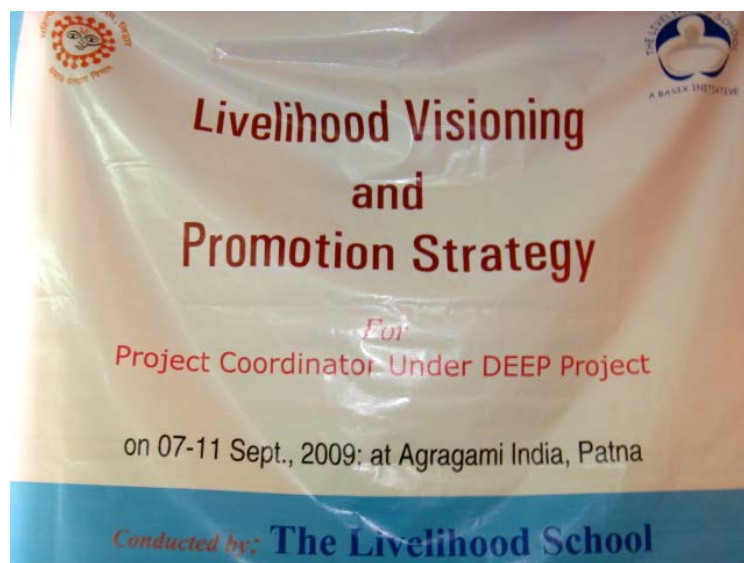


# **Integrated Livelihood Promotion Module: A Report**

*For*

**Project Coordinators under DEEP Project of  
Women Development Corporation (WDC), Bihar**

**Dated: 07-11<sup>th</sup> September, 2009**



**The Livelihood School**

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**Boring Road, Patna**

### **Context:**

The Livelihood School initiated its operations in Bihar with a mandate of strengthening the people's institution promoted by various development agencies on livelihood promotion for impacting livelihoods of the poor, through imparting practice oriented knowledge and skill on livelihood promotion to the people working with them. As a strategy to address large number of livelihoods in the state of Bihar, The Livelihood School provides technical support for livelihood promotion to many of donors and development agencies.

The Livelihood School has offered an integrated module for team of - SHG Federation leaders, community and NGO representatives from four blocks (namely Maner, Phulwarisharif, Madanpur and Mahua) during July 2009. Toning down the livelihood promotion module for the Federation members was appreciated by Project Director and WDC representatives. The enthusiasm of Federation members during field data collection was remarkable. The Livelihood School explored a high potential for livelihood interventions in the region, through Federations, by which the livelihood needs of the SHG members would be addressed. The teams had been supported by The School to develop a livelihood project proposal using tools and techniques learned during training. One project proposal prepared by Maner Federation has been approved and sanctioned by WDC. Data collection for three more proposals by Federation and NGO representatives at Phulwarisharif, Madanpur and Mahua block have already been done. It is expected that these proposals would be in a position to be submitted towards the end of September 2009.

Women Development Corporation (WDC), Bihar has an agenda of livelihood promotion through people's collectives/institution. WDC has promoted women SHG groups under Bihar Mahadalit Vikas Mission with Dalit households. Based on the previous experience of The Livelihood School in imparting training and supporting the Federations in identification of livelihood options and designing project proposals for livelihood promotion, The Livelihood School was asked to train the Project Coordinators under DEEP project as a technical agency.

The support focuses on strengthening capacities of the project coordinators to identify livelihood options, design proposals ensuring focus on livelihood promotion.

WDC approached The Livelihood School to provide livelihood promotion support to the Project Coordinators with a purpose to develop a cadre of local livelihood practitioners for area specific approach of livelihood intervention.

### **Pedagogy:**

The pedagogy of the five day residential program covers multiple participatory methodologies like case teaching, small group discussions, assignments and field exercises. The School provided published resource materials of high standard, which has been prepared out of a decade of livelihood research and practices across the country. The medium of instruction would be Hindi.

