

# Trainer's Guide

## Module I

### Rural Development and Sustainable Livelihoods





# INTRODUCTION

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## A. Aim of the Trainers Guide

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This trainer's guide is developed for the trainers of the Local Government Representatives (LGRs) to train LGRs develop their skills and capacities in rural transformation. This guide will equip and help the trainers of LGRs in implementing training courses. It is expected that the knowledge and capacity of the course participants would be enhanced substantially if the training is conducted systematically as per instruction of this guide.

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## B. Characteristics of the Training Guide

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This guide is a self-contained trainer's guide. Those who would use this guide for conducting training should read thoroughly the entire guide along with the "Resource Book" for detailed information and concepts before conducting the training course. This guide describes process of facilitation of each session. The guide contains distinct objectives set for each session. Each session has a number of sub-topics. A tentative timeframe and methodology has been suggested for each sub-content as a guide for the trainers.

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## C. Use of "Resource Book"

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A "Resource Book" is developed for both the Trainers and the Trainees. The resource book, comprises explanations and elaborations of all concepts and topics of the training course. Copy of the resource book should be distributed to all participants/trainees. The resource book is designed for the participants/trainees to be used during the training sessions as per instruction of the trainers. After the completion of the training course all trainees should keep the copy of the resource book for further reading and ready referring.

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## **D. Time Schedule**

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Five days will be required to complete this module. In each day the sessions will continue for eight hours including 2 hours for lunch and tea break. The facilitators would make the time schedule taking into account the local logistic facilities and characteristics of the participants. The training should be residential and in accordance to the specific needs of the participants. Trainers will arrange special sessions in the evening. The timeframe and the management of training sessions should be flexible. Though the time for each session is set out but there may be exceptions. The participants may find extra time beyond the prescribed limit of eight hours to do additional work. For overcoming monotony, short breaks are very effective. Likewise, for energising the participants can be engaged in games, songs, jokes, role-play etc. during these breaks.

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## **E. Qualifications of Trainers/Facilitators**

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At least two highly experienced and skilled trainers should be selected for facilitating the training course. They should have wide knowledge on local government issues and practical experience on using participatory training methods. In addition, people who have expertise in different topics of the module can also be invited as resource persons/subject matter specialists to support the training programme.

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## **F. Number of Participants**

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There should be more than 25 participants in each course and a balance between men and women in the training activities should be maintained both in terms of facilitators and participants.

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## **G. Preparation of the Trainers/Facilitators**

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### **■ Preparation for the Presentation**

Trainers should understand the topic precisely before they start conducting the training session. They should read the resource book and each session guide to conceptualise the topic and prepare themselves sufficiently to conduct the training course efficiently and effectively. This will help them to gain necessary confidence and equip them to conduct the sessions.

## ■ Preparation of Training Materials

Considering the local context, trainers/facilitators need to prepare essential training materials such as hand-out, case story, flip chart, poster, PowerPoint etc. Training materials should be prepared well in advance the training course. PowerPoint (PPT) slides should be prepared based on the resource book and instructions of the trainer's guide. In addition, the trainers should consider local context and local information to contextualise the information. While preparing PowerPoint presentations they should follow 10-20-30 rules for PPT slides. It means they should prepare 10 slides for 20 minutes presentation with a minimum font size of 30. Appropriate photos, charts, illustrations make PPT slides attractive. They should have a backup plan in case of power failure or logistic and/or mechanical problems. Printed materials or hand-outs for the trainees should be reproduced ahead of time.

## ■ Preparation for the Field Visit

Field visit is an important activity of training. We have to plan field visit well in advance and collaborate with the local host to make our field visits meaningful and beneficial. We have to arrange all needed logistics before field visits. A detailed briefing is needed before the field visits to give a clear idea about the objectives, activities and outcomes of the field visit. Participants of the training should make adequate preparation before the field visit to meet the objectives of the training.

## ■ Selection of Training Venue

For organising the training we need to select a suitable training centre. In the training centre the training hall/room should be large and comfortable enough for organising participatory learning activities. If possible, accommodation facilities should be available in the training centre both for the trainees and the resource persons.

