concerned hospitals • Grievances are forwarded to the concerned officials by CBO federations
PDS	<ul style="list-style-type: none"> • Monitoring of vendors • Supporting its citizens in getting Ration Card • Ensuring proper identification of beneficiaries • Ensuring that beneficiaries get their full entitlement • Monitoring the quality of ration distributed under PDS 	<ul style="list-style-type: none"> • Awareness creation among the villagers on their entitlement under PDS • Supporting PRIs and Line department in identifying the beneficiaries • Helping the most needy to get the entitlement under PDS • Raising the issue of wrong doing with Panchayat
AAY	<ul style="list-style-type: none"> • Coordination with the line department in identifying the eligible candidates • Supporting eligible candidates in getting Antodaya ration card • Taking up issues of mal- practices with higher authorities if any • Taking up steps for information dissemination about surveys, meetings etc. • Regular monitoring of the quality of ration and its proper distribution 	<ul style="list-style-type: none"> • Supporting panchayat in identifying the right eligible candidates • Taking up awareness campaigns on rights and entitlements given under AAY • Supporting eligible members in getting Antodaya ration card • Taking up steps to ensure active participation in the surveys, meetings • Taking steps in mobilising SHG members to take part in decision making platforms (Gram Sabha, special meetings etc.)
Mid Day Meal	<ul style="list-style-type: none"> • Ensuring the School Management Committee (SMC) formation • Monitoring the quality of food • Ensuring the hygiene and cleanliness in the kitchen • Ensuring that regular meetings of SMC happens • Taking steps to promote education in the village 	<ul style="list-style-type: none"> • Encouraging parents to send their children to school regularly • Attending regular meetings of the SMC • Regularly monitoring the food quality given in MDM • Ensuring the cleanliness in the kitchen • Providing support to schools in carrying out their different tasks

<p>National Health Mission</p>	<ul style="list-style-type: none"> • Coordination with the line department in forming Village Health, Sanitation, and Nutrition Committee (VHSNC) • Regular visit to health centres and reporting to concerned authorities in case of non-availability of medicines, doctors • Regular coordination with the ASHA workers, ANMs to get update on the health status of the GP • Taking steps to ensure that all child birth are registered and are institutional delivery • Taking up campaigns for awareness creation on health issues, specific diseases • Organising regular health camps in coordination with health department • Identifying the most critical patient's families and supporting them to access the medical facility • Ensuring regular meetings of VHSNC and proper utilisation of its grants 	<ul style="list-style-type: none"> • Taking up campaign on awareness creation on health issues and season based diseases • Supporting ASHA workers to ensure that all child births are registered • Identifying the most critical patient's families and supporting them to access the medical facility • Taking active part in meetings of ASHA workers, VHSNC, Health Camps etc. • Mobilising members to take part in awareness campaigns, health camps etc. • Taking up discussions on health issues in regular meetings of SHGs and VOs
<p>Sarva Siksha Abhiyan</p>	<ul style="list-style-type: none"> • Ensuring proper infrastructure at schools • Monitoring the availability of teachers • Taking steps to minimize number of schools drop outs • Regular monitoring of the schools in order to ensure quality of education • Taking up focused campaigns for girl's education • Taking special initiatives to promote education 	<ul style="list-style-type: none"> • Taking up campaigns to bring all children to schools • Using SHG network and VOs as platform, ensure there are no drop outs children in Panchayat • Regular visits to schools to ensure quality of education and availability of teachers • Taking up the wrong doings with the Panchayats
<p>MKSP</p>	<ul style="list-style-type: none"> • Taking steps to promote sustainable agriculture using various government schemes (Like MGNREGS) in developing barren land into fertile land • Facilitating the process of getting benefits under MKSP • Promoting use of organic fertilizers • Promoting organic farming • Taking up steps in organising regular weekly and monthly markets to promote local economic development 	<ul style="list-style-type: none"> • Taking up such schemes in SHG discussion • Identifying the women interested in farming • Promoting Organic farming • Coordination with line departments and Panchayat • Giving information to its members on entitlement available under various related government schemes

Name of the Scheme	Role of PRI	Role of CBOs
Deen Dayal Upadhyay Gramin Kaushalya Yojana	<ul style="list-style-type: none"> • Taking up steps to mobilise youth for skills development • Support to line departments in carrying out various campaign, identification of candidates • Conducting special meetings, Gram Sabhas for information dissemination • Facilitating the process of connecting candidates with the concerned department 	<ul style="list-style-type: none"> • Awareness creation on the scheme through meetings, campaigns • Coordination with the Panchayat and Line department in identifying the eligible and interested candidates • Play active role in facilitating the process of connecting candidates with the concerned department
Pradhan Mantri Awas Yojana	<ul style="list-style-type: none"> • Identifying the eligible beneficiaries through a fair process • Facilitate the process of applying under PMAY • Sharing of beneficiary list with Gram Sabha • Informing the beneficiaries on their selection or non-selection • Coordination with line department for timely disbursement of instalments 	<ul style="list-style-type: none"> • Support in identification and prioritisation of eligible beneficiaries • Support to CBO members in the process of getting and filling the application forms • Mobilising SHG network for participation in Gram Sabha
Pradhan Mantri Jan Dhan Yojana	<ul style="list-style-type: none"> • Providing the application forms • Facilitation of the process of opening of account • Calling special meetings, gram sabha for awareness creation • Coordination with the line department 	<ul style="list-style-type: none"> • Awareness creation • Ensuring all SHG members have their individual bank accounts, access to financial institutions • Support to members in facilitating the process of account opening

Session 10: Run through Module on LRG

Refer Section 4 on Local Resource group in this booklet for details. Take the participants through entire module, session by session.

Session 11: Run through Module on PRI Orientation

Refer Section 5 on PRI Orientation for PRI representatives in this booklet for details. Take the participants through entire module, session by session.

Session 12: Run through Module on Capacity building for SHGs and federations

Refer the Section on Capacity Building of SHG and Federations in booklet 4 (Community Institutions) for details. Take the participants through entire module, session by session.

Session 13: Concluding Session

Process: Conclude the four day long workshop by answering questions, if any, and inviting feedback from participants.

SECTION 4: LOCAL RESOURCE GROUP

Local Resource Group

This section helps in designing the selection process and orientation programme for the Local Resource Group. A combination of classroom session and field based activity is used to train the participants.

The section includes four modules. These are stated below.

- **Module 1: Selection for LRG**

This module is developed to guide the SRLM on how to select members for LRG. An evaluation format, which facilitates the process, is attached as an Annexure to this book

- **Module 2: Preliminary Orientation**

This orientation programme focuses on briefing the members of the LRG about the project and its various activities. The module aims to give an idea about the Panchayat and its responsibilities as well as the role of a SHG network and LRG. After the orientation, the members of the LRG are given an assignment to initiate their engagement in the field.

- **Module 3: Orientation on Schemes and Gram Sabha**

This module is an activity-based exercise that uses MGNREGA as an entry level activity to engage in the field. The module also covers the importance of Gram Sabha and role of LRG in ensuring participation of SHG network.

- **Module 4: Orientation on using tools for participatory assessment of entitlement and planning**

This module guides the LRG members on how to use PAE, EAP and GP2RP. Refer Booklet 3: Capacity Building for Participatory Assessment and Planning for details on the same.

Module 1: Selection for Local Resource Group

Selection for Local Resource Group is arguably one of the most important tasks, as they play a key role in the implementation of the project.

A glance at the role LRG plays

They are the foot soldiers in the Convergence Project.

They are involved in mobilisation activity

They are involved in giving training at the community level.

They contribute to strengthening the Gram Sabha

Strategy: A two day workshop is organized to select the members for Local Resource Group.

Programme details

Objectives of the workshop:

- To get acquainted with identified people and assess whether the identified individuals meet the criteria and skills required to be a part of LRG. The shortlisting, if required, must be done at this point
- To introduce the project to the selected persons and to orient them for the convergence project
- To make sure that the selected individuals know the tasks they are required to do and align their outlook with the policies of the SRLM
- To motivate the selected persons to work for the community
- To lay down the ground work for the role of LRG

Participants of workshop include women, from the community, who have been identified by the VO or SRLM as potential LRG members.

Content covered in the module:

- Activities for selection
- Brief introduction to PRI-CBO Convergence project
- Role of LRG
- Road Map outlining their work

Programme Schedule: Selection for Local Resource Group

DAY 1							
S. No.	Time	Session	Objectives	Content	Methodology	Materials required	Preparatory Activities
1	9:30 - 10:30am	Registration	<ul style="list-style-type: none"> To create a database of participants and their details (name, contact number, address etc) 			<ul style="list-style-type: none"> 50 Chart papers cut into squares for nametags 10 Markers and 4 sketch pen sets 200 Notebooks of 50-pages 200 pens 	Prepare and print formats for Attendance sheet (2 days)
2	10:30 - 11:30am	Introduction to the workshop	<ul style="list-style-type: none"> To understand the purpose of the workshop To understand the background of the project and need for LRG within it To understand the scope of work and intricacies of work in this project (related to trainings, payment of travel dues and so on, being an LRG member involves commitment, hard work etc) 	<ul style="list-style-type: none"> Introduction to workshop and work of SRLM About LRG Working of SRLM with community Challenges of working as LRG 	Presentation	<ul style="list-style-type: none"> Projector Screen 	Prepare the presentation in advance
3	11:30 - 11:45 am	Participant feedback Session	<ul style="list-style-type: none"> To address the concerns of the participants To allow the participants an opportunity to leave 	Feedback session and if some people wish to leave, they will do it at this stage	Discussion		
4	12:00- 01:30pm	Human Machine	<ul style="list-style-type: none"> To assess participant's leadership, creativity and team work skills 	An assessment based on the participant's performance	Group Activity		Prepare and print the evaluation sheet.
LUNCH (01:30 – 02:30 pm)							
5	2:30 to 4:30pm	Extempore	<ul style="list-style-type: none"> To assess communication and confidence while public speaking 	Different topics will be given to the participants	Activity	<ul style="list-style-type: none"> Two sets A4 size sheets Two large bowl/box to hold the chits 	Prepare and print the evaluation sheet.

S. No.	Time	Session	Objectives	Content	Methodology	Materials required	Preparatory Activities
6	5:00 – 06:00 pm	Declaring results and closing comments		List of selected participants to be pasted on the wall and DMMU to sort out travel issues, communicate time for Day 2		<ul style="list-style-type: none"> • 4 Cello tape • 4 Scissors 	
DAY 2							
7	9:30 - 10:30 am	Registration and Attendance	<ul style="list-style-type: none"> • To get the details of selected LRG members and know more about the LRG members 	<ul style="list-style-type: none"> • PRI-CBO Convergence • Activities such as Gram Sabha mobilisation, working with various schemes 	Bio data sheet and Who am I? Sheet to be circulated for more information on selected LRGs	<ul style="list-style-type: none"> • Who am I sheets 	Prepare and print the format of bio data sheet and who am I?
8	10:30 – 11:30 am	PRI-CBO Convergence project	<ul style="list-style-type: none"> • To give a brief overview on the PRI-CBO Convergence project and the various activities 	<ul style="list-style-type: none"> • PRI-CBO Convergence • Activities such as Gram Sabha mobilisation, working with various schemes 	Presentation		Keep the presentation for the session ready
9	11:30am - 12:30pm	Roles and responsibilities of LRG	<ul style="list-style-type: none"> • To provide an understanding on the roles and responsibilities of LRG and the work undertaken by them 	Role and Responsibility of a LRG	Discussion on strategies to tackle the problems listed in previous activity and the role of LRG in the same		
10	12:30 - 01:30pm	Future course of action and LRG work plan	<ul style="list-style-type: none"> • To capture different perspectives and details on identified issues via a written note • For LRG to begin interaction with stakeholders in the field 	<ul style="list-style-type: none"> • An assignment must be given to each LRG. • The LRG must interact with the various stakeholders who may help them with their assignment 	Discussion	<ul style="list-style-type: none"> • Chart Paper • Sketch Pens 	Provide the assignment along with print outs and explanation to assignment as prepared by SRLM

Guidance Note on Selection for Local Resource Group

Day 1

Session 1: Registration

Objective: To create a database of the participants and collect their general information

Process: The registration process involves two parts. Two people are required to do this process. One person prepares roll number tags as and when the participants come in and provides the participants with pins to put them up. The tag is needed for two activities- human machine and extempore. The roll number tags will be used on both the days; so tell the participants to keep them properly at the beginning of the day. The second person enters the participant's details on the registration sheet. This serves as a record of the number of persons who have attended the workshop.

Session 2: Introduction to the workshop

Objectives:

- To understand the purpose of the workshop
- To understand the background of the project and need for LRG within it
- To understand the scope of work and intricacies of work involved in the project

Process:

SRLM and BMMU staff carry out this session jointly in each batch. It includes three parts:

1. Introduction to NRLM
2. An introduction to SRLM
3. Introduction to the project and LRG- Who, why

Task for the facilitator: Begin the session by asking the participants what they were told about the workshop and who informed them about it. Various responses would be brought forth by the participants. Some would say they have come for a job; others would say for social work; and some may have no idea.

Note down the common responses on the board and tell the participants that it will become clear to them why they have come here towards the end of this session. Next, explain NRLM and SHG movement in brief. Invite SRLM officials to talk about SRLM and the work it is doing in the block.

In the next phase of this session, tell the participants about the PRI-CBO convergence project. Introduce the project and the role of LRG.

Explain the participants about who LRG members are and why they are required in the project. Here you need to explain the objective of the project and give a brief idea of the plan, pilot districts etc.

Describe the role of a LRG member and ask the participants to mention the type of people who would be best suited for such work. The responses would lead the participants to describe people like themselves. Then draw attention towards the points written on the board and ask if their doubts have been cleared now.

Conclude the session by providing an overview of the plan for the two-day workshop, and ask the participants if they have any further doubts about the purpose of the workshop.

Session 3: Participant Feedback Session

Objectives:

- To take feedback and clear the doubts about the role of LRG members
- To give the participants a chance to leave

Task for the facilitator: Address the questions on the role of LRG as understood by the participants as well as apprehensions regarding the nature of work.

Let this session be interactive and participatory and engage the participants in discussions about the feasibility of the work. Ask for their views on whether the work can be done as envisaged. The participants' response can be affirmative or they can have certain apprehensions.

Probe further as to what is the reason for having such a viewpoint. Once they have articulated their fears, you must clear the doubts in the best possible way.

Session 4: The Human Machine

Objectives: To assess qualities such as:

- Leadership
- Communication
- Participation/Motivation
- Creativity
- Team work

Process: Ask 10-12 participants in each group to form a 'still frame' of a machine by imitating the appearance of a machine. Give them 15 minutes for planning and 5 minutes for presentation / acting. Examples include becoming a television, car, tube-well etc.

Session 5: Extempore

Objectives:

An Extempore speech tests the participants on the following attributes

- Communication skills (Ability to connect with the group)
- Confidence in public speaking (presentation skills- body language, confidence, composure)
- Attitude (the person makes an attempt to speak on the topic even if s/he is not familiar with the topic; participant is attentive to what others have to say)

Process:

Form groups with 8-10 members in each group. Give each group member a piece of paper to write a topic on which other group(s) will deliver an extempore speech. Mix up the chits of paper and ask a participant to pick one of the chits. After the chit is taken, give the participant 2 minutes to organise her/his thoughts before speaking. Give each participant 3 minutes to speak on the topic.

Session 6: Declaring results and closing comments

Objectives: To provide information about the shortlisted candidates based on the activities conducted on Day 1

Process:

The list of shortlisted candidates is put up on the wall. The facilitators address queries, if any. The DMMU sorts out travel issues and gives information about the activities that are planned on Day 2.

Day 2**Session 7: Registration and Attendance****Objectives:**

- To create a list of shortlisted participants and collect their general information
- To know about the participants, their background, their experience and their vision for the Panchayat

Process:

The registration process involves two parts. Two people handle this process. In the first part, the participants are asked to fill in their details in the separate registration sheets for each Panchayat.

Next, the participants are given a sheet in to write more details about themselves, their background, their experience in the social work and their aspirations for their village/panchayat. The participants can take time and submit the sheet at later stage.

Task for the facilitator: Tell the participants that the forms are non-evaluative and aim to know them better.

Remember that the participants have been told to keep their roll numbers intact at the end of day one. In case there are participants who have lost their roll numbers, give them the same roll numbers they were having on day 1.

Session 8: PRI-CBO Convergence project

Objective: To give a brief overview on the PRI-CBO Convergence project

Process: Refer Booklet 1 for points to prepare the presentations.

Key points that must be included are given below.

- Developing LRG
- Mobilizing for participation in Gram Sabha
- Using participatory tools such as PAE, EAP and GP2RP
- Constituting and training GPCC and VOCC

Session 9: Roles and responsibilities of LRG

Objective: To orient the selected participants about the roles and responsibilities of members of the LRG

Process: The participants will be briefed about the role and responsibilities of LRG. Details about this session will be available in session 10 in Module 2: Preliminary Orientation for LRG (Section 4: Local Resource Group in this booklet)

The key points that may come up in this discussion are:

- 1) Capacity building of CBOs
- 2) Capacity building of PRI
- 3) Mobilizing people to attend Gram Sabhas
- 4) Creating awareness about rights and entitlements
- 5) Organizing Jan Sabha, Training for skilling SHGs, PRI-CBO interface for different schemes
- 6) Formation of Ward/ Village Panchayat level and Cluster level Community Based Organisation (CBO)
- 7) Livelihood Planning at village level

Session 10: Future course of action and LRG work plan

Objective: To facilitate the participants to develop a plan for their immediate tasks in their Panchayat, soon after the workshop.

Task for the facilitator: Tell the participants that the work plan would flow from the earlier sessions on role and responsibilities of LRG.

Divide the participants into Panchayat-wise group. Next, ask each groups to select any two schemes from the list of schemes provided to them and study the same. The list of schemes may contain the following.

- MGNREGS
- NSAP
- ICDS
- RSBY
- MKSP
- NRLM

Note: The list provided above is a suggestive list and maybe be modified based on the needs of the State.

Mention that the aim of each group is to find the details about the particular scheme and the process of implementation of the schemes.

Each group will plan the study along the given below points.

1. Building knowledge about the scheme and its status in the village (What to ask)
2. Concerned stakeholders (Who to ask)
3. Week-wise plan based on the above for the next two weeks (When to ask)

Ask them to prepare two copies of the broad plan; DMMU can keep one copy.

Module 2: Preliminary Orientation for LRG

The purpose of the two-day orientation workshop is to familiarize the LRG with their roles and responsibilities and to introduce the PRI-CBO convergence project in detail.

Programme details

Objectives of the programme:

- To familiarize the participants with the roles and responsibilities of a Local Resource Group
- To motivate the LRG members to work for local development
- To initiate a process of learning on schemes and entitlements
- To introduce the PRI-CBO Convergence project and discuss its relevance

Participants for the programme include LRG members

Content covered in the programme:

- Listing of developmental issues faced by the participants
- Addressing issues and identifying gaps
- PRI-CBO Convergence
- Role and responsibility of LRG
- Upcoming activities

Next step after the workshop

SRLM will assign responsibilities to the new members in LRG

Programme Schedule: Preliminary Orientation for LRG

S.No	Time	Session	Objective	Content	Methodology	Materials Required	Preparatory Activities
DAY 1							
1	10:30 - 11:00 am	Registration				Register Pens	
2	11:00 - 11:15 am	Ice Breaking Session : Part 1	<ul style="list-style-type: none"> To use interactive and fun game to get to know each other 		Activity- Hand-shake game	Chalk	<ul style="list-style-type: none"> The materials required for the session must be ready and brought to the venue on time The facilitator should internalize the activities and should be able to communicate the same to the participants
3	11:15 am - 12:00 pm	Ice Breaking Session : Part 2	<ul style="list-style-type: none"> To make the participants more engaged in the proceedings To use this as a platform for team building 		Activity	<ul style="list-style-type: none"> Chart Papers/A4 Sheets Sketch Pens White Board Markers Cello tape Strings Stapler 	<ul style="list-style-type: none"> The materials required for the session must be ready and brought to the venue on time The facilitator should internalize the activities and should be able to communicate the same to the participants
4	12:00 - 1:00 pm	Sharing about the issues related to their wellbeing faced in their daily lives	<ul style="list-style-type: none"> To encourage the participants to share about their issues and challenges they face on a daily basis 	The participants will list the major challenges and issues they face in their daily lives	Interactive activity Discussion	<ul style="list-style-type: none"> Chart Papers Sketch Pens White Board Markers Cello tape Strings Stapler 	<ul style="list-style-type: none"> The facilitator must be familiar with the objectives of the session and encourage the participants to articulate and write their opinions on the charts.
LUNCH (1.00-2.00 pm)							

S.No	Time	Session	Objective	Content	Methodology	Materials Required	Preparatory Activities
5	2:00 - 3:00 pm	Addressing Issues	<ul style="list-style-type: none"> To encourage the participants to think about addressing the listed issues To gauge participant's knowledge on schemes 	<ul style="list-style-type: none"> This session will explore the participants' understanding on what is being done to address the above mentioned issues. This session will aim to map the participant's knowledge on schemes 	Interactive activity Discussion	<ul style="list-style-type: none"> Chart Papers Sketch Pens White Board Markers Cello tape Strings Stapler 	<ul style="list-style-type: none"> The facilitator should be familiar with the objectives of the session and encourage the participants to articulate and write their opinions on the charts. The facilitator must make a list and details of all schemes pertaining to a particular issue and these should be listed on the white board
6	3:00 - 4:00 pm	Gap Identification	<ul style="list-style-type: none"> To identify the gaps in addressing the issues listed above 	<ul style="list-style-type: none"> This session will try to identify the gaps in addressing the issues listed above The session will also sensitize the participants on the various schemes of poverty reduction emphasising the ones that were mentioned in the earlier session 	Group discussion Facilitation	<ul style="list-style-type: none"> Chart Papers Sketch Pens White Board Markers Cello tape Strings Stapler 	<ul style="list-style-type: none"> The facilitator should be familiar with the objectives of the session and encourage the participants to articulate and write their opinions on the charts. The facilitator should have a brief idea about the status of the schemes in the GPs
7	4:00 to 5:00 pm	Consolidation	<ul style="list-style-type: none"> To consolidate the learning from the previous sessions 	<ul style="list-style-type: none"> This session will consolidate all the sessions taken previously and outline the key highlights of all the sessions. 	Classroom discussion and facilitation	<ul style="list-style-type: none"> White Board Markers 	<ul style="list-style-type: none"> The facilitator must have all the points from the previous sessions noted down on a white board The facilitator must have the presence of mind to use the examples cited earlier to connect the presentation.
DAY 2							
8	10:30 - 11:00 am	Recap	<ul style="list-style-type: none"> To revisit the learnings of the previous day 	<ul style="list-style-type: none"> Sharing of key learnings from the previous day 			

S.No	Time	Session	Objective	Content	Methodology	Materials Required	Preparatory Activities
9	11:00 am - 12:00 pm	Introduction to PRI – CBO Convergence	<ul style="list-style-type: none"> To get a nuanced understanding about concept and relevance of PRI-CBO Convergence 	<ul style="list-style-type: none"> This session will contain the details about the convergence project and its relevance The session will use the examples cited in the above exercises to make the session more interactive and relatable. To relate that the gaps with respect to coverage and knowledge of schemes can be solved only if there is an access to the GP To show the relevance of why there needs to be a link between the PRI and CBO 	<ul style="list-style-type: none"> Experience sharing by women who have worked in the GP Presentation Classroom discussion 	<ul style="list-style-type: none"> White Board Markers 	<ul style="list-style-type: none"> The facilitator must be ready with the presentation and ensure that participants are alert and understanding the concepts
10	12:00 - 1:00 pm	Roles, Responsibilities and Values of a LRG	<ul style="list-style-type: none"> To get an understanding about the roles and responsibilities of a LRG 	<ul style="list-style-type: none"> This session will briefly mention the roles and responsibilities of a LRG It will outline the style of their functioning and the values a LRG is expected to have 	<ul style="list-style-type: none"> Classroom discussion Presentation 	<ul style="list-style-type: none"> White Board Markers 	<ul style="list-style-type: none"> The facilitator must be ready with the presentation and ensure that participants are alert and understanding the concepts
LUNCH (1.00-2.00 pm)							
11	2:00 - 3:00 pm	Upcoming Activities	<ul style="list-style-type: none"> To plan a list of activities that will be undertaken by LRG in the upcoming days 	<ul style="list-style-type: none"> Establish good relations with their SHGs and share the workshop experiences Mapping access to entitlements within the SHG 	<ul style="list-style-type: none"> Assignments 		
12	3:00 - 3:30 pm	Conclusion	To conclude the two day workshop	Conclusion to the workshop	Open discussion		

Guidance Note on Sessions: Preliminary orientation for LRG

DAY 1

Session 1: Registration

The participants will enter their details on the registration sheets

Session 2 and 3: Ice Breaking Session

Objective: To break down the inhibitions of the participants and help them come out of their comfort zones to work in a group.

Process:

Part 1:

Make ten small circles of similar radius.

Divide the women into groups of five each

Ask the women to fit themselves in the circle in two minutes

Part 2:

Divide the participants into groups of three-four members each.

Give a chart paper to each member and ask them to write about their social lives and hobbies and how they can contribute to the group through the skills they have. Ask them to also write a note on how they can contribute to the group i.e. what is their special skill set.

Consolidate the charts on a white board based on the skill set. Rearrange the participants based on the skills sets and ask them to perform any activity from the hobbies/skills they have mentioned.

Next, the facilitator initiates a discussion on the strength of a collective and how a collective can transform a community.

Session 4: Sharing about the issues related to well-being faced in their daily lives

Task for the facilitator: Divide the participants into four member groups

Give each group a chart paper and ask them to describe the major issues they face in their daily lives. These issues can be developmental issues or issues related to their well-being.

After the groups have noted down their points on the charts, circulate the filled upcharts among other groups.

When each filled chart paper gets to a group, that group reads through the contents and adds their chart's contents onto the filled chart they got. At the end of this exercise, all the charts will look similar and every individual would have read through the contents of the others charts.

After this, the charts will be returned to the original groups and discussions will commence based on the charts.

The facilitator categorizes these issues and writes them down on a white board.

Session 5: Addressing Issues

Objective: This session is used to assess the group's understanding on schemes and the extent of their knowledge.

Process: For this exercise, retain the same groups. Ask them to refer to the charts prepared during the previous session. Against each of the issues mentioned in the chart, the participants have to write down activities that can be undertaken to address them. These activities can be initiated by the government, GP, CBO, schemes or any other agencies.

Task for the facilitator: One of the major focus of this session is on schemes of poverty reduction. The facilitator gets an opportunity to show the participants how a scheme and issue can be linked. He/she adds onto their white board; these can be schemes or solutions corresponding to each of the issues. He/she makes a list and details of all schemes pertaining to a particular issue and writes them on the white board.

The participants are able to look at the board and compare it with their chart to see what schemes are available for them.

Session 6: Gap Identification

Objective: The session explores the depth of knowledge of each of the participants about the schemes and sensitizes them towards the same.

Process: The white board now contains the list of issues that have been categorised as well as the list of corresponding schemes or solutions needed to address these issues. The facilitator uses this information to conduct the session. In the previous session the participants have just plotted the issue with a corresponding scheme, but in this session it is probed further. The facilitator asks the participants about each of these schemes and the status of these schemes in their village.

Discussion is held around the following topics

- Who accesses these schemes?
- Why is it that the participants cannot access the scheme?
- How to address this gap?
- How to increase the coverage of the schemes?
- Why is the information not reaching and what can be done to address this?
 - Awareness Generation
 - Information Dissemination
 - Mobilizing the community

Session 7: Consolidation

Task for the facilitator: Start the session by briefly summarizing the above sessions, and discuss the major highlights.

Issue	Schemes	Solutions	Gaps

Next, ask the participants to prioritize the schemes based on their urgent needs. Note down two of such schemes. Then discuss in detail about the schemes and the role of PRI and CBO in increasing the coverage.

Issue	Schemes	Financial Resource	Human Resource	Implementing Agency

DAY 2

Session 8: Recap

Task for the facilitator: Start the day by briefly reflecting on the lessons that were learnt the day before.

Ask the participants to share their thoughts and expectations.

Note down the major points on the white board for use in the next session.

Session 9: Introduction to PRI-CBO Convergence Project

Process: The facilitator asks the experienced active women in the audience to share their experience about working with the GP. For instance: it can be mobilisation for Gram Sabha or MGNREGS.

Using these experiences, the facilitator takes the discussion on PRI-CBO convergence forward, and cites examples from the experiences of the previous day to bring out the concept and relevance of PRI-CBO convergence project.

The facilitator explains the concept of convergence further by stating the below para:

“To address the gaps mentioned on the white board w.r.t. lack of coverage, awareness, information dissemination, there needs to be a strong link between the two institutions. The citizens should be able to approach the government directly and participate in the matters of public affairs. To practice true democracy, it is essential that the government at the local level, which is the GP, can be approached. For this to happen, a link needs to exist between the people and GP. This is where the PRI-CBO Convergence project comes into picture.”

Now, he/she takes a session on the features and benefits of the PRI-CBO convergence project.

“If there needs to be an awareness generation and information transfer from the PRI to the community, a link or medium needs to be in place. A system needs to be there that provides the information to the people, coordinates between the people and the GP, and motivates the people to participate in local processes. This is where the LRG come in. The group can be a medium between the two institutions and mobilize the community to access their rights.”

The facilitator refers to the above content and starts the next session.

Session 10: Roles, Responsibilities and Values of LRGs

Task for the facilitator:

Explain the topic using the content given below

LRG would be the major body responsible for executing activities in the grassroots. They would be provided activity based training at regular intervals to ensure effective implementation of the project. However, some specific activities can be listed as under:

1. Mobilising people to attend Gram Sabhas

Use content under Formation and Capacity Building of Local Resource Group in Booklet 1

2. Creating awareness about rights and entitlements

Use content under Formation and Capacity Building of Local Resource Group in Booklet 1

3. Organising Ward Sabha

- Conduct Ward Sabha where SHG women and poor would be given a platform to address their grievances and raise questions to panel of experts
- Ensure the participation of various stakeholders like implementing officers, PR representatives, SHG members and office bearers
- Facilitate discussion on schemes to improve the implementation of various social security schemes
- Facilitate follow up action and report preparation to ensure implementation of the decisions taken in the meeting

4. Training for skilling SHGs

Use content under Formation and Capacity Building of Local Resource Group in Booklet 1

5. PRI-CBO interface for MGNREGA

- Awareness creation of SHG leaders on entitlements of MGNREGA
- Facilitating the plan preparation and labour budget for MGNREGA through federated network
- Organising Gram Sabha for approval of MGNREGA plan
- Facilitating the formation of Labour team through federated network
- Facilitating the formation of community based monitoring and evaluation systems

6. Formation of Ward/ Village Panchayat level and Cluster level Community Based Organisation (CBO)

Use content under Formation and Capacity Building of Local Resource Group in Booklet 1

7. Livelihood Planning

Use content under Formation and Capacity Building of Local Resource Group in Booklet 1

Values a LRG must uphold

- Every LRG member must respect the women in the SHG and their experience
- LRG members must be punctual
- LRG should not discriminate or show any biases towards any SHG or the members of the SHG
- LRG must believe in collective learning and collective sharing
- LRG must give the right information to the women in the SHG and if the information is not clear they must clarify them
- LRG must not interfere in the internal affairs of any SHG

Session 11: Upcoming Activities

Process: The participants are given assignments on given below areas

- Establish good relations with their SHGs and share the workshop experiences
- Attending a Gram Sabha (if applicable)
- Mapping access to entitlements within the SHG
 - MGNREGA
 - SBA
 - NSAP
 - ICDS

They are allowed to complete these assignments on the field.(BMMU can supervise the process).

Note: The women must establish good connections with the different SHGs in their village and make an analysis of the level of access to entitlements.

Session 12: Conclusion

Task for the facilitator: Summarize the two-day workshop and get the feedback from the participants. Clarify doubts/questions if any.

Module 3: Orientation on Schemes and Gram Sabha

This three day workshop takes the preliminary orientation to the next level and incorporates several-participatory sessions to make the LRG members understand the major conceptual components in the convergence project.

Programme details

Objectives of the workshop:

- Impart an in-depth understanding on the role of LRG in the village
- Develop an understanding of SHGs as collectives of women and their significance in the development processes of the village
- Develop clarity on PRIs and the significance of working with PRIs to develop an understanding of government schemes and programmes
- Understanding the importance of Gram Sabha as a platform for demanding due rights and entitlement of the community
- Developing a simulated Action plan for
 - Mobilising the SHG women for Gram Sabha
 - Generating awareness about MGNREGS
 - Orienting them towards making SHG demand plan

Participants for the workshop include LRG members from selected Gram Panchayat

Content covered in the workshop:

- Understanding SHG
- Understanding PRI
- Understanding Gram Sabha
- Understanding various schemes with a focus on MGNREGA

Programme Schedule: Orientation on Gram Sabha and Schemes

S.No	Time	Session	Objective(s)	Content	Methodology	Materials Required	Preparatory Activities
DAY 1							
1	10:00 – 10:30 am	Energizer Activity	-	-	-	-	-
2	10:30 – 11:30 am	Feedback session	<ul style="list-style-type: none"> To get an understanding about their experience of the LRG orientation module Understanding their motivation level as LRG members To assess the work done by the LRGs 	<ul style="list-style-type: none"> Questions to participants on their work in the field: What is the work that you have done in the field after your selection as LRG? How has your experience been in doing this work? How do you see the use of what you have done as a LRG member in the future? 	Experience sharing in Gram Pan-chayat groups	<ul style="list-style-type: none"> White Board Markers 	
3	11:30 am – 01:30 pm	Understanding the Role of LRGs	<ul style="list-style-type: none"> To explain the idea of Local Resource Groups and their role as has been envisaged 	<ul style="list-style-type: none"> Concept of LRG Roles and Responsibility of LRG 	Interaction and participatory discussion with LRG to reach an understanding of their role	<ul style="list-style-type: none"> White Board Markers Chart Paper Sketch Pens Duster 	Prepare about the concept of LRG and their responsibility
LUNCH (1.30-2.30 pm)							

S.No	Time	Session	Objective(s)	Content	Methodology	Materials Required	Preparatory Activities
4	02:30 – 04:30 pm	Understanding PRIs	<ul style="list-style-type: none"> To share the ideas and benefits of a strong Gram Panchayat To share the roles, responsibilities and duties of elected members in brief 	<ul style="list-style-type: none"> Relevance of Gram Panchayat The roles, responsibilities and duties of elected members in brief 	<ul style="list-style-type: none"> Interaction and participatory discussion with LRG 	<ul style="list-style-type: none"> White Board Markers Chart Paper Sketch Pens 	<ul style="list-style-type: none"> Be well versed with the State PRI Act
5	04:30 – 06:30 pm	Understanding SHGs	<ul style="list-style-type: none"> Concept of SHGs To share the understanding of why a strong network of SHGs is important for development of village and community Significance of SHGs working with the Gram Panchayats 	<ul style="list-style-type: none"> Video about the SHG network to be shown Role play (with SHG women in the LRG) about what an ideal SHG meeting should be like. 	<ul style="list-style-type: none"> Interaction and discussion with LRG Video to be shown Role Play 	<ul style="list-style-type: none"> White Board Markers Chart Paper Sketch Pens Projector Laptop 	<ul style="list-style-type: none"> Keep the video shortlisted and ready for the session Have the topics of role play ready before the session Be clear about the objectives and relevance of the session
DAY 2							
6	10:00 am – 01:00 pm	Understanding Gram Sabha	<ul style="list-style-type: none"> To share the philosophy and concept of Gram Sabha To share the Gram Sabha provisions in the State Act (Mahila Sabha, Palli Sabha, Tola Sabha) To develop an understanding on importance of women's participation in Gram Sabha 	<ul style="list-style-type: none"> Interaction and participatory discussion with LRG The mock GS to address the following major points: <ul style="list-style-type: none"> What are the roles and responsibilities of the Gram Sabha What is Quorum? Importance of quorum What role can the LRG play in the mobilisation of and in the conduct of Gram Sabha 	<ul style="list-style-type: none"> Mock Gram Sabha to be conducted Participatory discussions 	<ul style="list-style-type: none"> White Board Markers Chart Paper Sketch Pens Projector Laptop 	<ul style="list-style-type: none"> Be well prepared on the State PRI Act and know about the provisions under Gram Sabha
LUNCH (1.00-2.00 pm)							

S.No	Time	Session	Objective(s)	Content	Methodology	Materials Required	Preparatory Activities
7	02:00 - 04:30 pm	Understanding Schemes (MNREGS)	<ul style="list-style-type: none"> To share the rights and entitlements of workers under NREGA Importance of awareness generation under NREGA, SBM etc. 	<ul style="list-style-type: none"> Interaction and participatory discussion and activity to address the following areas: <ul style="list-style-type: none"> What is MGNREGS? What are the rights and entitlements of workers under NREGA? What is the process of registration for job cards? What is the process of demanding for work? What is the process for work identification? 	Activity on designing a campaign	<ul style="list-style-type: none"> White Board Markers Laptop Projector Chart Paper Sketch Pens 	Be well prepared with the scheme that will be undertaken during these sessions along with the provisions under the scheme
DAY 3							
8	10:00 - 11:00 am	Preparation of Action Plan for the LRG	<ul style="list-style-type: none"> To brainstorm what needs to be done in order to mobilize the community and SHG women for Gram Sabha and NREGA work To prepare local IEC material for the awareness generation campaigns 	Preparation of IEC material to be used for the future work of LRG	<ul style="list-style-type: none"> -Interaction and discussion about the work to be done by LRG in the coming days -Activity on preparation of IEC material for GS mobilisation 	<ul style="list-style-type: none"> White Board Markers Laptop Projector Chart Paper Sketch Pens 	
9	-11:00 am - 02:00 pm	Running through of module on Capacity building for SHG and Federations	<ul style="list-style-type: none"> To prepare the LRG for the Capacity building of SHG and Federations 	<ul style="list-style-type: none"> Sharing the module with the LRG through participatory discussions Discussions on the content and ways of transaction 	<ul style="list-style-type: none"> Presentation of module on Capacity building for SHG and Federations Interactive discussion 	<ul style="list-style-type: none"> White Board Markers Laptop Projector Chart Paper Sketch Pens 	Be well versed with the module on Capacity building for SHG and Federations

Guidance note on Sessions: Orientation on Gram Sabha and Schemes

Session 1: Energizer Activity

Task for the facilitator: Arrange the participants in a circle and explain the rules of the game, any variations, and the theme of the word chain. Start the word chain yourself or designate someone as the start of the chain. Example: Theme – types of fruit. First word in the chain: Apple. The second person will have to continue the chain, and add a unique word that fits the category. Example: Apple, Watermelon. Each person will get 30 seconds to correctly repeat the earlier words in the chain and add another new word. The chain is broken when a player cannot correctly repeat the chain or can't think of a word to add to it within 30 seconds.

Session 2: Feedback session

Task for the facilitator:

Step-1

Asking questions for feedback

Start the session by asking the participants the following two questions

- Q. What is the work that you have done in the field after your selection as LRG?
- Q. How has your experience been in doing this work?

Divide the participants into groups of their Panchayats, and through the group discussion let them find answers to the questions. In case there are more than 8 members from one Panchayat, form two groups of one Panchayat for this activity.

Now, write down the responses of the participants on the board point by point.