The purpose of the integrated program was to equip the participants with basic understanding of the livelihood and livelihood promotion process. The output of the program was to enhance the practitioners' knowledge and skills towards identification of appropriate livelihood activity by

applying different tools and techniques evolved by experienced development practitioners and leaders over a period of time. The program helped clarify roles and responsibilities of the participants in delivering livelihood promotion strategies for the poor and integrating government schemes into the livelihood promotion strategy of the poor households, in their respective operational areas. Towards the end of the training program the participants would come out with the method to design a livelihood project proposal.

### **Module:**

The Livelihood School designed the integrated module on livelihood promotion on the basis of the need by the Project Coordinators of DEEP project as envisaged during discussion with WDC officials in Patna. Effort was put in designing the module with a careful blending of theory and more of practice. The livelihood knowledge exchange with the Project Coordinators sessions were designed to elicit participation by using tools like sub group discussions and group activities, interactive sessions, analysis of case studies and analyzing examples from Bihar context. Language used in delivery of the sessions was Hindi. A session plan is attached in *Annexure -1*.

### **Objectives:**

1. Exploring themselves as the facilitators of livelihood promotion for the community
2. Building an understanding on the concept of livelihoods, livelihood promotion and their dynamics
3. Appreciating tools and techniques to know the profile and the livelihood basket,
4. Understanding market and demand condition of local economy
5. Understanding tools and techniques for identifying intervention points
6. Developing micro and macro level design of Livelihood Promotion strategies
7. Building collaboration with other government and non-government initiatives for linking the poor to value chains
8. Appreciating project cycle management in livelihood promotion
9. Understanding the process of aggregation for better bargaining power and hence better price to the small producers
10. Understanding potential conflicts arising out of aggregation process and their effective management
11. Understanding the dynamics of the interrelationships among various components in a livelihood project

### **Selection of Participants:**

The program focus was to build local livelihood promoters/cadre of trained livelihood promoters; therefore the participants had to pass through a rigorous selection process before attending the program. DPMs and PMs from WDC selected the participants based on the eligibility



**The participants...**

criterion: (i) Preferably Graduate and above, but if not available then +2 pass or I.Sc. pass with a knowledge of interventions in DEEP Project and able to read and write (ii) Socially, emotionally and intellectually matured and (iii) Commitment to identify and design a project proposal at their work site and deliver thereafter.

## **The Training:**

### **Day 1: 7<sup>th</sup> September 2009**

The training started with the welcome and introductory note by Ms Irina Sinha, Project Director, Women Development Corporation (WDC). In her key note address she mentioned about the importance and purpose of the training program with a definite output envisaged from The Livelihood School, Faculties. She mentioned about engagements of The School with WDC, training program and the field based support provided to Community leaders and Federations members in designing the livelihood based project proposals. She had mentioned about the uniqueness of the program delivery and toning down of training module as per the need of the participants.

The session began with the introduction of the faculty to the participants,

1. Mr. Dhruv J Sengupta, Senior Faculty and Anchor of the program
2. Mr. Barna Baibhav Panda, Senior Faculty Associate
3. Ms. Mahua Roy Choudhury, Senior Faculty Associate

The participants introduced themselves in pairs with respect to their work and area of operation. Expectations of participants were mapped by the Faculties and the design of the module was shared to figure out what and how much their expectations could be met from the program.

The participants were briefed about The Livelihood School and its activities in the country and a special mention about School's intervention in Bihar. The participants were briefed about how they could self manage the programme and maintain the discipline (setting the rules of the program) required for the smooth conduct of the programme. The steering committee and the reporting committee were selected by the participants. The process was appreciated by all of them.

The session on concepts and definition of livelihood and livelihood promotion was conducted using methods like brainstorming and experience sharing with facilitation from the Faculty. Method used was card sorting, where the participants were asked to pen down their understanding in a small card individually and subsequently in a group of two and four and appreciate the multiple viewpoints. Focus of the definition on households and set of economic activities was brought out clearly. The common notion of income generation is different from livelihoods was thoroughly reflected in the process. Further,



the importance and role of a livelihood promoter (LP) and livelihood promoting organization (LPO) was explained.