## ■ Eye Contact and Body Language

There are some participants who keep themselves busy in gossips or discussing among themselves. The trainer/facilitator should keep eye on them. Trainers should not stand still in the training session and speak just to board or slides. They should speak to the audience making eye contact

with all the participants. This is the key to ensure participation of all the trainees in the session. In addition to eye contact, body language is also very important in the session. Meaningful gestures with hand, face and body movements make presentations more attractive and effective.

### ■ Voice Pitch and Pace

We should be careful while speaking to the trainees. The speed of speech should neither be too slow or nor too fast. Trainers should speak at a speed of 150 words per minutes as the general standard. Voice modulation is also important to attract attention of the trainees. They should raise and lower their voice pitch according to needs. Sometimes we should give a pause of 3-5 seconds to get back the attention of the trainees.

### ■ Knowing about the Trainees

Before we start preparing training materials we should have information about our trainees' qualifications and prior experiences. This will help trainers to design training materials according to the level of participants' understanding and their expectations and needs.

### ■ Collection of All Required Materials and Logistics

All training materials and logistics required for conducting the training should be collected and tested before starting the training course.

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## H. Creating an Enabling Training Environment

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Encourage the participants to share experience with each other. Always provide positive and constructive feedback to the participants. Never rebuke them on their inability to do or to understand each and everything. Give the participants freedom to do the work in their own way and encourage them to give their opinion. Encourage those participants who take time to adjust in a new environment.

Keep eye on the individual and group needs. Support those participants who are lagging behind or not participating adequately; place them in various groups when

the participants are divided in groups. Ask open-ended questions to the participants so that they get ample opportunity to think and answer a given question.

While introducing a new topic try to link this with the previous topic and give concrete examples from practical life. This will make the training attractive. Give clear instructions for each single activity. At the end of each session, summarise the points discussed during the training session. Re-emphasise the key learning points before closing the session. Use the visuals again, if necessary.

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## **I. Ensuring Participation of the Trainees**

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There are some people who by nature are calm and docile. They feel shy to speak before others or just keep listening what others say. If they are not ready to response, encourage them to express their views. At certain point they would feel encouraged to participate.

Some participants respond faster than others. If the same participants keep responding repeatedly other might feel neglected or unable to respond. The facilitator should ensure participation of all trainees.

Icebreaking and energisers are very useful in training. To encourage participation, trainers need to organise activities to make the trainees feel relaxed and at ease with their fellow participants. Similarly, sometimes the participants may feel sleepy and inactive, especially right after lunch and long continuous sessions. In such cases, the trainer should organise energisers (activities that involve movement) to keep them awake and at the same time relaxed.

In the training sessions where the trainees are required to work in groups, the trainer may consider organising team building activities. Activities such as games, songs, skits etc.) will make them feel comfortable with each other so that they can work together as a team.

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## **J. Assessment of Training**

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At the end of each session, trainers/facilitators should ask questions to assess

participants understanding of each sub-content discussed in the session. If need arises, the main points should be discussed again in brief. Review previous day's learning experiences before the start of current day's session and identify gaps and initiate discussion to minimise the gaps.

*All the session guides in this trainers guide are indicative. The trainers/facilitators should apply their creativity and imagination and take appropriate steps based on the needs and demands of the participants.*

## Contents of the Module

**After the completion of this module the participants would be able to:**

- Describe the background and objectives of the training course;
- Define rural development within the overall context of economic development, resource stewardship and civic capacity;
- Identify the scope of a rural development programme in rural communities;
- Describe community needs assessment and different techniques of needs assessment;
- Prepare community profile;
- Describe three dimensions of the sustainable livelihood framework;
- Explain livelihood interventions and prepare livelihood portfolio;
- Identify livelihood opportunities;
- Identify livelihood activities;
- Assess organisational capacity for livelihood activities;
- Formulate action plan for implementation of learning experiences of the training; and
- Provide ratings and comments on different sessions of the module.

## Contents of the Module

- Rural development;
- Community and their needs;
- Community profile;
- Livelihood portfolio;
- Sustainable livelihood opportunities;
- Sustainable livelihood activities;
- Action plan; and
- Course evaluation.