Step-2

Discussion on the work of LRG

Q. Based on what you have done and seen in the field, what do you see is the use of your work as a LRG member in the future?

Note down the responses of the participants on the board

Building on the responses that come from the participants, facilitate the discussion to reach the final answer

Final Answer- The use of LRG's work can be seen in working towards the development of the village

Session 3: Understanding the Role of LRGs

Process:

Step-1

Discussion about the Role of LRG

This is designed as a participatory discussion. Ask the question given below.

Q. What could be your role as a LRG member in working towards the development of the village?

Write the responses from the participants on a whiteboard.

Using the responses as a basis, conclude the discussion by stating the final answer as mentioned below.

Final Answer- Role of LRG will be

- Working with PRI- to demand rights and entitlements through schemes
- Working with SHGs- to demand rights and entitlements
- Working to mobilise Gram Sabha
- Working to access schemes

Step-2

Discussion about the knowledge and skills required for the role of LRG

Ask the given below question, and write down the responses on the board.

Q. In order to fulfil the above roles, what knowledge will you require as a LRG member?

Building up on the discussion, state the final answer to the question

Final answer-

- Knowledge about PRI- roles and responsibilities of Gram Panchayat, elected representatives, systems and processes of PRI
- Knowledge about SHG/Federations, perspectives on SHGs being institutions of poor, and SHGs being agency of village development and poverty alleviation
- Knowledge about Gram Sabha-provisions in the Act, roles and responsibilities of PRI in Gram Sabha, powers and duties of Gram Sabha, process of conduct of Gram Sabha
- Knowledge about MGNREGS-process of MGNREGS, demanding rights and entitlements, ensuring women's participation

Q. What are the skills required by a LRG member?

Write down the responses from the participants, and then provide the final answer

Final answer- Skills required are

- Communication
- Mobilisation
- Motivation

Session 4: Understanding Panchayati Raj Institutions

Process:

Step-1

Conceptual Understanding of Decentralization and the PRI system

The session begins with a PowerPoint presentation and discussion on the concept of 'decentralisation' and the idea behind the Panchayati Raj Institutions in India.

Content for the presentation

The basis of democracy is that the people are able to participate in the governance process and have a control over the decisions impacting their lives. For the realization of the same, there is a general agreement on the idea that the government should be as close to people as possible. With the same view, the Government passed 73rd constitutional amendment that initiated decentralisation and made mandatory for state governments to have the Panchayati Raj System as a third tier of Government. For the functioning of Panchayati Raj System, participation of people is a must. Gram Sabhas play an important role in identification of beneficiaries and planning at the grass-root level. The 11th schedule mandates Panchayats to work for the poverty eradication and welfare of the people. Hence, strong Gram Sabhas are a must for the strengthening of democracy and realizing the fruits of decentralization.

This presentation is made interactive by asking questions to the LRGs on the following lines:

What is meant by decentralization?

Why did decentralization come in the first place?

Why is Gram Panchayat the most important tier of local self-governance?

Step-2

Activity- Mapping the Needs of People and Understanding the role of the Gram Panchayat

The session aims to help the participants understand the roles and responsibilities of the Gram Panchayat and elected representatives in a village through an activity.

In this activity, the participants first list the issues of a community, and then figure out how these issues can be addressed with the help of the existing institutions in the village, specifically the Gram Panchayat.

To do the activity, the participants are divided into smaller groups with four in each group.

Next, the facilitator instructs the groups to do the following:

1. List the needs of the community
2. List the institutions available to address these needs
3. How will these needs be addressed with the help of these institutions?

Note: The facilitator will just mention the name of one institution that is available with the community, which is the Panchayati Raj institution. He/she will not spell out the name of any other institution. The participants will be free to include any other institution that they are aware of. However, the focus of the activity is to bring out what Gram Panchayat can do to address the needs of the community.

At the end of the exercise, the groups are asked to present their list and responses.

Key learning: The participants realise their responsibilities as elected representatives.

Step-3

Presentation on the powers and duties of Gram Panchayat in State

This session refers to the presentations made in the last step. The facilitator makes a technical presentation explaining in detail about the powers and duties of the Gram Panchayat as stated in the relevant State PRI Act.

Step-4

Conclusion

The last step involves concluding the session drawing upon the presentation and the questions asked by the participants. The conclusion essentially talks about how the various constitutional powers and duties of the PRI members can be realized, for the development of the community, only with the support and cooperation of the people.

Session 5: Understanding SHGs

Process:

Step-1

Use note under Session 7 in ToT on PRI-CBO Convergence (Section 3: Training of Trainers in this booklet)

Step-2

Activity: Role Play

Use note under Session 7 in ToT on PRI-CBO Convergence (Section 3: Training of Trainers in this booklet)

Step-3

Completion of Role Play and Explanation of the concept of SHGs

Use note under Session 7 in ToT on PRI-CBO Convergence (Section 3: Training of Trainers in this booklet)

Step-4

Explanation of the concept of SHGs

Use note under Session 7 in ToT on PRI-CBO Convergence (Section 3: Training of Trainers in this booklet)

Step-5

Video on SHG Network

Use note under Session 7 in ToT on PRI-CBO Convergence (Section 3: Training of Trainers in this booklet)

Step-6

Experience Sharing by Community Resource Persons

Use note under Session 7 in ToT on PRI-CBO Convergence (Section 3: Training of Trainers in this booklet)

Step-7

Role Play Activity

Use note under Session 7 in ToT on PRI-CBO Convergence (Section 3: Training of Trainers in this booklet)

Step-8

Conclusion of the Session

Use note under Session 7 in ToT on PRI-CBO Convergence (Section 3: Training of Trainers in this booklet)

Session 6: Understanding Gram Sabha

Use note under Session 8 in ToT on PRI-CBO Convergence ((Section 3: Training of Trainers in this booklet)

Session 7: Understanding schemes- MGNREGS

Note: This session can be modified based on the State's context.

Process:

Step 1

Make a brief presentation on the background of MGNREGS and its salient features, along the lines of the content given below

Content on MGNREGA

MGNREGA is an Act to provide a legal guarantee of 100 or 150 days of wage employment, in a financial year, to every rural household whose adult members (above 18 years) volunteer to do unskilled manual work.

Objectives of MGNREGS:

1. To enhance livelihood security in rural areas by guaranteeing 100/150 days of wage employment in a financial year to every registered household.
2. To create productive assets
3. To protect the environment
4. To reduce migration
5. To empower rural women and the poor through the provision of a rights-based law.
6. To foster social equity
7. To create strong social safety net for the vulnerable groups by providing employment source, when other alternatives are inadequate.

Thus, MGNREGS has three distinct goals:

- Protective
- Preventive
- Promotive

It protects the rural poor from vulnerabilities by providing them with demand - based employment.

It prevents risk associated with agricultural investment and forced migration of rural poor.

It brings prosperity in rural economy via increased consumption demand.

Step 2

Process: Give a Case Study for discussion. Divide the participants in smaller groups and distribute the case study handouts.

Case Study for MGNREGS Session

Seema stays in Harlor village of Karonji block, which has successively recorded lowest rainfall in the entire state for the past five years. A few years back, the situation of the village was such that there were no sustainable job opportunities available in village. No self-owned land was available for farming. Most men migrated to the city to look for livelihood opportunities. Woman used to work as agricultural labourers at an average pay of Rs. 50/- per day. Seema's husband works as a truck driver in the nearby district. The money he sends home is not enough to run the family including a wife and three children. This scenario changed with the advent of MGNREGS. With MGNREGS work, households became entitled to 100 days of work perhousehold. Initially information on MGNREGS was given in the Gram Sabha, but the participation of people in the Gram Sabha was very low.

One of the Elected Representatives(Rupa), who was also a SHG member, told her SHG members about MGNREGS. Her SHG members slowly started coming for the Gram Sabha. Rupa also took the initiative to talk to other SHG members about MGNREGS work. The GP decided to keep the agenda of the GS as MGNREGS.

Among various things discussed in the Gram Sabha, an important one was that the people should register their households for job cards. The names of all adult members of the family (above 18 years) would be included in the job card. The people could themselves demand for work and Gram Panchayat/Programme Officer would send letters to the applicants informing them where and when to

report for work. A public notice displayed at the Gram Panchayat and at the Programme Officer's block office, would provide information on the date, place of employment and the names of those provided employment. One elderly woman who especially benefitted from this Gram Sabha was Mary who came to know that in the worksite if there were more than 5 kids below 3 years of age she could take care of the kids at the worksite. She would also receive the same wages as any other unskilled worker. Because women also have to do most of the agricultural work, the panchayat adjusts the MGNREGS calendar to accommodate this. No MGNREGS work happens during the three months at the height of the sowing season. Instead, most projects happen between January to mid-April when agricultural demands are fewer.

The Gram Panchayat recently put up a notice that new work can be taken up under MGNREGS. Seeing the water situation in the village, Rani and her SHG members decided to submit a proposal for digging a well in their neighbourhood. The proposal was submitted to the Panchayat and all the SHG members applied for the job. After the technical and financial sanction was done, the work began. Since the worksite was within 5kms of where the SHG women resided, they were asked to report to the worksite. At the worksite, Rani was the MGNREGS mate and she ensured that the muster roll, drinking water and a first aid kit were available. Also, a Citizen Information Board was put up with details of Works, Persondays, Funds, etc

Filicita, an active SHG member who stays in Bada Ghalonda village of Karonji block, mobilized her SHG members working on the MGNREGS site to approach the panchayat. They found out that they were being paid only 90 rupees a day instead of the mandatory 160 rupees, which was being paid to the men working on the site. They complained about this to the Pradhan, and then again in the Gram Sabha. When this was unsuccessful, a large contingent of MGNREGS workers marched to the Block Development Office. Here they made their demands again, and were finally given the correct wage. Filicita and her fellow SHG members have recently submitted a proposal to the GP about building toilets in their households through MGNREGS. Now their aim is to make their village a Nirmal Gram.

Assign them 20 minutes to read the above case study and discuss the following three questions:

1. What is your understanding of MGNREGS?
2. What are the processes and steps involved in MGNREGS
3. What is the role of the following stakeholders?
 - Elected Representatives
 - SHG members
 - Gram Sabha

After their discussions, allow the groups to spend 20 minutes to prepare their presentations.

Step 3

Start the presentations by the groups on the three questions mentioned earlier.

Ensure that the major aspects, given below, are covered in the presentation.

1. Rights Based Perspective of MGNREGS
2. Demand of work
3. Identifying work
5. Availing Work within 5 kms from where one resides.
6. Equal wages
7. Convergence with other schemes
8. Mobilizing women
9. Awareness Generation about MGNREGS

10. Job card registration
11. SHG collectiveness as labour group
12. Ensuring entitlements
13. Monitoring process
14. Panchayat as the implementing agency
15. Working with SHGs

Step 4

Entire Process of Implementation of MGNREGS

Once the presentations are done, go through the entire process of implementation of MGNREGS using power point presentations. Refer the boxes for content for presentation.

MGNREGA Funding Process



**Note:*

There may be certain other administrative expenses borne by the centre or the state respectively.

The Centre provides funding for 100% of the wages. For the component of “Material and wages of skilled/ unskilled workers”, the Centre does 75% of the funding while State does 25%. For the payment of Unemployment Allowance, the State bears 100% of the total funding cost.

Job card registration – Power point Presentation

All adult members of a rural household, who are residing in the area and willing to do unskilled manual work, can apply. Even if a person is already employed/ engaged in work, he/she has the right to demand employment under NREGA. Priority shall be given to women. At least one-third of the beneficiaries shall be women who have registered and requested for work under the Scheme.

A household interested in availing of the NREGA benefits has to make an application for registration through the prescribed written form or orally. The registration form and process are free of cost.

The application for registration has to be made to the Gram Panchayat.

In order to authenticate the registration, the Panchayat verifies whether the applicant resides in that village and is an adult. The unit of registration is the household. After verification, the Gram Panchayat will issue a Job Card to the household.

- Job Card is basic legal document valid for five years.
- It is issued to a registered household as a whole within 15 days of application
- It enables registered household to demand guaranteed employment
- Household Job Card will have photograph, name and details of each registered adult member of the household on it

Cost of Job Card including photograph will be borne by the programme

- Job Cards issued will be entered in a Job Card register in the Gram Panchayat
- Custody of Job Cards will be with the registered household

Format of Job card

It must include the following details:

- Unique registration number
- Date of registration
- Days of employment demanded
- Days worked

- Amount paid

- Bank/ Post Office Account Number

Work Demand

- Household with Job Card has the right to submit a written application for employment to the Gram Panchayat.
- Any member may apply: More than one member of a family may apply at the same time (subject to 100 day family entitlement).
- Applicant may choose and state the time and duration when employment is sought.
- Application must be for a minimum of 15 days of employment.
- Another way is that the workers show their need for work and demand it in the Gram Sabha itself.

Issue of Dated Receipt

- Employment application will be entered in an Employment Register in the Gram Panchayat
- The Gram Panchayat has to issue a Dated Receipt of the written application for employment

Employment and Wage Payment

- Work provided within 5 km radius of the village or else extra wages of 10% are payable
- Wages are to be paid according to minimum wages
- Payment of wage through Bank and Post Office Accounts
- Disbursement of wages has to be done on weekly basis and not beyond a fortnight
- Equal wages are to be paid to men and women under the provisions of the Equal Remuneration Act 1976 – an important measure given prevailing gender wage disparities.

Unemployment Allowance

- If employment is not provided within 15 days, daily unemployment allowance, in cash has to be paid.
- States will pay the Unemployment Allowance at their own cost
- If the applicant does not report for work, no unemployment allowance is payable

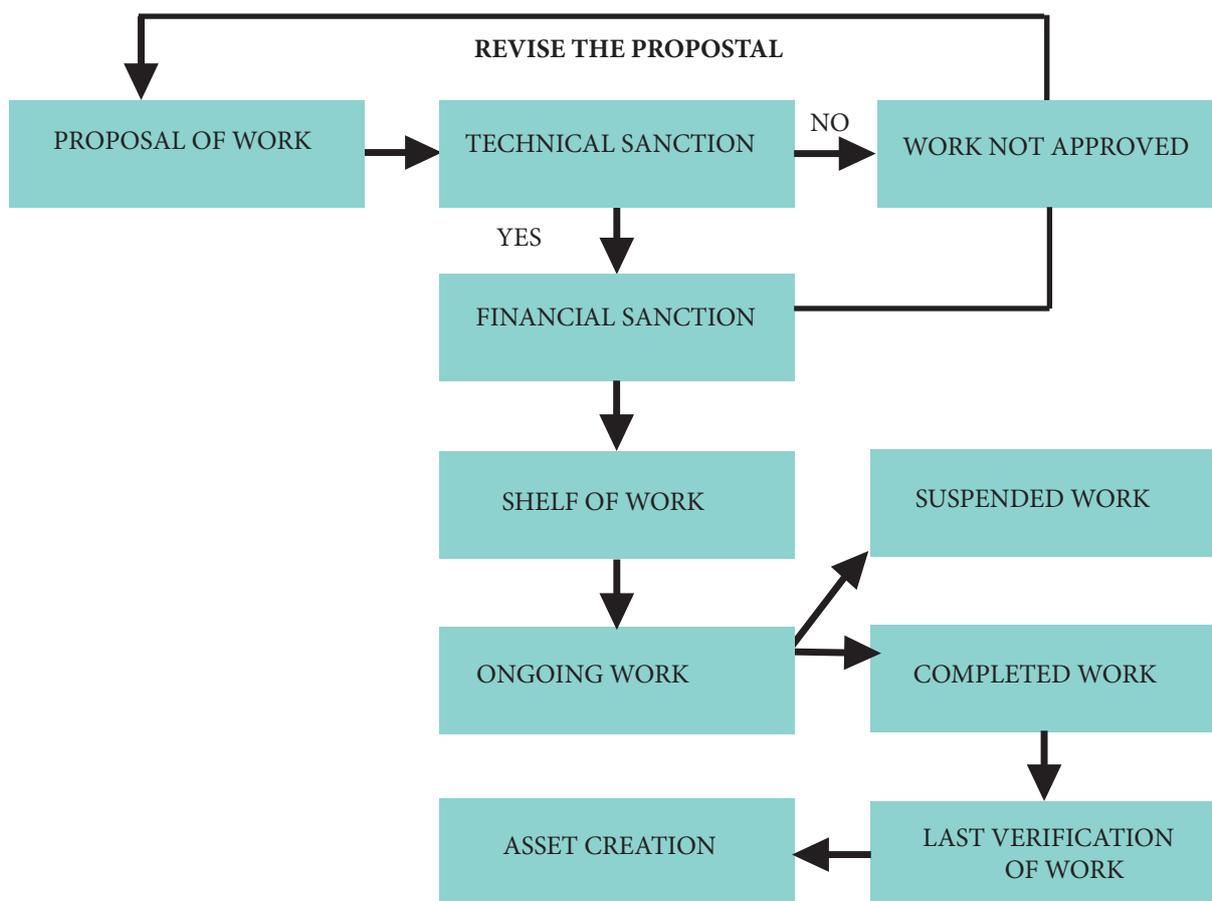
Worksite facilities**Mandatory Worksite Facilities**

- Drinking water
- Shade
- Medical aid
- Crèche -if more than five children below age 3 are present, then one of the workers (aged workers) will take care of the children and will be paid the same wage rate as the other workers for doing so.
Note: These facilities are to be provided by the implementing agency

At the worksite

- Citizen Information Boards with details of Works, Person days, Funds
 - Only job card holders allowed to work
 - Minors should not be employed
 - Muster Roll to be available at the worksite
 - No machinery is allowed
 - Supervision of the worksite: By Mate or Gram Rozgar Sahayak
-

Process of work undertaken in NREGA



Works that can be undertaken under MGNREGA:

- Permissible Works : Works selected from the list of permissible works under Schedule I of the Act include:
- Water Conservation
- Drought Proofing(including plantation and afforestation)
- Flood Protection
- Land Development
- Minor Irrigation, horticulture and land development on the land of SC/ST/ BPL/IAY and Land reform beneficiaries
- Rural connectivity
- Labour Intensive Works 60:40 ratio between wages and materials to be maintained

Social Audit:

- Scrutinizing and verifying authenticity all records and procedures of a programme, and expenditure incurred
- The Implementing agency /Gram Panchayat must provide all necessary documents
- Should be both concurrent (of live works) and Post completion
- Social Audit by Gram Sabha of all works in a Gram Panchayat
- PO and DPC to facilitate through resource support: planning, training, ensuring access to records and follow –up of the same.

(Note: This section maybe edited based on the State’s context)

Step 5:**Activity on Job Card Campaign**

After the presentation on the implementation of MGNREGS, ask the participants to plan a campaign for job card registration in their hamlets.

Mention that the campaign must focus on following aspects:

S.No	Task	Role of LRG	Role of SHG	Role of PRI
	Obtaining the number of households having job cards			
	Conducting job card registration camps			
	Providing information to the SHG women about job card registration process in NREGA			
	Increasing participation of women in NREGA			
	Preparing IEC material on creating awareness about MGNREGS			

Session 8: Preparation of Action Plan for the LRG

Process:

Step-1

Being the final session of the training programme, this session aims at getting an action plan made by the LRG members on Gram Sabha mobilisation for the next scheduled Gram Sabha.

Ask the LRG members the following question:

How will you, as LRG members, mobilize people for the upcoming Gram Sabha?

Final response:

The following activities will be done by the LRG for Gram Sabha mobilisation:

1. Orientation of SHG members
2. Arranging meetings with SHGs and developing a demand plan of the SHGs to take to the Gram Sabha
3. Awareness generation activities for Gram Sabha and MGNREGS by doing the following:
 - a. Awareness campaigns in the village/hamlets through use of IEC material like pamphlets, mobilisation songs, street plays etc
 - b. Informal meetings with SHG leaders
 - c. Informal meetings with the common people/leaders of the community
 - d. Meetings with the PRI representatives to facilitate the agenda preparation for Gram Sabha

Step-2**Preparation of IEC material by LRG**

Once they have given their final responses, divide them into smaller groups to prepare IEC material that they will use for Gram Sabha mobilisation with special emphasis on accessing NREGS work.

Mention that they also need to make a schedule for the orientation of CBO in their Gram Panchayats.

Step-3

Presentation of IEC material and Conclusion

Get the LRG members to present the IEC material prepared by them for Gram Sabha mobilisation.

Conclude the session by reaching an understanding that the LRG will do the activities that have been talked about in the previous step.

In the conclusion, emphasize that the role of the LRG is extremely important for increasing active participation of women in the Gram Sabha. For this to happen, the LRG will have to be pro-active in meeting the SHG women and orienting them about the importance of their participation in Gram Sabha and accessing their rights and entitlements using the participatory platform of GS.

Next, ask the participants to stick to the schedules prepared by them for the orientation of the CBOs in order to ensure better participation in Gram Sabha.

Session 9: Running through Module on Capacity building for SHG and federations

Use the content under the said module in Booklet 4: Community Institutions

SECTION 5: ELECTED REPRESENTATIVES (PRIs)

Training Elected Representatives

This section helps to design and deliver a programme to train the elected representatives of the PRIs. It will also help the participants develop their outlook towards reaching out to the SHG network as a public service delivery mechanism.

The section includes three modules.

- **Module 1: Preliminary Orientation**

This introduces the elected representatives of the GP to the PRI-CBO Convergence project, role of the Local Resource Group and the SHG network in addressing developmental issues in the GP.

- **Module 2: Orientation on PRI-CBO Convergence project activities**

This module orients the elected representatives on the various nuances of the PRI-CBO Convergence project along with sessions on Gram Sabha and Gram Panchayat.

- **Module 3: Orientation on Tools for Participatory Assessment and Planning**

Refer Booklet 3: Capacity Building for Participatory Assessment and Planning for this module

Module 1:Preliminary Orientation

The preliminary orientation programme is designed to encourage the Panchayat Representatives to think about the development issues in their GP. It encourages them to ponder over the roles of Gram Panchayat, members of the Local Resource Group and SHG network in addressing these issues.

The programme is planned for one day.

Programme details

Objectives of the programme

- To develop an understanding of various development issues in the village and role of GP in addressing them
- To develop an understanding of the roles of LRG and CBO in supporting panchayat representative in addressing development issues

Participants for the programme include Panchayat Representatives in a block

Content covered in the programme

- Role of GP in local development
- GP- Function, Finance and Functionaries
- Role of LRG and SHG in local development

Programme Schedule: Preliminary Orientation for Elected Representatives

S No	Time	Session	Objectives	Content	Methodology	Materials Required	Preparatory Activities
1	11:00 - 11:30 am	Introduction and Welcome	<p>Welcome and introduction to the workshop</p> <p>To share the objectives of the workshop</p> <ul style="list-style-type: none"> To understand the relevance and strength of local leadership invillage development To brief the participants about the responsibility and accountability towards their society 	<p>Formal Introduction</p> <p>Objectives</p> <ul style="list-style-type: none"> One accomplishment or work that the Panchayat committee has undertaken in the past 10 months for local development that has become successful and how they achieved it 	<p>Presentation</p> <p>Group discussion</p>	<ul style="list-style-type: none"> White Board Markers 	<ul style="list-style-type: none"> The facilitators should be familiar with the objectives of the session and encourage the participants to articulate and write their opinions on the charts
2	11:30 am - 12:00 pm	One achievement in Local Development of the GP in the past ten months	<ul style="list-style-type: none"> To identify the developmental issues in their village that needs immediate attention To understand that the GP is the institution for the poor and how they can address the issues they face. To understand in detail about the legal and constitutional mandate , PRI Act and relevance of Gram Sabha 	<p>Undertaking related to</p> <ul style="list-style-type: none"> Basic Amenities Poverty Reduction Human Development Social Development 	<ul style="list-style-type: none"> Discussion within the groups General discussion by the facilitator. 	<ul style="list-style-type: none"> A4 Paper/Chart Paper White Board Markers/Sketch pens 	<ul style="list-style-type: none"> The facilitators should be familiar with the objectives of the session and encourage the participants to articulate and write their opinions on the charts
3	12:00 - 12:35 pm	Three undertaking for the coming year	<ul style="list-style-type: none"> To identify the needs of a GP to address the issues To understand the powers and role of the GP in addressing the issues 	<ul style="list-style-type: none"> Finance Functions Functionaries 	<ul style="list-style-type: none"> Discussion Presentation and class 	<ul style="list-style-type: none"> White Board Markers 	<ul style="list-style-type: none"> The facilitators should be familiar with the objectives of the session and encourage the participants to articulate and write their opinions on the charts
4	12:35 - 01:30 pm	Needs required to achieve the above-undertakings					

S No	Time	Topic	Objectives	Content	Methodology	Materials Required	Preparatory Activities
LUNCH (1.30-2.30 pm)							
5	02:30 – 03:15 pm	Using existing resources and Implementation of schemes	<ul style="list-style-type: none"> To understand the existing structures and schemes available in the GP To understand the role of GP in implementing these schemes To understand about the opportunities available and the limitation in attaining these opportunities 	<ul style="list-style-type: none"> Status of schemes Implementation Gaps 	<ul style="list-style-type: none"> Discussion within the groups General discussion 	<ul style="list-style-type: none"> White Board Markers 	<ul style="list-style-type: none"> Prepare the various schemes before the workshop.
6	03:15 - 03:45 pm	Improving Conditions	<ul style="list-style-type: none"> To understand the relevance of other institutions and structures in supporting the GP To use these structures and institutions for local development To briefly introduce the PRI-CBO convergence project 	Role of SHG in implementing schemes PRI-CBO Convergence project	Class room discussion and facilitation	<ul style="list-style-type: none"> White Board Markers 	<ul style="list-style-type: none"> Prepare a note with the various institutions and structures that support the GP Prepare a presentation on PRI-CBO Convergence project
7	03:45 -04:00 pm	Way Forward	<ul style="list-style-type: none"> To discuss what can be done post the workshop To open the floor for any queries or questions To take the feedback from the participants 		General discussion and facilitation		

Guidance Note on Sessions: Preliminary orientation for elected representatives

Session 1: Introduction and Welcome

Objective: The purpose of this session is to help the participants and facilitators know each other.

Process: The facilitator gives a brief introduction to the workshop and shares the objectives of the workshop

- To develop an understanding of various development issues in the village and role of GP in addressing them
- To develop an understanding of the roles of LRG and CBO in supporting panchayat representative in addressing development issues

Session 2: One achievement in Local Development of the GP in the past ten months

Task for the facilitator: Make the participants sit according to their Gram Panchayats. Ask them one question.

- Describe one accomplishment or work that the Panchayat committee has undertaken in the past 10 months for local development that has become successful and how did they achieve it?

Let each group discuss among themselves, and later present the success stories.

Ensure that the participants are clear about the question. As the groups start sharing, note down the major highlights on a white board and use this for the concluding session.

Keep these points in mind while conducting the session

- How the local leadership can interfere in the development of the GP
- To see how a responsive and accountable governance process is essential for local development
- The initiative is a collective effort and not an individual effort
- The initiative can be one of the three
 - Schemes or existing government initiatives
 - Their own initiative or people from the GP providing resources
 - Using the GP money or resources

Session 3: Three undertakings for the coming year

Task for the facilitator: Maintain GP-wise groups that were formed in the previous session. Ask the groups to discuss the following point.

- What are the three undertakings that, as a Panchayat, you want to take up for local development in the coming few months?

Let the groups discuss among themselves and note down the three main undertakings on a piece of paper or chart paper.

Ensure that the participants are clear about the question. As each group starts sharing, simultaneously note down the undertakings on a white board and use this for the concluding session. For ease, categorize the undertakings into separate sections.

- Basic Amenities
- Poverty Reduction
- Human Development
- Social Development

Conduct the consolidation session using the given below content. (Note: The issues that will come up will mostly be issues of unemployment, drinking water, housing etc.)

“ All the undertakings are to do with reducing poverty in your GP and helping the truly needy and the poor. The GP is an institution that is made for the poor to help them and to better their conditions.

Gram Panchayat (GP) works for the holistic development of villages in its jurisdiction and is easily approachable on account of its geographical proximity to its citizens. For the GP to be effective, it must be aware about the needs of the people and ensure that all the sections of the society are included in the process of decision making. It must also execute schemes and projects effectively and maintain transparency and accountability to its citizens. If the elected representatives and other functionaries of the GP fail to do so, GP can never achieve its goal of inclusive local development.”

Motivate the participants by telling them about the powers of the Panchayat.

- State Act and main provisions
- 243G
- Gram Sabha being a space for the people
- Leaders of local development

Session 4: Needs required to achieve these undertakings

Task for the facilitator:

Ask the groups to share about the following question

- What, according to them, is required or needed to achieve the above mentioned undertakings?

As the groups share their ideas, note them on the white board. Categorize the needs and requirements into 3Fs (Finance, Functions and Functionaries). Discuss about each in detail.

- Finance
 - GPs own fund
 - GPDP
 - Tied Funds from Schemes
- Functions
 - Powers of PRI
- Functionaries
 - SHG/CBO network used for local development

Session 5: Using existing resources and Implementation of schemes

Task for the facilitator: Ask the groups to share based on the above listed needs.

- From the above mentioned list of needs, what are the resources that are currently available with you?
- The group can look into the help it can get from schemes and other structures

If the participants list out schemes (MGNREGA, SBM, NRLM, NSAP) and their funds, then ask the following questions

- How is it getting implemented and if it is successful, what is the process?
- If not, then why?

Note down the important highlights of the session.

Discuss about the opportunities mentioned above and the limitations that occurred in achieving these opportunities.

Categorize the implementation failures into three main groups

- Lack of knowledge or awareness
- Lack of confidence, skill or capability
- Lack of access and space (eg. Gender, Institutions)

Discuss about schemes and the role of PRI in implementing these schemes. Also mention that for successful implementation the SHG network can be used. Take any one scheme to explain further.

Session 6: Improving Conditions

Task for the facilitator: Based on the above session, take the conversation forward by asking them how the existing prevailing conditions can be improved.

Q. What can be done to address the above issues and improve the existing conditions

Note down the major points, coming from the participants, on the white board. Use these points to consolidate the session. Discuss about including SHGs and other structures like Anganwadi, etc. to support GP in the process of local development.

Note: You can use the same scheme you used in the previous session and point out how the SHG can play a supporting role in the implementation process.

Briefly introduce the convergence project and talk about the relevance of PRI-CBO convergence.

Session 7: Way Forward

Task for the facilitator: Conclude the workshop by gathering feedback from the participants. Invite queries and questions, if any, from the participants. Ask the participants what the future plans of a GP are.

Module 2: Orientation on PRI-CBO Convergence project activities

Before commencing the PRI-CBO Convergence project on field, it is very crucial that an orientation programme for PRI representatives is designed.

This module aims to give the elected representatives a brief understanding about the power of the Gram Panchayat and Gram Sabha, and their role in the successful implementation of PRI-CBO Convergence project. The project is designed in a way that the institutions of local governance and SHG network constantly engage with each other. Thus, it is important that the elected representatives are well versed with the project and its nuances.

The programme is planned for one day.

Programme details

Objectives of the programme:

- To give a brief understanding about the role of Gram Panchayat in local development and implementation of schemes
- To brief the participants on the relevance and importance of Gram Sabha
- To give an understanding about PRI-CBO Convergence project and its various nuances

Participants for the programme include Elected Representatives of the Panchayat

Content covered in the programme:

- Understanding Gram Panchayat
- Understanding Gram Sabha
- Understanding SHGs
- Role of PRI in scheme implementation
- PRI-CBO Convergence project

Programme Schedule: Orientation on PRI-CBO Convergence activities

S. No	Time	Session	Objective	Content	Methodology	Materials Required	Preparatory Activities
1	10:00 – 11:00 am	Understanding Gram Panchayat	<ul style="list-style-type: none"> To understand the concept of Gram Panchayat 	<p>Powers and duties of Gram Panchayat in brief</p> <p>Brief on the constitutional rights and duties of PRI representatives</p>	<ul style="list-style-type: none"> Interaction and discussion 	<ul style="list-style-type: none"> Projector White Screen Chart Paper Colour Pens 	<p>Prepare the State specific Powers and duties of Gram Panchayat along with the duties of the PRI representatives</p>
2	11:00 – 12:00 am	Understanding SHGs	<ul style="list-style-type: none"> To give a brief understanding about SHG and its various nuances 	<ul style="list-style-type: none"> What is a SHG? Understanding the benefits of working with SHG collectives, 	<ul style="list-style-type: none"> -Video -Interaction with the participants on how they think the Panchayat could work with SHGs 	<ul style="list-style-type: none"> Projector White Screen Chart Paper Colour Pens 	<p>Prepare a detailed note on SHG, including their formation, structure, governance process and their benefits</p>
3	12:00 – 01:30 pm	Understanding Gram Sabha	<ul style="list-style-type: none"> To understand in detail about Gram Sabha To understand about the role of PR in conducting Gram Sabha 	<ul style="list-style-type: none"> Concept of Gram Sabha Understanding the importance of Gram Sabha as a participatory platform for planning and a body for monitoring Roles and Responsibilities of PR members in conduct of gram Sabha Role SHGs could play in increasing participation to make Gram Sabha more active and assertive 	<ul style="list-style-type: none"> Interactions and Conduct of a mock GS 	<ul style="list-style-type: none"> Projector White Screen Chart Paper Colour Pens 	<p>Prepare the State specific Powers of Gram Sabha</p>
LUNCH (1.30-2.30 pm)							

S. No	Time	Session	Objective	Content	Methodology	Materials Required	Preparatory Activities
4	02:30 – 03:30 pm	Understanding the role of PRI in scheme implementation	<ul style="list-style-type: none"> To understand the role of PRI representatives in implementation of major schemes like MGNREGA 	<ul style="list-style-type: none"> Planning and implementation by Gram Panchayat Role SHGs can play in implementation of schemes (information dissemination, mobilisation, demand generation, aggregating demands, help in beneficiary identification, monitoring role) 	<ul style="list-style-type: none"> Case Study Discussion Experience sharing by resource persons 	<ul style="list-style-type: none"> Projector White Screen Chart Paper Colour Pens 	Prepare a detailed note on the various schemes and the role of PRI in its implementation
5	03:30 – 04:30 pm	Understanding PRI-CBO Convergence	<ul style="list-style-type: none"> To understand the concept of convergence as envisaged To understand the opportunities of convergence and benefits from it 	<ul style="list-style-type: none"> PRI-CBO Convergence project Activities in the project Role of PRI 	<ul style="list-style-type: none"> Experience Sharing 	<ul style="list-style-type: none"> White Board Markers 	Keep ready a presentation on PRI-CBO Convergence project with examples from the field to make the session interesting

Guidance Note on Sessions: Orientation on PRI-CBO Convergence activities

Session 1: Understanding Gram Panchayat

Step-1

Conceptual Understanding of Decentralisation and the PRI system

Use content under Session 4: Understanding Panchayati Raj Institutions (Module 3, Section 4: Local Resource Group in this booklet)

Step-2

Activity- Understanding the role of the Gram Panchayat

Use content under Session 4: Understanding Panchayati Raj Institutions (Module 3, Section 4: Local Resource Group in this booklet)

Step- 3

Presentation on the powers and duties of Gram Panchayat in the State

Use content under Session 4: Understanding Panchayati Raj Institutions (Module 3, Section 4: Local Resource Group in this booklet)

Step-4

Conclusion

Use content under Session 4: Understanding Panchayati Raj Institutions (Module 3, Section 4: Local Resource Group in this booklet)

Session 2: Understanding SHGs

Task for the facilitator:

Step-1

Discussion on the concept of SHG

Ask the following question.

Q. What is a SHG? What does it do?

- Write down the responses of the participants on the board
- Building on the responses from the members, sum up the responses and conclude by presenting the concept of the SHG. The content of the conclusion is as follows:
 - Final Answer- SHGs are primarily collectives of women (10-20 in number) who come together and begin with engaging in thrift and credit activities. The thrift that is saved by the women is used in inter-lending within the group during times of need of the women. This means that they do not have to depend on the money lenders for borrowing money during emergencies. They can treat their own collective as their very own 'local bank' and decide the rules for the bank themselves. They can also take loans as a group and start small businesses in their group or as individual members of the group.
 - However, such economic activities are only one part of the lives and experiences of these women's collectives. Additionally, their engagement with the social and political aspects of the village and their role as citizens and active participants of the local governance process of their own Panchayats is of much importance. The collectives of women could become one of the most important components of the development processes of their villages/Panchayats. The women's collectives could act as drivers for accessing rights and entitlements for members as well as the larger community.

Step-2

Showing Video on SHG network from any State

First, show the video. Later, read out a synopsis of the video to the participants.

Next, invite questions from the participants on the video shown and conclude the discussion after the responses.

Step-3

Power point presentation: Panchayats' experience in working with SHG network

Following aspects are covered in the presentation:

- Panchayat's relationship with the SHG network while working together
- Structural convergence in place
- Support provided by SHG network in the functioning of the Panchayat
- Support of SHG women in information dissemination, mobilisation for Gram Sabha, demand generation leading to bottom-up planning in the Gram Sabha, participatory beneficiary identification, MGNREGS convergence, and other significant local initiatives of social development catering to the marginalized groups in the community

Step-4

Activity: Preparing Panchayat plan working with SHGs

For this activity, divide the participants into groups of four each. Give them chart papers and colour pens. Ask the groups to address the following question.

How will you develop a plan for your Panchayat working with SHGs?

Give them 20 minutes to discuss, and then ask each group to present.

Session 3: Understanding Gram Sabha

Task for the facilitator:

Step-1

Discussion on the idea and concept of the Gram Sabha

Ask the following questions, and conduct the session in a discussion mode by summing up every question based on the final answer provided.

Q. What happens in a Gram Sabha in your village?

Write down the responses of the participants on the board.

- Answer- The basket of responses for this answer can be on the following lines.
- Talk issues related to village development, beneficiary identification for schemes, planning for MGNREGS, grievance redressal, conflict resolution, addressing any emergency need in the village etc.

Use the above points to facilitate the discussion.

Q. What is a Gram Sabha?

Write down the responses of the participants on the board.

- Final Answer- Gram Sabha is the lowest unit standing as a part of the local governance. That is why it is also referred to as the fourth tier of the Panchayati Raj Institution

Q. What is the idea behind Gram Sabhas? Why is Gram Sabha important?

Write down the responses of the participants on the board.

- Final Answer-For people's participation in their own governance. Gram Sabha is essentially a formal democratic platform for the people
 - to have their representation
 - to make their voices heard
 - to demand the constitutional rights
 - to become aware about their entitlements
 - to become an active participant in their own process of governance and development.

Step-2**Discussion on the importance of active Gram Sabha****Q. What is the need to make Gram Sabha active?**

Write down the responses of the participants on the board.

Final Answer

- For proper planning to happen at village level
- For identifying beneficiaries in a participatory manner
- For disseminating information on various schemes and programmes
- Panchayats can seek the support of Gram Sabha for implementing its programmes

Step-3**Q. How to ensure proper conduct of Gram Sabha in a panchayat?**

- Final Answer- By being aware about the process related with the conduct of Gram Sabha as per the State Act and rules formulated.

Task for the facilitator: Make a Power point presentation on the provisions of Gram Sabha from the relevant State Act and Rules.

Given below is an example from Maharashtra Village Panchayat Act, 1958.
(This needs to be based on the respective State PRI Act)

The content of the presentation includes given below points. Give this content as handouts to the participants.