Principles of livelihood promotion was explained through a simple equation of various factors affecting income like production, price, cost, risk and how agriculture based and non-agriculture based livelihoods holds good to the equation was also explained with examples from the experience of Project Coordinators.

$$\text{Income} = [\text{Production} \times \text{Price} - \text{Cost (Fixed + Variable)}] \text{Risk}$$

Principally, role of livelihood promoter in order to promote livelihoods and raise income of poor households would warrant to intervene with activities which can help increase production, increase price that the households gets back and reduce operational cost (fixed and variable costs). It is important to mention here that production, price and costs are factored by risks, which should be taken into consideration when an intervention design is prepared. The various kinds of risks namely production, market and policy risks associated with livelihoods were explained using brain storming and interactive discussion mode to appreciate the risk involved in poor household's livelihoods. The difference between risk, shock, seasonality and trend were also discussed. Therefore, forecasting risks and provisioning for such risks is also an important aspect of livelihood promotion. Taking real life examples from field of *masala* industry the equation was reworked. Coordinators understood the flavour of the equation) and contextualized the same with their own difficulties in the field.

Evolution of livelihood promotion efforts, in general was discussed in a lecture cum discussion method. Specific initiative on livelihood promotion in the country and Bihar was discussed. Various approaches to livelihood promotion were discussed in detail. Focus was also shared on the local economy development.

Towards the end of first day, participants were divided into two groups, each of the group members was assigned to read the case and discuss the case among the group members.

*The learning of the day was to:*

- *Understand The Livelihood School and its role in the training programs*
- *Derive the definition of livelihoods*
- *Understand the difference between income generation and livelihood promotion*
- *Learn principals of livelihood with an equation and their role in promoting livelihoods and understand risk better*
- *Track as early as 1920's and walk through the decadal livelihood interventions being made thereafter; understand mention of livelihood promotion*

Participants were divided into two groups and were asked to read two cases SEWA and MEDOW. A feedback session was conducted, where the participants formed the steering committee and gave comments on the content and the methodology to the Faculties. Feedback on

logistics arrangements were also highlighted in the steering committee. The steering committee's role was appreciated by the participants. Issues highlighted by the steering committee were shared with WDC staff present during the training and action was taken.

## Day 2: 8<sup>th</sup> September 2009

The day started with recapitulation of the first day's discussion, by two participants. Faculties had a discussion with all the participants and asked their response for the first day and the changes required in the methodology. The output of the discussion was good and participants wanted to continue in the manner as proposed in the session plan.

Role of livelihood promoting organizations were discussed through two case studies from the resource materials given to the participants the previous day. MYRADA's MEADOW in Bangalore promoted by MYRADA; right based intervention of birri workers by SEWA (in Gujarat). Then they discussed the cases in their group and reported on five different aspects.

- What was the intervention (as mentioned in the case)?
- What was the specific intervention point?
- What was the strategy adopted by the organization?
- Who were targeted in the intervention?
- Was it a livelihood intervention?
- What was the impact on the poor households in the area?

The cases were analyzed in details and the strategies employed were highlighted. Level of discussion by both the group was participatory in nature with high energy level. The case provided the breakthrough for the participants to understand livelihood promotion and relate with their personal experience.



Participants in a group discussion

The Livelihood Framework which is a modification of Porter's Diamond for analyzing choices before an organization was built in a participatory manner, using the case data as presented by the groups. The internal (people and organization) and external context in which a livelihood intervention takes shape was explained. The interplay of factor conditions, demand conditions, industry conditions and institutional conditions in any livelihood promotion initiative was discussed. Asset, Awareness, Ability and Access aspects of available resources were explained through different examples. The framework was appreciated by the participants.

The need for a systematic approach to identification of livelihood promotion opportunity and activity within the sub-sector was highlighted in a funnel that filters and enables an organization to zero in its resources and efforts for optimum benefit. Hereafter the session shifted to a tool section. Understanding tools and use of tools was discussed.

The livelihood portfolio of households that serves as the base for livelihood enhancement efforts needs to be mapped for any intervention to succeed. The same was explained using a practitioner's tool which the participants can use in the field while designing an intervention in an area. The process is known as portfolio mapping.

The need to look at the market and simple tools was explained in the session on Understanding Demand Conditions. Reading and analyzing the market condition is necessary of any livelihood promotion intervention in an area. Linking market with the local economy was discussed in details. Participants enjoyed the session fully.