### Training Schedule

#### Module I: Rural Development and Sustainable Livelihoods

Time	Day One	Day Two	Day Three	Day Four	Day Five
09:00 – 10:30	Opening and Introduction	Nutrition and Healthy Food	Cont'd	Food Safety	Cont'd
10:30 – 11:00 Tea Break					
11:00 –12:30	Cont'd	Cont'd	Sustainable Livelihood Opportunities		
	Understanding Rural Development			Identification of Livelihood Activities	Cont'd
12:30 – 13:30 Lunch Break					
13:30 – 15:00	Cont'd	Needs Assessment and Preparation of Community Profile	Cont'd	Cont'd	Follow-Up Action Plan
15:00 – 15:30 Tea Break					
15:30 – 17:00	Identification of Community Needs	Cont'd	Sustainable Livelihood Interventions	Cont'd	Course Evaluation and Closing

# Session Guide



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## Session 1

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**Name of the Session:** Opening and Introduction.

**Objectives:** At the end of the session the participants will be able to:

- Describe the background and objectives of the training course;
- Get acquainted with each other;
- Describe expectations from the training course;
- Identify the level of existing knowledge; and

- Describe principles and norms of running the course.

**Total Time:** 2 hours.

**Materials:** Registration Form, Workshop Logistics, Opening Programme Schedule, Resource Book, Poster Paper, Marker, Card, Flannel Board, Board Pins, Laptop, LCD Projector, Game Material.

Process	Method	Time
<ul style="list-style-type: none"> <li>• Welcome all participants in the session.</li> <li>• Complete registration of the participants using the prescribed Registration Form.</li> <li>• Once registration is complete, then distribute training logistics and Resource Book and explain the use of Resource Book during and after the training course.</li> </ul>	Registration	10 minutes
<ul style="list-style-type: none"> <li>• Inaugurate the course as per Opening Programme Schedule.</li> <li>• Invite some guests in the opening session.</li> </ul>	Lecture	25 minutes
<ul style="list-style-type: none"> <li>• Ask the participants to introduce themselves with a brief description of their present duties and responsibilities.</li> </ul>	Question and answer	20 minutes
<ul style="list-style-type: none"> <li>• Elect Chairpersons for each day of the training by rotation. Decide who will perform the duty of the Chairperson on which date and write it on a poster paper and hang it on the wall. (Duties of Chairpersons will be to preside in all sessions of the day and summarise the learning of these sessions after the completion of each session. However, the Chairperson will participate in all sessions, group work and in discussions).</li> <li>• Explain to the Chairperson clearly his/her role and duties as Chairperson.</li> <li>• Ask the selected Chairperson of the first day to start acting as the Chairperson for that day.</li> </ul>	Discussion	5 minutes
<ul style="list-style-type: none"> <li>• Give each participants 3 cards and 1 marker. Ask all the participants to write at least one expectation on each card. Assist the participants in identifying their individual expectations. Ask them to hand over the cards when they finish writing.</li> <li>• Arrange the collected cards in clusters. Take help of the facilitators, if required.</li> <li>• Identify participants' expectations which are not consistent with this course.</li> <li>• Read out their expectations one by one and match their expectations with training objectives and activities.</li> </ul>	Individual work	20 minutes
<ul style="list-style-type: none"> <li>• In line with the participants' expectations, explain the training objectives, contents and training schedule.</li> </ul>	Discussion	10 minutes

Process	Method	Time
<ul style="list-style-type: none"> <li>Formulate training principles on the basis of general consensus among the participants and write those on poster paper and hang on a wall.</li> </ul>	Question and answer	10 minutes
<ul style="list-style-type: none"> <li>Summarise the session.</li> <li>Use a game or energiser for creating open and friendly environment.</li> <li>Close the session by thanking the participants for their active participation and contribution in the session.</li> </ul>	Discussion, Game	20 minutes

## Session 2

**Name of the Session:** Understanding Rural Development.

**Objectives:** At the end of the session the participants will be able to:

- Define rural development within the perspective of economic development, resource stewardship and civic capacity;
- Identify the present status of rural development programmes in rural communities; and
- Explain the scope of rural development programmes in rural communities.