- Provisions from the Act (Maharashtra Village Panchayat Act, 1958)
 - According to the Act, there have to be a minimum of four meetings every financial year. The gap between two meetings must not be more than four months. If the Sarpanch or Upa – Sarpanch fail to call a meeting, the Secretary of the Panchayat is expected to call the meeting
 - The Sarpanch chairs the first meeting of the Gram Sabha and thereafter the first meeting every year and in his absence, the Upa- Sarpanch chairs it. The rest of the meetings are chaired by a person elected by the persons present in the particular meeting of the Gram Sabha
 - Regarding meetings of women members, the Act says that the meeting of women members must be held before every Gram Sabha and the proceedings of the meeting must be brought to the Gram Sabha by the Sarpanch. It further states that the Gram Sabha must consider the recommendations made by women members in the meeting. And, the Panchayat, in turn, must ensure the implementation of these recommendations. However, if the Gram Sabha disagrees with the

- recommendations, then it has to record the reasons for the same
- Before every Gram Sabha and meeting of women members, a Ward Sabha must take place. The Ward Sabha has to be convened by the member of Panchayat from that ward. The Ward Sabha is expected to discuss issues relating to development, relevant schemes, etc., and place the issues discussed at the regular meeting of Gram Sabha. The issues discussed also have to be recorded. A copy is sent to the Panchayat that forms a part of the Panchayat records.
 - The Gram Sabha has the mandate to identify and select beneficiaries for State and Central schemes
 - The Secretary maintains the minutes and proceedings of the Gram Sabha. If he/she is not present, then the Sarpanch can ask any Government, semi- Government and Panchayat employees in the village (Teacher, Anganwadi worker, Talathi) to do the same and submit the records to the Panchayat
 - Powers and Duties of the Gram Sabha: According to the Act, every Gram Sabha must approve all social and economic development plans, programmes and projects before implementing them.
 - Provisions from the Rules (Bombay Village Panchayats (Gram Sabha meetings) rules, 1959)
 - The meetings of Gram Sabha are to be held in the office of panchayat or the village chavdi or chora or any convenient public place, as decided by the Sarpanch or in his absence, Upa Sarpanch.
 - The Sarpanch or, in his absence, Upa Sarpanch fixes the date for Gram Sabha. They must ensure that members of Gram Sabha are not busy in agricultural work and are free to attend the meeting
 - The Sarpanch can also call for an extraordinary meeting of Gram Sabha
 - The notice for Gram Sabha has to be given minimum seven clear days before and for an extraordinary meeting, a minimum of four clear days before. The notice has to be published at the office of panchayat and other conspicuous places in the village. Announcements have to be made by beating of drums on the fourth day and also on the day preceding the meeting. The notice has to specify the date, time and place of the meeting and the nature of business to be transacted at the meeting
 - If a person wishes to place a proposal before the Gram Sabha, it has to be sent to the Sarpanch, or in his absence, the Upa Sarpanch at least two days before the date of the Gram Sabha. The Sarpanch, or in his absence, the Upa Sarpanch can decide if this proposal should be placed before the meeting of Gram Sabha based on provisions within this section. For this purpose, a meeting of the panchayat has to be held one day before the date of the Gram Sabha.
 - The quorum of Gram Sabha is 15 per cent of the total number of persons included in the list of voters or hundred such persons, whichever is lesser. If quorum is not met, and the meeting is adjourned, then no quorum is required for the adjourned meeting, but a fresh notice is required to be given
 - The minutes of the previous meeting are to be read at every meeting, confirmed and signed by the person presiding the meeting (chairperson)
 - Any member of the Gram Sabha can ask questions regarding the programme or activities of the panchayat and the chairperson is to give an oral reply to such questions

Step-4

Discussion on the existing issues in the village that relate to the conduct of Gram Sabha

Q. What are the existing issues relating to the conduct of Gram Sabha in your village?

Write down the responses of the participants on the board

Final answer- Some of the main issues, which are existing in the village with regard to the conduct of Gram Sabha, are

- Gram Sabhas do not happen
- People in the village do not get information about the happening of Gram Sabha

- Quorum is not fulfilled, only signatures from the households are taken to fulfil the quorum
- Low participation of the people
- Low participation of women
- Passive participation of women; women go to attend Gram Sabhas but they do not speak

Step-5

Discussion on roles SHG can play in making Gram Sabhas active

Q. How can SHGs in the village help in addressing these problems?

Write down the responses of the participants on the board

Q. So, what could be the links between the proper conduct of Gram Sabha and SHGs?

What role SHGs can play in mobilising women’s participation in Gram Sabha?

Write down the responses of the participants on the board

- Final Answer- SHGs can go to attend Gram Sabhas in their groups. At the SHG level, they can discuss or plan about going to participate in the Gram Sabha meetings and the importance of attending Gram Sabha meetings.

Q. How can SHGs, representing the institutions of the poor, make the Gram Sabha a platform to demand rights and entitlements?

Put the pictorial diagram on screen, and explain the points in the boxes.



Session 4: Understanding the role of PRI in scheme implementation

Use the first two columns (Name of Scheme and Role of PRI) mentioned under Session 9- Understanding Schemes (Section 3: ToT on PRI-CBO Convergence in this booklet)

Session 5: Understanding PRI-CBO Convergence

Process:

Step-1

Discussion about scope of working with the SHGs

This session discusses the scope of Panchayats working with the SHGs for development of the village. The facilitator asks the participants to recollect the second and third sessions in this programme on understanding SHGs and Gram Sabha. Subsequently, he/she makes a PowerPoint presentation on PRI-CBO Convergence project along with its various activities.

Step-2

Brief introduction to LRG

Task for the facilitator: Tell the participants about the Local Resource Group; they are people from their Panchayats who will be working with the SHGs to create awareness about their rights and entitlements. It is important that both PRI and LRG members develop a positive working relationship in order to bridge the existing gap between the PRIs and SHG networks.

Share the names of the people who are LRG members from each Panchayat with the representatives of that Panchayat. Ask the representatives to call a meeting, if possible, with the LRG members to understand their work in the field.

SECTION 6: COMMUNITY PROFESSIONALS FOR CONVERGENCE

Community Professionals for Convergence

This section is designed for the SRLM to help them form and develop a team of Community Professionals for Convergence.

Modules covered in this section

- **Module 1: Selection Module for Community Professionals for Convergence**

This module guides on how to select the resources from LRG for the new group

- **Module 2: Training Manual for Community Professionals for Convergence**

The training manual contains the details of areas in which training is imparted to the said team. Please refer the manual called 'Community Professionals for Convergence: Facilitator's Manual'.

Module: Selection process

This module is a process to select a group of qualified resources from the existing pool of LRG members to transition them to the role of Community Professionals for Convergence. Selection process must be fair and transparent, and must ensure that only people with relevant knowledge and skills are selected for the role.

Selection process is designed to test the individuals on two major criteria.

- Level of Knowledge
 - SHG and its federation
 - Sub Committees of the SHG network
 - Centrally and State Sponsored Schemes
 - Local Governance and its nuances

Note: Prepare the terms and conditions for the evaluation of their performance and skill, based on the context in your state

- Level of Skill
 - Communication
 - Leadership
 - Conflict Resolution
 - Report Preparation
 - Program Planning
 - Mobilisation and Coordination

After the shortlisting, the identified individuals are asked about their interest to work outside their Gram Panchayats and willingness to live in other Gram Panchayats.

Based on the need assessment, the State prepares the final list of individuals selected for transition to the new role. These individuals are then put through a rigorous training.

Strategy: Two-day workshop is held to conduct the selection process. Participants for the workshop include members of the LRG.

Programme details

Objectives of the workshop:

- To identify community professionals willing to support the Convergence project
- To identify resource persons, from within the Local Resource Group, with knowledge and experience of working with the structure and functioning of the CBO network and its linkages with the Panchayat
- To identify individuals with a certain set of skills and knowledge to undertake the role of Community Professionals for Convergence

Participants of workshop include LRG members.

Content covered in the module:

- Activities for selection
- Role of CPC

Programme Schedule: Selection of Community Professionals for Convergence

S.NO	Time	Session	Objective	Content	Methodology	Materials Required	Preparatory Activities
1	09:30 – 10:00 am	Registration				<ul style="list-style-type: none"> Register Pens 	
2	10:00 – 10:30 am	Formal Introduction to the Workshop	<ul style="list-style-type: none"> To commence the session with a formal introduction to the workshop. 	<ul style="list-style-type: none"> Welcome and introduction to the workshop Objectives of the workshop Rule setting 	Interactive Presentation		<ul style="list-style-type: none"> Be ready with the presentation and ensure that participants are alert and understanding the objectives
3	10:30 – 11:00 am	Ice Breaking Activities : House Tenant and Earthquake	<ul style="list-style-type: none"> Using interactive and fun game to get to know each other 		Activity/game		<ul style="list-style-type: none"> Ensure that the materials required for the session are ready and at the venue on time The facilitator should internalize the activities and should be able to communicate the same to the participants
4	11:00 am – 12:20 pm	Quiz	<ul style="list-style-type: none"> To assess their skills of framing questions To test the internal resource pools knowledge on PRI-CBO Convergence project, Schemes, local governance etc. 	<ul style="list-style-type: none"> Centrally Sponsored Schemes State Sponsored Schemes Project Activities Gram Panchayat Gram Sabha SHG Network Federations 	Quiz	<ul style="list-style-type: none"> A4 Size Paper Pens 	<ul style="list-style-type: none"> The facilitators should be familiar with the objectives of the session and encourage the participants to articulate and keep their questions and opinions
5	12:30 – 01:15 pm	Peer Evaluation	<ul style="list-style-type: none"> To assess the performance of each participant 		Group exercise	<ul style="list-style-type: none"> A4 Size Paper Pens 	<ul style="list-style-type: none"> The facilitator should ensure that participants are alert and understanding the concepts
6	2:00 – 2:30 pm	Human Machine	<ul style="list-style-type: none"> To assess the participant's leadership, creativity and team work 		Group activity		<ul style="list-style-type: none"> The facilitator should ensure that the materials required for the activity are present in the venue The facilitator should internalize the activities and should be able to communicate the same to the participants

S.NO	Time	Topic	Objective	Content	Methodology	Materials Required	Preparatory Activities
7	2:30 – 4:00 pm	Individual Presentation	<ul style="list-style-type: none"> To test the participant's skill 	<ul style="list-style-type: none"> Centrally Sponsored Schemes State Sponsored Schemes Project Activities Gram Panchayat Gram Sabha SHG Network Federations 	Presentation	<ul style="list-style-type: none"> White Board Chart Paper Sketch Pens Pens 	<ul style="list-style-type: none"> The facilitator should ensure that participants are alert and understanding the concepts
8	4:00 - 4:45 pm	Island Game	<ul style="list-style-type: none"> To assess the capabilities of team work in the participants 		Group activity	<ul style="list-style-type: none"> Chalk Timer 	<ul style="list-style-type: none"> The materials required for the session must be ready at the venue on time The facilitator should internalize the activities and should be able to communicate the same to the participants
9	5:00 – 6:00 pm	Mock SHG	<ul style="list-style-type: none"> To assess their knowledge about SHG meetings, functions and registers 	<ul style="list-style-type: none"> SHG Governance Process 	Group activity	<ul style="list-style-type: none"> SHG Registers Pens A4 Size sheet paper 	<ul style="list-style-type: none"> The materials required for the session must be available at the venue on time The facilitator should internalize the activities and should be able to communicate the same to the participants
10	6:00 – 6.15 pm	Individual Assignment	<ul style="list-style-type: none"> To assess their imagination skills and capabilities for strategy setting To assess their skills on report preparation 	<ul style="list-style-type: none"> Case Studies and scenarios based on Centrally Sponsored Schemes State Sponsored Schemes Project Activities Gram Panchayat Gram Sabha SHG Network Federations 	Assignments	<ul style="list-style-type: none"> A4 Size Paper Pens Stapler 	<ul style="list-style-type: none"> The materials required for the session must be ready and reach the venue on time The facilitator should ensure that participants are alert and understanding the concepts

S.NO	Time	Topic	Objective	Content	Methodology	Materials Required	Preparatory Activities
DAY 2							
11	9:00 am – 12:30 pm	Field Visit	<ul style="list-style-type: none"> To assess their skills of mobilisation, communication and facilitation 		Field-based group exercise		<ul style="list-style-type: none"> The facilitator should ensure that the areas for the different groups to visit are arranged along with the other logistical details. The facilitator should ensure that participants are alert and understanding the concepts
LUNCH (12.30- 2.00 pm)							
12	2:00 – 3:00 pm	Observations from the field	<ul style="list-style-type: none"> To assess their observation and analytical skills 		Presentations	<ul style="list-style-type: none"> A4 Size Paper Pens Stapler 	<ul style="list-style-type: none"> The facilitator should encourage and probe the participants to think out of the box and present their observations
13	3:00 – 3:30 pm	Centrally Sponsored Schemes (CSS): Applications	<ul style="list-style-type: none"> To assess their knowledge on CSS 	<ul style="list-style-type: none"> MGNREGA NSAP SBM RSBYs Other State and Centrally sponsored schemes 	Mock exercise	<ul style="list-style-type: none"> Application Forms Pens 	<ul style="list-style-type: none"> The materials required for the session must be ready at the venue on time The facilitator should internalize the activities and should be able to communicate the same to the participants
14	3:30 – 4:00 pm	Final Scoring and Evaluation	<ul style="list-style-type: none"> To assess the performance of the participants 	<ul style="list-style-type: none"> The mentors along with the facilitating team will sit down and do the final scoring based on the set criteria 		<ul style="list-style-type: none"> A4 Size Paper Pens Stapler 	<ul style="list-style-type: none"> The facilitator should ensure that all the materials are present The facilitator should ensure that the grading is just, done efficiently, and in the allotted time

S.NO	Time	Topic	Objective	Content	Methodology	Materials Required	Preparatory Activities
15	4:00 – 4:30 pm	Concept of Community Professionals for Convergence	<ul style="list-style-type: none"> To give the participants a detailed understanding on Community Professionals for Convergence 	<ul style="list-style-type: none"> Concept of Community Professionals for Convergence Roles and responsibility of Community Professionals for Convergence 	<ul style="list-style-type: none"> A presentation by the facilitator will be done to clarify the concepts 		<ul style="list-style-type: none"> The facilitator should have the presentation prepared before hand The facilitator should ensure that the participants are understanding the concepts
16	4:30 – 5:00 pm	Announcement of Results		<ul style="list-style-type: none"> The results will be announced in this session 			<ul style="list-style-type: none"> The facilitator should ensure that the final list of selected participants is present
17	5:00 – 5:30 pm	Closing Ceremony	<ul style="list-style-type: none"> To thank the participants To invite queries, if any 				

Guidance note on the selection process

Day 1

Session 1: Registration

Session 2: Formal Introduction to the Workshop

Task for the facilitator: Welcome and introduce the participants to the two day programme.

Communicate the objectives of the selection process as follows:

- To identify community professionals willing to support the Convergence project
- To identify resource persons, from within the Local Resource Group, with knowledge and experience of working with the structure and functioning of the CBO network and its linkages with the Panchayat
- To identify individuals with a certain set of skills and knowledge to undertake the role of Community Professionals for Convergence

Explain briefly about the current status of the project as well as the next phase of the project.

Next, talk about the concept of Community Professionals for Convergence.

Session 3: Ice Breaking Activity

The purpose of this session is to encourage quick thinking and teamwork among the participants.

Activity: House Tenant and Earthquake

Task for the facilitator: Invite the group to stand and remove obstacles if any.

Ask them to form groups of three, then ask two of them to form an arch with their partner, with the third standing in the middle under the arch.

Explain that the third person is the tenant and the other two form the house.

Game: When the facilitator calls “Tenant!”, all the tenants have to run and find a new house. When he/she calls “House!”, those forming the house have to find a new tenant. When he/she calls “Earthquake!”, everyone have to break away to form random new houses and tenants.

Session 4: Quiz

Task for the facilitator: Divide the participants into several groups.

Let each group sit together, discuss amongst themselves and prepare a set of questions they want to ask the other groups. Assign each group 20 minutes to prepare questions. Every group will frame ten questions. After the questions are prepared, ask them to start the quiz with each group asking questions to other groups.

Assign evaluators to each group to observe and score the individuals in each group.

Scoring is to be done in two ways. First, scores will be given to the participants answering the correct answers. Second, the evaluator will score them based on the participant’s involvement in discussions on framing of the questions. The second level scoring will happen during the next session.

The topics for the quiz are listed below

- Local Governance
- CBO network
- Self Help Groups
- Centrally Sponsored Schemes and State Sponsored Schemes

Scoring Criteria during the quiz

Criteria	Weightage
Correct Answer	10
Passed question answered correctly	5

Session 5: Peer Evaluation

Process: Each group will sit amongst themselves and rank the individuals in their group based on their contribution while framing the questions and preparing answers. Evaluator assigned to each group will also score and rank the participants in their group based on the participant's contribution during the session.

Scoring Criteria during the framing of questions

Score 1

Total marks = 50

Criteria	Weightage
Participation	10
Inclusiveness	10
Content	10
Team Player	10
Clarity of Concept	10
TOTAL	50

Scoring

- 2 – Poor
- 4 – Average
- 6 – Good
- 8 – Very good
- 10 – Excellent

Score 2

Scores will also be given for the number of questions framed

Group no. & Name:

Evaluator's names:

Participant ID	Marks (10 for each question framed)

Grand Total = Score 1 + Score 2

Session 6: Human Machine

Process: The participants are divided into several groups. Each group is asked to use the people in the group as resources and make a machine for use. They can turn themselves into a bus, bike, rice mill or anything.

Each group is assigned an evaluator to evaluate the entire process of making the human machine as well as the final product. Ideally, the evaluator should be able to understand the machine looking at its functioning (without them telling him/ her).

After this, the team would also be given time to explain to the evaluator what machine they exactly made and what kind of discussion they had prior to the making of the machine.

Total marks = 60

Criteria	Weightage
Leadership and initiative	10
Communication skills	10
Coordination Skills	10
Listening to Team Members	10
Creativity	10
Clarity of Concept	10
TOTAL	60

Scoring

- 2 – Poor
- 4 – Average
- 6 – Good
- 8 – Very good
- 10 – Excellent

Session 7: Individual Presentation

Task for the facilitator: Consolidate the questions framed during the quiz and prepare a list of common questions.

Give each individual one question and ask them to prepare a five minute presentation on the given topic.

Preparation time for this activity is fifteen minutes. To make their presentation interactive, the groups can use charts, white board etc.

This session is conducted in several panels simultaneously. If the questions from the quiz cannot be used for this session, then you need to ensure that a set of ten to fifteen questions are present with you for this round.

Examples of few topics are given below:

- Functions of SHG
- Functions of a VO
- PAE
- MGNREGS
- NSAP
- School Management Committee

- ICDS
- PHC
- Registers maintained by a SHG
- Need for PRI-CBO Convergence
- Panchayat functions and structure
- Importance of Gram Sabha
- Gram Panchayat Development Plan

Total Marks = 50

Criteria	Weightage
Content	10
Clarity of thought	10
Communication	10
Confidence level	10
Time utilization	10
TOTAL	50

Scoring

- 2 – Poor
- 4 – Average
- 6 – Good
- 8 – Very good
- 10 – Excellent

Session 8: Island Game

Activity:

Preparation Time: 10 minutes

Performing Time: 10 minutes

Divide the participants into smaller groups. In each group, draw two small circles. Tell the participants that all of them have to fit into just these two circles, which signify two islands.

Further, say that everywhere else apart from the two circles there is water with dangerous crocodiles. And if anyone falls into the water, the team will lose one of their team mates. Indicate that every team will be given 20 minutes to complete the activity.

Marking Criteria

Criteria	Marks
Planning	10
Team work and coordination	10
Creativity and ideation	10
Leadership qualities	10
Participation	10
Total	50

Scoring

- 2 – Poor
- 4 – Average
- 6 – Good
- 8 – Very good
- 10 – Excellent

Session 9: Mock SHG

This group exercise helps to understand the participant's knowledge on SHGs.

Process: The participants are divided into groups.

Each group is asked to carry out a SHG meeting. This will include the following

- How to write the attendance Register
- How to write the minutes of the meeting records
- Agenda Discussion
- Thrift and Credit Activity along with filling the register
- How to write loan register including internal loans and repayment of loans
- How to write savings register

The facilitator scores each participant based on their knowledge on the above based activities.

Scoring Criteria

Total marks = 50

Criteria	Weightage Participation
Participation	10
Inclusiveness	10
Content	10
Team Player	10
Clarity of Concept	10
TOTAL	50

Scoring

- 2 – Poor
- 4 – Average
- 6 – Good
- 8 – Very good
- 10 – Excellent

Session 10: Individual Assignment

Process: Each individual is given a topic. The individual has to get a clear understanding on the topic and prepare a report on the topic.

The topics for each will vary. Few are listed below.

- What can be done to better the Micro Finance practices of the SHGs
- What are the processes involved in strengthening VO/CLF/WLF
- What is a Gram Sabha and what are processes involved in strengthening Gram Sabha

- What can be done to increase the level of attaining entitlements like MGNREGA, NSAP, ICDS, RSBY etc.
- What is MGNREGA? How is it implemented in your GP? How can you improve the status of MGNREGA in your GP?
- What are labour groups? Do we need these groups? If yes, how are labour groups formed?
- What is PAE? What is the process involved in conducting PAE?
- What is PRI-CBO Convergence project? What are the major activities under the Convergence project?
- What is the role of a village organisation in improving the health conditions of the GP?
- Recent floods have caused distress and problems in your village. How will you mobilise the CBO network to work with the GP and address this issue?
- How can a Village Organisation network take initiative in starting livelihood programmes in the village without any support from the Government?
- An old couple live by themselves in your village. They do not have any dependents. They have lost their home in a cyclone. The VO network has decided to build a home for them and need guidance to achieve this outcome. How will you guide them?
- The Block Mission wants to identify families that are left out from the SHG network. How can the VO help the BMMU in identifying and mobilising women from these families to be a part of the SHG network?

Individuals can take the assignment home and submit the assignment to their respective evaluator on the next day. Every individual should give a step by step process write up on each topic. The report should be clear and structured.

Scoring Criteria

Total marks = 30

Criteria	Weightage
Report Writing Skills	10
Content	10
Clarity of Concept	10
TOTAL	30

Scoring

- 2 – Poor
- 4 – Average
- 6 – Good
- 8 – Very good
- 10 – Excellent

Day 2

Session 11: Field Visit

Task for the facilitator: Form groups of the participants. Tell them that each group will be assigned an evaluator who will be scoring them throughout the exercise. If their field doesn't have a SHG; then the task of the group is to form a SHG. If the SHGs already exist, the groups are to assemble members for a SHG meeting and conduct a meeting with a specific agenda.

Scoring Criteria

Total marks = 50

Criteria	Weightage
Mobilisation and Coordination	10
Motivation	10
Clarity of Concept	10
Conflict Resolution/Negotiation	10
Communication	10
TOTAL	50

Scoring

- 2 – Poor
- 4 – Average
- 6 – Good
- 8 – Very good
- 10 – Excellent

Session 12: Observations from the field

Process: Each group will present their observations, challenges and reflections from their field experience. The groups have to also present how they could have improved their performance.

The facilitators and evaluators will look for how well the participants have been able to articulate their thoughts and analyse the situations.

Scoring Criteria

Total Marks = 50

Criteria	Weightage
Content	10
Clarity of thought	10
Communication	10
Confidence level	10
Time utilization	10
TOTAL	50

Scoring

- 2 – Poor
- 4 – Average
- 6 – Good
- 8 – Very good
- 10 – Excellent

Session 13: Centrally Sponsored Schemes: Applications

This session will test the participant's knowledge about CSS.

Task for the facilitator: Give forms and applications to the participants. Ask them to fill the forms and write down the process of applying for the same. For instance

- Job card application
- Application of widows pension

The filled forms will be collected and evaluated. The criteria for scoring is mentioned below.

Scoring Criteria (Total Marks = 20)

Criteria	Weightage
Content	10
Clarity of thought	10
TOTAL	20

Scoring

- 2 – Poor
- 4 – Average
- 6 – Good
- 8 – Very good
- 10 – Excellent

Session 14: Final Scoring and Evaluation

Task for the facilitator: Ask the evaluators to consolidate all the scores for every participant and create a list based on rank. Collect the list to be given to SRLM that can choose the number of resources based on its need.

Session 15: Concept of Community Professional for Convergence

Process: A presentation is made on the concept of Community Professionals for Convergence and their roles. The participants are asked to refer the training manual - “Community Professional for Convergence- Facilitator’s Manual” for more details.

Session 16: Announcement of Results

Process: SRLM announces the results based on the scores.

Session 17: Closing Ceremony

Process: Closing activity includes summarizing the two day workshop and collecting feedback from the participants. The floor is kept open for clarification of doubts/questions if any.

Annexure

Evaluation Formats for Selection for LRG and Community Professionals for Convergence

Note: The formats provided below are the evaluation formats that can be used during the selection process of the members of the LRG and Community Professional for Convergence. The selection modules that references these formats are present in Section 4: Local Resource Group and Section 6: Community Professionals for Convergence. These formats can be changed based on the activities included during the Selection process and State's Context.

Evaluators

Every group or panel will have at least two evaluators. The evaluators will be from BMMU/DMMU and the other evaluator will be a member of the SHG network.

Guide for facilitation

There are different parameters for different activities. Since different evaluators may have different methods of evaluation, this guide seeks to bring uniformity in evaluation method.

Parameter	Description
Team play	Ability of the group to create results collectively. Every member in the team will get same marks for this parameter in an activity. How they collectively plan, utilise time, utilise resources they have and how much of the given target they achieve, or the quality of the final product.
Participation	The contribution of each participant in the planning process and in the implementation/ phase. Contribution can be in terms of generating ideas, getting the work done, doing the work and responding to the demands of the group and the situation
Leadership	Ability of participant to get the team together, give instructions, include everybody in the activity, etc. Participants will be marked individually
Content	How much the participant knows of a given topic will be judged here. Her experience and perspectives on a given topic, and being able to talk fluently on it
Clarity of thought	Logical thinking, putting of thoughts in a sequence, precision in explaining the thoughts.
Communication	Articulating the thoughts to the audience effectively, be it through oral communication, the body language, the tone being used- all of this comes under communication
Motivation	Being self-motivated in doing the task, providing encouragement to other participants in doing the task, having a positive energy towards achieving the goal, contributes to the team work.
Inclusiveness	Participant's ability to take in opinions of others in the group. Their ability to adapt to the needs of the group. Also the person's attitude if his/ her suggestion is not accepted by the group.
Mobilisation	Ability of the participant to convince others about her idea by not disturbing the latter's sentiments.
Negotiation	Ability of the participant to have a fair negotiation with others. On what basis does negotiation happen, the neutrality maintained, the innovative ideas used, etc.
Time utilisation	How effectively each participant makes use of the given time – in case of extempore, it is marked individually – if the given 2 minutes were utilised to cover some relevant points, was there like an intro, body and conclusion to the speech, did the person run out of time or just hurried towards the end and such.

Tables for the activities

Quiz

Group No. & Name:

Evaluator's names:

Participants ID	Questions answered correctly (10 for each)	Passed on questions answered (5 for each)	Total

Peer Evaluation

Score 1

Group no. & Name:

Evaluator's names:

Participant ID	Participation	Inclusiveness	Content	Team Player	Clarity of Concept	Total

Score 2

Group no. & Name:

Evaluator's names:

Participant ID	Marks (10 for each question framed)	Total

Grand Total = Score 1 + Score 2

Human Machine

Evaluator's names:

Group No. & Name:

Participants ID	Listening to team members (10)	Leadership & Initiative (10)	Communication skills (10)	Coordination skills (10)	Creativity (10)	Clarity of concept (10)	Total

Individual Presentation

Evaluator's names:

Participant ID	Content (10)	Clarity of thought (10)	Communication (10)	Confidence Level (10)	Time Utilization (10)	Total

Island Game

Evaluator's names:

Group Name and Number:

Participant ID	Planning (10)	Team Work and coordination (10)	Creativity and ideation (10)	Leadership qualities (10)	Participation (10)	Total

Mock SHG

Evaluator's names:

Group Name and Number:

Participant ID	Participation (10)	Inclusiveness (10)	Content (10)	Team Player (10)	Clarity of Thought (10)	Total

Individual Assignment

Evaluator's names:

Group Name and Number:

Participant ID	Report Writing Skills(10)	Content (10)	Clarity of Thought (10)	Total

Field Visit

Evaluator's names:

Group Name and Number:

Participant ID	Content (10)	Confidence Level (10)	Clarity of Thought (10)	Time Utilization (10)	Communication (10)	Total

Centrally Sponsored Schemes: Applications

Evaluator's names:

Group Name and Number:

Participant ID	Content (10)	Clarity of Thought (10)	Total(20)



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TOOLKIT FOR PRI-CBO CONVERGENCE

Implementation Manual for Convergence between
PRIs and Women's Collective

BOOKLET 3

CAPACITY BUILDING FOR PARTICIPATORY
ASSESSMENT AND PLANNING



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TOOLKIT

FOR

PRI-CBO CONVERGENCE

Booklet 3

CAPACITY BUILDING FOR PARTICIPATORY ASSESSMENT AND PLANNING



Aajeevika
National Rural Livelihoods Mission
Government of India



Kudumbashree
Kerala State Poverty Eradication Mission
Government of Kerala

Kudumbashree-National Resource Organization

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Acronyms and Abbreviations

AAY	Antyodaya Anna Yojana
ANM	Auxiliary Nurse Midwife
APL	Above Poverty Line
AWW	Anganwadi Worker
BMMU	Block Mission Management Unit
BPL	Below Poverty Line
CBO	Community Based Organisation
CIF	Community Investment Fund
CLF	Cluster Level Federation
DDU GKY	Deen Dayal Upadhyaya Grameen Kaushalya Yojana
EAP	Entitlement Access Plan
GP	Gram Panchayat
GP2RP	Gram Panchayat Poverty Reduction Plan
GPCC	Gram Panchayat Coordination Committee
GPDP	Gram Panchayat Development Plan
GPLF	Gram Panchayat Level Federation
GS	Gram Sabha
ICDS	Integrated Child Development Scheme
IEC	Information, Education and Communication
IFA	Iron Folic Acid
KS-NRO	Kudumbashree- National Resource Organisation
LRG	Local Resource Group
MGNREGS	Mahatma Gandhi National Rural Employment Guarantee Act
MGNREGS	Mahatma Gandhi National Rural Employment Guarantee Scheme
MKSP	Mahila Kisan Sashaktikaran Pariyojana
MO	Medical Officer
NRLM	National Rural Livelihood Mission
NSAP	National Social Assistance Programme
P & LM	Pregnant and Lactating Mother
PAE	Participatory Assessment of Entitlement
PHC	Primary Health Centre
PMJDY	Pradhan Mantri Jan Dhan Yojana
PRI	Panchayati Raj Institution
PVTG	Particularly Vulnerable Tribal Group
RF	Revolving Fund
RSBY	Rashtriya Swasthya Bima Yojana
RSM	Rural Sanitary Mart
SBM	Swachh Bharat Mission
SBM (G)	Swachh Bharat Mission (Gramin)
SECC	Socio Economic Caste Census
SHG	Self Help Group
SRLM	State Rural Livelihood Mission
VO	Village Organisation
VRF	Vulnerability Reduction Fund

Introduction to the Booklet

This booklet is the third part of the toolkit on PRI-CBO Convergence.

This booklet focuses on three tools that were used, during the project, for encouraging participation of the community in assessing their entitlements and preparing plans for addressing the entitlement gaps.

Participatory Planning in Convergence Project

Involvement of the local community in the development process is the most crucial aspect of the sustainable development. SHGs as collectives of the poor can be the key drivers in any local development initiative. When such citizen collectives engage effectively with the constitutionally mandated local governance system, service delivery improves.

The Convergence project envisages continuous interaction of the CBOs with the public system through participatory planning methods and tools.

Three participatory planning tools developed during the PRI-CBO Convergence project include the Participatory Assessment of Entitlements (PAE), Entitlement Access Plan (EAP), and Gram Panchayat Poverty Reduction Plan (GP2RP).

(You have been introduced to these tools in Part One of the toolkit!)

Overview of the Booklet

The booklet is divided into two sections.

Both the sections are reference for Activity 12: Using Participatory Assessment and Planning tools, in Booklet one of the toolkit.

Both the sections contain training modules and model formats to be used on the field.

Each module has an organizer and a facilitator (Responsibilities are explained in booklet two of the toolkit)

Each training module contains a programme schedule and guidance note on the sessions (This is explained in booklet two of the toolkit)

Reckoner for the Sections and Modules

SECTION 1: MODULES AND FORMATS ON PAE AND EAP				
No.	Module	Organizer	Facilitator	Participants
1	Orientation for PRI representatives on tools for participatory assessment and planning	SRLM	SRLM (BMMU)	Elected PRI representatives and officials
2	Training LRG members on PAE and EAP	SRLM	SRLM (BMMU)	LRG Members
3	Orientation for VO members on PAE	SRLM	LRG Members	Executive Body of VO
4	Preparation of EAP at VO level	SRLM	LRG Members	Executive Body of VO
SECTION 2: MODULE AND FORMATS ON GP2RP				
1	Training PRI representatives, LRG members and VO leaders on GP2RP	SRLM	SRLM (BMMU)	Elected PRI representatives and officials, executive body of VO, LRG members

**SECTION 1:
MODULES AND FORMATS
ON
PAE AND EAP**

Participatory Assessment of Entitlement (PAE) and Entitlement Access Plan (EAP)

This section helps in designing training programmes for using participatory assessment and planning tools namely PAE and EAP. Specifically, the section focuses on imparting the necessary knowledge and skill to the elected representatives from PRIs, CBO leaders, and LRG members.

[Refer Booklet 1 to understand the process of PAE and EAP]

The section has four modules

Each module targets different stakeholder

- Module 1: Orientation for PRI representatives on tools for participatory assessment and planning
- Module 2: Training LRG members on PAE and EAP
- Module 3: Orientation for VO members on PAE
- Module 4: Preparation of EAP at VO level

These modules may be used as and when each process is carried out in the specific state.

The section also includes the model formats for following activities

- Participatory Assessment of Entitlements - Tool for conducting SHG meetings- This tool is used to do PAE exercise in a SHG
- Entitlement Access Plan Format for VO/CLF – This format is used for preparing EAP in a Village Organization/Cluster Level Federation (VO/CLF)

These formats are only model examples. SRLM may choose to customise them according to their requirements and ground reality in the state.

Module 1: Orientation for PRI Representatives on Tools for Participatory Assessment and Planning

Rationale:

PRI representatives are an important stakeholder in the PRI – CBO Convergence Project. It is, therefore, important to orient them on all the project activities so as to gain their support in the process. Using participatory planning tools, the CBO identifies baseline information on the status of entitlements in the Gram Panchayat and sets targets for achieving this. Following this, it is essential to bring together the two institutions- PRI and CBO-for a collective action to realise the demands of the community.

Strategy:

A one day orientation programme on PAE and EAP is conducted at every Gram Panchayat.

Programme details

Objectives of the programme:

- To orient the participants on the rationale and methodology of PAE and EAP
- To familiarize the participants with the follow-up action to be taken

Content covered in the programme:

- Participatory Assessment of Entitlements and its significance
- Entitlement Access Plan and its significance

Participants for the programme include PRI representatives of the Gram Panchayat.

Expected outcomes:

At the end of the programme, participants are expected to

- Understand the rationale and methodology of PAE and EAP
- Feel motivated to work with the SHG network

Programme Schedule: Orientation for PRI Representatives on PAE and EAP

Sl. No.	Time	Session	Objective	Content	Methodology	Preparatory Activities	Materials Required
1	10:00 am - 10:30 am	Introduction to Programme	To introduce the objective and rationale of the programme to the participants	<ul style="list-style-type: none"> Welcome to participants Objective and expected outcome from the programme 	Presentation	Prepare the welcome address on the overall interaction planned.	
2	10.30 am – 11.00 am	Experience Sharing by Gram Panchayat Members	To enable the Panchayat members to highlight their scheme specific achievements and challenges	<ul style="list-style-type: none"> Progress on accessing schemes Difficulties faced Opportunities that the GP has Role of each ward member 	Open discussion	-	-
3	11.00 am – 11.45 am	Participatory Assessment and Planning – concept and relevance	To introduce the concept of PAE and EAP and how it would help the PRI and the village	<ul style="list-style-type: none"> Introduction to PAE and EAP Relevance for PRI members 	Presentation	Be well-prepared on PAE and its processes.	Format of PAE and EAP
4	11.45 am – 12.15 pm	What's next?	To involve the GP members in the participatory assessment and planning process	<ul style="list-style-type: none"> Upcoming plans and activity timeline 	Presentation	Be ready with the activity timeline	
5	12.15 pm – 12.30 pm	Conclusion	To wrap up the programme	<ul style="list-style-type: none"> Feedback on the programme Expected actions from participants Clarification of doubts, if any 	Presentation	Prepare the concluding remarks based on the overall training experience.	

Guidance Note on Sessions: Orientation for PRI representatives on PAE and EAP

Session – 1: Introduction to programme

Begin the session by welcoming the PRI representatives

Briefly explain the status of the PRI – CBO Convergence project in the GP

Share the major activities that have been undertaken in the GP so far.

(Activities may include orientation on the project to PRI and VO, identification and selection of LRGs, and mobilization for Gram Sabha.)

Session – 2: Experience Sharing by Gram Panchayat members

Task for the facilitator: Facilitate an open discussion with the GP members on their experiences as elected representatives in implementation of the schemes in the Gram Panchayat such as MGNREGS, SBM, RSBY, NSAP and ICDS

Ask the questions given below:

Q. What has been the progress in these schemes?

Q. What are the difficulties they face?

Q. How can the GP use existing resources to address the challenges?

Note down the major points shared by all the participants and use them for the next session.

Session – 3: Participatory Assessment and Planning – concept and relevance

Task for the facilitator: Using the points shared by the GP members, highlight that a Gram Panchayat is the implementing agency for several poverty reduction and social justice programmes. Additionally, they also provide clean drinking water, electricity, roads etc to its citizens. A GP directly impacts the lives of people and the development of the community. Hence, it is critical to recognise the roles of a GP and the efforts of each of the ward members in local development.

Adding on to the opportunities mentioned by the PRI members, briefly explain how SHGs can be used for the successful implementation of different schemes, thus, supporting the PRI in their activities. While PRI is the constitutionally mandated local self government, SHGs are institutions of the poor at the village. However, both institutions are working towards the same goal of reducing poverty.

Keeping this in mind, we initiate Participatory Assessment of Entitlements in all SHGs and development of Entitlement Access Plan in every VO.

PAE is a participatory tool that is used at a SHG; it helps in generating awareness on various entitlements and local self-governance systems.

Using PAE, the community generates a database that contains information on community's level of access to schemes and participation in governance process. CBO uses this database for making demand plans. It also serves as baseline data for measuring success in achieving entitlements by the community.

Subsequently, each VO prepares an Entitlement Access Plan (EAP).

EAP is a target plan that is prepared to address the gaps identified in the access to entitlements during PAE.

Using PAE data as the baseline, each VO sets quarterly targets for various schemes. These targets are regularly monitored and evaluated by the VO.

Following this, the SHG network jointly plans with the GP for eradicating poverty at the village level. The entire process develops the local institutions of PRI and CBO to meet the developmental needs of the village through joint planning and action.

Task for the facilitator: Share the PAE and EAP formats with the PRI members and explain the different components to them.

Components of PAE Module

Through the PAE exercise, information is captured under following specific heads.