Factor conditions were explained through a range of PRA tools. Various resources like natural, physical, social, financial were discussed for their characteristics and the role they play in any livelihood intervention.

Understanding factor and demand conditions were further expanded taking agriculture and allied industry as the major resource for promoting livelihoods.

The triangulation tools were discussed for assessing various livelihood opportunities. Five elements such as favorable factor conditions, favorable demand conditions, suitability to poor, employment generating potential and competency of the organization are assessed on a five point scale to weigh which activity should be taken up.

*Learning of the day was to:*

- *Analyzing both the cases with livelihood promotion issues helped the participants to understand the concepts of livelihood*
- *Understanding on livelihood framework was appreciated*
- *Live Case Studies on livelihood interventions helped in developing a critical understanding on internal and external context and the dynamics involved in it*
- *Understanding components of framework (both internal and external) like portfolio, organization, factors(resources), market increased and*
- *Tools to collect data on each of the context were highly appreciated.*



### Day 3: 9<sup>th</sup> September 2009

The day started with recap of the second day. Some clarifications on understanding external and internal contexts were further given by the faculties as required by the some of the participants. Triangulation was also repeated by the faculties to make the participants understand the context and use of tools for possible livelihood options.

Exploring external environment (3-E), a powerful tool to understand and assess the external environment was discussed giving illustrations from for - agriculture based livelihood promotion intervention. The process involved:

- Frame questions set for the four conditions – total 20 questions
- Identify key informants
- Ask key informants the questions and to score with 1-5 as parameter
- Collate the score

The lowest score means bottlenecks for Livelihood promoter to work upon. The exercise helped the participants to pinpoint the activities and the intervention points.

Half a day field visit to Biapur village of Maner block was organized to test the tools and generate data. Participants were divided into small groups and asked to conduct the field survey using tools and techniques discussed in the classroom. This exercise helped the participants to understand the complexities of livelihood intervention.

*Learning of the day was to:*

- *Participants learnt the exploring external environment (3E) tool*
- *Collecting data from the field using tools and techniques were highly appreciated.*
- *Analyzing the data collected from the field by the groups and conclude the sub-sector and the point of intervention necessary for livelihood promotion*



Social map - using PRA prepared by participants

### Day 4: 10<sup>th</sup> September 2009

The day started with recap of the previous day. Sharing of experience from field was presented by the participants in groups. Each group had shared their findings and could relate with translating theory into practice. The participants could develop connect with the tools and techniques in line with the classroom sessions. Participants shared their experience too while collecting data. They also shared that collecting large sets of data in a short time using tools provided to them was really a eye opening.



Creativity and innovation as the beginning of any livelihood intervention was highlighted in the first theory session of the day. Tools to generate ideas and innovations were explained. Attribute analysis was used to assess various ideas.

Livelihood Project Cycle Management was discussed in detail with power point presentations and relating a particular intervention in the case studies discussed earlier during the training program. The step to develop Livelihood Promotion (LP) Map was discussed, wherein areas as mentioned below was discussed.

- Defining the subcomponents of the Livelihood intervention plan
- Identify the specific activities and mile stones
- Determine the proper sequence of the activities
- Estimate the time required for each activity
- Determine optimum process time
- Monitoring and Evaluation Systems

Activity	Time	Cost
1. BREAD MAKING	5	3
2. CUSTARD MAKING	4	2
3. ICE CREAM MAKING	3	1
4. ...	...	...

3 E outputs - using PRA prepared by participants

Drawing Livelihood promotion Map, which includes the nine questions that help one design a Livelihood Promotion Map, was explained with examples. The questions were;

1. Which activity (ies) support the livelihoods of the people?
2. What are the bottlenecks/constraints in each of the activities/problems that the intervention will address?
3. Which strategy (ies) will be employed to address each bottleneck/constraint?
4. What changes are expected in the 'livelihood system' of the targeted households, including household income, risk and vulnerabilities, individually and as a group?
5. Who will be the prime actor/s for different strategies of the intervention?
6. Who will have the ownership of the livelihood activity or the enterprise(s)?
7. Who will manage the livelihood activity?
8. What is the scale of the intervention?
9. Where will the livelihood activity and/or intervention draw its funding from?