**Total Time:** 2 hours 30 minutes.

**Materials:** Whiteboard, Marker, Laptop, Resource Book, Projector, Poster Paper, Marker, Laptop, LCD Projector and Activity Sheet 1.1.

Process	Method	Time
<ul style="list-style-type: none"> <li>Welcome all participants in the session.</li> <li>At the beginning of the session, assess participants' general understanding about their own community and concept of rural development through asking questions.</li> <li>Synthesise their responses.</li> </ul>	Question and answer	20 minutes
<ul style="list-style-type: none"> <li>Explain three important components of rural development triangle and how they relate to each other as indicated in the Resource Book (Figures 1.1 and 1.2).</li> </ul>	Discussion	30 minutes

Process	Method	Time
<ul style="list-style-type: none"> <li>Divide the participants into three groups and ask them to answer questions given in the Activity 1.1.</li> </ul>	Group discussion	60 minutes
<ul style="list-style-type: none"> <li>After the group work, ask each group to present their findings in the plenary. Invite comments from other groups and give your comments after the presentation of each group.</li> <li>Synthesise their findings and summarise the session.</li> </ul>	Presentation	30 minutes
<ul style="list-style-type: none"> <li>Close the session by thanking the participants for their active participation and contribution.</li> </ul>	Discussion	10 minutes

### Activity 1.1

- List organisations that are engaged in community development in your community.
- What are the available economic opportunities in your community?
- List major weaknesses of on-going development programmes of your community.
- What are the resources available for improving rural economy?
- Who are financing the rural development programme in your community?
- Which kinds of inputs will you suggest for improving the effectiveness of rural development programmes and their outcomes?
- Do you believe that there is enough provision of government support for the overall development of your community? If not, what can be done?

## Session 3

**Name of the Session:** Identification of Community Needs.

**Objectives:** At the end of the session the participants will be able to:

- Explain community needs assessment and its importance;
  - Describe different techniques of community needs assessment;
  - Decide methodology and tools for needs assessment in the field;
- and

- Prepare community profile matrix.

**Total Time:** 4 hours 30 minutes.

**Materials:** Whiteboard, Marker, Laptop, Resource Book, LCD Projector, Matrix Sheet 3.1, Poster Paper, Logistics for Field Visit.

Process	Method	Time
<ul style="list-style-type: none"> <li>• Welcome all participants in the session.</li> <li>• Inform the participants that in this session we will know more about our community.</li> <li>• Initiate a brainstorming session to identify the most common community problems and their causes. Write their answers on the board.</li> <li>• Summarise their responses.</li> </ul>	Brainstorming	20 minutes
<ul style="list-style-type: none"> <li>• Explain the concept of needs assessment, its purpose, importance and process.</li> <li>• Explain needs assessment in the framework of the project cycle.</li> <li>• Explain different sources and channels where we can get information.</li> </ul>	Discussion	30 minutes
<ul style="list-style-type: none"> <li>• Divide the participants into 3-4 groups and distribute the Community Profile Matrix Sheet 3.1 to all of them.</li> <li>• Ask each group member to discuss the community profile matrix in the group and prepare an appropriate revised matrix considering the local community and its context.</li> <li>• Ask each group leader to present their matrix in the plenary. Invite comments from other groups.</li> <li>• Help participants to prepare a common community profile matrix.</li> </ul>	Group discussion	60 minutes
<ul style="list-style-type: none"> <li>• Ask participants to read techniques of the community needs assessment from the Resource Book.</li> <li>• Assess their understanding.</li> <li>• Ask the same group to decide techniques and tools to be used during field visit for community needs assessment. <ul style="list-style-type: none"> <li>► <i>Each Group can divide themselves into sub-groups and distribute tasks among them in order to get more information from the field.</i></li> </ul> </li> <li>• Ask each group to present their needs assessment techniques and tools in the plenary. Invite comments from other groups and give your comments and feedback after the presentation of each group.</li> </ul>	Individual reading, Question and answer, Group work  Presentation, Discussion	30 minutes 60 minutes 30 minutes

Process	Method	Time
<ul style="list-style-type: none"> <li>Inform all groups about the arrangements made for the field visit to a nearby community to get information to prepare community profile.</li> <li>Close the session by thanking the participants for their active participation and contribution in the session.</li> </ul> <p><i>**Prepare field visit systematically and arrange all its logistics.</i></p>	Discussion	10 minutes

## ■ Community Profile Matrix 3.1

### Community Profile (Exemplar)

#### 1. People

(Get estimates from the village council or district department of statistics).