- a. Access to local public institutions such as Gram Panchayat Office and Aanganwadi
 - b. Engagement of SHG members in local self-governance systems such as Gram Panchayat and Gram Sabha
 - c. Household benefit schemes such as Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGS), Swachh Bharat Mission (SBM), National Social Assistance Programme (NSAP), Rashtriya Swasthya Bima Yojana (RSBY), Integrated Child Development Scheme (ICDS) and other State-specific schemes
 - d. Financial Inclusion that includes access to accounts in bank or post office, ration card, aadhaar card and other proof of identity.
-

Impact of PAE and EAP

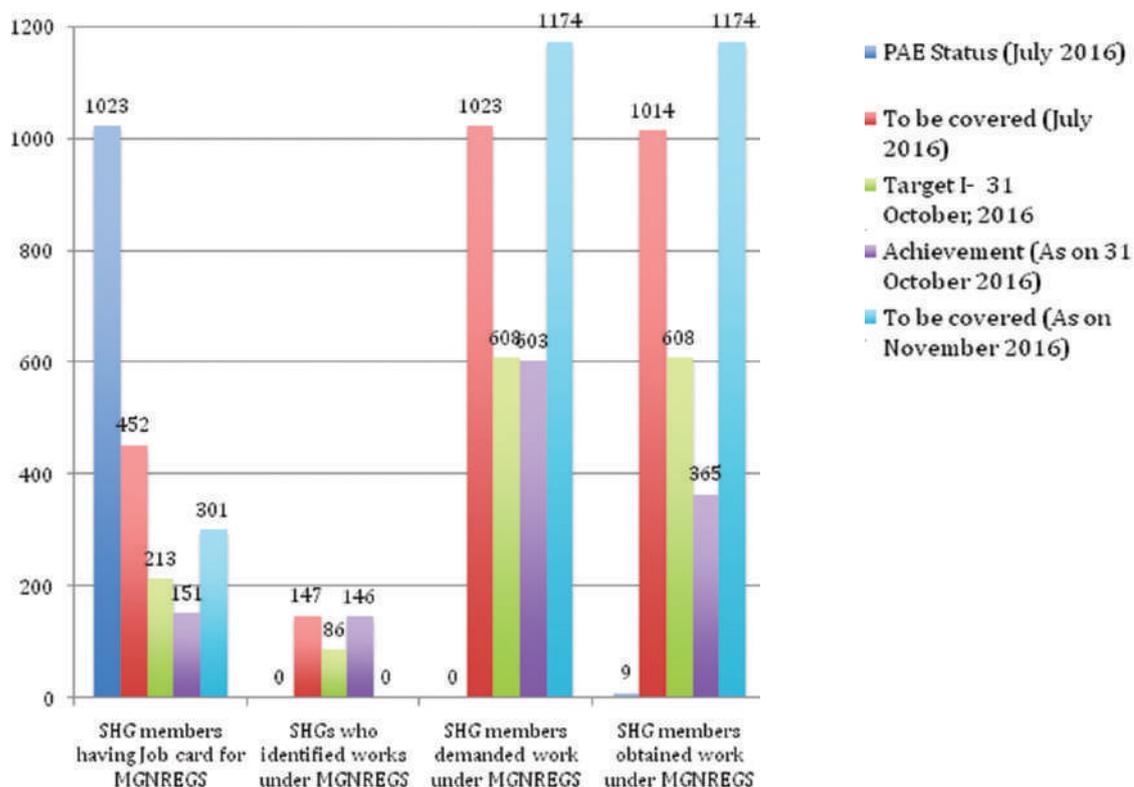
PAE creates given below impact

- Creates awareness about entitlements
- Generates increased discussion on entitlements in the SHGs
- Identifies data on entitlement status for follow up actions
- Evaluates status of different schemes
- Strengthens CBO to pursue the entitlement demands
- Provides support to PRI for the effective implementation of schemes
- Creates environment for participatory planning process
- Serves as tool for situation analysis and participatory planning
- Strengthens the community cadre

EAP helps through:

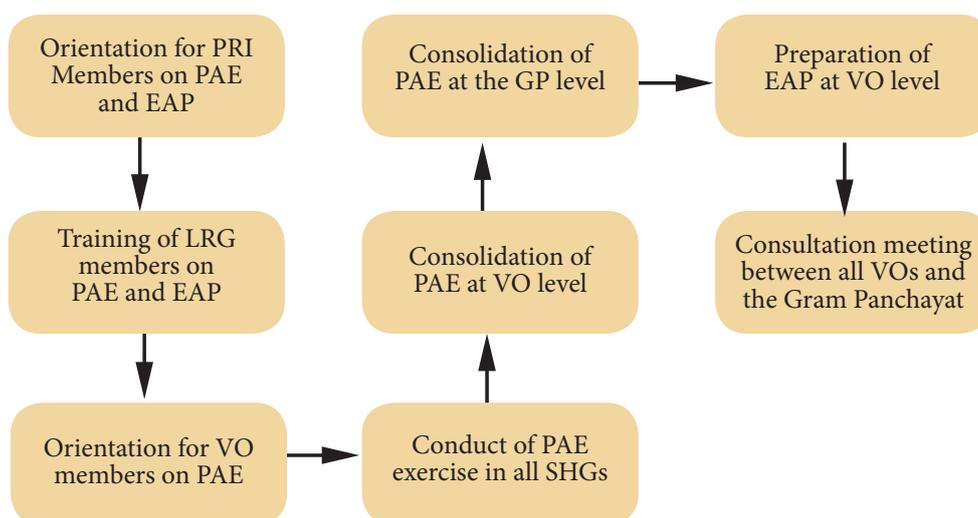
- Consolidation of target demand for various schemes
 - Sensitisation of targeted community on the benefits of schemes
 - Developing ownership within CBO to ensure the access to entitlements
 - Ensuring support to PRI from CBO in enhancing the reach of social welfare schemes
 - Capacity building of PRI and CBO on plan preparation and effective implementation of schemes
-

Given below is a graph depicting the PAE status, target set and quarterly achievement for MGNREGS in Niz Gerua Gram Panchayat in Laharighat block of Assam. Niz Gerua has 11 VOs and 147 SHGs under its fold. PAE was completed in July 2016 and the first target was set for 31st October, 2016.



Session – 4: What’s next?

Task for the facilitator: Share the upcoming plans with the PRI members along with the activity timeline for conducting PAE and EAP in the Gram Panchayat.



Show the above activity flow and explain the steps. Refer Activity 12 in Booklet 1 for the content.

Session – 5: Conclusion

Task for the facilitator: Summarize the discussions of the day, invite and clarify the doubts or questions, if any, and also receive feedback from the participants. Reiterate the expected actions from the participants and seek their support in the future.

Module 2: Training LRG members on PAE and EAP

Rationale:

LRGs play an important role in facilitating the participatory assessment and planning exercise (PAE and EAP) at the SHG and VO. It is, hence, essential that they have the necessary knowledge and skills on using the two tools.

Strategy:

A three-day training programme for PAE and EAP can be conducted at Cluster level for a group of Gram Panchayats (GP), or at Block level for all GPs identified in a Block.

To enhance the understanding of the participants, the training can be conducted separately for PAE and EAP

When the PAE exercise is conducted on the field, the LRG members initially do it under the supervision of the block officials. Once they gain experience, they do it independently.

Programme details

Objectives of the programme:

- To orient the participants on the rationale and methodology of PAE and EAP
- To familiarize the participants with the process and necessary components of the activities
- To provide knowledge inputs to administer the activities on the field

Content covered in the programme:

- Participatory Assessment of Entitlements and its significance
- Entitlement Access Plan and its significance
- Knowledge on schemes covered under PAE and EAP

Participants for the programme include LRG Members.

Expected Outcomes:

At the end of the programme, the participants are expected to

- Understand the rationale and methodology of PAE and EAP
- Be familiar with the process and necessary contents of the activities
- Possess the necessary knowledge inputs to administer the activities on the field
- Prepare plan for roll out of PAE and EAP on the field

Programme Schedule: Training LRG members on PAE and EAP

Sl. No.	Time	Session	Objective	Content	Methodology	Preparatory Activities	Materials Required
DAY - I							
1	09:30 am - 10:00 am	Registration					
2	10:00 am - 10:15 am	Introduction to Programme	To introduce the objective, rationale and schedule of the programme to the participants and to share the expectation from the participants	<ul style="list-style-type: none"> • Welcome the participants and facilitator(s) • Objective and expected outcome of the programme • Schedule, Dos and Don'ts • Expectation from the participants 	Presentation	Prepare the welcome address on the overall training.	-
3	10:15 am - 11:00 am	Icebreaking: 'Find Our Hero'	To help the participants know each other and to prepare them for the programme	<p>Participants have to identify the 'Heroes' among them. Following parameters are the features of the heroes.</p> <ol style="list-style-type: none"> 1. Who have Job Card 2. Who worked under MGNREGS 3. Who have toilet in their household 4. Either she/he or any family member is getting any kind of pension 5. Either she or any family member is getting benefits from anganwadi 6. Who have an Aadhaar Card 7. Who have a Bank Account <p>Understanding the various government schemes and ensuring access of community to such entitlements will be projected as the core action under the Project</p>	Interaction between participants	Ensure that the materials required are available at the venue on time.	<ul style="list-style-type: none"> • Bundle of A4 paper • Sketch pens

Sl. No.	Time	Session	Objective	Content	Methodology	Preparatory Activities	Materials Required
4	11:00 am - 11:30 am	Introduction to PAE	To present the rationale and objective of the PAE	<ul style="list-style-type: none"> • Need for community-led assessment and planning for entitlement • Objectives of PAE • Process and Methodology of PAE • Role of various LRG members, CBO leaders, SHG members and PRI representatives 	<p>Presentation</p> <p>Pictures/videos from pilot location need to be used to explain the process</p>	<p>Prepare a powerpoint presentation in advance.</p>	<ul style="list-style-type: none"> • Laptop • Projector
5	11:30 am - 12:15 pm	Familiarisation with the PAE components	To internalise each component in detail	<ul style="list-style-type: none"> • Details of the component • Necessary knowledge inputs required for each component 	<p>Participants will work in separate group on each of the component listed below</p> <ol style="list-style-type: none"> 1. Governance (Gram Panchayat, Gram Sabha, ward sabha etc.) 2. MGNREGS 3. SBM 4. NSAP and RSBY 5. ICDS 6. Financial inclusion and other state specific components <p>They have to also read other components to get an overview of the document.</p>	<ul style="list-style-type: none"> • Ensure that the PAE components are ready and translated into the local language. • Prepare IEC material on schemes 	<ul style="list-style-type: none"> • Translated PAE components • Chart paper • Sketch pens • IEC materials on schemes

Sl. No.	Time	Session	Objective	Content	Methodology	Preparatory Activities	Materials Required
6	12:15pm - 1:00pm	Presentation- Familiarisation with the PAE components	To share the understanding of the component with other groups	<ul style="list-style-type: none"> • Details of the components • Necessary knowledge inputs required for each component 	Presentation	Presentation Carefully note down all the points shared by the groups.	
LUNCH BREAK (1.00 pm - 02.00 pm)							
7	2:00 pm - 4:30 pm	Mock PAE Exercise	To provide first-hand experience of PAE in a SHG meeting	Mock SHG meeting with participants	<p>One member from each group can be a Facilitator and remaining 10-15 participants can form a SHG.</p> <p>On field Mock PAE: Conducting a Mock PAE exercise in a real SHG in the village should be preferred.</p>	<p>Plan and arrange a SHG meeting in the village for conducting mock PAE exercise.</p>	<ul style="list-style-type: none"> • Translated PAE format • Ribbons • Pen
8	04:30 pm - 5:00pm	Feedback- Mock PAE Exercise	To share feedback and comments on the Mock PAE Exercise	<ul style="list-style-type: none"> • Feedback and Comments • Areas that need clarification and improvement 	Open Discussion	Internalise the entire PAE exercise including its concept and various processes.	
DAY – II							
9	10:00 am - 10:15 am	Recap	To consolidate the learnings from the previous day	<ul style="list-style-type: none"> • Reflection on the Day I • Consolidation of learnings so far 	Open Discussion	Internalise the entire PAE exercise including its concept and various processes.	

Sl. No.	Time	Session	Objective	Content	Methodology	Preparatory Activities	Materials Required
10	10:15 am - 11:00 am	Government Schemes and Quality of Life	<ul style="list-style-type: none"> To sensitise the participants on how government schemes can improve the quality of life of rural poor To set context for introducing the rationale and methodology of EAP 	<p>Case of a poor rural household is presented in brief. Separate teams look at the ways through which the standard of living of that household can be improved using various government schemes and support mechanism. Separate teams look at following areas:</p> <ol style="list-style-type: none"> 1. Basic Amenities (house, water, connectivity etc.) 2. Livelihoods 3. Health and Education 4. Social Security 	<p>Discussion on a case of a vulnerable rural household.</p>	<p>Translate the case studies beforehand.</p> <ul style="list-style-type: none"> Translated case study module Chart paper Sketch pen 	
11	11:00 am - 11:30 am	Presentation - Government Schemes and Quality of Life	To share how different government schemes can enhance quality of life	<p>Presentation on given below points.</p> <ol style="list-style-type: none"> a) Area of requirement b) Available schemes for the household individually or as a group c) Benefits offered under each scheme and how they will improve the quality of life 	Group Presentation	<p>Must have complete awareness about the case study and different schemes.</p>	-
12	11:30 am - 11:45 am	Introduction to EAP	To present the rationale and objective of the EAP	<ul style="list-style-type: none"> Need for community-led assessment and planning for entitlement EAP as follow-up step of PAE Process and Methodology of EAP Taking the EAP to Gram Panchayat, Gram Sabha and departments 	<p>Presentation</p> <p>Pictures/videos from pilot location needs to be used to explain the process</p>	<p>Prepare a powerpoint presentation beforehand.</p>	<ul style="list-style-type: none"> Laptop Projector

Sl. No.	Time	Session	Objective	Content	Methodology	Preparatory Activities	Materials Required
13	11:45 am - 12:30 pm	Familiarisation with the EAP format	<ul style="list-style-type: none"> To internalise the format in detail To clarify doubts and confusions about the format 	<ul style="list-style-type: none"> Content of the format Facilitation methodology Necessary knowledge inputs required for each component 	Participants work in separate groups	Ensure that the EAP format is finalised and translated into the local language.	<ul style="list-style-type: none"> Translated EAP format IEC materials on schemes
14	12:30pm - 1:00pm	Identifying questions and doubts about the schemes	To consolidate questions and doubts on the schemes for getting them clarified by the officials	<ul style="list-style-type: none"> Consolidate the questions and doubts about the implementation of schemes covered in PAE Issues and challenges faced by the community in accessing these schemes 	Separate teams prepare list of doubts and questions pertaining to each scheme.	-	<ul style="list-style-type: none"> Chart paper Sketch pen
LUNCH BREAK (1.00 pm - 02.00 pm)							
15	2:00pm - 5:00pm	Interaction with Department Officials	To get in-depth understanding of the schemes and clarify questions and doubts	<ul style="list-style-type: none"> Questions and doubts on the implementation of schemes covered in PAE Issues and challenges faced by the community in accessing these schemes 	<p>Presentation of list of doubts and questions prepared in the previous session and responses of officials</p> <p>Educational materials, prepared by Departments, can also be used for providing better understanding about schemes.</p>	Coordinate with line department officials for ensuring their presence during the training and get IEC materials prepared by them.	-

Sl. No.	Time	Session	Objective	Content	Methodology	Preparatory Activities	Materials Required
DAY - III							
16	10:00 am - 10:15 am	Recap	To consolidate the learnings from the previous day	<ul style="list-style-type: none"> Reflection on the Day II Consolidation of learnings so far 	Open Discussion	Internalise the entire EAP exercise including its concept and various processes.	-
17	10:15am - 11:00 am	Scheme Quiz	To consolidate the understanding on the schemes	<p>Questions pertaining to the various aspects of the schemes covered in PAE</p>	<p>Teams are formed according to number of schemes/areas covered in PAE. Each team has to prepare objective questions pertaining to the scheme they are given along with answers.</p>	<p>Must have knowledge on all the schemes covered under PAE.</p>	<ul style="list-style-type: none"> Bundle of A4 paper Sketch pen
18	11:00 am - 11:30 am	Organising PAE and EAP on the field and the way ahead	To share how the activities can be managed on the field and what could be the follow-up steps	<ul style="list-style-type: none"> Preparation needed at GP level Role of CBO and involvement of PRI Role of LRG members Schedule for meeting of SHGs and VO Taking the demand to Gram Panchayat, Gram Sabha and departments 	Presentation	Prepare a powerpoint presentation beforehand.	<ul style="list-style-type: none"> Laptop Projector

Sl. No.	Time	Session	Objective	Content	Methodology	Preparatory Activities	Materials Required
19	11:30 am - 12:30pm	Preparation for rolling out PAE and EAP	To prepare GP specific calendar, strategies, and materials to roll out PAE and EAP	<p>Following things need to be discussed and finalised</p> <ul style="list-style-type: none"> • Preparatory Activities – meeting of CLF/GPLF/VO, briefing with PRI, mass mobilisation strategy for PAE • Schedule for meeting of SHGs and VO in tandem with the regular meetings • Schedule for submitting data to GP and Departments • Strategy for placing the demand in Gram Sabha • Sensitisation and mobilisation materials for the activities, schemes and Gram Sabha 	GP team prepares calendar, strategies, materials to roll out PAE and EAP	Internalise the entire process of PAE and EAP.	<ul style="list-style-type: none"> • Chart paper • Sketch pen
20	12:30 pm - 01:00pm	Conclusion	To wrap up the programme	<ul style="list-style-type: none"> • Feedback on the programme • Expected actions from participants • Clarification of doubts, if any 	Presentation	Prepare the concluding remarks based on the overall training experience.	-

Guidance Note on Sessions: Training LRG members on PAE and EAP

Session – 1: Registration

Session – 2: Introduction to Programme

Process: This session can be taken by the block anchor or block programme manager of the SRLM who will introduce himself/herself and all the other facilitators, welcome the participants, and communicate the following.

“The three day training programme aims to train the participants for the roll out of PAE and EAP on the field. Over the three days, participants will be oriented on the rationale and methodology of PAE and EAP and familiarised with the process and necessary contents of PAE and EAP. They will be provided with the necessary knowledge inputs and plan for administering the activities on the field.”

Participants must be encouraged to actively participate and engage in all activities.

Session – 3: Ice breaking: ‘Find Our Hero’

Process: Participants have to identify the ‘Heroes’ among them.

Defining features of a hero

Anyone

1. Who has a Job Card
 2. Who has worked under MGNREGS
 3. Who has toilet in the household
 4. Either she/he or any family member is getting any kind of pension
 5. Either she or any family member is getting benefits from anganwadi
 6. Who has an Aadhaar Card
 7. Who has a Bank Account
-

Participants have to interact with each other and find out who has the maximum number of features of a hero. They should also understand the brief profile of that person and get signature on a piece of paper.

After the exercise the person, having all features listed above, is declared as ‘Hero’. He or She will then introduce himself or herself, and briefly explain why and how he or she accessed these entitlements.

Session – 4: Introduction to PAE

Purpose: This session is an introduction to PAE, its rationale and objectives.

Content: Refer Booklet 1 for content on this.

Session – 5: Familiarisation with the PAE Components

Process: Participants work in separate groups on each of the PAE components listed below.

1. Governance (Gram Panchayat, Gram Sabha, Ward Sabha, etc.)
2. MGNREGS
3. SBM
4. NSAP and RSBY
5. ICDS
6. Financial inclusion and other state specific components

They must also read about other components to get an overview of the module.

Task for the facilitator: Inform the participants that only certain schemes are covered in PAE. Other schemes of the government can be taken up by the VO, based on their need and interest.

Session – 6: Presentation- Familiarisation with the PAE components

Process: Each group presents the component that they had discussed in the previous session, thus, sharing their understanding with the other groups.

Outcome: This ensures a thorough understanding of the format. It also ensures that the participants acquire the necessary knowledge for delivering each component.

Session – 7: Mock PAE Exercise

Purpose: This session helps the participants internalise the process of doing PAE on the field.

Process: One member from each group can be a facilitator, and remaining 10-15 participants can form a SHG. (To make this session more effective, it may be preferable to do this mock PAE exercise in a real SHG).

Session – 8: Feedback - Mock PAE Exercise

Process: Conduct an open discussion to make the participants share feedback and comments. The participants may share the areas that are not clear to them. The facilitators, who observed the mock PAE exercise, may share the areas that the participants need to improve upon subsequently.

Session – 9: Recap

Task for the facilitator: Start the day by asking participants to reflect upon the lessons learnt on the previous day. Ask the participants to share their thoughts and expectations.

Consolidate the learnings of the previous day.

Session – 10: Government Schemes and Quality of Life

Task for the facilitator: Start with a story (given below).

Story of Roshni

Roshni is a 31 years old woman who lives with her family of five in a village. The primary occupation of her family is marginal farming. She has two children- a daughter who studies in class four in a village school, and a two year old son who accompanies them to the field. Her mother-in-law is bedridden. Due to malnutrition and unhygienic conditions, her children often fall ill. There is difficulty in accessing drinking water and there are no toilets. Despite difficult living conditions, they hope to lead a better life. The family income is Rs. 4000 per month.

Initiate a discussion on the family budget of ‘Roshni’, or families like hers in the village. Divide the participants into teams. Separate teams will look at the ways through which the standard of living of that household can be improved using various government schemes and support mechanism. Each team will, separately, look at following areas:

1. Basic Amenities (house, water, connectivity etc.)
2. Livelihoods
3. Health and Education
4. Social Security

Session – 11: Presentation - Government Schemes and Quality of Life

Task for the facilitator: Consolidate the presentations made by the teams. Explain how each scheme can improve the quality of life. Use the given below table for the same.

Note: Incorporate the state specific schemes.

MGNREGS
<ul style="list-style-type: none"> • Income from guaranteed employment of 100 days • Better earning through livelihood enhancement and enterprises • Improved infrastructure like land, road, well, drainage, house and ponds etc.
Swachh Bharat Mission
<ul style="list-style-type: none"> • Individual and community toilets • Better sanitation practices and hygienic surroundings • Saving on health expenditure
Pension Schemes
<ul style="list-style-type: none"> • Social security for elderly, widow and disabled • Handholding support at the time of need
Health Card/Smart Card
<ul style="list-style-type: none"> • Free medicine and treatment
Anganwadi
<ul style="list-style-type: none"> • Supplementary nutrition for new-born babies, pregnant/lactating mothers and adolescent girls • Pre-school education and supplementary nutrition for children between the ages of 3 to 6 • Counselling and care for children, adolescent girls and elderly

Session – 12: Introduction to EAP

Task for the facilitator: State and explain the following.

PAE brings out gaps in access that need to be addressed to ensure each member gets to access various benefits envisaged under different schemes. After the completion of PAE, a sensitisation activity is done at VO/CLF. Consequently, the VO/CLF owns the exercise that comes up with solutions to address the gaps. The output of the exercise is called as 'Entitlement Access Plan' (EAP). This plan is then taken up with the Gram Panchayat and line department through platforms like Gram Sabha and other formal and informal interactions.

Session – 13: Familiarisation with the EAP

Process: Participants work in separate groups based on schemes covered under EAP. They also discuss the process of EAP and the necessary knowledge inputs required for each section of EAP.

Outcome: The above process ensures a thorough understanding of the format. It ensures that the participants have the necessary knowledge inputs for delivering each component.

Session – 14: Identifying questions and doubts about the schemes

Process: Each team will discuss and prepare questions/doubts, if any, on schemes covered under PAE and their implementation.

Each team will also discuss the issues and challenges faced by the community in accessing these schemes. Issues could be lack of awareness, or apathy of the Panchayats and line departments, or any other matter.

Session – 15: Interaction with Department Officials

Purpose: This session is facilitated by various line department officials:

- To help the participants get a deep understanding of the schemes
- To help the participants clarify questions and doubts that came up in the previous session
- To provide a platform for the participants to discuss the issues and challenges they face in accessing schemes and explore the possibilities of working together

Process: Each presentation on the scheme must focus on the following things:

- Benefits offered under the schemes
- Targeted section of the community and their eligibility
- Provisions and procedure for accessing schemes
- Designated officials and offices responsible for implementation of scheme
- Role and powers of GP
- Possible role of SHG network and LRG
- Grievance redressal system

Presentations are followed by response to questions from participants. If time permits, IEC material prepared can be shared and discussed.

Session – 16: Recap

Task for the facilitator: Start the day by asking participants to briefly reflect upon the lessons learnt on the previous day. Participants can share their thoughts and expectations. Ensure to consolidate the learnings of the previous day.

Session – 17: Scheme Quiz

Task for the facilitator: Divide all the participants into groups based on the schemes covered under PAE.

Ask each team to prepare objective questions and answers for the scheme assigned to them.

Note: The participants' questions and answers may be influenced by the views acquired from the field rather than the actual information on the scheme. So, ensure to get the answers vetted by experts.

Subsequently, give each group an opportunity to quiz the other groups on the scheme covered by them.

Outcome: The participants understand all the schemes covered under PAE.

Session – 18: Organising PAE and EAP on the field and the way ahead

Process:

The facilitator communicates that for organising PAE and EAP in a Gram Panchayat, given below steps are to be followed. LRG members facilitate the process in their respective GPs.

Day 1

- Meet the VO/CLF members and introduce the concept of the participatory assessment.

- Orient the Panchayat representatives on the objectives of PAE and explain the support expected from PR
- Do a meeting with one SHG in the presence of all LRG members in the GP, so that everyone gets an idea of how to conduct the participatory assessment
- Make a schedule for conducting the meetings with other SHGs in that GP
- Things to be kept in mind while making the schedule:
 - ♦ The process must be done in one SHG at a time
 - ♦ At least two LRG members need to be present for one discussion; one person for facilitating the discussion and other(s) for recording the data.
 - ♦ Discussion with one SHG would approximately take an hour and a half.
 - ♦ On an average, 6 – 8 discussions can be done per day (simultaneous discussions can be done at different places at the same time).
 - ♦ Meetings need to be organised at the convenience of SHG members, preferably to be done along with their weekly meetings.
 - ♦ Most important, their livelihood activities or routine shouldn't be disturbed for the conduct of these meetings.
 - ♦ Hence, inputs from the VO/CLF regarding the schedule of SHG meetings can be taken while making the schedule.

Day 2 onwards

For PAE, meetings at SHG start from Day 2. The number of days required would depend on the number of SHGs in the VO/CLF/ village. If the VO/CLF/ village has about 10 – 12 SHGs, it would ideally take about 2 days. LRG members can do the meetings simultaneously in teams of two or three members.

Consolidations

- Once all the SHGs in the VO/CLF/ village are covered, a consolidation meeting is organised at the VO/CLF. The CLF is asked to organise the meeting – arrange the place, inform SHG members, etc.
- They need to be encouraged to understand that the consolidated sheet is essentially a status report of the VO/CLF, as it provides details of all SHGs under their CLF. Based on this information, they would be making action plans for the next Gram Sabha.
- VO/CLF general body is requested to attend the meeting. In places where there are no CLFs, consolidation is done at village level and representatives from all SHGs in the village (all SHGs covered in PAE) are called to attend consolidation meeting. Other members are also welcome to attend.
- Ward members/ Gram Panchayat members can also be called for the consolidation meeting.
- Here, the data received from all SHGs are put together in one sheet.
- The consolidation is done either on a black board or chart papers stuck together with enough space to draw the tables. It needs to be ensured that the consolidation is visible to all members.
- In this way, all SHG members will be able to see and understand the status of other SHGs. Gram Panchayat members would also get an idea about various scheme beneficiaries, level of participation in Gram Sabha, etc.
- After the consolidation, a copy of the consolidated sheet is given to the VO/CLF. It is basically a status report of the VO/CLF.

- In Gram Panchayats, where there are more than one VO/CLF, consolidation is first done at the VO/CLF. Further, a consolidation at the GP is done to put together details of all SHGs in the GP. This is done by the LRG members in the GP.

EAP Preparation

Preparation of EAP can be done in a specially convened meeting of VO/CLF.

Once the consolidation of PAE and EAP is done, schedule is prepared for a joint sitting of the VOs along with Panchayat and line department officials. Based on the prevailing situation in each GP, a strategy must be planned to take forward the demand generated through PAE and EAP. For instance, the support from PRI, whether to call line departments or not for the sitting etc.

Session – 19: Preparation for rolling out PAE and EAP

Task for the facilitator: Get participants from each Gram Panchayat to sit together. Ask them to plan and prepare for the roll out of PAE and EAP based on the inputs from the presentations made in the previous session.

Indicate that following things must be incorporated while planning the roll out in a GP

- Preparation to be made by LRG
 - Orientation to PR
 - Preparation by VO/CLF
 - SHG meetings and VO/CLF meetings
 - Schedule for Gram sabha/ ward sabha or special Gram sabha, if necessary
 - Formation of GPCC (it can be initiated along with PAE itself)
 - Strengthening of sub-committees of VO/CLF and Gram Panchayat
 - Consultation with GP and Departments
-

Session – 20: Conclusion

Task for the facilitator: Summarize the three day workshop, provide forum for clarifying the doubts or questions, if any, and receive feedback from the participants. Also, reiterate the expected actions from the participants on the field.

Module 3: Orientation for VO members on PAE

Rationale:

Village organisation is an important level in the roll out of PAE and EAP. LRG members facilitate the exercise at the Village Organisation; they transfer knowledge and skills in PAE and EAP to the VOs.

Strategy:

A one day orientation programme on PAE can be conducted, at the village level, for members of each VO. The programme can be held along with the regular monthly meeting. In case a special meeting is arranged for the programme, convenience of all the members need to be ensured.

Programme details

Objectives of the programme:

- To orient the participants on PAE and its significance
- To familiarize the participants with the process and the activities
- To plan the roll out of PAE in a VO

Content covered in the programme:

- Participatory Assessment of Entitlements and its significance
- Entitlement Access Plan and its significance
- Knowledge on schemes covered under PAE and EAP

Participants for the programme include Executive Body members of a Village Organisation

Expected Outcomes:

At the end of the programme, the participants are expected to

- Acquired understanding on the rationale and methodology of PAE
- Familiarity with the process and necessary activities
- Plan prepared for roll out of PAE in the village

Programme Schedule: Orientation for VO members on PAE

Sl. No.	Time	Session	Objective	Content	Methodology	Preparatory Activities	Materials Required
DAY - I							
1	10:35 am	Prayer					
2	10:35 am – 10:45 am	Welcome Address					
3	10:45 am – 11:15 am	Icebreaking- Introduce One Another	To create a comfortable working environment between the participants and the facilitator	<ul style="list-style-type: none"> Participants to pickchits from the lot. Find out details about the person whose name is in the chit and introduce him/her. 	Group activity	Prepare chits with names of all the participants and the facilitator	<ul style="list-style-type: none"> A4 bundle Sketch pen
4	11:15 am - 11:30 am	Introduction to the programme	To introduce the objective of the meeting to the participants	<ul style="list-style-type: none"> Welcome the participants Objective and expected outcome of the programme 	Presentation	Prepare the welcome address on the overall training	-
5	11:30 am – 12:15 pm	Participatory Assessment of Entitlements (PAE): What and Why?	To familiarise the participants with PAE, its relevance, and methodology	<ul style="list-style-type: none"> What is PAE? Objectives of PAE Components of PAE Process of PAE Impact of PAE 	Presentation Pictures/videos from pilot location need to be used to explain the process	Prepare a powerpoint presentation beforehand.	<ul style="list-style-type: none"> Laptop Projector
6	12:15 pm – 12:45 pm	Group Discussion - Planning the roll out of PAE	To effectively plan the roll out of PAE	<ul style="list-style-type: none"> Day wise plan for PAE at SHG and consolidation at VO Preparations to be done by the VO 	Group discussion		<ul style="list-style-type: none"> Chart paper Sketch pens
7	12:45 pm – 01:15pm	Presentation - Planning the roll out of PAE	To share the plan on roll out of PAE	<ul style="list-style-type: none"> Day wise plan for PAE at SHG and consolidation at VO Preparations to be done by the VO 	Presentations		
8	01:15 pm – 01:30 pm	Conclusion	To wrap up the meeting	<ul style="list-style-type: none"> Feedback on the meeting Expected actions from participants Clarification of doubts, if any 	Presentation	Prepare the concluding remarks based on the overall experience of the day.	

Guidance Note on Sessions: Orientation for VO members on PAE

Session – 1: Prayer

Process: The programme is conducted as a regular meeting of the VO

Task for the facilitator: Commence the day's activities with the prayer of the VO.

Session – 2: Welcome Address

Process: After the prayer, one of the office bearers of the VO welcomes all the Executive Body members to the meeting.

Session – 3: Icebreaking- Introduce One Another

Process: All the participants and the facilitator pick up chits from the lot carrying names of other participants. Each participant, then, approaches the person whose name is written on his/her chit and get to know about the person. After spending 15 minutes on getting to know the other person, the participants assemble back. Each participant introduces the person whose name is there on their chit to the larger audience.

Session – 4: Introduction to the programme

Task for the facilitator: Begin the session by welcoming all the participants and appreciating the VO for the collective strength that it stands for.

The content below may be used

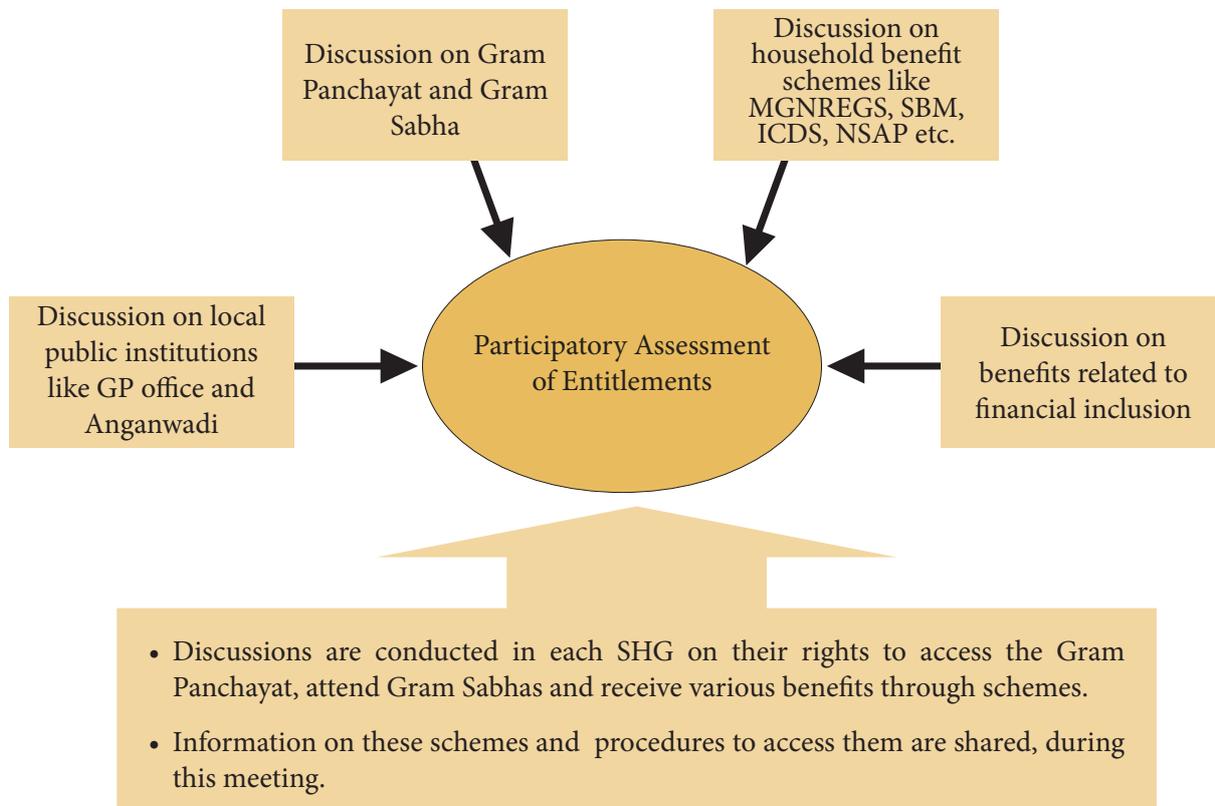
- The PRI – CBO Convergence Project has been initiated in the Gram Panchayat. We have completed the process of orienting PRI on the project, identified and trained LRG members, and have also conducted orientation for VOs on the project and its objective.
 - Today, we have come together to discuss our next steps in the project. We will be doing an exercise called PAE for which the support and leadership of the VO's executive body is crucial.
-

Session – 5: Participatory Assessment of Entitlements (PAE): What and Why?

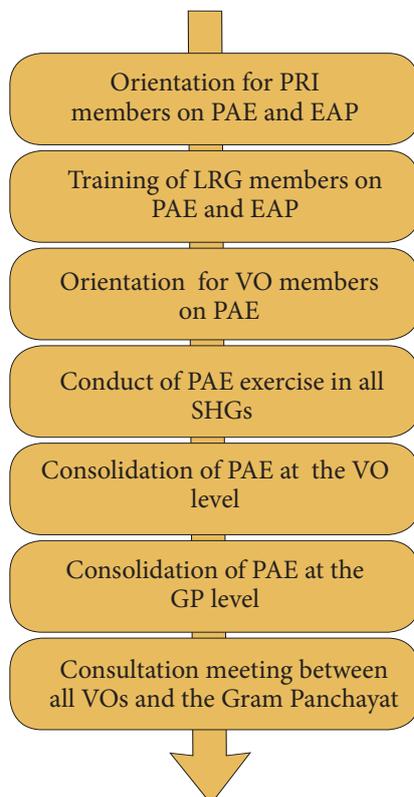
Task for the facilitator: Present the content given below

What is PAE?: Refer Activity 12, Booklet 1

Components of PAE:



Process of PAE:



Impact of PAE:

Through the process of PAE, there would be increased awareness and discussion on entitlements in the SHGs. The SHG as well as the VO would possess data on the entitlement access of their SHG and VO and would be able to analyse the gaps in access. Subsequently, they will be able to liaison with the Gram Panchayat to effectively implement the schemes. PAE and subsequent discussions would be the first step towards realizing various benefits that are rightfully theirs. In the long run, this would help in reducing poverty and promote local development.

Session – 6: Group Discussion - Planning for Roll out of PAE

Process: Participants sit together and prepare the day-wise plan for the roll-out of PAE in a SHG.

The following needs to be incorporated while planning the roll out in a Gram Panchayat

Preparations to be made by VO

- o Day wise plans on rolling out PAE in each SHG keeping in mind the weekly SHG meetings
- o Dissemination of information to all SHGs including date, time, venue, and documents to be carried. Ensure 100% participation of members
- o Organise meeting in VO for consolidation of PAE
- o Involve respective ward members in the process

The facilitator must ensure that the VO members prepare the schedule keeping in mind that the discussion in one SHG would take approximately an hour and a half. They must ensure that SHG members are able to attend the meeting without any interruption in their routine matters including livelihood.

Session – 7: Presentation - Planning for Roll out of PAE

Process: Based on the discussions in previous session, participants present the plan for the roll out of PAE in all SHGs.

Task for the facilitator: Note down the points made by them and ensure that the plan is feasible. You may add on to the points made by them and also add missing points if any.

Session – 8: Conclusion

Task for the facilitator: Summarize the discussions of the day and invite doubts or questions, if any, for clarification. Also, seek feedback from the participants, reiterate the expected actions from the participants, and motivate them to engage actively in the process.