Participants were divided into three groups to work on the – idea generation based on the field data, bring out the bottlenecks found in the field. (i) The first group worked on the need for

vegetable growing, (ii) the other worked on the *masala* grinding unit and (iii) the third group planned for livestock based livelihood promotion.

Defining sub-components of LP Map:

- Community Organization Plan
- Production Management and Technology Plan
- Systems and HR Plan
- Financial Management Plan
- Marketing Plan
- Monitoring Plan

Participants from each group were asked to prepare a LP Map for a livelihood promotion intervention for the target population of Biapur village (the field work village). They were given feedbacks after first round of work and asked to refine it and present it the next day.

After clarification on the LP Map process, the group was asked to rework on the presentations. Methodology used was reading out a case-let titled “*Pathar Kisne Rakha?*” and interactive discussion to bring out points on board to make the session lively.

Since aggregation is the most used strategy, the concept of aggregation and various levels at which it takes place were discussed. The dilemma and hazards in aggregation were brought out through the discussion on the caselet that talked of collective procurement of *Kalmegh (bhuin neem)* by SHGs. The need for ensuring equity and possible conflicts in decisions regarding resource use were explained through a game. Positive discrimination for the poorest of poor was emphasized and appreciated by the participants. So, it was more on inclusive forest based livelihood promotion where marginalized would get a due share with a system of conflict management by people’s institutions, initially backed by livelihood promoting organization. The discussion helped the participants gel more into the session with examples.

The house was then divided into groups of three to work on evolving a community organization plan. Production and productivity enhancement plan was explained further and the groups were asked to incorporate the plan into activities within the groups. Similarly marketing plan was discussed and the groups were asked to prepare the plan. The group presented their group work at the end of the day and received critical feedback from the Faculties.

The participants were asked to work during night in groups to incorporate the productivity enhancement plan, marketing plan and rework community organization plan, which needs to be shared next day.

*Learning of the day was to:*

- *Participants learnt the creativity and innovation;*
- *Elements of livelihood project design – project idea statement*
- *Nature of intervention and framing of LP Map*
- *Design of the intervention – sub component of LP Map*

- *Practiced formulating a design of LP Map in groups*
- *Participants learnt the need for an aggregation;*
- *Elements of community organization plan*
- *Productivity enhancement plan and marketing plan*

### **Day 6: 11<sup>th</sup> September 2009**

The day started with the recap of the previous day. Presentation by the groups immediately followed. Three groups presented their group findings. Critical inputs were provided to the groups by the Faculties.

Session on human resources and financial resources were discussed with relevant examples. The groups were asked to incorporate the human resources management and the financials along with the monitoring systems in their presentations. A time slot of one hour as group discussion and incorporating the changes were slotted. The Project Director asked the participants to share their learning and was thrilled to know that the program was found useful.

Towards the end of the program the participants presented their group work with lot of energy. Before ending the training program a feedback was recorded from the participants and the analysis is mentioned below;

Besides the specific feedback mentioned on each day, there were some course assessment given by the participants. By and large training content, methodology and study materials were found quite satisfactory. As regards three major learning the participants took home from the training were:

- *Understanding of livelihood, livelihood equation and livelihood framework*
- *Tools for identification of the sub-sector to work and the points of intervention within the sub-sector*
- *Livelihood promotion map and steps to develop a livelihood proposal*

Project Director, WDC, Patna shared her views on the training program. She requested the participants to make use of learning from the training program and implement them in their work front while facilitate the SHG groups to take up livelihood promotion activities. Participants were confident to work out the livelihood promotion proposal in collaboration with the federation and the Faculties. Participants shared their views that, the training has helped them to work in a systematic manner and help federation and the SHG groups, select the activity carefully based on the need of the community.

It seems tools for identification of points of intervention and livelihood framework have been in the forefront and similarly the importance of understanding the livelihood promotion map and convergence has also been realized by them. On the suggestion for making the training more useful, the participants had their observations which have been noted by the faculty members. Demand for learning more about livelihood promotion and using local examples were flagged off by the participants.