**How many people live in your area?** \_\_\_\_\_

**How many of those are?** women/girls \_\_\_\_\_ men/boys \_\_\_\_\_

**How many people are?** under 18 \_\_\_\_\_ over 65 \_\_\_\_\_

**How many of over 65 are?** women \_\_\_\_\_ men \_\_\_\_\_

#### 2. Facilities

**How many of the following are there and what are the main problems?**

	Number	Problems
Primary schools	_____	_____
High schools	_____	_____
Crèches	_____	_____
Clinics	_____	_____
Sport fields	_____	_____
Community halls	_____	_____

**How far are the following services located from where most people live (in klm)?**

	Distance (in k/m)	Problems
Police station	_____	_____
Post office	_____	_____
Clinic	_____	_____
Hospital	_____	_____
Fire brigade	_____	_____
Shops	_____	_____
Bank	_____	_____
Public phone	_____	_____
Magistrate's court	_____	_____
Pension pay point	_____	_____
Other	_____	_____

### 3. Work

**What percentage of adults are unemployed?**

men \_\_\_\_\_ women \_\_\_\_\_

**What kind of work do most women do?**

Write all the most common things, the problems there are and the estimated pay for that kind of job and how many women do that type of work. At the bottom of this section is an example of how to fill it in.

Type of work	Problems	Pay (per month)	How many
1 Domestic workers	Bad pay, long hours, no benefits, own children no buses after 5.00 PM	RMB 700	30 %
2 _____	_____	_____	_____

3	_____	_____	_____	_____
4	_____	_____	_____	_____
5	_____	_____	_____	_____

### What kind of work do most men do?

Type of work	Problems	Pay	How many
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____
4	_____	_____	_____
5	_____	_____	_____

### 3. Water, Sanitation and Fuel

Where do households get water from - write all the different ways in different parts of your community and the problems:

Area	Water source	Problems
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

What kinds of toilets do most people use? Write all the different kinds in different parts of your community and the problems:

Area	Toilet type	Problems
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

### What do most people use for power and cooking?

(for example: wood, electricity, paraffin, gas, coal, cow dung)

Area	Fuel type	Problems
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

## 4. Housing

What kind of houses do people live in? Write the different types in different parts of your community.

Area	Fuel type	Problems
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

## 5. Transport

### What kind of public transport do most people use and what are the problems?

(Think about the different problems men and women may encounter).

Type of transport	Problems
_____	_____
_____	_____
_____	_____

6. Health, Welfare, Social and Legal Issues

What are the most common health problems for:

Girls under 15 years       boys under 15 years

Women 15-65 years       men 15-65 years

Women over 65 years       men over 65 years

What are the most common family problems?

What are the most common problems about crime and violence?

Sector Name	Key issues	Contact person	Ph. number
Political			
Religious			
Schools			
Health			
Welfare			
Housing			

Business	_____	_____	_____
	_____	_____	_____
Sport	_____	_____	_____
	_____	_____	_____
Cultural	_____	_____	_____
	_____	_____	_____
Other	_____	_____	_____
	_____	_____	_____

Strengths and opportunities available in the community in relation to skills and development:

Strengths

Opportunities

## Session 4

**Name of the Session:** Needs Assessment and Preparation of Community Profile.

**Objectives:** At the end of the session the participants will be able to:

- Collect information from the nearby community for preparing community profile; and

- Prepare community profile.