Participatory Assessment of Entitlements - Tool for conducting SHG meetings (Model Format)

Name of Gram Panchayat: _____

Date of meeting: _____

Name of SHG: _____

Month & year of SHG formation: _____

Place of meeting: _____

No. of members in the SHG: _____

Table 1: Composition of the SHG

Category	Number	Category	Number
BPL		SC	
		ST	
APL		OBC	
		General	
TOTAL		TOTAL	

No. of members present in the meeting: _____

Names of facilitating LRG members: _____

I. Gram Panchayat, Gram Sabha & Ward Sabha

Discussion on Gram Panchayat

What is a Gram Panchayat ?

The Gram Panchayat (GP) is a democratically elected local government that is situated in the village and is easily approachable to us. The GP plays a crucial role in shaping the development processes in our village while addressing the diverse needs of the community. The GP is involved in implementing schemes like MGNREGS (ensuring 100 days of employment) and providing basic services such as drinking water, health, education, etc. Hence, the GP directly impacts the lives of all people in our community, and it is important that they function effectively. 50% of the seats in Panchayats are reserved for women. This ensures the participation of women in local governance and brings in a focus on issues faced by women.

Sl. No.	Parameter	Number		Remarks (if any)
		Present	Former	
1	# SHG members who are elected GP members (President/ vice president/ ward members)			
2	# SHG members who have ever gone to Gram Panchayat office for any individual or community benefits/demands			Reasons: Why? For what? Who did they meet?

Discussion on Gram Sabha

What is Gram Sabha?

Gram Sabha is an important constitutional platform. The community can meet with the elected representatives and ask for their entitlements. They can also discuss the issues and problems they have, and plan for the development of their community together. This way they become active participants in their own governance. When one woman goes and asks for her entitlements, she may not receive it. However, when a SHG/ VO goes as a group and states its demand, it makes a difference. Hence, they have to plan together and demand together to achieve their needs. For this, they also have to find out and discuss the agenda of the Gram Sabha in the SHG before attending the Gram Sabha. Moreover, after each Gram Sabha, it is important to discuss the decisions taken in the Gram Sabha so that all members are aware of them and follow up can be done by the SHG based on these decisions.

Sl. No.	Parameter	Enter numbers			Remarks (if any)
		Before October 2016 (Blue ribbon)	In January 2017 (Red ribbon)	After January 2017 (White ribbon)	
3	# SHG Members who have attended Gram Sabha (Those who have attended any Gram Sabha before October, 2016 should tie blue ribbon, those who have attended in January, 2017 need to tie red ribbon, White ribbon for After- January, 2017)				
4	Did SHG attend GS as a group? (Mark yes or no in all columns) If five or more members have gone together, it is to be considered as a group.	(YES/ NO)	(YES/ NO)	(YES/ NO)	
5	Did SHG discuss GS agenda in the SHG before going to GS?	(YES/ NO)	(YES/ NO)	(YES/ NO)	
6	What agendas were discussed in each GS? (Mention in brief)				
7	# SHG members raised any individual or community issues/ demands in Gram Sabha				
8	Did your SHG do any discussion in your SHG post gram sabha about proceedings and decisions?	(YES/ NO)	(YES/ NO)	(YES/ NO)	

Concluding Discussion On Gram Sabha

On completion of the above section on Gram Sabha, have a discussion.

- Ask the woman who has maximum number of ribbons on her hand to explain to others what she saw in the different Gram Sabhas, the people who attended Gram Sabhas and of the discussions that happened in Gram Sabha.
- Also ask them what was their motivation to attend these Gram Sabhas?
- Ask the others why they did not go to the Gram Sabha.

If there is nobody who has attended Gram Sabha: (Refer the para on What is Gram Sabha?)

- **When is the forthcoming Gram Sabha in your GP?**

Would you all attend the next Gram Sabha?

What agenda would you bring in for the next Gram Sabha?

Once the discussion is complete, ask the participants to remove the ribbons they have tied in their hands and keep it at the centre of the circle for use in the subsequent sessions.

*** From the next session onwards, no particular colour is mentioned for the ribbon. Wherever required to tie a ribbon, ask them to tie any colour ribbon.**

II. Household Benefits

Discussion on MGNREGS

What is MGNREGS?

It is a right to work that every citizen is entitled to. Anybody who wants to do unskilled manual work can apply for a job card under MGNREGS; it is valid for 5 years. One family is entitled to one job card and 100 days of work. The current wage rate under MGNREGS in Assam is Rs.182/- per day.

MGNREGS - Mahatma Gandhi National Rural Employment Guarantee Act			
Sl. No.	Parameter	Number	Remarks (if any)
9	# SHG members/ families who have a job card with themselves in their own hands (All those who have job cards tie a ribbon on their hands)		How many members don't have?
10	# SHG members/ families who have a job card, but do not have it in their own hands		Who has it?
11	# SHG members/ families who do not have a job card but have currently applied for job cards in the Gram Panchayat (All of those who have applied for a new card, tie a ribbon on their hands) Ask a woman who has a job card/ has applied for a job card to tell others how she got a job card. If there are none: Anybody who wants work under MGNREGS can make an application in the prescribed form available at the Gram Panchayat office. The photographs required for the form would be clicked for free. One household makes application in one form. Once the Gram Panchayat authenticates that the applicants are adults and reside in the Gram Panchayat, they need to issue a job card.		When have they applied? _____

12	# SHG members/ families who have not applied but want to apply for a job card now								
13	# SHG/family member(s) whose name(s) is/are to be added to the existing Job Card								
14	<p>Has SHG identified any work that can be taken up under MGNREGS?</p> <p>(SHGs can identify work in their location and submit it to the Gram Panchayat. Types of work that can be done include</p> <ul style="list-style-type: none"> • Water conservation and water harvesting • Drought proofing, afforestation and tree plantation • Irrigation canals including micro and minor irrigation works • Provision of irrigation facility to land owned by households belonging to the SC and ST or to land beneficiaries of land reforms or land of the beneficiaries under the PMAY • Renovation of traditional water bodies including desilting of tanks • Land development • Flood control and protection works including drainage in water logged areas <p>Rural connectivity to provide all-weather access. The construction of roads may include culverts where necessary and within the village area culverts may be taken up along with drains)</p>	(YES/NO)							
15	Has the SHG currently submitted a list of identified works to the GP or placed in Gram Sabha?	(YES/NO)							
16	Has the submitted work to the GP or placed in Gram Sabha been approved?	(YES/NO)							
17	<p># SHG members/ families demanded work (mention number)</p> <p>(If there is nobody who has demanded work: Anybody who has a job card can ask the Gram Panchayat for work. You need to make a demand in writing in plain paper. And get a dated receipt for the same. A household is entitled for 100 days of work in a financial year and that can be divided among adult members of the household.)</p>	<table border="1"> <tr> <td>2015 – 2016</td> <td>–</td> <td>2016 – 2017</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	2015 – 2016	–	2016 – 2017				
2015 – 2016	–	2016 – 2017							
18	# SHG members/ families obtained work (mention number)	<table border="1"> <tr> <td>2015 – 2016</td> <td>–</td> <td>2016 – 2017</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	2015 – 2016	–	2016 – 2017				
2015 – 2016	–	2016 – 2017							
19	<p># Days SHG members/family members worked in MGNREGS (2015 – 16)</p> <p>(Mention the number of days worked by each SHG member)</p> <p>Average number of days worked (Total number of days worked by SHG members/ Total number of SHG members with Job Cards)</p>	<ol style="list-style-type: none"> 1. 2. 3. 4. 5. 6. 							

		7. 8. 9. 10.	
20	<p># Days SHG members/ family members worked in MGNREGS (2016 – 17)</p> <p>(Mention the number of days worked by each SHG member)</p> <p>Average (Number of total days worked by all SHG members/ Total number of SHG members with Job Cards):</p>	1. 2. 3. 4. 5. 6. 7. 8. 9. 10.	
21	<p># SHG members/family members who asked for unemployment allowance (2016 – 2017)</p> <p>(Anyone who has MGNREGS job card and has not received work in 15 days of making the demand for work is eligible to apply for unemployment allowance. If not receiving work after 15 days, unemployment allowance is 25 per cent of the wage rate, and for not receiving work after 30 days, the allowance is 50 per cent of the wage rate for the rest of the financial year)</p>		
22	<p># SHG members/family members who got unemployment allowance (2016 – 2017)</p>		
23	<p>Does SHG discuss MGNREGS in its SHG meetings?</p>	(YES/ NO)	
24	<p># SHG members/ families who want to work under MGNREGS</p> <p>(All those who want to work, tie a ribbon on their hands)</p>		

Discussion on SBM

What is SBM and its eligibility criteria?

Swachh Bharat Mission (Gramin) is a government scheme to build toilets in every household to bring about an improvement in the general quality of life in the rural areas by promoting cleanliness, hygiene, and eliminating open defecation. All BPL and APL Households from SC/ ST families, families headed by women, disabled persons, small farmers, marginal farmers, and landless labourers are eligible to build latrines under the scheme and are entitled to Rs.12,000 for construction of latrines.

SCHEME FOR SANITATION				
Swachh Bharat Mission (Gramin) – SBM (G)				
Sl. No.	Parameter	Number		Remarks (if any)
25	# SHG families having a latrine in their houses (Mention numbers even if toilets are kutcha/ half - built etc.) (All those who have, tie a ribbon on their hands)	Kutcha	Pucca	
		Total:		
26	# SHG families having built latrine under SBM (Mention numbers even if toilets are kutcha/ half - built etc.) (All those who have, tie a ribbon on their hands) Ask a woman who has built latrine under the scheme to speak of how she got it. If there are none, please note: Any of you who don't have a latrine in your household can apply for one under this scheme if you are eligible as per the Baseline Survey conducted for this purpose. You can apply for the latrine through the Gram Sabha/ Gram Panchayat.			
27	# SHG families using latrine built under SBM			Reasons for not using toilets, if any: 1. 2. 3.
28	# SHG women who feel that they shouldn't be going out to the fields for defecation (Discuss: What are the health and safety issues due to open defecation? How is it affecting the life of women and children? There are several health and safety issues that arise due to open defecation. Water borne and respiratory diseases are rampant as human waste has contaminated either the food or water supplies, or it has been spread by flies and dust. This leads to high incidence of deaths among infants as well as adults.)			

29	Does SHG discuss SBM in its SHG meetings?	(YES/ NO)	
30	#Eligible SHG Households who would want to build latrine under SBM in their households (Tie a ribbon)		

Discussion on RSBY

What is RSBY and its eligibility criteria?

Rashtriya Swasthya Bima Yojana (RSBY) is a government-run health insurance scheme for the poor. RSBY Smart cards can be availed by any BPL household. Enrolment teams for identifying and adding beneficiaries visit villages. There are also offices available at the district level. There is a onetime registration fee of Rs.30 and then the government pays the premium. A family of up to five members can be registered in one card. The smart card will be provided to the beneficiary at the time of enrolment itself; the card is valid for one year and needs to be renewed after that. It can be used for availing benefits at empanelled hospitals, maximum limit being Rs.30,000.

RSBY - Rashtriya Swasthya Bima Yojana			
Sl. No.	Parameter	Number	Remarks (if any)
31	# SHG women/ families who have a RSBY Smart Card/ Health Card		
32	# SHG women/ families who have used the card at least once		Reasons for not using the health card: 1. 2.
33	Does SHG discuss RSBY in its SHG meetings?	(YES/ NO)	

Discussion on Social Security Schemes

What is NSAP?

NSAP is a scheme of the central government that provides financial assistance to the elderly, widows and persons with disabilities in the form of social pensions.

SOCIAL SECURITY SCHEMES	
NSAP – National Social Assistance Programme	
	<p>Old Age Pension</p> <p>Men and women above age of 60 years are eligible to apply for old age pension and receive Rs.600 per month.</p> <p>What are the documents required to receive Old Age Pension?</p> <ul style="list-style-type: none"> • BPL card • Any government ID(like Voter ID, Aadhaar Card etc.) as proof of age

Sl. No.	Parameter	Enter numbers	Remarks
34	# SHG women/ family members who are eligible for old age pension	Men: Women: Total:	
35	# Eligible SHG women/ family members who are currently obtaining old age pension If anybody is receiving old age pensions, ask them to briefly describe the process of applying for the same.	Men: Women: Total:	
<p>Widow Pension</p> <p>If a woman is a widow in the age group of 40 - 59 years and belongs to a BPL household, then she is eligible to apply for a widow pension and receive Rs. 600 per month as pension.</p> <p>What are the documents required to receive Widow Pension?</p> <ul style="list-style-type: none"> • BPL/APL card • Any government ID(like Voter ID, Aadhaar Card etc.) as proof of age • Death certificate of husband from the Gram Panchayat 			
Sl. No.	Parameter	Enter numbers	Remarks
36	# SHG women/ family members who are eligible for widow pensions		
37	# Eligible SHG women/ family members who are currently obtaining widow pensions If anybody is receiving widow pensions, ask them to briefly describe the process of applying for the same.		
<p>Disability Pension</p> <p>Assistance is provided to individuals with not less than 40 per cent disability of any kind - blindness, hearing impairment, mental retardation, locomotive disability etc. She/ he should be in the age group of 18 - 59 years and should belong to a BPL household. The pension amount is Rs.600 per month.</p> <p>What are the documents required to receive Disability Pension?</p> <ul style="list-style-type: none"> ➤ BPL card ➤ Certificate from the District Hospital certifying percentage of disability ➤ Any government ID(like Voter ID, Aadhaar Card etc.) as proof of age 			
Sl. No.	Parameter	Enter numbers	Remarks
38	# SHG women/ family members who are eligible for disability pensions		
39	# Eligible SHG women/ family members who are currently obtaining disability pensions If anybody is receiving disability pensions, ask them to briefly describe the process of applying for the same.		
40	Does SHG discuss pensions in its SHG meetings?	(YES/ NO)	

Discussion on ICDS

What is ICDS and what services it provides?

Integrated Child Development Services is a government welfare programme that provides food, preschool education, and primary healthcare to children under 6 years of age, their mothers, and adolescent girls. These services are provided from Anganwadi centres.

Services	Target Group	Service Provided by
Supplementary Nutrition	Children below 6 years: Pregnant & Lactating Mother (P&LM)	Anganwadi Worker and Anganwadi Helper
Immunization	Children below 6 years: Pregnant & Lactating Mother (P & LM)	ANM/MO
Health Check-up	Children below 6 years: Pregnant & Lactating Mother (P & LM)	ANM/MO/AWW
Referral Services	Children below 6 years: Pregnant & Lactating Mother (P & LM)	AWW/ANM/MO
Pre-School Education	Children(3-6 years)	AWW
Nutrition & Health Education	Women (15-45 years)	AWW/ANM/MO

ICDS - Integrated Child Development Scheme			
For pregnant and lactating women			
All pregnant/ lactating women are eligible to get IFA tablets, supplementary nutrition, health check – ups, etc., from Anganwadis.			
Sl. No.	Parameter	Enter numbers	Remarks
41	# pregnant/ lactating women in SHG/ SHG families		
42	# pregnant/ lactating women in SHG/ SHG families receiving services from Anganwadi		
	<p>Discussion question: What all services do you receive from Anganwadis?</p> <p>Provide following information in case SHG women do not know about all of it:</p> <p>Supplementary nutrition – All pregnant/ lactating women and children below 3 years of age are entitled to a supplementary feeding support for 300 days in a year.</p> <p>Immunization of pregnant women and infants protects children from six vaccine preventable diseases-poliomyelitis, diphtheria, pertussis, tetanus, tuberculosis and measles.</p> <p>The various health services, provided for children, by anganwadi workers and Primary Health Centre (PHC) staff, include regular health check-ups, recording of weight, immunization, management of malnutrition, treatment of diarrhoea, de-worming, and distribution of simple medicines, etc</p>		

	Age group - 0 to 3 years Children in the age group 0 – 3 years can get supplementary nutrition, immunization, etc., from anganwadis		
Sl. No.	Parameter	Enter numbers	Remarks
43	# children in the age group 0 - 3 years in SHG/ SHG families		
44	# children in the age group 0 - 3 years in SHG/ SHG families receiving services from anganwadi		
	Age group - 3 to 6 years Children in the age group of 3 – 6 years can be enrolled in anganwadis for pre – school education, supplementary nutrition, immunization, etc.		
Sl. No.	Parameter	Enter numbers	Remarks
45	# children in the age group 3 - 6 years in SHG/ SHG families		
46	# children in the age group 3 - 6 years in SHG/ SHG families receiving services from anganwadi		
Sl. No.	Parameter	Enter numbers	Remarks
47	# Adolescent girls in SHG/SHG families		
48	# Adolescent girls in SHG/SHG families receiving services from anganwadi		
Sl. No.	Parameter	YES/NO	Remarks
49	Is SHG involved in any monitoring activities of anganwadi? If they are part of the Anganwadi Level Monitoring and Support Committee, do they ensure coverage to all beneficiaries, check quality of food provided to anganwadi children, their regular functioning, etc.? Discussion question: Why do you think SHG should be involved in monitoring of Anganwadi activities?		What kind of activities are undertaken?
50	Does SHG discuss ICDS in its SHG meetings?		

Discussion on Access to Financial Institutions

Access to financial institutions is an important step towards reducing poverty and inequality. It inculcates saving habit and provides timely and adequate credit facilities to the poor.

What is PMJDY?

Pradhan Mantri Jan-Dhan Yojana is National Mission for Financial Inclusion to ensure access to financial services, namely Banking/ Savings & Deposit Accounts, Credit, Insurance, Pension, in an affordable manner. Account can be opened in any bank branch or Bank Mitra outlet. PMJDY accounts are opened with Zero balance.

What is Aadhaar?

Aadhaar number is a 12-digit random number issued by the government to the residents of India. Any individual, irrespective of age and gender, who is a resident of India, may enrol to obtain Aadhaar number for accessing various schemes and entitlements.

Access to Financial Institutions			
Sl. No.	Parameter	Enter numbers	Remarks
51	# SHG members who have an account in a Bank on their name or joint account with their immediate relative		
52	# SHG members who have an account in Post Office on their name or joint account with their immediate relative		
53	# SHG members who have opened an account under Pradhan Mantri Jan Dhan Yojana		
54	# SHG members who have an Aadhaar card		

Discussion on Ration Cards

Ration cards are an official document issued by the Government entitling the holder for public distribution of food and fuel. Ration cards are used to establish identity, eligibility, and entitlement of a person.

Ration Cards					
Sl. No.	Parameter	Enter numbers			Remarks
55	# SHG members who have a ration card* (* Colour mentioned in the next column denotes the colour of the ration card)	APL (Sky Blue)	BPL (Yellow)	AAY (Red)	
56	# SHG members who receive ration every month				

Concluding Remarks

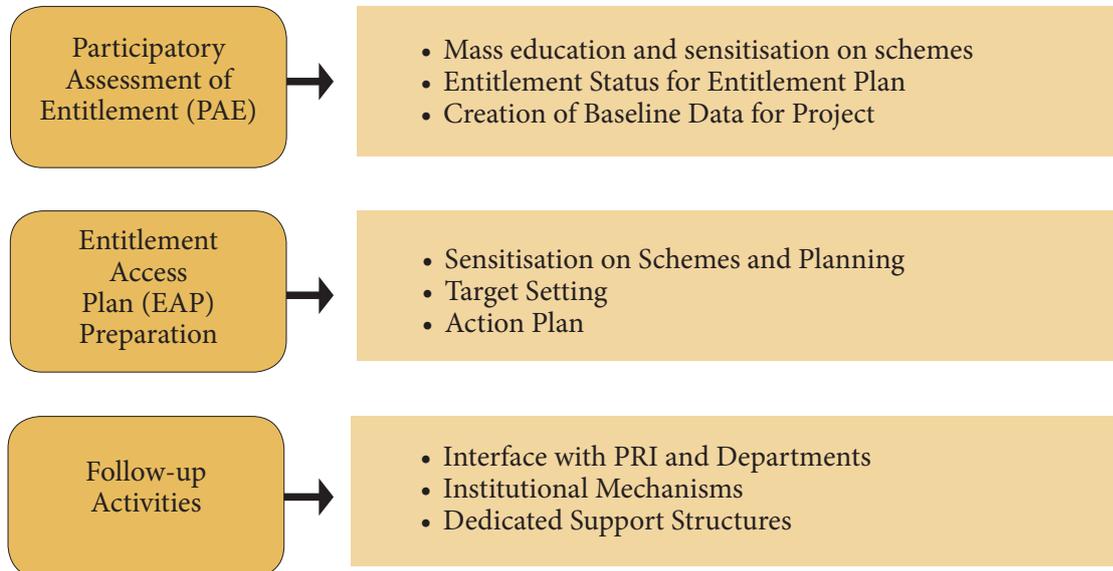
Note for communication by the facilitator:As the discussions were going on, we have recorded data related to Gram Sabha, MGNREGS, ICDS etc.

Why was this done?

- To know the present status of your SHG
- We will do the same in all SHGs in this Gram Panchayat. And then we will get to know of the existing situation
- This will help us plan the next set of activities in a better way
- We will all sit together and plan about what to do during the next Gram Sabha and how to avail the various schemes we spoke of today.
- We will do this in coordination with the Gram Panchayat, the VO and all of you.
- We shall let you know of the consolidation dates when we put together data received from all SHGs in your GP. The president, secretary, and others are welcome to attend the same.

Module 4: Preparation of EAP at VO level

PAE (Participatory Assessment of Entitlements) is conceptualised as an important activity in the Convergence Project. The baseline data, generated through PAE, is used by the CBO to prepare Entitlement Access Plan. EAP is subsequently taken up with the Gram Panchayat and line departments to realise the demands of the members. A quick glance at the manner in which the steps flow.



Strategy:

A specially convened meeting of VO/CLF prepares EAP through an educative and participatory exercise. This can be a half-day training programme for the VO/CLF.

Programme details

Objectives of the programme:

- To orient the participants on the rationale and methodology of EAP
- To sensitize and provide knowledge inputs to plan for accessing entitlements
- To motivate the VO/CLF to set targets for accessing entitlements

Content covered in the programme:

- Entitlement Access Plan and its significance
- Schemes covered under PAE and EAP
- Target setting exercise

Participants for the programme include Executive Body members of Village Organisation/Cluster Level Federation.

Expected Outcomes:

- Acquired understanding of the significance and need for planning and setting targets
- Motivation among the VO/CLF members to work towards realising their entitlement access plan

Programme Schedule: Preparation of EAP at VO level

Sl. No.	Time	Session	Objective	Content	Methodology	Preparatory Activities	Materials Required
1	10:30 am - 10:35 am	Prayer					
2	10.35 am – 10.45 am	Welcome Address					
3	10.45 am – 11.00 am	Self Introduction					
4	11:00 am - 11:15 am	Introduction to Special Meeting	To introduce the objective of the meeting to the participants and to share the methodology of the EAP preparation	<ul style="list-style-type: none"> Welcome the participants Objective and expected outcome of the meeting 	Presentation	Prepare the welcome address on the overall training.	
5	11.15 am – 12.15 am	Roshni's Story	To sensitise the participants on the need to plan for accessing entitlements	<ul style="list-style-type: none"> Roshni's story is read out with a pictorial representation on chart paper The participants prepare a family budget and discuss the various ways through which Roshni can be helped 	Presentation	Be ready with the chart papers on Roshni's picture and her story in the local language	<ul style="list-style-type: none"> Chart papers Sketch pens
6	12.15 am – 01.00 pm	Plan Preparation	To collectively plan and set targets for the VO/CLF	<ul style="list-style-type: none"> Discussion on various entitlements and their benefits Relevance of collective planning and action Target setting for schemes 	Group discussion	<ul style="list-style-type: none"> Ensure that the EAP module is finalised and translated into the local language. Examine the official calendar, schemes to each GP, and state policy, etc. Be thorough with the process of preparation of EAP. 	<ul style="list-style-type: none"> Chart paper Sketch pen Translated EAP formats PAE consolidation sheet of the VO/CLF
7	01.00 pm – 01.15 pm	Conclusion	To wrap up the programme	<ul style="list-style-type: none"> Strategies for the implementation of the plan Role and responsibilities of various stakeholders Clarification of doubts, if any 	Presentation	Prepare the concluding remarks based on the overall experience of the day.	

Guidance Note on Sessions: Preparation of EAP at VO level

Session – 1: Prayer

Process: The meeting is conducted like a regular meeting of the VO/CLF. The day's activities are commenced with the prayer of the VO/CLF.

Session – 2: Welcome Address

Process: After the prayer, one of the office bearers of the VO/CLF welcomes all the VO members to the special meeting.

Session – 3: Self Introduction

Process: As in any typical VO/CLF meeting, all the members introduce themselves by telling their name, designation, and the name of the SHG they are part of. The facilitator also introduces himself or herself.

Session – 4: Introduction to the Special Meeting

Task for the facilitator: Communicate the objective of the meeting and expected outcomes as mentioned in the beginning of the module.

Facilitator may use the content given below

“The Participatory Assessment of Entitlements has been completed in all SHGs of our village with the support of LRG members. This is the first time we have realised the entitlement status of each SHG member in our VO/CLF with respect to various government schemes. We also had a great opportunity to educate ourselves about various schemes and the relevance of democratic platforms like Gram Sabha. At the end of the PAE exercise in all SHGs of the VO/CLF, every VO/CLF prepared a consolidated data of each scheme. As a follow-up to PAE, there is a need to achieve specific impact in our lives in a limited time. So a holistic plan and action are required to create this qualitative change. Creating this collective vision of our VO/CLF, which will be called as ‘Entitlement Plan’, is the prime agenda of this meeting. All members are requested to effectively participate and contribute to this process.”

Methodology for the preparation of EAP

“We will prepare this Entitlement Plan for our VO/CLF through a participatory exercise. We will first look at the actual situation of our own life through a real life story. After that, we will fix feasible quarterly targets for achieving each aspect of the schemes we covered in PAE. Our specific role in actualising our plan will also be discussed at the end.”

Session – 5: Roshni’s Story

Process:

Introduction- “Before starting with the preparation of the plan, let us listen to the story of a woman called ‘Roshni.’ “

One participant reads out aloud the story given in the box

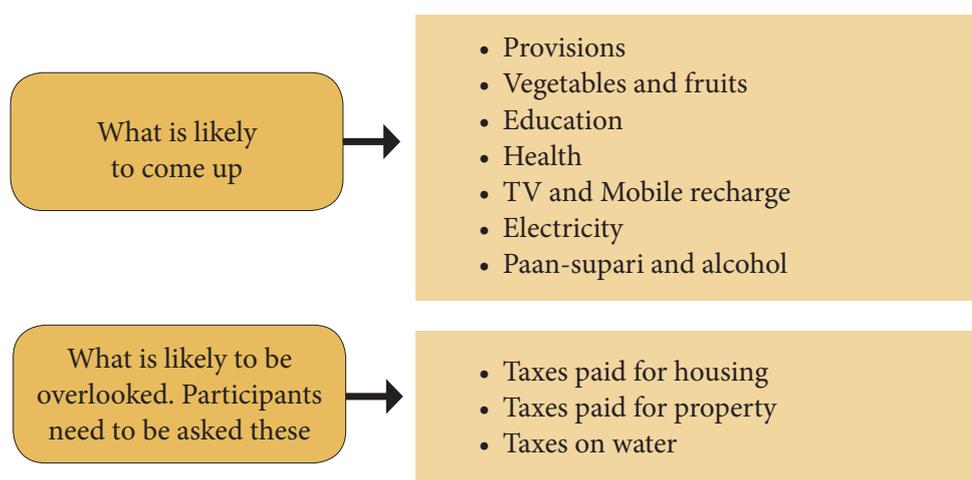
Story of Roshni

Roshni is a 31 years old woman who lives with her family of five in a village. The primary occupation of her family is marginal farming. She has two children- a daughter who studies in class four in a village school, and a two year old son who accompanies them to the field. Her mother-in-law is bedridden. Due to malnutrition and unhygienic conditions, her children often fall ill. There is difficulty in accessing drinking water and there are no toilets. Despite difficult living conditions, they hope to lead a better life. The family income is Rs.4000 per month.

A photo of the Roshni is pasted on the board to get the attention of all participants to the story. After the narration, the vulnerabilities of the household are highlighted to draw the focus of the VO/CLF members.

A chart paper with two columns are presented in front of the audience. The participants are then asked to find out the approximate expenditure in Roshni's household. The expenditure part is not shared in the narration.

(The idea is to provide an opportunity to the participants to come up with an estimate of the expenses based on their own life experience)



Participants are probed further to bring out the items that have been overlooked. These are also included while calculating an estimate of the expenses. In the end, the facilitator concludes the discussion by highlighting that the sum of all the expenses exceeds the monthly income.

Family Budget

Next, participants are asked to do a mental calculation of their family budget.

(Here, the facilitator highlights how, among the participants, there are people like Roshni who are facing similar vulnerabilities)

Participants are, then, asked to think about various ways to save such people and improve their quality of life. The benefits provided under various government schemes are indicated to the participants and brought to a group discussion.

Session – 6: Plan Preparation

Process:

Step 1- Group discussion on various features and benefits under schemes

The facilitator communicates the content given in the box.

“Various government schemes and projects are designed to address the vulnerabilities and enhance the living standards of the people. So it is necessary to share our learnings about the provisions of such schemes before preparing a plan for accessing them.”

Participants are divided into small groups based on the number of schemes that were covered in the PAE exercise.

Each group, facilitated by a LRG member, discusses one scheme given to them. They also discuss ways by which the schemes can be used to improve the situation of the protagonist of the story (Roshni) or women like her who they see around them in real life. The schemes that are discussed include

1. MGNREGS
2. SBM
3. NSAP
4. RGJAY/RSBY
5. ICDS

Within each group, discussion centres around the relevance of the schemes, the procedure and time it takes to avail them, and the ways by which these can be used to create a better living standard.

Key learning: Through the above discussions, the participants begin to see how different schemes can be leveraged to fulfill individual as well as community needs and demands.

At the end of the exercise, one person from each group is asked to come forward and present the points discussed in their group. The presentations trigger a constructive discussion among all the participants.

Facilitator(s) guide the discussion towards the table given below.

Table 1: Walking away from Issues to Available Schemes

Areas impacting family expense	Issues	Reasons	Items of expense	Schemes to enhance quality of life
Health	Diseases	<ul style="list-style-type: none"> • Malnutrition • Unhygienic living conditions • Lack of sanitation facilities • Unsafe drinking water 	<ul style="list-style-type: none"> • Money spent on hospitalisation, buying of medicines, etc • Losing out on the work days. Loss of additional income. 	<ul style="list-style-type: none"> • Get RGJAY/RSBY cards and avail free treatment • Construct toilets through SBM to keep away from water borne diseases, skin diseases etc. • Construct/ revive drainages under MGNREGS to avoid breeding of mosquitoes, clogging of waste water etc. • Develop common property resources for the village – making of ponds, wells, canals, rainwater harvesting pits under MGNREGS to provide safe drinking water.

Food	<ul style="list-style-type: none"> • Malnutrition • Anaemic conditions 	<ul style="list-style-type: none"> • Unavailability of nutritious food 	<ul style="list-style-type: none"> • Additional money spent on buying nutrient supplements 	<ul style="list-style-type: none"> • Enrol children and pregnant women in anganwadis – for nutrient supplements • Cooked food for enrolled children in the age group of 3-6 years.
Old aged people	<ul style="list-style-type: none"> • Health related issues 	<ul style="list-style-type: none"> • Unable to afford proper care 	<ul style="list-style-type: none"> • Money spent on medical care 	<ul style="list-style-type: none"> • Apply for NSAP – receive monthly pension to cover their expenses
Lack of livelihood	<ul style="list-style-type: none"> • Non cropping season • Crop failure • Migration 	<ul style="list-style-type: none"> • Family dependent on agriculture 	<ul style="list-style-type: none"> • Less money to spend on food 	<ul style="list-style-type: none"> • Enrol and work under MGNREGS to support themselves during seasons with no work.
Pre-school education	<ul style="list-style-type: none"> • Children not going to school 	<ul style="list-style-type: none"> • Unable to meet expenses 	<ul style="list-style-type: none"> • Less money to spend on education 	<ul style="list-style-type: none"> • Children in the age group of 3-6 years can enrol in anganwadis for pre – school education.

Step 2- Relevance of collective planning and action

Building upon the group discussion, the facilitator reinforces that CBO being a collective of poor has a responsibility to ensure the welfare of its members through focussed action. That is why, the CBO must strive to take the gaps, identified through PAE exercise, to a further level to ensure that each SHG member gets the benefits available under different schemes.

Key message: “It is the VO/CLF that we all are part of that has to take the ownership of this plan and work together to see this vision fulfilled.”

Target setting for schemes

Task for the facilitator: Ask the participants to recollect the PAE exercise done in each SHG, and how it captured the prevailing situation with respect to different parameters under various schemes.

Explain the need for target setting through the example given below:

Show the table below (MGNREGS)

Against the column head ‘SHG members with Job card’, the respondent can fill the number of members with access to MGNREGS job card. Next, he/she can mention the number of families who do not have access to the same.

By doing this, the members can understand the gap, which is 100 in this case.

How can the CBO ensure that these 100 members also have a Job Card? By setting targets for each quarter as getting a job card takes some time. Therefore, realistic targets must be set for each quarter.

Total SHG Members- 120

SHG members with Job card	Families with access as per PAE 2017-18	20
	Families without access as per PAE 2017-18	100 (GAP)
	Target Set for December 31, 2017	60
	Target Set for March 31, 2018	40

60: Number of members to get a Job card (end of 31st December)

40: Number of members to get a Job card (after December and by 31st March)

Similarly, the target setting is done for each parameter under different schemes.

Note:	For RSBY, check the present status of the card to verify whether it has been renewed annually.
	For ICDS, eligible beneficiaries in each quarter from SHG/family of SHG member need to be included for target setting.

Session – 7: Conclusion

Process: Strategies for the implementation of the Plan

The participants are asked about the ways to implement the Entitlement Access Plan. The facilitator(s) can mention the suggestions given by the CBO.

Following can be the possible options:

- a. Create an institutional mechanism such as committees, engage volunteers in CBO, etc
- b. Interface with Panchayat Representatives and line departments through meetings or institutional mechanism(s)
- c. Develop support structures like dedicated LRG member for a scheme

The facilitator(s) explain the role and responsibilities of various stakeholders.

- CBO needs to take the ownership of the entitlement access plan.
- The roles of VO/CLF and LRG members are emphasised
- Each SHG is assigned a responsibility to make sure that this plan is continuously followed up in their regular activities.

Summarize the day's experience, clarify doubts or questions, if any, and also seek feedback from the participants. Restate the actions expected from the VO/CLF.

Entitlement Access Plan Format for VO/CLF (Model Format)

VO/CLF Entitlement Plan 2017-18		
Name of State and Block		
Name of the Village & GP		
Name of the VO/CLF		
Number of SHGs		
Number of SHG members		
Name of entitlements considered in order of priority (if relevant)		
MGNREGS		
SHG members with Job card	Families with access as per PAE 2017-18	
	Families without access as per PAE 2017-18	
	Target Set for December 31, 2017	
	Target Set for March 31, 2018	
SHGs who have identified the work	SHGs with access as per PAE 2017-18	
	SHGs without access as per PAE 2017-18	
	Target Set for December 31, 2017	
	Target Set for March 31, 2018	
SHG members demanded work	Families with access as per PAE 2017-18	
	Families without access as per PAE 2017-18	
	Target Set for December 31, 2017	
	Target Set for March 31, 2018	
SHG members obtained work	Families with access as per PAE 2017-18	
	Families without access as per PAE 2017-18	
	Target Set for December 31, 2017	
	Target Set for March 31, 2018	
Average number of days SHG members worked	Families with access as per PAE 2017-18	
	Target Set for December 31, 2017	
	Target Set for March 31, 2018	
SBM		
SHG families having a latrine in their houses (SBM and Non SBM)	Families with access as per PAE 2017-18	
	Families without access as per PAE 2017-18	
	Target Set for December 31, 2017	
	Target Set for March 31, 2018	
SHG families using the latrine (SBM and Non SBM)	Families with access as per PAE 2017-18	
	Families without access as per PAE 2017-18	
	Target Set for December 31, 2017	
	Target Set for March 31, 2018	

Health Card (RSBY/RGJAY)		
SHG women/ families having RSBY/ RGJAY Health Card	Families with access as per PAE 2017-18	
	Families without access as per PAE 2017-18	
	Target Set for December 31, 2017	
	Target Set for March 31, 2018	
NSAP		
SHG women/family members obtaining old age pension	Families with access as per PAE 2017-18	
	Families without access as per PAE 2017-18	
	Target Set for December 31, 2017	
	Target Set for March 31, 2018	
SHG women/ family members obtaining widow pensions	Families with access as per PAE 2017-18	
	Families without access as per PAE 2017-18	
	Target Set for December 31, 2017	
	Target Set for March 31, 2018	
SHG women/ family members obtaining disability pensions	Families with access as per PAE 2017-18	
	Families without access as per PAE 2017-18	
	Target Set for December 31, 2017	
	Target Set for March 31, 2018	
ICDS		
Pregnant/ lactating women in the SHG/ families receiving services from Anganwadi	Families with access as per PAE 2017-18	
	Families without access as per PAE 2017-18	
	Target Set for December 31, 2017	
	Target Set for March 31, 2018	
Children of SHG members in age group 0-3 years receiving services from Anganwadi	Families with access as per PAE 2017-18	
	Families without access as per PAE 2017-18	
	Target Set for December 31, 2017	
	Target Set for March 31, 2018	
Children of SHG members in age group 3-6 years enrolled in Anganwadi	Families with access as per PAE 2017-18	
	Families without access as per PAE 2017-18	
	Target Set for December 31, 2017	
	Target Set for March 31, 2018	
Any other entitlement (Specify)		
	Any other entitlement (Specify)	
	Families without access as per PAE 2017-18	
	Target Set for December 31, 2017	
	Target Set for March 31, 2018	

SECTION 2: MODULE AND FORMATS ON GP2RP

Gram Panchayat Poverty Reduction Plan (GP2RP)

This section helps in designing training programme on preparing Gram Panchayat Poverty Reduction Plan (GP2RP).

Specifically, the section focuses on equipping PRI representatives, LRG members, and VO leaders with necessary knowledge and skills to prepare the plan effectively.

The section has one module; this module targets three groups of stakeholders

Module 1: Training PRI representatives, LRG members, and VO leaders on GP2RP

In addition, the section also includes the formats given below.

- **SHG – Livelihoods and Entitlement Register**

This consists of the demand of the SHG with respect to accessing various entitlements and planning for livelihoods.

- **SHG – Livelihoods and Entitlement Plan**

This is the consolidated demand of all SHG members that is shared with the VO.

- **VO/CLF – Livelihoods and Social Security Register**

This is a consolidation of the demand from each SHG under a VO/CLF along with the demands for infrastructure and resource development in the village.

- **VO/CLF – Livelihoods and Social Security Plan**

This is the consolidated plan of the VO that is shared with the GPLF/VOCC.

- **GP – Livelihoods and Social Security Register**

This is a consolidation of the demand plan of all constituent VOs.

- **Gram Panchayat Poverty Reduction Plan – Plan for GP**

This is the plan derived from the Social Security Plan of each VO which deals with accessing schemes and basic infrastructure that comes under the purview of the Gram Panchayat.

- **Gram Panchayat Poverty Reduction Plan – Plan for NRLM**

This is the plan derived from the Social Inclusion and Livelihoods Plan of each VO which utilises the components that can be taken up and addressed by the NRLM.