The participants generously made their observation about the quality of faculty. A feedback form was circulated to elicit comments and remarks of the participants on training methodology,

content, session delivery and appropriateness of the tools in the field. The participants rated the program very highly and 97% of the participants rated the training methodology to be excellent, 87% rated the content to be very good and 75% rated the appropriateness in the field to be very good. Further, 50% of the participants requested for refresher training after six months after application of the lessons and tools learnt in the field.

The faculty team is very complacent with the observation; rather they would try their bit to address the issues that have been raised on more inputs on learning and exposure to models.

The Faculties in their concluding remarks appreciated the participants that in spite of the logistics arrangements, they have demonstrated very high level of enthusiasm to learn and discuss the issues of critical nature. The program came to an end with distribution of certificate of participation.



### Training schedule

<b>Regional Centre</b>	<b>Eastern India Regional Centre (EIRC), Kolkata</b>					
<b>Name of Program</b>	<b>Livelihood visioning and promotion strategy</b>					
<b>Dates of Program</b>	<b>7<sup>th</sup> to 11<sup>th</sup> September 2009</b>					
<b>Venue</b>	<b>Aragamee training center, Patna</b>					
<b>Duration of module</b>	<b>5 days</b>					
<b>Faculty</b>	<b>Dhruv Sengupta (DS)[Anchor], Barna B Panda (BBP), Mahua Roy Choudhury (MRC)</b>					
<b>Topic/Subject</b>	<b>Methodology / Session plan</b>	<b>Start</b>	<b>Session time</b>	<b>Close</b>	<b>Facilitator</b>	<b>Session Learning Objectives</b>
<b>Day 1: 7<sup>th</sup> September</b>						
Introduction by WDC, Personal introductions, Expectations, Module Design	Interactive session	10:00	0:30	10:30	DS and WDC team	Ice Breaking among the participants; Participants express what they expect from the program and understand what expectations are likely to be met
Concept and definition of livelihoods and livelihood promotion? Is it any different from 'income generation program'?	Brain-storming, interactive discussion	10:30	1:10	11:40	BBP	Appreciate key aspects of livelihoods and differentiate between livelihoods and livelihood promotion. Participants understand the relevance of their works with livelihood promotion.
<b>Tea Break</b>		11:40	0:20	12:00		
What are the different ways of promoting livelihoods? What are the choices that need to be made?	Interactive discussion	12:00	1:00	13:00	DS	Practice brainstorming on different ways of promoting livelihoods, using livelihood equation.
<b>LUNCH BREAK</b>						
What are the risks that the poor need to be protected against? How do we measure the extent of risk? Production and market risks in a livelihood promotion	Interactive discussion; exercise	14:00	1:00	15:00	MRC	Appreciate various forms and sources of risk; quantifying risk
<b>Tea Break</b>		15:00	0:20	15:20		
What has been the history of livelihood promotion?	Lecture	15:20	1:10	16:30	BBP	Appreciate the history of livelihood promotion thought
Group forming and case allocation for next day's case discussion; and day's Feedback		16:30	0:30	17:00	DS	Facilitate next day's case discussion
<b>Day 2: 8<sup>th</sup> September</b>						
Recapitulating Day 1		9:00	0:30	9:30	DS	
What is the role of a livelihood promoting organization? What are the problems faced by organizations in playing this role?	Case discussion and analysis	9:30	1:30	11:00	DS	Appreciate aspects of organizations that have a bearing on effectiveness of livelihood promotion intervention
<b>Tea Break</b>		11:00	0:15	11:15		