**Total Time:** 5 hours 30 minutes.

**Materials:** Logistics for field visit, Poster Paper, Marker, Pen, Note Book, Laptop, LCD Projector.

Process	Method	Time
<ul style="list-style-type: none"> <li>• Arrange field visit for all groups in different communities to collect information from the field. Ask them to use community profile matrix prepared in the last session. <ul style="list-style-type: none"> <li>► <i>Inform all concerned in the field in advance about the field visit, and all requirements in the field. Before the field visit arrange all logistics required for the field visit and ensure support to all group members in collecting information from the field. Involve local guides to help the participants during the needs assessment exercise.</i></li> </ul> </li> </ul>	Field visit	4 hours
<ul style="list-style-type: none"> <li>• After the field visit ask each group to prepare community profile of each community visited by them.</li> </ul>	Group work	60 minutes
<ul style="list-style-type: none"> <li>• Ask each group to present the community profile in the plenary.</li> <li>• Give your comments on each community profile.</li> <li>• Close the session by thanking the participants for their active participation and contribution.</li> </ul>	Presentation, Discussion	30 minutes

## Session 5

**Name of the Session:** Sustainable Livelihood Opportunities.

**Objectives:** At the end of the session the participants will be able to:

- Explain what is sustainable livelihood;
- Describe dimensions of the sustainable livelihood framework; and
- Describe risks and opportunities for attaining sustainable livelihood.

**Total Time:** 3 hours.

**Materials:** Whiteboard, Marker, Laptop, LCD Projector, Resource Book, Poster Paper, Activity Sheet 5.1.

Process	Method	Time
<ul style="list-style-type: none"> <li>Welcome all participants in the session.</li> <li>Ask the participants to express their views about the meaning of livelihood and need for livelihood promotion.</li> <li>Synthesise all views and explain following concepts taking help from the Resource Book: <ul style="list-style-type: none"> <li>► <i>Meaning of livelihood and livelihood promotion;</i></li> <li>► <i>Need for livelihood promotion;</i></li> <li>► <i>DIFID's framework for sustainable livelihood; and</i></li> <li>► <i>Rural livelihood framework.</i></li> </ul> </li> <li>Give contextual example for an easy understanding.</li> </ul>	<p>Question and answer</p> <p>Discussion</p>	60 minutes
<ul style="list-style-type: none"> <li>Divide the participants into three groups and ask them to answer questions of Activity 5.1.</li> </ul>	Group work	90 minutes
<ul style="list-style-type: none"> <li>After the group work, ask each group to present their findings in the plenary. Invite comments from other groups and give your comments after the presentation of each group.</li> <li>Close the session by thanking the participants for their active participation and contribution.</li> </ul>	<p>Presentation,</p> <p>Discussion</p>	30 minutes

Activity: 5.1
<ul style="list-style-type: none"> <li>Which are the basic reasons for promoting sustainable livelihood in your community?</li> <li>Which are the assets that contribute to making a sustainable livelihood possible in your community?</li> <li>What are the risks and opportunities in your community for attaining sustainable livelihood?</li> </ul>

## Session 6

**Name of the Session:** Sustainable Livelihood Interventions.

**Objectives:** At the end of the session the participants will be able to:

- Explain what are livelihood interventions;
- Explain how to decide livelihood interventions.

- Identify livelihood opportunities and interventions.

**Total Time:** 3 hours.

**Materials:** Whiteboard, Marker, Laptop, LCD Projector, Resource Book, Poster Paper, Activity Sheet 6.1.

Process	Method	Time
<ul style="list-style-type: none"> <li>• Welcome all participants in the session.</li> <li>• Ask the participants to describe present livelihood pattern(s) of the people in their area. Also ask them to express their views on major obstacles faced by livelihood promotion in their area.</li> </ul>	Question and answer	10 minutes
<ul style="list-style-type: none"> <li>• Ask the participants to read Example 1.1 of livelihood promotion in the Resource Book and identify what should be the key points to decide livelihood interventions.</li> <li>• Organise an open discussion to get ideas from the participants.</li> </ul>	10 minutes	15 minutes
<ul style="list-style-type: none"> <li>• Divide the participants in 3-4 groups and ask them to read the case study “Rural Livelihood Intervention – A Case Study of China” from the Resource Book and identify involvement and actions of different stakeholders to start programmes for economic recovery.</li> <li>• Organise an open discussion to get ideas from the participants.</li> <li>• Summarise the discussion and highlight the importance of designing appropriate livelihood interventions based on the local context and resources.</li> </ul>	Question and answer	30 minutes
<ul style="list-style-type: none"> <li>• Explain each one of the following with particular reference to local context and the Resource Book. <ul style="list-style-type: none"> <li>▶ <i>Steps of preparing livelihood portfolio and various information sources;</i></li> <li>▶ <i>Consumers’ and producers’ role for creating livelihood opportunities;</i></li> <li>▶ <i>Process of evaluation of livelihood activities?</i></li> <li>▶ <i>Process of prioritisation and designing of activities for livelihood interventions.</i></li> </ul> </li> <li>• Explain the process of developing seasonality diagram.</li> </ul>	Discussion	30 minutes
<ul style="list-style-type: none"> <li>• Inform the participants about the field visit and explain Activity 6.1. Divide participants into 3 groups and ask them to prepare tools and formats for collecting information from the field as per Activity 6.1. Ask them to utilise exemplar formats presented in the Resource Book.</li> </ul>	Group work	60 minutes