These formats are just model examples. SRLM may choose to customise the content according to their context and requirements.

Module 1: Training PRI representatives, LRG members, and VO leaders on GP2RP

Rationale:

GP2RP is a comprehensive demand plan of the CBO; it is developed once in an year and involves participation of many stakeholders. PRI representatives play an important role in realising the plan that is prepared. LRG members facilitate the process at various levels, and VO/CLF/GPLF leaders prepare the demand plan in their respective SHGs. Therefore, there is a need to train and develop representatives from LRG, VO, and PRI as they lead the exercise in their corresponding Gram Panchayats.

Strategy:

A two day training programme on GP2RP can be conducted for a group of Gram Panchayats (Cluster level) or for all identified Gram Panchayats in a Block (Block level).

Programme details

Objectives of the programme:

- To orient the participants on the rationale and methodology of GP2RP
- To familiarize the participants with the process of GP2RP and necessary activities
- To provide relevant knowledge inputs to administer the activities on the field

Content covered in the programme:

- Gram Panchayat Poverty Reduction Plan and its significance
- Process of GP2RP

Participants for the programme include LRG members, representatives of VO/GPLF/CLF, and PRI members or at least one woman elected representative.

Expected Outcomes:

At the end of the programme, participants are expected to

- Understand the significance and need for preparation of demand plan
- Possess the necessary knowledge inputs to administer the activities on the field

Programme Schedule: Training PRI representatives, LRG members, and VO leaders on GP2RP

Sl. No.	Time	Session	Objective(s)	Content	Methodology	Preparatory Activities	Materials Required
DAY - I							
1	09:30 am - 10:00 am	Registration					
2	10:00 am - 10:15 am	Introduction to Programme	To introduce the objective, rationale, and schedule of the programme to the participants and to share the expectations from the participants	<ul style="list-style-type: none"> Welcome the participants and facilitator(s) Objective(s) and expected outcome(s) of the programme Schedule, Dos and Don'ts Expectations from the participants 	Presentation	Prepare the welcome address on the overall training.	
3	10:15 am - 11:00 am	Icebreaking: Collage Making - 'Poverty-free Village'.	To familiarise the participants; to prepare them for the programme; and introduce GP2RP	Participants prepare a collage illustrating various components of 'Poverty-free Village'. The brainstorming is facilitated to arrive at various dimensions of poverty reduction.	Activity Brainstorming	Ensure that the materials required are available at the venue on time.	<ul style="list-style-type: none"> Chart paper Sketch pens
4	11:00 am - 11:45 am	Activity- Convergence for Poverty Reduction	To share how 'Poverty-free Village' can be achieved through effective convergence of various government schemes and resources	As a holistic poverty reduction plan, GP2RP requires well planned integration among the components using the available resources/ schemes. So before going to GP2RP, participants will be looking at various opportunities and resources available to achieve their dream village.	Team exercise	Ensure that the materials required are available at the venue on time.	<ul style="list-style-type: none"> Chart paper Sketch pens Logos of various schemes
5	11:45 am - 12:15 pm	Introduction to GP2RP	To present the rationale and objective of the GP2RP	<ul style="list-style-type: none"> Need for CBO-led planning Objective(s) of GP2RP Components and Process of GP2RP GP2RP as a tool for learning, mobilisation, and situation analysis Role of various LRG members, CBO leaders, SHG members, and PRI representatives 	Presentation Pictures/videos from pilot location(s) are used to explain the process	Prepare a powerpoint presentation beforehand.	<ul style="list-style-type: none"> Laptop Projector

Sl. No.	Time	Session	Objective(s)	Content	Methodology	Preparatory Activities	Materials Required
6	12:15 pm - 01:00 pm	Familiarisation with the GP2RP format – Part I	To internalise each component of the format in detail (Social Inclusion, Entitlement and Livelihoods Development)	<ul style="list-style-type: none"> Content on the component Necessary knowledge inputs required for each component 	Group exercise	<ul style="list-style-type: none"> Ensure that the GP2RP formats are finalised and translated into the local language. Preparation of IEC material on various components of GP2RP 	<ul style="list-style-type: none"> Translated GP2RP formats Chart paper Sketch pens IEC materials on GP2RP components
LUNCH BREAK (1.00 pm - 02.00 pm)							
7	02:00 pm - 02:45pm	Presentation-Familiarisation with GP2RP Format – Part I	To share the understanding on the component with other groups	<ul style="list-style-type: none"> Content on the component Necessary knowledge inputs required for each component 	Presentation	Carefully note down all the points shared by the groups.	
8	02:00 am - 02:45 pm	Familiarisation with GP2RP format – Part II	To internalise components in detail (Resource Development and Infrastructure Development)	<ul style="list-style-type: none"> How can resource development and infrastructure development contribute to reducing poverty and improving the quality of life 	Group exercise	<ul style="list-style-type: none"> Ensure that the GP2RP formats are finalised and translated into the local language. Preparation of IEC material on various components of GP2RP 	<ul style="list-style-type: none"> T ranslated GP2RP formats Chart paper Sketch pens IEC materials on GP2RP components
9	02:45 am - 04:30 pm	Presentation-Familiarisation with GP2RP Format – Part II	To share the discussion points	<ul style="list-style-type: none"> How can resource development and infrastructure development contribute to reducing poverty and improving the quality of life 	Presentation	Carefully note down all the points shared by the groups	

Sl. No.	Time	Session	Objective(s)	Content	Methodology	Preparatory Activities	Materials Required
10	04:30pm - 05:30pm	Mock SHG Plan Preparation	To provide firsthand experience of SHG Plan Preparation	Mock SHG meeting with participants	One member from each group becomes facilitator and remaining 10-15 participants form two SHGs. On field Mock GP2RP: Conducting a Mock GP2RP exercise in a real SHG in the village should be preferred.	Plan for and arrange a SHG meeting in the village for conducting mock SHG register and plan preparation exercise.	<ul style="list-style-type: none"> Translated GP2RP SHG register and plan Pen
11	05:30 pm - 06:00pm	Feedback- Mock SHG Plan Preparation	To share feedback and comments on the Mock SHG Plan Preparation	<ul style="list-style-type: none"> Feedback and Comments Areas that need clarification and improvement 	Open Discussion	The facilitator has to internalise the entire GP2RP exercise including its concept and various processes.	-
DAY - II							
12	10:00 am - 10:15 am	Recap	To consolidate the learnings from the previous day	<ul style="list-style-type: none"> Reflection on the Day I Consolidation of the learnings 	Open Discussion	The facilitator has to internalise the entire GP2RP exercise including its concept and various processes.	-

Sl. No.	Time	Session	Objective(s)	Content	Methodology	Preparatory Activities	Materials Required
13	10:15 am - 11:45 am	Mock VO Plan Preparation	To provide firsthand experience of VO Plan Preparation	Mock VO meeting with participants	Two- three members from each SHG group will come as representatives to prepare VO plan. (Others can attend the Dream Mapping Exercise) On field Mock GP2RP: Conducting a Mock GP2RP exercise in a real VO in the village should be preferred.	Plan for and arrange a VO meeting in the village for conducting mock VO register and plan preparation exercise.	<ul style="list-style-type: none"> Translated GP2RP VO register and plan Pens
14	11:45 am - 12:30 pm	Feedback- Mock VO Plan Preparation	To share feedback and comments on the Mock VO Plan Preparation	<ul style="list-style-type: none"> Feedback and Comments Areas that need clarification and improvement 	Open Discussion	The facilitator has to internalise the entire GP2RP exercise including its concept and various processes.	-
15	12:30 pm - 01:00 pm	GP Plan Preparation	To share the contents and process of GP Plan Preparation	<ul style="list-style-type: none"> The additional points to be noted in each component The process and the methodology Formats of the GP Plan 	Interactive Session and Open Discussion	The facilitator has to internalise the entire GP2RP exercise including its concept and various processes.	<ul style="list-style-type: none"> Translated GP2RP GP register and plan Pen
LUNCH BREAK (1.00 pm - 02.00 pm)							
16	02:00 pm - 03:00 pm	Organising GP2RP on the field and the way ahead	To share how the activities can be managed on the field and what could be the follow-up steps	<ul style="list-style-type: none"> Preparation needed at GP level Role of CBO and involvement of PRI Role of LRG members Schedule for meeting of SHGs and VO Formation of GPCC GP2RP Follow-up steps 	Presentation	Prepare a powerpoint presentation beforehand.	<ul style="list-style-type: none"> Laptop Projector

Sl. No.	Time	Session	Objective(s)	Content	Methodology	Preparatory Activities	Materials Required
17	03:00 pm - 04:00 pm	Preparation for rolling out GP2RP	To prepare GP specific calendar, strategies, materials to roll out GP2RP	<p>Following things are discussed and finalised</p> <ul style="list-style-type: none"> • Preparatory Activities – meetings of CLF/ GPLF/VO, briefing with PRI, mass mobilisation strategy for GP2RP • Schedule for meeting of SHGs and VO in tandem with the regular meetings • Schedule for submitting data to GP and Departments • Strategy for placing the demand in Gram Sabha • Sensitisation and mobilisation materials for the activities, schemes and Gram Sabha 	GP team will prepare calendar, strategies, materials to roll out GP2RP	The facilitator has to internalise the entire process of GP2RP including its follow up.	<ul style="list-style-type: none"> • Chart paper • Sketch pen
18	04:00 pm - 04:30pm	Conclusion	To wrap up the programme	<ul style="list-style-type: none"> • Feedback on the programme • Expected actions from participants • Clarification of doubts, if any 	Presentation	Prepare the concluding remarks based on the overall training experience.	

Guidance Note on Sessions: Training PRI Representatives, LRG members, and VO leaders on GP2RP

Session – 1: Registration

Session – 2: Introduction to Programme

Process: This session is taken by the block anchor or block programme manager of the SRLM who will introduce himself/herself and all the other facilitators, and welcome the participants.

Inaugural address to the participants:

“The two day training is organised to train the participants for the roll out of GP2RP on the field. Over the next two days, you will be oriented on the rationale and methodology of GP2RP, introduced to the process and necessary content of GP2RP, and provided with the necessary knowledge inputs and plan for administering the activity on the field.”

Session – 3: Ice breaking- ‘Poverty-free Village’ Collage Making

Process: Participants prepare a collage illustrating various features of ‘Poverty-free Village’.

The facilitator conducts a brainstorming to arrive at various dimensions of poverty reduction. This must include being part of SHG network, access to various government schemes, sustainable livelihoods in agriculture, animal husbandry, micro enterprises, qualitative development of natural resources, and basic infrastructure in the village.

Session – 4: Activity- Convergence for Poverty Reduction

Process: Being a holistic poverty reduction plan, GP2RP requires well planned integration among the components using the available resources/schemes. So before going to GP2RP, participants will be looking at various opportunities and resources available to create their dream village.

The possible options include available government schemes like MGNREGS, SBM, NSAP, RSBY and ICDS, support available from NRLM and Departments, and financial resources that can be channelised through Gram Panchayat. Each group has to stick the chits of concerned schemes (logos, if available) on the map they prepare and present among others.

Session – 5: Introduction to GP2RP

This session gives an introduction to GP2RP, its objectives, and components

Process: The session is facilitated through the use of presentations with pictures/videos from pilot locations.

Content: Refer Booklet 1 for content on this.

Session – 6: Familiarisation with the GP2RP Format– Part I

Process: Participants work in separate groups on each GP2RP component listed below.

1. Social Inclusion
2. Entitlement
3. Livelihoods

They also read about other components to get an overview of the GP2RP.

Session – 7: Presentation – Familiarisation with the GP2RP Format– Part I

Process: Each group presents the component they discussed on, thus, sharing their understanding with the other groups.

Outcome: The above exercise helps the participants gain a thorough understanding and ensures that they have the necessary knowledge inputs for delivering each component.

Session – 8: Familiarisation with the GP2RP Format– Part II

Process: Participants work in two separate groups to identify the necessary infrastructure and resource development requirements in the village. Next, they reflect on how that can address the vulnerability of the rural households and improve their quality of life.

Session – 9: Presentation – Familiarisation with the GP2RP Format– Part II

Process: The two groups present their discussion points and share their views with others. This brings out different perspectives and ideas to address poverty.

Session – 10: Mock SHG Plan Preparation

Purpose: This session aims to help the participants internalise the process of preparing the plan in the SHG.

Process: One member from each group becomes a Facilitator and 10-15 remaining participants form two SHGs. (For this session to be effective, conducting GP2RP in a real SHG setting is preferable.)

Session – 11: Feedback – Mock SHG Plan Preparation

Process: An open discussion is facilitated to encourage sharing of feedback and comments. The participants may share the areas that they require clarification on. The facilitators who observed the mock plan preparation exercise are likely to share areas of improvement for the participants.

Session – 12: Recap

Task for the facilitator: Start the day by encouraging reflection on the lessons learnt on the previous day. Participants share their thoughts and expectations. Consolidate the learnings from the previous day.

Session – 13: Mock VO Plan Preparation

Purpose: This session helps the participants to internalise the process of preparing the plan in the VO.

Process: Two to three members from each SHG group come as representatives to prepare the VO plan. Other participants can simultaneously engage in the dream mapping exercise. (Conducting GP2RP in a real VO is preferable for this session.)

Session – 14: Feedback – Mock VO Plan Preparation

Process: An open discussion is facilitated to encourage sharing of feedback and comments. While the participants may share the areas that they require clarification on, the facilitators who observed the mock plan preparation exercise are likely to share areas of improvement for the participants.

Session – 15: GP Plan Preparation

Process: An interactive and open session is facilitated to discuss any additional points necessary to be

addressed for each component. The format for preparing the GP plan is discussed and clarifications, if any, are made. The GP Plan is prepared by the VOCC/GPLF or by two-three members from each VO in a Panchayat. They jointly prioritise works and prepare the plan.

Session – 16: Organising GP2RP on the field and the way ahead

Process: The facilitator communicates that for organising GP2RP in a Gram Panchayat, given below steps are to be followed. LRG members facilitate the process.

1. Meet the VO/CLF members to introduce the concept of a demand plan and decide on the date for training of executive body members.
2. Orient the PR on the objectives of GP2RP and explain the support expected from PR
3. Conduct the meeting with one SHG, in the presence of all LRG members in the GP, so that everyone gets an idea about the process. However, GP2RP needs to be done completely by the trained CBO representatives with limited intervention by the LRG members.
4. Make a schedule for conducting the meetings with SHGs in that GP
5. Things to be kept in mind while making the schedule:
 - ♦ The process would be done by all SHGs with the leadership provided by the office bearers of the SHG
 - ♦ LRG members are to facilitate the discussion and provide support only if necessary
 - ♦ Discussion within a SHG would take approximately half a day
 - ♦ Meetings need to be organised at the convenience of SHG members, preferable to do during their weekly meetings
 - ♦ Importantly, their livelihood activities or routine shouldn't be disturbed for the conduct of these meetings.
 - ♦ Hence, inputs from the VO/CLF regarding the schedule of SHG meetings can be taken while making the schedule.
6. Once all the SHGs in the VO/CLF/village are covered, a consolidation meeting is organised at the VO/CLF. The VO is asked to organise the meeting – arrange the place, inform SHG members, etc.
7. The VO is entrusted not only with a consolidation of all the SHG plans but also with the responsibility of preparing the plan on infrastructure and resource development for the village.
8. VO/CLF general body is requested to attend the meeting. In places where there are no CLFs, consolidation is done at village level and representatives from all SHGs in the village (all SHGs covered in GP2RP) are called to attend consolidation meeting. Other members are also welcome to attend.
9. After the consolidation, the VO register is kept with the VO and VO plan is given to the third tier of federation wherever it exists.
10. In Gram Panchayats, where there are more than one VO/CLF, consolidation is first done at the VO/CLF level. Further, a consolidation is done at the Gram Panchayat to put together details of all SHGs in the GP. For this exercise, the VOCC/GPLF is given the responsibility.

After the completion of the entire process, schedule is prepared for two tasks:

- A GPCC meeting for sharing the GP2RP plan
- Stakeholder workshop with Panchayat, line department and SRLM officials for taking the plan forward.

The strategy for placing GP2RP in the GP may be decided based on prevailing situation in the GP and relationship with line departments.

Session – 17: Preparation for rolling out GP2RP

Task for the facilitator: Get participants from each Gram Panchayat to sit together. Ask them to plan and prepare for the roll out of GP2RP based on the inputs from the presentations made in the previous session

Indicate following things are to be kept in mind while planning the roll out

- Preparation to be made by LRG
- Orientation for Panchayat Representatives
- Preparation by VO/CLF
- SHG meetings and VO/CLF meetings
- Schedule for Gram Sabha/ ward sabha or special Gram Sabha, if necessary
- GPCC meeting for discussion on GP2RP
- Stakeholder workshop with GP and Departments

Session – 18 : Conclusion

Task for the facilitator: Summarize the discussions of the day, invite and clarify the doubts or questions, if any, and also receive feedback from the participants. Reiterate the expected actions from the participants and seek their support in the future.

SHG - Livelihoods And Entitlement Register (Model Format)

Gram Panchayat Poverty Reduction Plan (GP2RP) 2016-17

*‘Strengthening the CBO through Participatory
Planning.....’*

PRI – CBO Convergence Project



Aajeevika
National Rural Livelihoods Mission
Government of India



Kudumbashree
Kerala State Poverty Eradication Mission
Government of Kerala

Kudumbashree-National Resource Organization

Profile

Name of the SHG:

Name of the Ward:

Name of the VO/CLF:

Name of the Gram Panchayat:

Block:

District:

State:

Contact number of SHG:

Date of SHG Formation:

Registration/ Affiliation Number:

Name of the Bank:

Bank Account Number:

SHG Members				
SC	ST	OBC	General	TOTAL

Social Inclusion

- Can we identify people who are poor like us or poorer than us in our village who are left out of SHG network?
- Can we identify major socio-economic-cultural parameters of vulnerability in our village? (Ref. the list)
- Can these identified people be incorporated to the existing SHGs or formed as new SHGs?

Indicative list of Vulnerable Category

1. Particularly Vulnerable Tribal Group (PVTG)
2. Elderly
3. Person with disability
4. Bonded labour
5. People engaged in unhygienic occupation
6. Victims of human trafficking
7. HIV/AIDS Patients

Name of the person who are left out of SHGs	Address of the person

Entitlement Register

Through Participatory Assessment of Entitlement, we were able to successfully identify the entitlement gap of each member in our SHG. Here we will list down the demand from each of us for different schemes that we considered for PAE and 'Entitlement Access Plan'.

MGNREGS

This part will be started with a basic discussion on the employment opportunities available in the village and how NREGS can be a unique opportunity. It comprises of the demand for job card for all households in the SHG and demand for job for those who are interested in working in the coming year. This plan component will be used for preparation of Action Plan and Labour Budget for MGNREGS.

I. Job Card and Job

Name of SHG Member	Having a Job Card (✓)	# of members whose name needs to be added to Job Card	Ready to work (✓)	No. of days job required as per Entitlement Access Plan			
				Apr-Jun. 2017	Jul-Sept. 2017	Oct-Dec. 2017	Jan-March. 2018
TOTAL							

Beyond an employment guarantee scheme, MGNREGS can be used for the development of various community resources and infrastructure. Can we try to identify such opportunities around us? An indicative list of works is given below.

Admissible works that can be taken up under MGNREGA

- Water conservation and water harvesting
- Drought proofing including afforestation and tree plantation
- Irrigation canals
- Provision of irrigation facility, dug out farm pond, horticulture, plantation, farm bunding and land development on land owned by certain specified households
- Renovation of traditional water bodies
- Land development
- Flood control and protection works
- Rural connectivity to provide all weather access, including roads within a village, wherever necessary
- Agriculture related works
- Livestock related works
- Fisheries related works, such as, fisheries in seasonal water bodies on public demand
- Works in coastal areas
- Rural drinking water related works

II. Public Works that could be undertaken for MGNREGS

Name of the work	Details of the Work

III. Individual Works that could be undertaken for MGNREGS

Name of the Member	Details of the Work

SHG - Livelihoods Register

The livelihood of the SHG families can be improved through various income generation activities. Main activities are farming, animal husbandry and non-farming activities like micro enterprises and skilled employment.

Farming

The members who are interested in farming need to be recorded here. Their preference for agriculture in own land or lease land and the kinds of support needed also have to be looked at.

Mahila Kisan Sashaktikaran Pariyojana (MKSP)

- Primary objective is to empower women in agriculture by making systematic investments to enhance their participation and productivity, as also create and sustain agriculture based livelihoods of rural women.
- SHG members can form as an activity group for collective farming through their federations
- A blend of agriculture and allied sector activities as well as post harvest value additions is included in the scheme. Eg. Horticulture, agro-processing, food-processing, storage, value addition, preservation, seed growing etc.

Name of the SHG member who are interested in farming	Farming		Support needed (agriculture inputs, loan etc.)	
	Individual/Group	Land (✓)		
		Own		Lease

Micro - Enterprises

MEs are small scale enterprises that can be run with minimal capital and skill along with their day to day life. SHG members can start MEs by utilising various financial resources available through their SHG as well as from other financial institutions. This can be done individually or jointly with any other SHG member.

This part will be started by a discussion on the scope of micro enterprises for reducing poverty and available government schemes to support micro entrepreneurs.

Micro Enterprise – Support Schemes

(State specific features)

Name of the SHG member who are interested to start ME	Micro Enterprises	
	Description of ME (Production, Trading and Service)	Individual/Group

Poverty Reduction Pledge

SHG - Livelihoods and Entitlement Plan (Model Format)

Gram Panchayat Poverty Reduction Plan (GP2RP) 2016-17

Name of the SHG:

Name of the Ward:

Name of the VO/CLF:

Name of the Gram Panchayat:

Contact number of SHG:

Number of SHG Members:

Social Inclusion

Name of the person who are left out of SHGs	Address

Entitlement Plan

MGNREGS

- a) Number of members whose name needs to be added into existing Job Card:
- b) Number of members who need a fresh Job Card:
- c) Number of members who are ready to work:
- d) Demand for Job

No. of days job required			
Apr - Jun, 2016	Jul - Sept, 2016	Oct - Dec, 2016	Jan - Mar, 2017

- e) Works that could be undertaken for MGNREGS:

Name of the work	Details	Public/ Individual

SBM, Health Card, Financial Inclusion and Others

Name of SHG Member	SBM		Health Card (RSBY), Ration Card, Bank Account, Aadhaar Card			
	Not having pakka toilet (✓)	Remarks	Valid Health Card (✓)	Ration Card (✓)	No. of persons who need Bank Account	No. of persons who need Aadhaar Card

ICDS

Name of the eligible SHG Member or Family member who wants benefit from Anganwadi	Name of the SHG member (if the beneficiary is not SHG member)	Beneficiary Category (✓)				
		Pregnant women	Lactating women	Children between the age of 0-3	Children between the age of 3-6	Adolescent girls

Animal Husbandry

Number of persons who are interested in Animal Husbandry	Category of Animal Husbandry	Number of persons interested
Major Support needed	Kind of support	Number of needy persons

Micro - Enterprises

Number of persons who are interested in individual ME		
Number of persons who are interested in group ME		
Number of persons who are interested in Animal Husbandry	Category of Micro Enterprise	Number of persons interested
Major Support needed	Kind of support	Number of needy persons

Skill Training and Placement

Number of interested persons	
Number of persons who prefer placement within District	
Number of persons who prefer placement within State	
Number of persons who prefer placement outside State	

Credit Plan

Purpose (Consumption, Income Generation etc.)	Number of members needed	Amount needed	Month	Remarks

VO/CLF - Livelihoods And Social Security Register (Model Format)

Gram Panchayat Poverty Reduction Plan (GP2RP) 2016-17

*'Strengthening the CBO through Participatory
Planning.....'*

PRI – CBO Convergence Project



Aajeevika
National Rural Livelihoods Mission
Government of India



Kudumbashree
Kerala State Poverty Eradication Mission
Government of Kerala

Kudumbashree-National Resource Organization

Profile

Name of the VO/CLF:

Name of the Gram Panchayat:

Block, District:

State:

Contact number of VO/CLF:

Registration/ Affiliation Number:

Date of Formation:

Name of the Bank:

Bank Account Number:

Number of SHGs:

SHG Members				
SC	ST	OBC	General	TOTAL

Social Inclusion

- ✓ SHGs have identified people who are not part of SHGs but can be brought to SHG network. Can we scrutinise that list based on major socio-economic-cultural parameters of vulnerability in our village?
- ✓ Can we utilise available records in the village also to identify such people?
- ✓ Automatically included and those with deprivations in SECC List needs to be given priority.
- ✓ Can these identified people be incorporated into the existing SHGs or formed into new SHGs?

Major Documents to identify the people who needs to be brought into SHG

1. Socio Economic Caste Census (SECC)
2. BPL List
3. Population register available with Gram Panchayat
4. Registers available in Anganwadi, primary school, PHC etc.
- 5.
- 6.

Name of the person who are left out of SHGs	Address	Remarks

- Total number of left out people verified by VO/CLF:
- Number of persons who can be incorporated into existing SHGs:
- Number of persons who can be incorporated into new SHGs:
- Number of new SHGs that can be formed to accommodate left out persons:

Entitlement Register

MGNREGS

Consolidate the demand from each constituent SHG.

a) Demand for Job Card and Job

Name of the SHG	No. of members having Job Card	No. of members who need to be added to existing Job Card	No. of members who need fresh Job Card	No. of members who are ready to work	No. of wok days required as per Entitlement Access Plan			
					Apr.- Jun, 2016	Jul- Sept. 2016	Oct.- Dec. 2016	Jan.- Mar. 2017
TOTAL								

ICDS, Financial Inclusion and Others

Consolidate the demand from each constituent SHG.

For the ICDS components, see the number of beneficiaries who may need services in the forthcoming year.

Name of the SHG	ICDS (Number of persons who need service)					Financial Inclusion and Others (No. of persons who need)			
	Pregnant women	Lactating women	Children between the age of 0-3	Children between the age of 3-6	Adolescent girls	Valid Health Card	Ration Card	Bank Account	Aadhaar Card

Micro – Enterprises, Skill Training and Placement

Consolidate the demand from each constituent SHG.

Name of the SHG	Micro Enterprises					Skill Training and Placement			
	Production	Trading	Service	Individual	Group	Number of needy persons	Preference for placement		
							Within district	Within State	Outside State
TOTAL									

Credit Register

(For Intensive Blocks)

Assessment of Financial Activities and Discussion

(As on today from the formation of VO/CLF)

- Number SHGs availed Linkage Loan:
- Number of SHGs having outstanding Linkage Loan
- Number of SHGs eligible and availed VRF:
- Number of SHGs eligible and availed CIF
- Number of SHGs eligible and availed Livelihood Fund:
- Number of SHGs availed any other fund :

Three banks of poor women facilitated by NRLM

CBO Unit	Financial Support
CLF	Community Investment Fund of Rs. 3000/ member to Cluster Level Federations
VO	<ul style="list-style-type: none"> • Vulnerability Reduction Fund of Rs. 1,500/ SHG member • Livelihoods fund to SHG Federation of Rs. 1,500/member to SHG Federations
SHG	Revolving Fund to SHGs @ Rs. 1,500/ member (not exceeding Rs.15,000/SHG)

Name of the SHG	Amount needed under various categories					
	RF	Linkage Loan	VRF	CIF	Livelihood Fund	Any other fund
TOTAL						

Credit Register

(For Non-Intensive Blocks)

Assessment of Financial Activities and Discussion

(As on today from the formation of VO/CLF)

- Number of SHGs graded:
- Number of SHGs not graded:
- Number of members having outstanding Linkage Loan
- Amount of present outstanding Linkage Loan:
- What are support availed so far from SRLM:
- Number of people who met their financial need from any other external source other than SHG:

Name of the SHG	Amount needed under various categories	
	Linkage Loan	Any other fund
TOTAL		

Village Resource Register

Methodology: 'Dream Mapping Exercise'

The pictorial demonstration of the vision of the VO/CLF about the resource development of their village i.e. their vision reflected in visual form.

Identify the existing resources and discuss the possible development needs of those resources for the sustainable development of the community.

Pointers for Dream Mapping Exercise

- a) What are the major natural resources in the village?
- b) How are these resources crucial for the livelihood of the local community?
- c) Area of the Village (hectare):

Public land:	Private land:
Cultivated and:	Barren land:
Forest land:	
- d) Average size of land holdings per person:
- e) Number of families who are involved in the farming

Own land:	Lease land:
-----------	-------------
- f) Number of public water resources in the village

Pond:	River/Stream:
Canal:	Public Well:
Drinking Water Tank:	Others:
- g) Any other natural resources that can be used for livelihood improvement of the community:

- a. Available barren land in your area (Hectare):
- b. Areas where land preparation is needed for agriculture purpose:
- c. Areas where Public Ponds are need:
- d. Number of ponds that need to be renovated:
- e. Areas where Public Wells are needed:
- f. Number of Public wells that need to be renovated:
- g. Areas where Public Tube Wells are need:
- h. Number of public tube wells that need to be renovated:
- i. Areas where rain Water Harvesting system needed (Household):
- j. Areas where rain Water Harvesting system needed (Public):
- k. Areas where protection/renovation of existing water sources is needed:
- l. Areas where canal required for agriculture purpose:
- m. Areas where canal need to be renovated for agriculture purpose:
- n. Number of plants needed for afforestation:
- o. Areas where existing plants need to be protected:

Poverty Reduction Pledge

VO/CLF - Livelihoods And Social Security Plan (Model Format)

Gram Panchayat Poverty Reduction Plan (GP2RP) 2016-17

Profile

Name of the VO/CLF:

Name of the Gram Panchayat:

Block, District:

State:

Contact number of VO/CLF:

Registration/ Affiliation Number:

Date of Formation:

Number of SHGs:

SHG Members				
SC	ST	OBC	General	TOTAL

Social Inclusion

Name of the person who are left out of SHGs	Address

- Total number of left out person verified by VO/CLF:
- Number of persons who can be incorporated into existing SHGs:
- Number of persons who can be incorporated into new SHGs:
- Number of new SHGs that can be formed to accommodate left out persons:

Swachh Bharat Mission

Number of SHG Member who are not having a pakka toilet	Number of SHG Members who can be given toilets as per SBM Baseline Survey	Number of SHG Members whose name can be updated to SBM Baseline Survey

- a) Number of SHG members who can't avail toilet under SBM:
- b) Whether there is a need for Community Toilet? (Y/N):
- c) Areas where Community Toilets needed:
- d) Whether VO/CLF is ready to maintain Community Toilet? (Y/N):
- e) Whether VO/CLF is ready to run Rural Sanitary Mart? (Y/N):

Social Security Pensions

Number of Persons who need			
Old Age Pension	Widow Pension	Disability Pension	Any state specific pension:

ICDS, Financial Inclusion and Others

ICDS (Number of persons need service)					Financial Inclusion and Others (No. of persons who need)			
Pregnant women	Lactating women	Children between the age of 0-3	Children between the age of 3-6	Adolescent girls	Valid Health Card	Ration Card	Bank Account	Aadhaar Card

Livelihoods Plan

Farming

Number of persons who are interested in individual Farming		
Number of persons who are interested in group Farming		
Number of persons who are interested in Farming on own land		
Number of persons who are interested in Farming on lease land		
Major Support needed	Kind of support	Number of needy persons

Animal Husbandry

Number of persons who are interested in Animal Husbandry		
Number of persons who are interested in Animal Husbandry	Category of Animal Husbandry	Number of persons interested
Major Support needed	Kind of support	Number of needy persons

Micro - Enterprises

Number of persons who are interested in individual ME		
Number of persons who are interested in group ME		
Number of persons who are interested in ME	Category of Micro Enterprise	Number of persons interested
Major Support needed	Kind of support	Number of needy persons

Skill Training and Placement

Number of interested persons	
Number of persons who prefer placement within District	
Number of persons who prefer placement within State	
Number of persons who prefer placement outside State	

Village Resource Development Plan

- a. Available barren land in your area (Hectare):
- b. Areas where land preparation is needed for agricultural purpose:
- c. Areas where Public Ponds are needed:
- d. Number of ponds that need to be renovated:
- e. Areas where Public Wells are needed:
- f. Number of Public wells that need to be renovated:
- g. Areas where Public Tube Wells are needed:
- h. Number of public tube wells that need to be renovated:
- i. Areas where rain Water Harvesting system is needed (Household):
- j. Areas where rain Water Harvesting system is needed (Public):
- k. Areas where protection/renovation of existing water sources is needed:
- l. Areas where canal is required for agricultural purpose:
- m. Areas where canal needs to be renovated for agricultural purpose:
- n. Number of plants needed for afforestation:
- o. Areas where existing plants need to be protected:

Gram Panchayat Poverty Reduction Plan (GP2RP) - GP Register (Model Format)

*‘Strengthening the CBO through Participatory
Planning.....’*

PRI – CBO Convergence Project



Aajeevika
National Rural Livelihoods Mission
Government of India



Kudumbashree
Kerala State Poverty Eradication Mission
Government of Kerala

Kudumbashree-National Resource Organization

Profile

Name of the GPLF:

Name of the Gram Panchayat:

Block, District:

State:

Contact number:

Registration/ Affiliation Number:

Date of Formation:

Name of the Bank:

Bank Account Number:

Number of VOs/CLFs:

Number of SHGs:

Number of special SHGs (if any):

SHG Members				
SC	ST	OBC	General	TOTAL

Social Inclusion

Prepare the list of persons verified and recommended by VO/CLF for inclusion into SHGs.

Name of the VO/CLF	Number of the person identified to be brought into SHGs	Remarks

- Total number of left out people verified :
- Number of persons who can be incorporated into existing SHGs:
- Number of persons who can be incorporated into new SHGs:
- Number of new SHGs that can be formed to accommodate left out persons:

ICDS, Financial Inclusion and Others

Consolidate the demand from each constituent VO/CLF.

For the ICDS components, see the number of beneficiaries who may need services in the forthcoming year.

Name of the VO/CLF	ICDS (Number of persons who need service)				Financial Inclusion and Others (No. of persons who need)				
	Pregnant women	Lactating women	Children between the age of 0-3	Children between the age of 3-6	Adolescent girls	Valid Health Card	Ration Card	Bank Account	Aadhaar Card

Micro – Enterprises, Skill Training and Placement

Consolidate the demand from each constituent VO/CLF.

Name of the SHG	Micro Enterprises					Skill Training and Placement			
	Production	Trading	Service	Individual	Group	Number of needy persons	Preference for placement		
							Within district	Within State	Outside State
TOTAL									

Credit Register

(For Non Intensive Blocks)

Assessment of Financial Activities and Discussion

(As on today)

- Number of SHGs graded:
- Number of SHGs not graded:
- Number of members having outstanding Linkage Loan:
- Amount of present outstanding Linkage Loan:
- What are the support availed so far from SRLM:
- Number of people who met their financial need from any other external source other than SHG:

Name of the VO/CLF	Amount needed under various category	
	Linkage Loan	Any other fund
TOTAL		

Village Resource Register

Methodology: 'Dream Mapping Exercise'

The pictorial demonstration of the vision of the CBO about the resource development of their Panchayat i.e. their vision reflected in visual form.

Identify the existing resources and discuss the possible development need of those resources

Pointers for Dream Mapping Exercise

- a) What are the major natural resources in the village?
- b) How are these resources crucial for the livelihood of the local community?
- c) Area of the Village (hectare):

Public land:	Private land:	
Cultivated and:	Barren land:	Forest land:
- d) Average size of land holdings per person:
- e) Number of families who are involved in farming

Owned land:	Lease land:
-------------	-------------
- f) Number of Public water resources in the village

Pond:	River/Stream:
Canal:	Public Well:
Drinking Water Tank:	Others:
- g) Any other natural resources that can be used for livelihood improvement

- a. Available barren land in your area (Hectare):
- b. Areas where land preparation is needed for agricultural purpose:
- c. Areas where Public Ponds are needed:
- d. Number of ponds that need to be renovated:
- e. Areas where Public Wells are needed:
- f. Number of Public wells that need to be renovated:
- g. Areas where Public Tube Wells are needed:
- h. Number of public tube wells that need to be renovated:
- i. Areas where rain Water Harvesting system is needed (Household):
- j. Areas where rain Water Harvesting system is needed (Public):
- k. Areas where protection/renovation of existing water sources is needed:
- l. Areas where canal is required for agricultural purpose:
- m. Areas where canal need to be renovated for agricultural purpose:
- n. Number of plants needed for afforestation:
- o. Areas where existing plants need to be protected:

Poverty Reduction Pledge

Gram Panchayat Poverty Reduction Plan (GP2RP) – Plan for GP (Model Format)

Profile

Name of the GPLF:

Name of the Gram Panchayat:

Block, District:

State:

Contact number of CBO:

Registration/ Affiliation Number:

Date of Formation:

Number of VOs/CLFs:

Number of SHGs:

Number of special SHGs, if any:

SHG Members				
SC	ST	OBC	General	TOTAL

Entitlement Plan

I MGNREGS:

1. SHG members whose name needs to be added into existing Job Card (List 1 – Name, Address, Present Job Card Number)
2. SHG members who need fresh Job Card (List 2 – Name and Address)
3. SHG members who are ready to work (List 3– Name and Job Card No.)
- 4.