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What are the factors that influence choice of interventions?	Interactive discussion and consolidation	11:15	1:30	12:45	BBP	Appreciate the aspects that need to be considered in making intervention choices
Is there a sequence in applying the learning? Where do we begin?	Lecture	12:45	0:15	13:00	MRC	Appreciate a 'practical' and 'desirable' order in applying the 'contexts' in order to choose an LP intervention
<b>LUNCH BREAK</b>		13:00	1:00	14:00		
Portfolio Mapping-Structured information collection about the livelihoods of households and their strategies. Area profile - including tools to collect information.	Interactive session; exercise	14:00	1:10	15:10	MRC	Appreciate methodologies for generating household and area profile data relevant for livelihood promotion
<b>Tea Break</b>		15:10	0:15	15:25		
How do we analyze market & market places? What are the specialties of a market for village produces?	Interactive session; exercise	15:25	1:10	16:35	BBP	To understand the relevance of market in livelihood Promotion To introduce method of analysing the local place, to understand key concepts in marketing
On what basis do we choose activities that are likely to be effective in promoting / strengthening large number of livelihoods?	Interactive session; exercise	16:35	0:45	17:20	DS	Appreciate a methodology for focussed brainstorming
<b>Day 3: 9<sup>th</sup> September</b>						
<b>Recapitulating Day 2</b>		9:00	0:30	9:30	DS	
How do we pinpoint an activity and intervention point? And field visit briefing.	Interactive session; exercise; Formulation of Questions	9:30	2:30	12:00	DS	Appreciate a methodology for decision making
<b>LUNCH BREAK</b>		12:00	1:00	13:00		
Field visit to a village of Biapur, Maner block. Use tools to generate data.		13:00	5:00	18:00	Faculty Team	To understand the complexities of livelihood intervention in a context and appreciate the use of tools as a systematic way of approaching livelihood promotion
<b>Day 4: 10<sup>th</sup> September</b>						
Experiences and learning from the field visit and presentation by the participants		9:00	2:00	11:00	Faculty Team	Data sharing
What are the advantages of aggregation and how can this be best achieved?	Discussion on cases on collective procurement and trade	11:00	1:00	12:00	MRC	To appreciate the need for aggregation in a livelihood intervention and to understand a process for achieving the same
What are the elements of a livelihood intervention project? <i>Setting Objectives - Project Idea Statement</i>	Exercise in small groups, Consolidation and lecture	12:00	1:00	13:00	BBP	To appreciate the uniqueness of a livelihood intervention project, map its various components, and understand the process of sequencing

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<b>LUNCH BREAK</b>		13:00	1:00	14:00		
Nature of Intervention- <i>Framing of LP Map</i>	Interactive discussion and group exercise	14:00	0:45	14:45	DS	Conceptualize the idea of project sequencing in the context of a livelihood intervention
Intervention Design- <i>Detailing Sub Components of LP Map</i>		14:45	0:45	15:30	DS	
Evolving a community organization plan	Group work and consolidation	15:30	1:00	16:30	MRC	Help participants develop a plan for organizing community towards aggregation
How do we manage production and productivity enhancement?	Case discussion consolidation of learning	16:30	0:45	17:15	BBP	Understanding existing production system and its inter-linkage in the livelihood system
Developing production plan	Group exercise	17:15	0:30	17:45	BBP	Help participants prepare a production plan for a livelihood intervention
<b>Day 5: 11<sup>th</sup> September</b>						
<b>Recapitulating Day: 3 and 4</b>		9:00	0:45	9:45	DS	
How do we manage Human Resources in a livelihood intervention project? Developing HR plan	Interactive session and consolidation; group exercise	9:45	1:15	11:00	DS	To understand the various issues in HR management in a livelihood intervention project and participants prepare HR plan
<b>Tea Break</b>		11:00	0:15	11:15		
Understanding financial situation of a HH and collective enterprise	Case discussion	11:15	0:45	12:00	MRC	Understanding basic financial concepts and are able to read financial statement
Understanding case flow to estimate working capital requirement	Case discussion	12:00	0:45	12:45	MRC	Understanding the concepts of cash flows and working capital in the context of a livelihood enterprise
Assessing financial feasibility of an SHG and HH livelihood enterprise; developing financial plan	Case discussion	12:45	0:45	13:30	DS	Understanding principles of costing and break even point
<b>LUNCH BREAK</b>		13:30	1:00	14:30		
What are the opportunities for and benefits of collaboration? How to make collaboration happen?	Interactive discussion	14:30	0:30	15:00	BBP	Appreciating the fact that people have multiple needs and interact with multiple agencies and they also expect and strive for maximizing the benefits of the alliance
Module synthesis and ways forward	Interactive discussion	15:00	0:45	15:45	DS	Participants are able to relate learning to their field situation and come up with livelihood promotion ideas for their target population
<b>Was the program useful?</b>	<b>Discussion</b>	15:45	0:45	16:30	DS	