Process	Method	Time
<ul style="list-style-type: none"> <li>Ask participants to share their output in the plenary. Give your comments and suggestions on output of each group.</li> </ul>	Presentation	30 minutes
<ul style="list-style-type: none"> <li>Summarise the session and inform them about field visit to collect information to design livelihood interventions.</li> <li>Close the session by thanking the participants for their active participation and contribution.</li> </ul>	Discussion	5 minutes

## Activity 6.1

### ■ Designing of Sustainable Livelihood Interventions

1. Identify three groups of people from within the group of people we would like to work with. (These could be groups from three villages, or three communities or any other social segment we are working with).
2. Visit these poor families and make a seasonality-mapping chart based on their livelihood pattern throughout the year.
3. Make a list of various activities they are involved in at different points of time.
4. Identify income patterns of the families and draw the seasonality diagram.
5. Identify major bottlenecks in each activity.
6. Identify whether and when they are without work or migrate.
7. Identify opportunities that fill the gap between the producers and consumers in the local market. (The best sources for this type of information are manufacturers, traders, warehouses, retailers, local brokers, government officials and the market itself).
8. Develop a list of various livelihood opportunities in terms of various activities.
9. Finally, evaluate the livelihood activities as per parameter of the following table on a scale of 1-5.

Activity	Employment generation ability of the activity	Suitability for the poor in the area	Favourable demand conditions	Favourable factor conditions	Competence of the organisation	Total

Activity	Employment generation ability of the activity	Suitability for the poor in the area	Favourable demand conditions	Favourable factor conditions	Competence of the organisation	Total

## Session 7

**Name of the Session:** Identification of Livelihood Activities.

**Objectives:** At the end of the session the participants will be able to:

- Collect information from nearby communities for identification of livelihood activities;
- Analyse the capacity of local government;
- Prepare livelihood portfolio; and
- Identify and prioritise livelihood activities

**Total Time:** 7 hours 30 minutes.

**Materials:** Logistics for field visit, Poster Paper, Marker Pen, Laptop, Activity Sheets 7.1 and 7.2.

Process	Method	Time
• Arrange a field visit for 3 groups in 3 nearby communities.	Field visit	4 hours
• After the field visit welcome members of 3 groups in the plenary. Ask them to prepare field visit report based on the Activity 6.1.	Group work	30 minutes
• Ask each group to present their report in the plenary.	Presentation	30 minutes
• Explain Activities 7.1 and 7.2 and ask group members to prepare livelihood portfolio and prioritise livelihood activities considering the external environment and capacity of the local government.	Group work	90 minutes

Process	Method	Time
<ul style="list-style-type: none"> <li>Ask each group to present their findings in the plenary.</li> <li>Invite comments from other groups and give your comments after the presentation of each group.</li> <li>Close the session by thanking the participants for their active participation and contribution. <ul style="list-style-type: none"> <li>► <i>Inform all concerned in the field in advance about the field visit and requirements. Arrange all logistics required for the field visit and ensure support to all group members in collecting information from the field.</i></li> </ul> </li> </ul>	Presentation	60 minutes

## Activity 7.1

Assessment of External Environment to Decide a Livelihood Activity	
Conditions	Findings
<b>A. Factor Conditions</b>	
A. Factor Conditions	
Availability of Skilled Human Resources	
Agro-climatic Suitability	
Availability of Capital (credit/subsidy)	
Availability of Infrastructure (Power, water, roads, storage, etc.)	
<b>B. Demand Conditions</b>	
Size of Domestic/Local Demand	
Number of Buyers	
Growth of Domestic Demand	
Presence of External Buyers	
<b>C. Institutional Conditions</b>	
Presence of Efficient Promotional Agencies	
Existence of Functioning of Producer Organisations	
Availability of Quality Training Institutions	
Do people (can) have access to all physical/legal resources necessary for this activity?	