No. of work days required			
Apr.-Jun, 2016	Jul-Sept. 2016	Oct.-Dec. 2016	Jan.- Mar. 2017

5. Works identified for MGNREGS (List 4 - Name, Description and Location of the Work)

II SBM:

1. Eligible SHG Members who need to build toilet as per SBM Baseline Survey (List 5 – Name and Address)
2. Eligible SHG Members whose name can be updated to SBM Baseline Survey (List 6 – Name, category and Address)
3. Whether there is a need for Community Toilet? (Explain):
4. Areas where Community Toilets are needed:
5. Whether CBO is ready to maintain Community Toilet? (Explain):
6. Whether CBO is ready to run Rural Sanitary Mart? (Explain):

III Social Security Pensions

1. Persons who need Old Age Pension (List 7 – Name and Address)
2. Persons who need Disability Pension (List 8 – Name and Address)
3. Persons who need Widow Pension (List 9 – Name and Address)
4. Persons who need any state specific Pension (List 10 – Name and Address)

IV ICDS:

1. No. of Pregnant women who need services from Anganwadi:
2. No. of Lactating women who need services from Anganwadi:
3. No. of Children between the age of 0-3 years who need services from Anganwadi:

4. No. of Children between the age of 3-6 years who need services from Anganwadi:
5. No. of Adolescent girls who need services from Anganwadi:

V Financial Inclusion and Others

1. Members who need a valid Health Card (List 11 – Name and Address)
2. Members who need a Ration Card (List 12 – Name and Address)
3. Persons who need Bank Account (List 13 – Name and Address)
4. Persons who need Aadhaar Card (List 14 – Name and Address)

Basic Infrastructure Development Plan

Demand for Public Amenities/Public sanitation/Connectivity (List 15 – Demand and Description)

Resource Development Plan

1. Available barren land (Hectare):
2. Areas where land preparation is needed for agriculture purpose:
3. Areas where Public Ponds are need:
4. Number of ponds that need to be renovated:
5. Areas where Public Wells are needed:
6. Number of Public wells that need to be renovated:
7. Areas where Public Tube Wells are need:
8. Number of public tube wells that need to be renovated:
9. Areas where rain Water Harvesting system needed (Household):
10. Areas where rain Water Harvesting system needed (Public):
11. Areas where protection/renovation of existing water sources is needed:
12. Areas where canal required for agriculture purpose:
13. Areas where canal needs to be renovated for agriculture purpose:
14. Number of plants needed for afforestation:
15. Areas where existing plants need to be protected:

Gram Panchayat Poverty Reduction Plan (GP2RP) – Plan for NRLM (Model Format)

Profile

Name of the GPLF:

Name of the Gram Panchayat:

Block, District:

State:

Contact number of VO/CLF:

Registration/ Affiliation Number:

Date of Formation:

Number of VOs/CLFs:

Number of SHGs:

SHG Members				
SC	ST	OBC	General	TOTAL

Social Inclusion Plan

1. Left out persons from SHGs: (List 1 – Name and Address)
2. Number of persons who can be incorporated into existing SHGs:
3. Number of persons who can be incorporated into new SHGs:
4. Number of new SHGs that can be formed to accommodate left out persons:

Livelihoods Plan

I Farming

Number of persons who are interested in individual Farming		
Number of persons who are interested in group Farming		
Number of persons who are interested in Farming on own land		
Number of persons who are interested in Farming on lease land		
Major Support needed	Kind of support	Number of needy persons

II Animal Husbandry

Number of persons who are interested in Animal Husbandry	Category of Animal Husbandry	Number of persons interested
Major Support needed	Kind of support	Number of needy persons

III Micro – Enterprises

Number of persons who are interested in individual ME		
Number of persons who are interested in group ME		
Number of persons who are interested in ME	Category of Micro Enterprise	Number of persons interested
Major Support needed	Kind of support	Number of needy persons

IV Skill Training and Placement

Number of interested persons	
Number of persons who prefer placement within District	
Number of persons who prefer placement within State	
Number of persons who prefer placement outside State	

Credit Plan

(For Intensive Blocks)

Name of the VO/CLF	Amount needed under various category					
	RF	Linkage Loan	VRF	CIF	Livelihood Fund	Any other fund
TOTAL						

Item	Number of SHGs demanded	Amount Needed	Remarks
Linkage Loan			
VRF			
CIF			
Livelihood Fund			
Any other Fund:			



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TOOLKIT FOR PRI-CBO CONVERGENCE

Implementation Manual for Convergence between
PRIs and Women's Collective

BOOKLET 4

CAPACITY BUILDING OF COMMUNITY INSTITUTIONS



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Kerala State Poverty Eradication Mission
Government of Kerala

Kudumbashree-National Resource Organization

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TOOLKIT

FOR

PRI-CBO CONVERGENCE

Booklet 4

CAPACITY BUILDING OF COMMUNITY INSTITUTIONS



Aajeevika
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Government of India



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Kerala State Poverty Eradication Mission
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Kudumbashree-National Resource Organization

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Abbreviations and Acronyms

AAY	Antyodaya Anna Yojana
ANM	Auxiliary Nurse Midwife
APL	Above Poverty Line
AWW	Anganwadi Worker
BMMU	Block Mission Management Unit
BPL	Below Poverty Line
BPM	Block Project Manager
CBO	Community Based Organisation
CLF	Cluster Level Federation
EAP	Entitlement Access Plan
GP	Gram Panchayat
GP2RP	Gram Panchayat Poverty Reduction Plan
GPCC	Gram Panchayat Coordination Committee
GPDP	Gram Panchayat Development Plan
GPLF	Gram Panchayat Level Federation
GS	Gram Sabha
ICDS	Integrated Child Development Scheme
IEC	Information, Education and Communication
IFA	Iron Folic Acid
KS-NRO	Kudumbashree- National Resource Organisation
LRG	Local Resource Group
MGNREGS	Mahatma Gandhi National Rural Employment Guarantee Scheme
MO	Medical Officer
NRLM	National Rural Livelihood Mission
NSAP	National Social Assistance Programme
PAE	Participatory Assessment of Entitlement
PHC	Primary Health Centre
PMJDY	Pradhan Mantri Jan Dhan Yojana
PRI	Panchayati Raj Institution
RSBY	Rashtriya Swasthya Bima Yojana
SBM	Swachh Bharat Mission
SBM (G)	Swachh Bharat Mission (Gramin)
SECC	Socio Economic Caste Census
SHG	Self Help Group
SRLM	State Rural Livelihood Mission
VO	Village Organisation
VOCC	Village Organisation Coordination Committee

Introduction to the booklet

This is the fourth part of the toolkit for PRI-CBO Convergence. This booklet focuses on building capacities of community institutions.

Specifically, it includes training modules for SHG leaders, Executive Body of VO, and two committees that were formed, during the project, to act as an interface between the PRIs and CBOs.

Introduction to Community Institutions

Community institutions are built on the belief that they will lead the communities to harness their latent potential to come up with viable poverty reduction options. Self Help Groups are formed around this concept and now, these institutions of women have spread over the length and breadth of the country as a tool of poverty reduction.

Today, Deendayal Antyodaya Yojana- National Rural Livelihood Mission (DAY-NRLM) is bringing the nation-wide Self Help Groups and its federations under a common umbrella and developing necessary support mechanism through various approaches.

The aggregation of households (each SHG member represents a household) into formal institutions (SHG federations) provides the women leadership with voice, space, and resources. This would eventually enable them to partner with the local self-government institutions and other public service providers. This is the central idea behind the approach of institutionalisation of the poor.

The booklet deals with the DAY-NRLM model¹ of institutional architecture of the poor.

Overview of the booklet

The booklet contains three sections. Each section has one or more training modules. These modules contain a programme schedule and guidance note on the sessions. Each module has an organizer and a facilitator. Their roles and responsibilities are mentioned in the modules.

¹ The model aims at creating efficient and effective institutional platforms of the rural poor, enabling them to increase household income through sustainable livelihood enhancements and improved access to financial services.

Reckoner for the Sections

SECTION 1: SHG AND FEDERATIONS	
Reference for:	Project activity 8- Strengthening the SHG Network
Module title:	Capacity building of SHG and Federations
Target participants:	VO executive body members and sub-committee members
Organizer of the module:	SRLM
Facilitator of the programme:	SRLM (BMMU)
SECTION 2: VOCC	
Reference for:	Project activity 13- Institution Building
Module title:	Orientation on Village Organization Coordination Committee
Target participants:	VOCC members such as VO office bearers and Social Action Sub-committee members, LRG Members
Organizer of the module:	SRLM
Facilitator of the programme:	SRLM (BMMU)
SECTION 3: GPCC	
Reference for:	Project activity 13- Institution Building
Module covered:	Module 1- Training Module for the formation of GPCC Module 2- Training Module for GPCC members
Target participants:	Module 1- GPCC members including PRI members, line department officials and CBO leaders, LRG members Module 2- GPCC members including PRI members, line department officials and CBO leaders.
Organizer of the module:	SRLM
Facilitator of the programme:	SRLM (BMMU)

SECTION 1: SHG AND FEDERATIONS

Module: Capacity Building of SHGs and Federations

Rationale :

Collectivism is an effective model for developing social responsibility among the people, and for involving them in working towards shared goals of local development. It creates a sense of belonging, promotes unity and empowers the participants economically, socially and politically while upholding the interest of the group as a whole. The concept of SHG arises from this spirit of collectivism.

Strong SHG network contributes to women empowerment. These SHG women are identified not just as mere beneficiaries but as prime movers of development. They, being the axle of poverty reduction programmes contribute much towards community development and uplifting of the poor.

To achieve these goals, the sanctity of SHG network needs to be protected and their functioning needs to be made transparent to all its members. Effective participation of the members is required to set ground for a democratic set up within the SHG network.

To fulfil the above need, the CBO leaders are given regular and periodic training on the guidelines of SHG functioning, record keeping, methods to bring in self-governance and sustainability in the system etc.

This module helps design a training programme for the leaders of the SHGs; they constitute the Executive Body of the primary federations (VO/WLF/CLF).

Note for SRLM: The capacity building training needed for the SHG network must follow the key components prescribed by the NRLM framework of implementation. The necessary training modules are available at aajeevika.gov.in/content/guidelines or www.nird.org.in/nrlm/asp

The particular training programme is meant to strengthen the activities of SHG and primary federations. Hence, it must be imparted prior to the formation of VOCC and GPCC. **Please note that the training is not meant to replace the training prescribed in the NRLM's Handbook on Capacity Building.** In fact, it is a continuation of the training prescribed in the NRLM handbook.

Programme details

Objectives of the programme:

- To strengthen the SHG network by imparting knowledge on the structure and functions of SHG, relevance, and responsibilities of VO's subcommittees
- To build skills in leadership, teamwork and public relationship
- To sensitize on the relevance of having a federation (VO/WLF) of SHGs
- To revive the sub-committees of primary federation (VO/WLF)

Content covered in the programme:

- The working and functions of a SHG
 - ♦ What is a Self-Help Group and its structure
 - ♦ Dasasutra (ten principles to ensure better functioning of SHG)
 - ♦ Roles and responsibilities
 - ♦ Registers and books to be maintained by SHG
 - ♦ Meeting Procedure(s)

- The working and functions of a federation
 - ♦ What is a federation and the relevance of a SHG federation
 - ♦ The functions of a federation
 - ♦ Need for sub-committees
 - ♦ Role of SHG network in Village Development
 - ♦ Women empowerment

Participants for the programme include VO's Executive Body members and Sub-Committee members

Programme Schedule: Capacity building of SHGs and Federations

S.No	Time	Session	Objective(s)	Content	Methodology	Materials Required	Preparatory Activities
1.	10.00 am-10.30 am	Registration	-	-	-	<ul style="list-style-type: none"> Registration sheets Pens Notepad 	
2.	10.30 am-10.45 am	Welcome	<ul style="list-style-type: none"> To welcome the participants to the training workshop and give an introduction to the training 	<ul style="list-style-type: none"> Welcome speech Introduction to the training programme- the purpose of conducting the workshop, its duration, and other arrangements 	<ul style="list-style-type: none"> An introductory speech 	<ul style="list-style-type: none"> Mike system 	-
3.	10.45 am-11.00 am	Ice breaking- Lion and Goat game	<ul style="list-style-type: none"> To facilitate the participants to get to know each other and to realize the strength of a collective 	<ul style="list-style-type: none"> Facilitator to randomly select two persons from the group as lion and goat Others to form a circle keeping hand-in-hand Goat to stand inside the circle to be safe from the lion Lion to stand outside the circle and try to snatch away goat from the safe place, but others can defend lion Facilitator explains the rationale of the game once the game is over 	<ul style="list-style-type: none"> Game, Interactive Discussion 		
4.	11.00 am-11.30 am	Activity- 1- Realization of one's Identity as a member of SHG	<ul style="list-style-type: none"> To make the participants understand <ul style="list-style-type: none"> What is SHG Why do they need SHG What position do the participants hold in a SHG Why are they attending the training etc. 	<ul style="list-style-type: none"> Participants to write : <ul style="list-style-type: none"> What is SHG Why do they need SHG What position do they hold in SHG Reasons for them to attend this training 	<ul style="list-style-type: none"> Preparation of notes Preparation of placard/ collage using the notes Group activity 	<ul style="list-style-type: none"> Multi coloured cards in different shapes Sketch pens Gum Scissors Cello tape 	-

S.No	Time	Session	Objective(s)	Content	Methodology	Materials Required	Preparatory Activities
5.	11.30 am-12.30 pm	Group Presentation of Activity-1	To make the participants internalise the concepts and share their ideas with the audience	<p>Observation of the facilitator regarding:</p> <ul style="list-style-type: none"> ♦ Participation of the members ♦ Participants' response to the questions, ♦ Formation of groups ♦ Knowledge of working with SHG and its federation. 	<ul style="list-style-type: none"> • Presentation and interactive discussion 		
6.	12.30 pm-01.00 pm	Activity-2 – Sharing of responsibility.	To make the participants understand the structure of SHG network	<p>Key point: Over burdening of SHG leader and the need for equal division of duties among the office bearers</p>	<ul style="list-style-type: none"> • Memory game and interactive discussion 	<ul style="list-style-type: none"> • A basket containing local objects such as stone, thread, utensils etc. 	
LUNCH (01.00 pm-01.30 pm)							
7.	01.30 pm-02.30 pm	Activity-3- Understanding of SHG meeting procedure	To make the participants understand the procedure of a meeting and give a stimulus for including matters other than thrift and credit in the regular SHG meeting.	<ul style="list-style-type: none"> • Procedure of SHG meeting 	<ul style="list-style-type: none"> • Dumb charade/mime • Group Discussion • Mock SHG meetings 	<ul style="list-style-type: none"> • Placards • Case studies 	Placards and Case studies for SHG meeting to be made available
8.	02.30 pm-03.30 pm	Activity-4 Familiarisation with books to be maintained at SHG	Introduce the NRLM compliant books to be maintained at SHG level	<ul style="list-style-type: none"> • Need for proper maintenance of books and registers • NRLM compliant books and registers of SHG 	<ul style="list-style-type: none"> • Interactive Discussion 	<ul style="list-style-type: none"> • Books and Registers of SHG 	-
9.	03.30 pm-04.00 pm	Wrap up of the day	To reinforce the lessons learnt that day	<ul style="list-style-type: none"> • Feedback on the training • Important lessons learnt 	<ul style="list-style-type: none"> • Interactive discussion 	-	-

S.No	Time	Session	Objective(s)	Content	Methodology	Materials Required	Preparatory Activities
DAY 2							
1.	09.30 am-10.00 am	Game - Broken Squares	<ul style="list-style-type: none"> To establish the importance of working together and give the participants a brain booster. 	<ul style="list-style-type: none"> Idea of teamwork Need for formation of federation of SHG 	<ul style="list-style-type: none"> Game Interactive discussion 	<ul style="list-style-type: none"> A set of squares for each team, made on card board, or thick paper cut into different pieces. 	-
2.	10.00 am-10.15 am	Important lessons learnt during the day	<ul style="list-style-type: none"> To reemphasise the important lessons learnt on the last day and to give a formal introduction to that day's activity 	<ul style="list-style-type: none"> Lessons learnt during the day Brief account on upcoming sessions 	<ul style="list-style-type: none"> Interactive discussion 	-	-
3.	10.15am-10.30am	Introduction to the SHG federations	<ul style="list-style-type: none"> To create an enthusiasm among the participants and to indirectly convey the need for formation of SHG federations. 	<ul style="list-style-type: none"> Video- 'unity is strength' Participants' understanding on the video and its relevance Objectives of formation of primary federations 	<ul style="list-style-type: none"> Play the video Interactive discussion 	Laptop Projector	-
4.	10.30 am-11.15 am	Activity-5 Understanding the need for Village Organization/ federations	<ul style="list-style-type: none"> To make the participants realise about the achievement of their federation/ Village Organization To help them realize the need and importance of a federation 	<ul style="list-style-type: none"> Milestones or any remarkable achievements/appreciations the VOs received Challenges faced by the VO and strategies adopted to overcome the challenges 	<ul style="list-style-type: none"> Group Discussion Presentation Interactive Discussion 	<ul style="list-style-type: none"> Chart papers Sketch pens 	-
5.	11.45am-12.30 pm	Introduction to my VO/ federation	<ul style="list-style-type: none"> To know the level of understanding of participants about their SHG federations To fill the knowledge gaps on VO and its functions based on their level of understanding 	<ul style="list-style-type: none"> Structure of VO Roles and responsibilities of VO and sub-committees Role of VO in providing an interface with GPs and other development organizations, role in the expansion of knowledge, enhancing leadership qualities and promoting social capital and equity. 	<ul style="list-style-type: none"> Group Discussion Preparation of charts Presentation of the charts Interactive discussion 	-	-

S.No	Time	Session	Objective(s)	Content	Methodology	Materials Required	Preparatory Activities
6.	12.30 pm-01.30 pm	Activity 6-Let's get involved	<ul style="list-style-type: none"> To understand the way of functioning of VO and division of responsibility among members To realise the need for revival of subcommittees of VO 	<ul style="list-style-type: none"> Sensitisation of members on the need for division of work Need of sub-committees for more organized functioning of primary federations (VO) 	<ul style="list-style-type: none"> Game Interactive Discussion 	<ul style="list-style-type: none"> Pieces of rope, each about three feet long Pieces of bricks, which are tied to the end of the ropes. (Each rope should have a large loop at the other end, by which it can be hanged) 	
Lunch Break (1.30 pm - 2.00 pm)							
7.	02.00 pm-02.30 pm	Activity 7-Functions of sub-committees	<ul style="list-style-type: none"> To familiarise the participants with the roles and functioning of VO sub-committees 	<ul style="list-style-type: none"> Role and functions of sub-committee The sub-committee's meeting procedure and frequency of annual general body meeting, EC meeting 	<ul style="list-style-type: none"> Game Interactive discussion 	<ul style="list-style-type: none"> Bowl Chits with activities/responsibilities of sub-committees written on them 	The responsibilities and functions of each sub-committee are to be found out and the chits are to be prepared beforehand
8.	02.30pm-03.30 pm	Introduction to the records and registers to be kept with the VO	<ul style="list-style-type: none"> To familiarise the participants with the registers and records to be kept 	<ul style="list-style-type: none"> Different NRLM compliant registers to be kept by the federation (VO) and their use 	<ul style="list-style-type: none"> Interactive Discussion 	<ul style="list-style-type: none"> Sample copies of registers and records 	
9.	03.30 pm-04.00 pm	Wrap up	<ul style="list-style-type: none"> To conclude the training session formally and to reinforce the lessons learnt during the two-day workshop 	<ul style="list-style-type: none"> Feedback on the training Important lessons learnt 	<ul style="list-style-type: none"> Interactive Discussion 		

Guidance Note on Sessions: Capacity Building of SHGs and Federations

Session-1: Registration

Session-2: Welcome

Process: The facilitator delivers a welcome speech. He/she also communicates the rationale for the workshop, duration and the necessary arrangements made for the workshop etc.

Session-3: Icebreaking

Activity: Lion and Goat game

Process: The group stands in a circle, facing inwards. All join hands. One volunteer stands outside the circle and is named the Lion. One volunteer stands inside the circle and is named the Goat. The task for the Lion is to break the circle, or duck under the arms of the people in the circle to break into the circle and catch the Goat. The task for the Goat is to save itself by dodging the Lion and running out of the circle (but not out of the room) or back inside, if needed. The people forming the circle are supposed to obstruct the Lion from entering the circle, by closing and strengthening the chain, wherever the Lion tries to break in.

This game can be a good ice breaker because of the hectic movements. It prompts the members to come within close proximity of each other, many a times banging into each other. This game activity is an illustration of the strength of the collective.

Key message: While there may be outsiders with intentions to break the groups, if the group members stay together and face the adversity bravely as a collective, it is possible to withstand these forces.

Session-4: Activity-1- Realization of one's identity as a member of SHG

Process: This activity is divided into three parts for the convenience of the facilitator.

Part-1

This part of the activity aims to understand the broader view of participants on what is SHG, why do they need SHG, what made them come for the training, the relevance of the position they hold in SHG, what are their expectations from the training, etc. Having gone through several training sessions on SHG by this time, most of the participants must be by heart with usages such as strengthening SHG and the philosophy behind SHG. It is, therefore, important to bring them back to the core ideas of SHG networking in order to create a self-sustainable SHG network in the future.

Participants are given cards of different colours and shapes to write about their understanding of what a SHG is, why SHG, their (participant's) position in SHG, and the reason for them to attend the training workshop.

Part-2

Once they are done with their writing, they form groups for the next activity. Participants form groups themselves; everyone has the freedom to decide the number of group members and their fellow members in the group.

Task for the facilitator: Observe the formation of groups, participation of each member in the groups, etc.

Part-3

The groups collect the cards from the members and design a collage/a meaningful structure using the cards. This part demonstrates the capability of a group to make use of its heterogeneity of creating a meaningful structure.

Session-5: Group Presentation of Activity 1

Process: Each group presents the structure/collage made by them. During the presentation, they explain different answers the group members wrote on the charts. This helps the facilitator understand their level of knowledge of SHG as well as their motivation to be a part of the SHG network. Once the presentation is over, the facilitator consolidates his/her observations along with the points presented by the participants.

Consolidation by the facilitator

Part 1 of the activity

*Note: Facilitator may follow an interactive method for this session, rather than following a lecture method.

- What is a SHG?

A Self-Help Group is an informal association of people in a village, hamlet or neighborhood with some specific characteristics

Some of the characteristics are as follows:

- ♦ The size of the group is in the range of 10-20
 - ♦ It is an affinity group (The members share similar characteristics such as same sex, occupation, locality (neighborhood), etc.
 - ♦ Poverty attributes and economic status, etc. (homogeneity)
 - ♦ Members are bound by trust, mutual respect and affection
 - ♦ Though informal, the group follows sound organizational management principles such as agreed rules and regulations, regular meetings (weekly), maintenance of accounts etc.
 - ♦ Mutual help (one for all and all for one) and collective support are the guiding principles of the group.
- Why SHG?
 - ♦ To make women come together
 - ♦ To organize themselves into a group so that their bargaining power increases
 - ♦ To come out of poverty by empowering women and the poor
 - ♦ An alternative channel for meeting credit needs
 - ♦ Institution for economic, social and political upliftment
 - ♦ To address vulnerabilities
 - ♦ To participate in matters of village development
 - ♦ To ensure participative democracy
 - ♦ To stand against discrimination, superstitions and social taboos
 - ♦ To promote self-help and mutual cooperation through sharing, learning and acting.
 - ♦ To inculcate and promote the habit of saving among the poor and use the same to meet the consumption and emergency credit needs to regulate household level cash flows.
 - ♦ To act as local financial institution to provide a range of financial services to the poor at their door step
 - ♦ To leverage resources from bank, thus, reducing the transaction costs.

- What position do you hold in SHG?

This aims at bringing out the importance the participants attach to their position as an office bearer of a Self-Help Group. The facilitator probes the participants on their responsibilities attached to their positions at SHG.

Rights of SHG Office bearers

- i. *The right of a SHG member in general*
 - ii. *The right to represent own SHG in different platforms as per the communication with SHG / federations.*
 - iii. *The right to be informed about the communications from VO and other federations.*
 - iv. *The right to attend the VO general body meeting.*
-

Responsibilities of SHG Office bearers

1. President

- To oversee the governance activities of SHG
- To chair the SHG meetings
- To ensure that all the members of the SHG are given equal importance and opportunity to participate and take part in discussions, decision making, etc.
- To ensure that the financial statement of SHG is presented in the meeting.
- To reiterate the decisions taken by the committee after each discussions.
- To handle the joint account of SHG (in the name of President and Secretary) carefully with respect to the decisions taken by the SHG
- To take the lead role and motivate the members for doing the core activities of SHG
- To provide information for RTI
- To discuss with the secretary and decide about the meeting of the Executive Committee for the preparation of the draft action plan of SHG. Submit the draft in the SHG Committee for discussion and approval.

2. Secretary

- To share the responsibility for day to day governance activities of SHG with the President.
- To prepare and safeguard all the necessary account books, registers and other records of SHG.
- To take the responsibility for handling all the assets of SHG for the SHG Committee.
- To call for the meeting, prepare the minutes and reports of the meeting with the agenda.
- To prepare and safeguard the activity reports, income-expenditure statements, balance sheets, meeting reports, account books, registers and annual budget of the SHG. To submit the same whenever and wherever it is necessary.
- The Secretary shall have the responsibility for all the money matters dealt by the SHG. She/ he should present the concurrent financial status (amount of thrift collected, credit and loan repayment) of SHG in the weekly meeting before the meeting is dispersed.
- To sign the official records/vouchers/receipts of SHG.

- To keep right receipts/vouchers and other required documents of the money paid from the SHG account.
- To enter right details in the SHG passbook and to keep the pass books and cheque books of SHG safe.
- To submit the required documents/accounts/reports to the community federation on time.
- To get approval for the annual action plan, prepared and approved by the SHG committee, from the federation (VO/WLF).

3. Livelihood Volunteer

- To help the President and Secretary for the effective functioning of micro finance activities of SHG.
- To help find employment opportunities for improving the income of SHG members.
- To engage in activities that support the members in opening enterprises, making profits from it, etc.
- To ensure that eligible families are included in the SHG
- To make the members aware of different subsidies/support/aids from SRLM, Panchayat, and other institutions for micro enterprises. To inform the members about different employment opportunities with these agencies (DDUGKY, other skill development programmes, trainings etc.)
- To support SHG entrepreneurs in conducting fairs and other marketing programmes.
- To create awareness on the MGNREGS programme among SHG members and facilitate them for the participation.
- To prepare and submit the livelihood plan for incorporating it into the SHG Action Plan.

4. Social Welfare Volunteer

- To work for the inclusion of SHG members (right beneficiaries) under various central and state specific social assistance programmes. (Centrally sponsored/state specific pensions, grants, etc.)
- To assess the physical infrastructure needs of the SHG families including housing, electricity, safe drinking water, sanitation facilities, etc., and to take initiatives to make them accessible.
- To work for optimum utilisation of the aid/support from the Panchayat and other institutions.
- To ensure the complete participation of SHG members in the developmental activities and organize awareness classes if needed.
- To prepare and submit the basic infrastructure plan for incorporating it into the SHG Action plan.

5. Health and Education Volunteer

- To evaluate the health related issues of the members of SHG and coordinate with ASHA worker or Anganwadi worker for the same.
- To associate with PHC/ ASHA worker to provide necessary aid for the SHG family.
- To create awareness on prevention of diseases among SHG families.
- To ensure 100% vaccination of SHG children, pregnant and lactating women from time to time.
- To ensure the quality of nutritious food served from the Anganwadi to the beneficiaries.
- To work for ensuring access to safe drinking water and sanitation facilities for the SHG families. To organise and facilitate activities/steps for the same with the participation of SHG members.
- To create awareness on the importance of individual, family, and environment hygiene.

- To prepare the Health plan of SHG and incorporate the same into the Action plan of SHG.
- To ensure 100% school enrolment among SHG children. To work for the school retention of children, prevention of dropouts, to support and motivate children for doing extra-curricular activities, and organise activities for their holistic development.
- To create awareness on the importance of education and health for adolescent children.
- To motivate the SHG members to take part in the school PTA meetings and nurture reading habits. To facilitate programmes on adult literacy for SHG women.

*Note: SHG volunteers are not present in many of the states, the responsibilities of volunteers given above can be considered as responsibilities of SHG office bearers in such cases.

Part-2 of the activity

This contains observations on the group formation while doing the activity. The facilitator explains how well the groups worked as a team through the given below aspects

- Dynamics of the groups he/she observed
- The method adopted by the participants to form the groups
- Any one left out from the group, and how it affected/contributed to the preparation of the collage/ meaningful structure.

The facilitator can link the above points to a common scenario among the working SHGs such as alienation of members with respect to their caste and religion.

(Note for the facilitator: Emphasize the need for social inclusion in building a strong community network.)

Key message: Just as the use of multi-shaped and multi-coloured cards add to the beauty of the collage/ structure prepared during the activity, in real life people from the different background (caste or socio-economic status) contribute to the strengthening of a community network.

Part-3 of the activity

As the displacement of a card from any of the collage/structure spoils it, likewise skipping any rule from Dasasutra weakens the SHG functioning.

Dasasutra

1. Conduct of regular meetings at agreed frequency
 2. Subscription of regular savings by all SHG members as per agreed norms
 3. Inter-lending of funds generated through savings among members
 4. Regular repayment of internal loans with interest by borrower members
 5. Regular book-keeping by a trained book keeper
 6. Discussion of health related issues – health and hygiene, morbidity, sanitation practices, construction of toilets etc.
 7. Discussion of educational issues in each meeting–functional literacy, school enrolment, school dropouts, functioning of school etc.
 8. Involvement in Panchayati Raj Institutions – participation in Gram Sabha, General and Mahila Gram Sabha
 9. Active participation in Government schemes and
 10. Discussion on household livelihoods.
-

Here the facilitator speaks about the need and importance of maintaining proper books and registers at SHG.

Facilitator introduces the participants to the proper books and registers that comply with the NRLM norms.

(The books and registers varies from state to state according to the discretion of the SRLMs)

Session 6: Activity-2- Sharing of responsibility

Purpose: To convey the importance of sharing of duties and responsibilities of SHG amongst the office bearers

Task for the facilitator:

1. Make the group sit in a circle.
2. Dump all the contents in your basket on the floor. (Note: Fill the basket with any number of objects prior to the activity)
3. Ask the participants to remember as many objects as possible. Put each object back into the basket; hold it up for a brief moment before putting it in.
4. Call for a volunteer to try recollecting the names of all the objects she has seen. Move her away from the objects and write down her list.
5. Then meet with the group separately and ask them to write down their list. All the group members contribute to making the list.
6. Now bring the volunteer back to the group. Read out her list first. Then read out the list generated by the group.

Raise given below questions:

- Whose list was longer? Why?
- What does this tell us about working together as a group?
- What strengths do groups have which an individual does not have?
- What example do you have to prove the collective strength of your SHG?

Key learning: The above activity brings out the need for equal participation of SHG office bearers in the day to day matters of SHG to avoid overburdening of the President or Vice President.

Session 7: Activity 3-Understanding of SHG meeting procedure

Purpose: This session aims to sensitise the participants about the real procedure of conducting a SHG meeting through a practical exercise.

Process: For this activity, LRG members are oriented about their task beforehand.

They are given placards with the seven steps of SHG meeting's procedure written on them.

They are asked to communicate the meeting procedures to the participants through a mime or by 'dumb charade' or by any other means of communication. They are not supposed to talk during the activity.

Next, the participants are divided into groups to observe the activity; they have to find out what LRG members are trying to communicate.

Once the groups identify these seven steps presented during the activity, they are given case studies to discuss in their mock SHG meeting. The facilitator ensures that the groups follow these seven steps for conducting the mock meeting.

[Instruction for the facilitator: Share the placards on SHG meeting procedures with the LRG members.

Images of seven steps of conducting the meeting; SHG prayer, welcome speech by the President, report presentation of the last meeting and discussions on it, agenda discussion and decisions taking, thrift collection, micro-finance activities, and presentation of the minutes of the meeting etc. needs to be illustrated in the placards]

Key learning: This activity will help the participants internalize the meeting procedure and become capable of organizing their meetings by themselves in the future.

Session 8: Activity-4-Familiarisation with the books to be maintained at SHG

Process: The facilitator can use the NRLM compliant registers that are used by the SHGs. The participants are asked to share any short incident from their states, which demanded the use of proper books of accounts. By doing this exercise, the need for keeping the books of accounts properly gets reinforced.

Session 9: Wrap up of the day

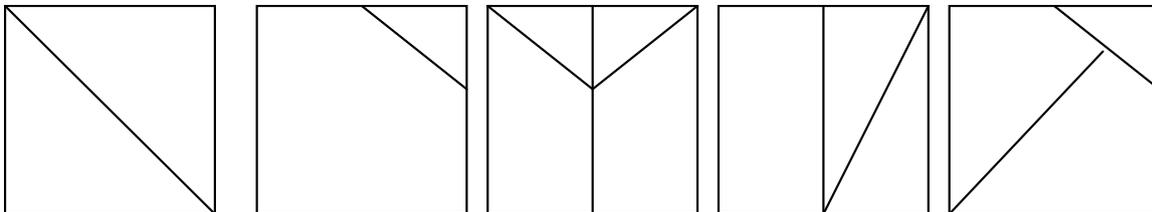
Purpose: This session reflects upon the important lessons learnt during the day

Process: The facilitator interacts with the participants to know their feedback about the first day of training, what went wrong, and any modifications they expect in the training workshop, etc.

DAY 2

Session : Game- Broken squares

Activity: For the game, divide the participants into groups of five each. Each team will be given card board or thick paper cut along the lines shown below.



Mix each set of 15 pieces, and distribute three pieces at random to each participant. Each member is asked to make a perfect square, as per the rules given below.

- No member is allowed to speak
- No one can signal to others for passing on a piece
- Members may voluntarily pass on one's pieces to others, without their asking.
- Give 20 minutes to the members to form the squares.

Task for the facilitator: Initiate a discussion at the end of the game; this may include the given below points.

- Who was able to complete the squares in time? Why?
- Who was not able to? Why?
- Who was willingly giving away pieces? And who was not?
- Was there anyone who was struggling, yet not giving away her pieces?
- Was there a critical moment when the group began to co-operate?

- Did anyone break the rules?
- What does this game signify?
- Can you recollect any real life situations in which people have struggled and still not found it necessary to cooperate?
- Does the SHG provide opportunities to co-operate?
- Can the members narrate incidences of the SHG members helping each other?

Session 2: Important lessons learnt during the day

Task for the facilitator: The facilitator asks the participants to share the lessons they learnt during the workshop. Topics such as structure of SHG, responsibilities of each member, and the SHG meeting procedure(s) are to be included in the discussion.

The session is facilitated to help the participants recollect the basic principles of the SHG before proceeding into sessions on SHG federation.

Session 3: Introduction to the SHG federations

Process: Even though the concept and functioning of the federations are not new to the participants, an introductory session is needed to create an enthusiasm among the participants to learn more about it. Hence, the video on ‘unity is strength’ is played for the participants. The link of the video is given below

https://www.youtube.com/watch?v=tuE-P9_Dm8U

After playing the video, the facilitator asks the participants about their opinion on the video and its message, how do they connect it to their activities, and why was the video played for them, etc. The facilitator will bring out, through the discussion, the need and objective of forming SHG federations or VO.

Session 4: Activity-5-Understanding the need for Village Organization/federations

Purpose: The session aims to make the participants share major achievements of their primary federation. It also helps them realise the need and importance of a federation.

Process: Participants sit according to their VO; each group chooses a leader. The groups are asked to brainstorm their journey from the initial days of formation of the federation(s) to the present. They are asked to list the major achievements and appreciations the federation(s) have received.

Each group leader is asked to stand up and present the discussion points of his/her group. After appreciating each group for their achievements, the facilitator asks the participants what they would have done to solve the same issues if there was no VO or SHG network. The facilitator creates an interactive platform for the participants to discuss the same.

Session 5: Introduction to my Village Organization/federation

Purpose: This session helps the facilitator, first, to assess the level of understanding and knowledge of participants about their federation and, second, to plan the session to address the knowledge gaps.

Process: The participants are asked to sit according to their VO; each group is given chart papers to prepare/draw the structure of their federation, executive committee, general body, etc. Groups are then asked to explain the roles and responsibilities of VO Office Bearers, Executive Committee, General Body, and different activities of VO, etc.

After the presentation by each team, the facilitator initiates a discussion to address the knowledge gaps that emerged during the presentation.

The facilitator explains the need for primary federations such as Village Organisations and Ward Level Federations. The federation acts as a middle tier between the SHGs and cluster level federations/ Panchayat

level federations. The formation of a federation helps the SHG network to provide leadership and acts as a channel for information dissemination. It creates opportunity for the SHG network to work in coordination with the other developmental agencies such as Gram Panchayat and the line departments.

Task for the facilitator: Use the printed versions of Community Operation Manual/ CBO's governance manual / any other Guidelines for CBO activities, if they are available in vernacular language.

Session 6: Activity 6- Let's get involved

Purpose: This activity aims at introducing the need for division of work and revival of the subcommittees.

Task for the facilitator: Make the participants sit in a large circle; call out ten volunteers from the group. These ten members sit in a circle inside the large circle; they form a VO/primary federation.

Appoint Office Bearers for the VO from the small group and make the remaining women the members of VO's General Body.

Ask the members to sit with their right hands raised parallel to the ground. The fists are kept closed with only the index finger stretched out; the index fingers of all members are to touch each other. No one is allowed to talk.

Ask one of the LRG members to read out a long narrative about the VO. It should include how it was formed, who gave the leadership, what were the major activities of VO, etc.

Ensure that in the narrative, name and contribution of a single member (President/any other office bearer) appears at least 10 times. Every time the name of the chosen member is announced, the LRG member hangs a rope, with a brick piece at the other end, on the index finger of the chosen member. As the narrative proceeds, more and more brick pieces get hung. The load on the finger of the President gets heavier and heavier; he/she is supposed to bear it till the game is over.

At the end of the game, ask the participants about how they felt about the activity and what message do they get from the activity.

Ask the given below questions to the participants.

Questions to the group inside

- How did they feel?
- How did the President feel when she heard her name being called out again and again?
- What did she think/hope when the load was getting really unbearable?
- Did she feel that it would have been good if someone assisted her?
- When help came, how did she feel about it?
- How did the other office bearers feel?
- Did they feel that they were not being called even though they could have taken more load?
- Did they feel like holding the hand of the President and helping her?
- Why did they not help the President?

Questions to the group outside

- What did they see happening?
- What did they think when they heard the President's name being called out again and again?
- Did they feel that it would have been good if someone helped her?
- Do they see parallels in daily life – in the village, in the SHG?
- What lessons are learned from this exercise?

Communicate the key message

Key message: Overburdening a single person decelerates the productivity, the same thing is applicable in the activities of SHG federations too. The game is an example to show the need of reviving the sub-committees.

Session 7: Activity 7- Functions of sub-committees

Task for the facilitator: Treat this session as a continuation of the previous session. Ask the participants the number of sub-committees in their federations and their functions. After the discussions, the following game needs to be played to help them understand the various functions and responsibilities of each of these sub-committees.

Game: Keep a bowl filled with a number of chits. Ask the participants to come one by one and pick a chit from the bowl.

Divide the participants into two equal groups. Participants from one group have to read the function/responsibility written on the chit, one by one. Other group has to identify the sub-committee to which the particular function belongs.

After the game, consolidate the session by reiterating the roles of each sub-committee.

Session 8: Introduction to the records and registers to be kept with the VO

Process: Divide the participants into 3-4 member groups for discussing the books and registers to be maintained at the Village Organisations. Facilitators introduce the registers and records to the groups and discuss about the need for maintaining proper registers.

Task for the facilitator: Circulate the sample copies of books and registers to be maintained at the primary federation for the participants to practice.

Session 9: Wrap up

Process: The facilitator wraps up the programme and reiterates the topics discussed during the two day workshop. The podium is then open for doubts and clarifications.

SECTION 2: VILLAGE ORGANISATION COORDINATION COMMITTEE

Module: Orientation on Village Organisation Coordination Committee (VOCC)

Rationale:

Village Organisation Coordination Committee (VOCC) is a platform for Village Organisations to come together at the Gram Panchayat level. It has representatives from each of the Village Organisations of the respective Gram Panchayat. The larger goal of this federation is to establish a unified face of SHG network at the Gram Panchayat to fight against poverty, social discrimination and empower the vulnerable.

This module helps to introduce the concept of Village Organisation Coordination Committee to the Local Resource Group members and the office bearers in Village Organizations.

Programme details

One day workshop is held to orient the above mentioned groups of stakeholders on the concept of VOCC

Objectives of the programme:

- To introduce the concept of VOCC to the intended groups of stakeholders
- To create awareness on the following
 - ♦ Need to form VOCC
 - ♦ How to form it
 - ♦ Relevance of VOCC

Content covered in the programme:

- Structure and design of VOCC
- Relevance and importance of VOCC
- Functions of VOCC
- Sub-committees of VOCC and their functions

Participants for the programme include the LRG members and VO Office Bearers.

Programme Schedule: Orientation on VOCC

S.No	Time	Session	Objective	Content	Methodology	Materials Required	Preparatory Activities
1	9.30 am-10.30 am	Registration	-	-	-	Register Pens	Make Registration sheets available at the venue
2	10.30 am-11.00 am	Formal Introduction	<ul style="list-style-type: none"> To welcome the participants and introduce the objectives of the training 		<ul style="list-style-type: none"> Objectives of the training workshop 	Interactive Discussion	
3	11.00 am-11.15 am	Game of circles	<ul style="list-style-type: none"> To convey the message of collective responsibility 	Need for collective efforts	Game	-	-
4	11.15 am-12.00 pm	Understanding the status of CBO and challenges faced by each tier of SHG-federations	<ul style="list-style-type: none"> To understand the status of CBO, its federations and challenges faced. 	<ul style="list-style-type: none"> Current structure of CBO network and their functions at each tier What are the issues addressed by each tier of the federation while carrying out their functions What more needs to be done for overcoming these hurdles 	<ul style="list-style-type: none"> Group Discussion and chart preparation 	Chart paper Sketch pens	
5	12.00 pm-12.30 pm	Presentation and summarization of session 4	<ul style="list-style-type: none"> To facilitate a general discussion 	<ul style="list-style-type: none"> Activities in which the SHGs and VOs are involved Challenges faced 	<ul style="list-style-type: none"> Presentation Interactive Discussion 	Sound system	

S.No	Time	Session	Objective	Content	Methodology	Materials Required	Preparatory Activities
6	12.30 pm-01.00 pm	Presentation on the concept of VOCC	<ul style="list-style-type: none"> To familiarize with the conceptual framework of the VOCC 	<ul style="list-style-type: none"> What is VOCC Why VOCC How to constitute VOCC Sub-committees and their functions 	<ul style="list-style-type: none"> Chart paper presentation Interactive Discussion 	Projector Laptop	<p>Prepare a power point presentation on the concept of VOCC.</p> <p>The same content has to be translated into vernacular language on a chart paper for the easy communication with the participants.</p>
7	1.30 pm-2.00 pm	Brainstorming on VOCC	<ul style="list-style-type: none"> To plan the formation of VOCC 	<ul style="list-style-type: none"> Strategies and methodology to be adopted for the constitution of VOCC 	<ul style="list-style-type: none"> Interactive Discussion 	-	-
8	2.00 pm-2.30 pm	Sensitization on VOCC	<ul style="list-style-type: none"> To internalize the functioning of VOCC and its relevance 	<ul style="list-style-type: none"> VOCC's meeting procedure and its design 	<ul style="list-style-type: none"> Group Discussion on the case studies Mock meetings Topics will be discussed at SHG, VO and CLF 	-	-
9	2.30 pm-3.00 pm	Planning of future activities	<ul style="list-style-type: none"> To prepare an activity plan for the formation of VOCC 	<ul style="list-style-type: none"> Future activities and methods for inclusion of VOCC in the organizational structure Strategy for disseminating information about the VOCC at each tier of the SHG- federations 	<ul style="list-style-type: none"> Group Discussion 	-	-
10	2.30 pm-2.45 pm	Wrap-up	To formally conclude the training and collect feedback on the training	Feedback on the training	Interactive Discussion	-	-

Guidance Note on Sessions: Orientation on VOCC

Session 1: Registration of all the participants in the training workshop

Session 2: Formal Introduction

Process: The facilitator/ concerned person from SRLM gives an introduction to the workshop, and presents the objectives as stated below.

Objectives

- To introduce the participants to the concept of Village Organization Coordination Committee
- To introduce them to the need for VOCC and its relevance
- To introduce them to the functions of VOCC and the process of constituting VOCC.

Session 3: Game of Circles

Purpose: This activity aims to teach how collective action helps in overcoming a difficult task.

Process: Participants are asked to fit themselves in a sufficiently large circle drawn on the floor. Next, relatively smaller circles are drawn on the floor, and the participants are asked to fit themselves in those circles. Once they fit themselves in the smallest circle, the participants are asked to share their observation about the activity.

The facilitator probes further to find answers to the following questions:

1. How did they make it possible to fit themselves in the smallest circle
 2. What did they learn through the activity
-

The facilitator conducts an interactive discussion on the need for collective action to overcome hindrances in their lives.

Session 4: Understanding the status of CBO and challenges faced by each tier of SHG-federations

Process: For this session, the participants are divided into groups with four to five members in each group. They are asked to discuss the current structure of Community Based Organization, functions of each tier of the federation, and the challenges faced by the federation in carrying out their developmental activities.

(Note for the facilitator: Challenges can be related to organisation, resource and knowledge etc.)

Once they identify the issues/challenges, they are asked to write on a chart, how they will address these issues.

Session 5: Presentation and summarization of session 4

Process: Each group presents the charts. Subsequently, the facilitator conducts an interactive session with the participants to summarize the points that emerged from the presentations.

Session 6: Presentation on the concept of VOCC

Process: The session is a continuation of the previous session. By logically connecting the points that emerged from the previous session (organisation, resource, and knowledge level issues) with the need for a panchayat level federative structure, the facilitator explains the following

- ♦ What is VOCC? What is its relevance?
- ♦ How to constitute VOCC? Who are the members?
- ♦ How to constitute sub-committees?
- ♦ What are its functions?

Chart papers are used to facilitate this session. The chart papers explain the structure of VOCC with respect to the prevailing structure of CBO.

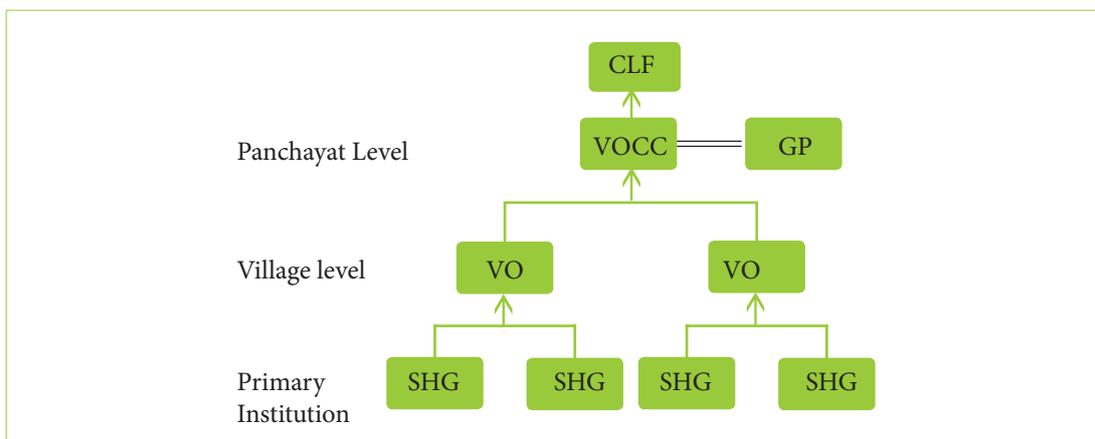
The facilitator can communicate the given below points.

Concept note on VOCC

Village Organisation Coordination Committee (VOCC) is a platform for Village Organisations to come together at the Gram Panchayat level. The VOCC is designed in such a way that it does not substitute with any of the existing federative structure in the state. It is constituted merely as a confederation of the VOs responsible for discussing on issues of development and welfare that come up in the VO meetings. VOCC will act as a forum for addressing these issues at the Panchayat level. The collective action can be routed towards:

- ♦ Accessing rights and entitlements
- ♦ Fighting social discrimination
- ♦ Gaining social, economic and political empowerment
- ♦ Inclusion of vulnerable and marginalised sections of society

Introduction of VOCC to the current structure of CBO



Why VOCC is formed

Use the content under Objectives of VOCC mentioned in part one of the toolkit

Members of VOCC

There can be two mechanisms to form Village Organisation Coordination Committee in a Gram Panchayat.

1. Either two office bearers from each of the Village Organisations in a Gram Panchayat can come together and form the VOCC or
2. Any one office bearer from each of the VOs along with one member from each of its Social Action Sub-committees can form a VOCC.

Office Bearers of VOCC

Members of VOCC select a coordinator for VOCC from among themselves. Convenors for the three sub-committees are also to be selected.

Note: Sub-committees are to be formed based on the SRLM's need. The following are the sub-committees suggested.

Sub-committees and functions

1. Social Welfare Committee

Function- To deal with NSAP, PDS and PMAY related issues

2. Livelihood Committee

Function- To deal with MGNREGS, Micro Enterprise activities, Agriculture, Fisheries and Poultry related issues

3. Health and Education Committee

Function -To deal with SBM, RSBY, ICDS, MDM, issues related to the education of children, child labour, etc.

Meeting of each sub-committee must be called once in a month.

Session 7: Brainstorming on VOCC

Purpose: This session provides space to the participants to think over and express their ideas on the adaptability of VOCC in their village.

Process: The participants are given a copy of guidelines of VOCC, in their vernacular language. An interactive platform is created for the participants to clear the doubts and queries if any. Next, the participants are asked to discuss how they can adopt the concept of VOCC in their existing CBO structure. Participants can suggest the mobilisation mechanism that needs to be followed and how the activities of VOs and VOCC be coordinated in future etc.

Session 8: Sensitization on VOCC

Process: A mock VOCC meeting is conducted to facilitate this session. The participants are divided into four groups; two groups become two SHGs, one becomes a VO, and the remaining group becomes a VOCC. SHGs are given the following case studies to dwell upon:-

Case Study 1

Safia is a widow; she has two unmarried daughters. They live in a dilapidated house and do not have a toilet in their house. Safia comes to know that Panchayat has some provisions which deals with the construction of toilets. She presents her issue in your SHG.

Conduct a mock SHG and further necessary meetings you are going to organise at your federations to help Safia. Organise a VOCC meeting to address the issue, and explain how you will help Safia to get her entitlement.

Note for the facilitator: Facilitate the SHGs to include Widow Pension scheme in their discussions along with SBM

Case Study 2

Ramadevi is a member of your SHG. Her husband is the sole bread winner in her family. Her daughter is studying in the 10th standard. She wants to send her daughter for higher studies, and she decides to support her husband by doing an income generating activity. Since she is illiterate and unskilled, she opted for a wage employment programme. She learns about MGNREGS in the SHG meetings and wants to work under the scheme. How will you help her get a job card? Conduct a mock SHG-VO-VOCC meeting for the same.

Instructions to the facilitator: - Ensure that the correct process flow (SHG meeting - VO meeting - VOCC meeting) is followed in the mock sessions. During the mock SHG meeting, ask the participants to discuss the above two case studies. The participants are expected to make decisions and show how they can follow up on the decisions taken. Ask the office bearers in SHG to approach the VO. Tell them that the matter is discussed in the VO, and the decisions taken by the VO are communicated to the VOCC. Ensure that the follow up mechanism is also covered in the mock sessions. During the sessions, issues/concerns related to the panchayat and how the respective federation is going to tackle them also have to be shown. Ensure that the groups are writing minutes during the mock sessions.

Session 9: Planning for future activities

Process: A group discussion at the VO is conducted to facilitate this session. The members plan their future activities and inclusion of VOCC in the current CBO structure. Participants prepare a detailed plan including the information dissemination, creation, and activities to be looked at for the functioning of VOCC in their Panchayat.

Session 10: Wrap-up

Process: Facilitator concludes the training with an interactive discussion and seeks the feedback on the training conducted.

**SECTION 3:
GRAM PANCHAYAT
COORDINATION COMMITTEE
(GPCC)**

Module 1: Training for the formation of GPCC

Rationale:

As part of the PRI-CBO Convergence project, institutions have been formed/strengthened for reaping the full potential of the poor to fight against poverty. To make these institutions self-sustainable, there is a need for a structure that would function as an umbrella and provide direction to the institutions. Formation of GPCC with the partnership of both CBO and Panchayat is an attempt to fulfil this need. GPCC is a platform for CBO members as well as panchayat representatives to work together for the development of their villages.

Strategy:

A one day workshop is organised for the formation of GPCC, calling the representatives from Panchayati Raj Institutions and SHG Federations.

Programme details

Objectives of the programme:

- To sensitize the Panchayat as well as CBO representatives about the formation of GPCC and its relevance
- To reinforce the duties and responsibilities of both the parties in the development of a village.
- To familiarize the participants with the structure, functions, and mode of operation of GPCC

Content covered in the programme:

- Concept of GPCC
- Relevance of GPCC
- Members of GPCC
- Functions of GPCC

Participants for the programme include the given below individual(s)

- VO leaders/VOCC Coordinator
- Convenors of Sub-Committees / Office bearers in GPLF
- Panchayat President
- Secretary
- Convenors of GP Standing Committees
- LRG members

Programme schedule: Training for the formation of GPCC

S. No	Time	Session	Content	Methodology	Materials Required	Preparatory Activities
1	09.30 am-10.30 am	Registration				
2	10.30 am-11.00 am	Introduction	<ul style="list-style-type: none"> Objective(s) of the training 	<ul style="list-style-type: none"> Facilitator welcomes the participants to the training programme Participants give self-introduction 	Sound System	
3	11.00 am-11.30 pm	Activity map of CBO	<ul style="list-style-type: none"> Resource Person describes what are the different activities carried out by VOs in their panchayat and the outcomes of it To describe various issues/challenges faced by them in doing their activities 	<ul style="list-style-type: none"> It has to be facilitated as a formal talk He/she can use board/chart papers to convey the idea. 	White Board	The Resource Person has to be trained for facilitating this activity prior to the training programme
4	11.30 am-12.30 pm	Presentation on the concept of GPCC	<ul style="list-style-type: none"> Introduce the concept of GPCC and its relevance The members of GPCC 	<ul style="list-style-type: none"> Facilitator presents the concept of GPCC, its relevance, formation and function Distribute the guidelines/concept note on GPCC translated in their vernacular language 	Translated note on GPCC guidelines	
5	12.30 pm-01.00 pm	Activity 1- Identification of potential resources in hand	<ul style="list-style-type: none"> To identify all the resources and potential of the Panchayat and CBO, which can be used to complement the functions of each other Identify how each of these resources will be used for mutual benefit of both 	<ul style="list-style-type: none"> Group discussion Preparation of charts 	Chart papers Sketch pens	

S. No	Time	Session	Content	Methodology	Materials Required	Preparatory Activities
6	01.00 pm- 01.30 pm	Presentation of the 'identified potential resources'	To share the list of potential resources identified	Group presentation		
7	02.00 pm- 03.00 pm	Sensitization on the functioning of GPCC	<ul style="list-style-type: none"> • Meeting procedure(s) of GPCC • Different functions of GPCC • Sensitization on the need for autonomy given to the CBO in their functions 	<ul style="list-style-type: none"> • Classroom session • Presentation • Experience sharing by one of the participants who has visited any of the states in which the Gram Panchayat and SHG federation work co-terminus 	Sound system	
8	03.00 pm	Conclusion	Conclusion to the training	Facilitator thanks the participants		

Guidance Note on Sessions: Training for the formation of GPCC

Session-1: Registration

Process: Registration of the participants by the BMMU/ concerned person from the SRLM.

Session-2: Introduction

Process: The facilitator welcomes all the participants to the training programme and asks the participants to give a self-introduction. He/she also communicates the objectives of the training programme and purpose behind a joint workshop for PRI and CBO members.

Session-3: Activity map of CBO

Note for the organizer: A resource person (preferably GPLF president/ any senior LRG member) is selected and trained for conducting this session. The identified person must have knowledge about the activities of SHG network in the particular Gram Panchayat.

Note for the Resource Person: Resource person gives a presentation on the various activities conducted by the Village Organisations/ GPLF in the particular Gram Panchayat. He/she also presents various initiatives of the SHG network in areas of poverty reduction and village development. They also conduct discussions on the major outputs they achieved and the challenges they faced on the field.

Session-4: Presentation on the concept of GPCC

Task for the facilitator: The facilitator introduces the concept of GPCC to the participants, explaining the relevance of the committee in the context of last session's presentation. He/she highlights that the issues and hurdles faced by the SHG network can be tackled to a great extent if there is a common platform where the SHG network and the PRI members can discuss and plan matters related to the village development. Details on committee's formation, its composition, roles and responsibilities are also discussed.

(Refer content under Activity 13 in booklet 1 of the toolkit for these details)

Session-5: Activity 1-Identification of potential resources in hand

Purpose: The session aims to build confidence among the SHG network and the PRI members by helping them to realize their potential resources.

Process: Facilitator briefs the participants about their role in fighting collectively against poverty and other social evils, and how to achieve the same, the formation of GPCC plays a crucial role. However, if such a committee after formation lacks equal participation and planning, it may not fetch the desired result. Hence, the members of both PRI and SHG network need to identify the potential resources in hand; these resources can be utilized for complementing the functions of each other when a convergence committee is actualised.

For the activity, divide the participants into groups, each group having five to six members. Ask each group to identify their resources which can be used for village development and also identify how they can use the identified resources.

For example: Panchayat has an authority to issue job cards and sanction the identified works under MGNREGS. Considering this as a potential, the group representing Panchayat must identify how this potential can be used for the development of their villages and how the services of CBO can be utilised to get better outputs under MGNREGS.

Each group must prepare charts based on the discussions and findings.

(Note for the facilitator: Avoid mixing PRI members and SHG leaders while forming the groups.)

Session-6: Presentation of the identified 'potential resources'

Process: The groups present their findings from the discussions. The facilitator consolidates the major points discussed once all the presentations are over.

Session-7: Sensitisation on the functioning of GPCC

Purpose: This session aims to provide clarity on the functioning of GPCC and the meeting procedure to be followed by the committee. Details on the same are provided under Activity 13 in part one of the booklet.

The facilitator conveys the following idea to the participants.

“Though the committee provides space for the participation of representatives from Gram Panchayat and line department, it is the responsibility of the members of the committee to ensure that the SHG network is given autonomy in its functioning.”

At the end of the session, experience sharing is conducted. One participant, who has visited a state that has a GPCC or a similar platform, shares her experience about the same. The speech contains the merits of a convergence committee in which the representatives from both SHG network and PRIs participate equally.

Session-8: Conclusion

Process: The facilitator concludes the session and collects feedback from the participants. The doubts are clarified and suggestions are recorded during the session. Facilitator thanks all the participants for their contribution to the success of the training programme.

Module 2: Training for the members of GPCC

Rationale:

Gram Panchayat Coordination Committee is envisaged to be the formal platform of interaction for the Community Based Organisation and Panchayat Raj Institution. This participatory mechanism, involving both the parties, is constituted at the Panchayat level to materialise the demand plan put forth by the CBO and monitor the progress achieved. To fulfil these functions and to make the committee functional, training programmes need to be organized for the members of GPCC.

Duration of the training:

A one day training programme is organised for the members of GPCC.

Programme details

Objectives of the programme:

- To familiarize the participants with the structure, functions, and mode of operation of GPCC.
- To sensitize the PRI members and line department officials on the role of SHG and its federations in village development and to create a sense of ownership among the PRI for the GPCC mechanism.
- To sensitize on the need for creating a synergy between the functions of PRIs and CBOs.

Content covered in the programme:

- Need of team work for actualising common goals
- Role of GPCC with respect to the CBO activities
- Sensitization on the relevance of a convergence committee

Participants for the programme include the members of GPCC; below individual(s)

- PRI members
- Line department officials
- Community workers including ASHA, Anganwadi workers, Swachata Doodh, Pasu Sakhi, Bank Mithra, etc.
- Members from SHG federations

Programme schedule: Training for the members of GPCC

S.No.	Time	Session	Objective	Content	Methodology	Materials Required	Preparatory Activities
1	09.30am-10.00 am	Registration					
2	10.00 am-10.15 am	Welcome Speech	<ul style="list-style-type: none"> Formally welcome the participants to the training programme and convey the importance of the training programme 	<ul style="list-style-type: none"> Welcome note Objectives of the GPCC Triggering factors for the formation of the GPCC 	Interactive Discussion	Sound System	The BPM has to be informed about the training programme along with his role in it.
3	10.15 am-11.00 am	Game-Treasure Hunt	<ul style="list-style-type: none"> To identify the strengths, benefits, and inevitability of working together to achieve a common goal To understand the capability of each party and how it can be utilised in a better way 		Game	<p>A box to portray as a treasure</p> <p>A long rope to connect the starting point and end point.</p>	<ul style="list-style-type: none"> Facilitator must identify a suitable place for doing the activity Facilitator must fix the starting and end points far so that it is difficult for a group with less number of members in it to achieve the task in the given time.
4	11.00 am-11.30 am	Consolidation of experiences from treasure hunt	<ul style="list-style-type: none"> To reinforce about the available resources and effective use of it during the treasure hunt activity To emphasise the need for collective action to utilise the full potential to achieve the goal 	<ul style="list-style-type: none"> Methodologies adopted by the group, reason for adopting that particular methodology, and the outcome obtained Hurdles faced, negative and positive aspects noticed during the activity Importance of team work and relevance of GPCC committee with both the PRI and CBO members together in it 	<p>Experience sharing</p> <p>Interactive Discussion</p>		

S.No.	Time	Session	Objective	Content	Methodology	Materials Required	Preparatory Activities
5	11.30 am-12.30 pm	<ul style="list-style-type: none"> • Presentation of PAE/ GP2RRP data 	<ul style="list-style-type: none"> • To sensitise the participants about the status of their Panchayat in terms of different indicators (HDI, unemployment rate, etc.) • To help the GP realise the capability of CBO in identifying the issues prevalent in the community. • To help the participants realise the importance of working with CBO through a proper institutional mechanism. 	<ul style="list-style-type: none"> • GPRP data and SECC data of a selected panchayat. • Number of NSAP applicants, job card applicants, ICDS applicants, school drop outs etc. 	<ul style="list-style-type: none"> • Presentation and Interactive Discussion 	Laptop, projector/ chart papers	<ul style="list-style-type: none"> • Facilitator must select one of the GPs from the block and prepare the power point presentation/chart using data from that particular GP.
6	12.30 am-01.00 pm	<ul style="list-style-type: none"> • Presentation on GPCC as a concept 	<ul style="list-style-type: none"> • To communicate and introduce the concept and functions of GPCC 	<ul style="list-style-type: none"> • What is GPCC and its relevance • How is it formed • Functions of GPCC • Possible collaborative actions to incorporate GP2RRP into GPDP 	<ul style="list-style-type: none"> • Interactive Discussion 	Notes	<ul style="list-style-type: none"> • Note has to be printed in local language for distribution.
Lunch Break (01.00-01.30pm)							
7	01.30 pm-02.00 pm	<ul style="list-style-type: none"> • Mock GPCC 	<ul style="list-style-type: none"> • To internalize the concept of GPCC • To familiarise with the meeting procedures, functions, and duties of GPCC members 	<ul style="list-style-type: none"> • Meeting procedure 	<ul style="list-style-type: none"> • Mock GPCC • Interactive Discussion 		
8	01.00 pm-02.30 pm	<ul style="list-style-type: none"> • Wrap up 	<ul style="list-style-type: none"> • To formally conclude the training session and collect feedback 	<ul style="list-style-type: none"> • Feedback and vote of thanks 	<ul style="list-style-type: none"> • Interactive Discussion 		

Guidance Note on Sessions: Training for the members of GPCC

Session-1: Registration

Process: Registration of the participants by the BMMU or the concerned person.

Session-2: Welcome Speech

Process: The facilitator formally welcomes all the participants to the training programme. The welcome speech contains the aim of holding a training workshop for PRI and CBO members together and the need of a convergence committee at the panchayat level. Block Project Manager explains the factors that contribute to the formation of GPCC and its relevance in village development.

Session-3: Game- Treasure Hunt

Process: Treasure hunt is a team building activity as well as a brainstorming session for the participants.

All the participants are divided into two groups. First group contains the PRI members and line department members. Second group includes the CBO members. Both the teams select a leader for their group.

Next, the facilitator identifies a length of at least 15 meters in the hall and puts a mark indicating starting point and finishing point. (The length has to be determined on the basis of number of participants in the group; it should not be too short for the participants to achieve the task effortlessly). The treasure is placed at the finishing point.

Now the leader from the first group takes the treasure. However, he/she can't touch the ground between the starting and the finishing point. Group members help the leader reach the finishing point, but they are not allowed to lift the leader and bring him to the finishing point. First five minutes are given to devise the strategy and the groups are expected to complete the task in next 10 minutes. Second group also repeats the same activity. After the group performances, both the teams as a combined group will be asked to do the same activity.

Tip: Participants can do this activity by creating a bridge with their hands and making leader walk on it till he/she reaches the finishing point.

The purpose behind repeating the above activity is to help the participants learn the need for working together and realising each other's strengths.

The facilitator observes the group activities, time each group takes to do the activity (each group has maximum 15 minutes), positive traits of each group and the reasons for failures if any.

Session-4: Consolidation of experiences from treasure hunt

Process: Volunteers from both the groups come up and speak about the group activity. This includes the following.

- The resources available with the team
- How did they utilise the resources
- What hurdles/difficulties they faced during the treasure hunt
- Why they could/could not achieve the task

They are facilitated to talk about the new lessons learnt from the activity (if any) and their overall response to the session.

After the volunteers' talk, the facilitator talks about his/her observations about the activity including the time taken by each group, the shortcomings, and positive aspects by connecting them to the responses from the volunteers.

The particular activity (treasure hunt) can be linked with any of the case study/situation prevailing in the villages.

Possible Caselets for Discussion

For example, there is an epidemic spreading in a village. Then the possible method of engagement for CBO is to conduct discussion on the topic and adopt preventive mechanisms through SHG meeting(s), mobilising SHG women, etc. But in this case, if the ASHA worker and the ANM can inform about it in a VO or CLF, then the preventive mechanism/strategy can be discussed in every SHG and medicines/precautionary measures can be obtained from PHC and can be distributed to the villagers. Gram Panchayat can hold a Gram Sabha inviting the health department to discuss and create awareness among the public.

Cases such as pending pensions, school drop outs etc. can also be cited based on the context.

Facilitator can talk about the positive outcomes that can be achieved in these cases if all the parties work together.

Key point: Parallels can be drawn between these case lets and the treasure hunt, specifically in factors such as less time, limited resources, lack of coordination, etc.

Session-5: Presentation of PAE/GP2RP data

Process: The facilitator prepares a presentation/chart paper to discuss the status of a selected panchayat. Following information about that particular selected Panchayat are presented in a graph/pictorial format.

- The number of applicants for different schemes/entitlements such as MGNREGS job card and job
- Different NSAP pensions
- ICDS
- IAY with respect to the population
- Unemployment ratio
- School dropout ratio
- HDI (Human Development Index)

Task for the facilitator: Along with the above mentioned, you can use pictures, taken from the panchayat, depicting the condition of the houseless/school drop outs/physically disabled.

Explain that these information are collected by the CBO while preparing the demand plan of their panchayat (GP2RP). This imparts recognition to the volume of work done by the SHG federations.

Facilitate an interactive session so that the participants can suggest different remedial measures to tackle these developmental issues and bring a discussion on the need of an instructional mechanism at the Panchayat level to work collectively.

Session-6: Presentation on GPCC as a concept

Process: This session is a continuation of the previous session. The facilitator introduces the concept of GPCC in this session and distributes the concept note on GPCC prepared in the vernacular language to the members of GPCC. Once the concept note is discussed, the facilitator to bring a discussion on what GPCC can do to follow up with the PAE/GP2RP and how the GP2RP can be incorporated into Gram Panchayat Development Plan (GPDP).

Introduction to the concept: GPCC is a formal institutional mechanism that involves the participation of both PRI and CBO to work toward achieving a common goal. When both the parties come together, the skill set, knowledge, resources, and efficiency get multiplied (as in the game of treasure hunt played earlier). The content in the following ‘Concept Note’ can be used for facilitating the session.

Concept Note

Gram Panchayat Coordination Committee is a committee constituted at the panchayat level with members from Gram Panchayat, its line departments and SHG federations. Since all these parties aim at poverty reduction, the reach is doubled if they work together.

Objective and relevance of GPCC formation

Use content under Objectives and Relevance of GPCC (Activity 13 in booklet 1 of the toolkit).

Formation of GPCC

Use content under ‘Formation of GPCC’ (Activity 13 in booklet 1 of the toolkit).

Functions of GPCC

Use content under ‘Functions of GPCC’ (Activity 13 in booklet 1 of the toolkit).

Meeting Procedure

Prayer

Welcome speech: The GPCC chairman gives a welcome note to the members. In the absence of chairman, the convenor/panchayat secretary addresses the committee.

Presentation of report: Decisions that were taken during the last meeting and the follow up measures that were adopted are read out. This is the responsibility of the GPCC convenor.

Key note address: The Chairman presents the agenda of the meeting. The agenda of the meeting must be decided prior to the meeting after the discussion with the convenor. The members can add topics to the agenda if they have any specific subject to discuss about.

Discussion: Discussion is held on the topics, mentioned in the agenda, one by one. The topics can include anything that demands the cooperation of the Panchayat and SHG federations (ranging from Gram Sabha meetings to GP2RP follow up). After discussing each topic, decisions are taken on them. Every member in the meeting commits his/her participation for the success of the programme. The coordinator prepares the minutes of the meeting. Each decision taken on the agenda is properly recorded in the minutes. Based on the discussion, the committee gives the responsibility of a task to the concerned member. After the meeting, the minutes are read out for all the participants; the minutes are duly signed by each participant on the same day of the meeting.

Vote of thanks: GPCC convenor/ panchayat secretary delivers the vote of thanks.

Session-7: Mock GPCC

Process: A mock GPCC meeting is conducted for the participants to help them get an understanding of the procedure of the meeting. Facilitator selects an active panchayat from the team to conduct a mock session. Facilitator ensures that the meeting is conducted according to the procedure and minutes are recorded. The other participants observe the mock session and comment on it after the session. Each panchayat presents its observations on the merits and demerits of the mock session, especially about the discussions and decisions taken.

Session-8: Wrap up

Process: The facilitator concludes the session and collects feedback from the participants. The doubts are clarified and suggestions are recorded during the session. Facilitator thanks all the participants for their contribution to the success of the training programme.



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TOOLKIT FOR PRI-CBO CONVERGENCE

Implementation Manual for Convergence between
PRIs and Women's Collective

BOOKLET 5 COSTING AND TIME FRAME



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TOOLKIT

FOR

PRI-CBO CONVERGENCE

Booklet 5

COSTING AND TIME FRAME



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National Rural Livelihoods Mission
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Acronyms and Abbreviations

BMMU	Block Mission Management Unit
CBO	Community Based Organisation
CLF	Cluster Level Federation
CPC	Community Professionals for Convergence
EAP	Entitlement Access Plan
GP	Gram Panchayat
GPCC	Gram Panchayat Coordination Committee
GP2RP	Gram Panchayat Poverty Reduction Plan
IEC	Information, Education and Communication
KS - NRO	Kudumbashree- National Resource Organisation
LRG	Local Resource Group
M	Month
MoU	Memorandum of Understanding
NRLM	National Rural Livelihood Mission
NRO	National Resource Organisation
PAE	Participatory Assessment of Entitlement
PRI	Panchayati Raj Institutions
SHG	Self Help Group
SRLM	State Rural Livelihood Mission
VO	Village Organisation
VOCC	Village Organisation Coordination Committee

Introduction to the booklet

This booklet forms the fifth part of the toolkit on PRI-CBO Convergence Implementation.

This part provides a pointer to the states implementing the PRI-CBO Convergence project on preparing a project timeline. In addition, it also includes the guidelines to prepare a budget estimate for the pilot project.

Pilot Project- Timeline

The pilot project is conceptualised for a period of 12 months. The project begins with a reconnaissance visit by the KS-NRO team and development of an Intervention Plan. This is followed by the signing of MoU between the KS-NRO and the partner state and a Strategy setting workshop.

See the timeline plotted below. It lists

- Each event involved in the project
- Against each event, coloured bar indicates the month of completion of that particular event. (M in the timeline stands for Month; M1 means first month, M2- second month, so on and so forth)

Sl.No.	Event	M-1	M-2	M-3	M-4	M-5	M-6	M-7	M-8	M-9	M-10	M-11	M-12
1	Reconnaissance Visit, Development of intervention plan, MoU signing and Strategy Setting.												
2	Orientation of SRLM Officials and Staff												
3	Formation of State Resource Group and Team of Trainers												
4	Field Level Analysis												
5	Orientation of PRI Representatives												
6	Identification and Orientation of LRG members												
7	Orientation of VO/CLF Leaders												
8	Training of PRI Representatives												
9	Capacity building of LRG members												
10	Capacity building of Federation leaders												
11	Entitlement Assessment and Planning (PAE & EAP)												
12	Mobilisation for Gram Sabha												
13	Block level Convergence Workshop												
14	Exposure visit to PRI-CBO pilot location												
15	Preparation of GP level poverty reduction plan (GP2RP)												
16	Establishment of Convergence Platforms (VOCC & GPCC)												
17	Selection of Community Professionals for Convergence												
18	Quarterly Review Meeting												

Guidelines for Preparing Budget Estimate

To prepare an estimate of the budget for the pilot project, it is recommended that unit cost method be used to calculate the estimated cost for each of the tasks mentioned in the table below. For the purpose of arriving at the total figure against each activity in the table, one unit is one block having 20 GPs with 5 VOs and 50 SHGs in each GP.

The amount mentioned in the table is based on the cost norms for implementing NRLM, dated 1st August 2013. The unit as well as cost norms may be revised based on the context of the state as well as changes in directions given by NRLM.

MODEL FOR CALCULATING BUDGET ESTIMATE			
Sl. No.	Activity	Unit	Total Amount
A	Development of Local Cadre (5 persons per GP, Total 100 LRG members in a Block)		
A.1	Identification of LRG	<ul style="list-style-type: none"> Rs. 150 per person per day Cost includes expense on food, venue, print material etc. Approx. 20 participants in each GP 2 days at GP level in a year 	Rs. 1,20,000
A.2	Training of LRG	<ul style="list-style-type: none"> Rs. 500 per person per day Cost includes expense on food, venue, print material etc. 12 days at Block level in a year 	Rs. 6,00,000
A.3	Honorarium for LRG	<ul style="list-style-type: none"> Rs. 150 per person per day 20 days per month in a year 	Rs. 36,00,000
A.4	Travel Allowance for LRG	<ul style="list-style-type: none"> Rs. 100 per person per day 20 days per month in a year 	Rs. 24,00,000
A.5	Selection of CPC	<ul style="list-style-type: none"> Rs. 2000 per person per day Cost includes expenses on food, venue, print material etc. Approx. 4 participants from each GP 2 days at state level in a year 	Rs. 3,20,000
Sub Total (A)			Rs. 70,40,000
B	Capacity Building of Federation Leaders (5 persons per VO, Total 500 federation leaders in a Block)		
B.1	Training of VO/CLF leaders	<ul style="list-style-type: none"> Rs. 150 per person per day Cost includes expenses on food, venue, print material etc. 5 days at village level in a year 	Rs. 3,75,000
Sub Total (B)			Rs. 3,75,000

C	Capacity Building of PRI representatives (3 persons per GP, Total 60 PRI representatives in a Block)		
C.1	Training of PRI representatives	<ul style="list-style-type: none"> Rs. 300 per person per day Cost includes expenses on food, venue, print material etc. 5 days at block level in a year 	Rs. 90,000
Sub Total (C)			Rs. 90,000
D	Establishing Convergence Platforms (2 persons per VO, Total 200VOCC members in a Block; 15 persons per GP, Total 300 GPCC members in a Block)		
D.1	Formation of VOCC	<ul style="list-style-type: none"> Rs. 150 per person per day Cost includes expenses on food, venue, print material etc. 1 day at village level in a year 	Rs. 30,000
D.2	Capacity building of VOCC	<ul style="list-style-type: none"> Rs. 300 per person per day Cost includes expenses on food, venue, print material etc. 4 days at block level in a year 	Rs. 2,40,000
D.3	Formation of GPCC	<ul style="list-style-type: none"> Rs. 150 per person per day Cost includes expenses on food, venue, print material etc. 1 day at village level in a year 	Rs. 45,000
D.4	Capacity building of GPCC	<ul style="list-style-type: none"> Rs. 300 per person per day Cost includes expenses on food, venue, print material etc. 2 days at block level in a year 	Rs. 1,80,000
Sub Total (D)			Rs. 4,95,000
E	Workshops (Representatives from BMMU, line departments, PRI and CBO, Total 30 participants from a Block. Numbers may vary depending on nature of the workshop)		
E.1	Orientation Workshop for SRLM officials and frontline functionaries	<ul style="list-style-type: none"> Rs. 2000 per person per day Cost includes expenses on food, venue, print material etc. 1 day at state level 	Rs. 60,000
E.2	Convergence Workshop	<ul style="list-style-type: none"> Rs. 300 per person per day Cost includes expenses on food, venue, print material etc. 2 days at block level in a year 	Rs. 18,000
E.3	Quarterly Review Workshop	<ul style="list-style-type: none"> Rs. 650 per person per day Cost includes expenses on food, venue, print material etc. Approx. 10 participants 4 days in a year at state level 	Rs. 26,000

Sub Total (E)			Rs. 1,04,000
F	Exposure Visit to PRI-CBO Pilot Location (1 person per GP, Total 20 PRI representatives, 20 LRG members and 20 federation leaders)		
F.1	PRI Representatives	<ul style="list-style-type: none"> • Rs. 26,500 per person • Cost includes: <ul style="list-style-type: none"> • Rs. 8000 for round trip travel to pilot location • Rs. 3500 per day for 5 days for accommodation, resource fee, local travel, cost of training etc. • Rs. 250 per day for food for 4 days of journey to pilot location • 5 days visit and 4 days travel 	Rs. 5,30,000
F.2	LRG Members	<ul style="list-style-type: none"> • Rs. 26,500 per person • Cost break up as above • 5 days visit and 4 days travel 	Rs. 5,30,000
F.3	Federation Leaders	<ul style="list-style-type: none"> • Rs. 26,500 per person • Cost break up as above • 5 days visit and 4 days travel 	Rs. 5,30,000
Sub Total (F)			Rs. 15,90,000
G	Materials and Tool Development (Printing and copy charges for assessment and planning tools, entitlement tracking register etc.)		
G.1	Materials and Tools	<ul style="list-style-type: none"> • Rs. 300 per SHG • 1000 SHGs in a block 	Rs. 3,00,000
Sub Total (G)			Rs. 3,00,000
H	Process Documentation and Knowledge Management (Printing and developing of case studies, process documentations, handbooks, IEC materials etc.)		
H.1	Documentation and Resource Materials	Lump sum	Rs. 1,00,000
Sub Total (H)			Rs. 1,00,000
Budget Estimate [Sub Total(A+B+C+D+E+F+G+H)]			Rs. 1,00,94,000

The above budget is for a period of one year. As elaborated in booklet 1, Community Professionals for Convergence will be selected during the last quarter of the project. If the state plans to expand the project to other blocks in the forthcoming years, the selected CPC may be trained and deployed. The tentative budget for the cost of CPC has been accounted below. The unit and cost norms may be revised based on the context of the state.

I	Capacity Building of Community Professionals for Convergence (2 person per GP, Total 40 CPC from a Block)		
I.1	Training of CPC	<ul style="list-style-type: none"> Rs. 2000 per person per day Cost includes expenses on food, venue, print material etc. 16 days in a year at state level 	Rs. 12,80,000
I.2	Honorarium for CPC	<ul style="list-style-type: none"> Rs. 500 per person per day 20 days per month in a year 	Rs. 48,00,000
I.3	Travel Allowance for CPC	<ul style="list-style-type: none"> Rs. 100 per person per day 20 days per month in a year 	Rs. 9,60,000
I.4	Daily Allowance for CPC	<ul style="list-style-type: none"> Rs. 250 per person per day 20 days per month in a year 	Rs. 24,00,000
I.5	Travel Expenses	<ul style="list-style-type: none"> Rs. 2000 per round trip Reimbursement based on actual cost incurred 6 times in a year between native GP and scale up block 	Rs. 4,80,000
Total			Rs. 99,20,000



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