Assessment of External Environment to Decide a Livelihood Activity	
Conditions	Findings
Supporting/Favourable Government Policies	

## Activity 7.2

### ■ Analysis of the Capacity of Local Government

Name of activities/interventions	Human resources	Financial resources	Infrastructure
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			

## Session 8

**Name of the Session:** Follow-up Action Plan.

**Objectives:** At the end of the session the participants will be able to:

- Identify learning points and action areas from different sessions of the module; and
- Formulate action plan for implementation.

**Total Time:** 1 hour 30 minutes.

**Materials:** Poster Paper, Marker, Laptop, Plan Matrix: 8.1.

Process	Method	Time
<ul style="list-style-type: none"> <li>Welcome all participants in the session.</li> <li>Divide participants according to convenience for preparing and implementing action plans and ask them to identify areas of actions to be initiated in their respective LGs based on the learning from the course.</li> <li>Ask each group to prepare a Follow-up Action Plan as shown in the Plan Matrix 8.1.</li> </ul>	Group discussion	45 minutes
<ul style="list-style-type: none"> <li>Ask each group to present their Follow-up Plans in the plenary. Give your inputs on each plan.</li> <li>Encourage all groups to take appropriate initiatives to implement their respective action plans. Request all participants to discuss this plan with other LG representatives in their respective local government office and make a final action plan. Request all LG representatives to take actions as per their plan.</li> <li>Summarise and close the session by thanking all participants for their hard work and active participation in the training course.</li> </ul>	Presentation, Discussion	45 minutes

### ■ Plan Matrix: 8.1

## Follow-up Action Plan

SL NO.	Name of action	Implementation strategy	Implementing partners	Time of implementation	Responsible person
1					
2					
3					
4					
5					
6					
7					

## Session 9

**Name of the Session:** Course Evaluation and Closing.

**Objectives:** At the end of the session the participants will be able to:

- Provide ratings and comments on different sessions of the module.

**Total Time:** 1 hour 30 minutes.

**Materials:** Evaluation Form, Certificate of Participation.

Process	Method	Time
<ul style="list-style-type: none"> <li>• Welcome all participants in the session.</li> <li>• Distribute Evaluation Form to each participant. Ask them to fill up the evaluation form individually.</li> </ul>	Individual work	20 minutes
<ul style="list-style-type: none"> <li>• Collect all Evaluation Forms and review all of them after the training and take appropriate steps as per their comments.</li> <li>• Organise a concluding session having some local guests. Ask 1-2 participants to give their remarks on the activities and outcome of the course.</li> <li>• Invite comments and ask for brief speeches from the guests.</li> <li>• Distribute Certificate of Participation.</li> <li>• Close the session by thanking the participants, guest and all other facilitators for their active participation and contribution.</li> </ul>	Discussion  Distribution of Certificate	70 minutes

## ■ Course Evaluation Form

### 1. To what extent did this course fulfil your expectations?

Fully  Partially  Not at all

### 2. Give your opinion about the course contents (check the appropriate column).

No.	Content	Findings		
		Fully	Partially	Not at all


### 3. Check the appropriate box.

Service	Excellent	Good	Poor	Very Poor
Classroom arrangement				
Quality of food				
Recreational arrangement				

### 4. Mention the good and poor things about this course (three of each type).

Good things	Poor things
1.	1.
2.	2.
3.	3.

### 5. Of the total contents of the course, which part did you:

a) Like the most

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b) Not like at all

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### 6. How would you use the experience from this training?

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7. Give your overall opinion about the course (check the appropriate box).

Service	Excellent	Good	Poor	Very Poor

8. Write if you have any other comments.