

Volume 2

TRAINING MODULE ON SOCIAL INCLUSION MAINSTREAMING SOCIAL INCLUSION

DEENDAYAL ANTYODAYA YOJANA: NATIONAL RURAL LIVELIHOODS MISSION (DAY-NRLM)



Inspired by Mahatma Gandhi

Recall the face of the poorest and the weakest person whom you may have seen, and ask yourself, if the step you contemplate is going to be of any use to them. Will they gain anything by it? Will it restore their control over their own life and destiny?

In other words, will it lead to Swaraj (freedom) for the hungry and spiritually starving millions?

अमरजीत सिन्हा
AMARJEET SINHA



सचिव
भारत सरकार
ग्रामीण विकास मंत्रालय
ग्रामीण विकास विभाग
कृषि भवन, नई दिल्ली-110001
SECRETARY

Ministry of Rural Development
Department of Rural Development
Krishi Bhawan, New Delhi-110001
Tel.: 91-11-23382230, 23384467
Fax: 011-23382408
E-mail: secyrd@nic.in

Message

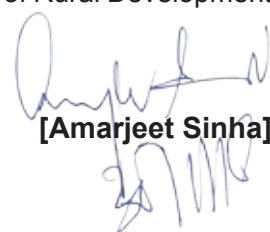
The Deendayal Antyodaya Yojana: National Rural Livelihoods Mission (DAY-NRLM) has been working in the Ministry of Rural Development to lead the process for poverty alleviation through a dedicated and sensitive support structure from national upto Gram Panchayat level that focuses on building and sustaining organizations of the rural poor for collective action based on Self-Help Groups (SHGs). The collectives generate demand from the system, and build linkages with mainstream institutions to reduce poverty at household level. By 2024-2025, the Mission would reach 100 million poor rural households across India. It presently reaches 47.9 million households mobilized into 4.74 million SHGs in 29 states, 568 Districts, 4236 Blocks and 99,188 Gram Panchayats.

Poverty is a key manifestation of exclusion - due to deep-rooted prejudices and practices which deprive significant proportion from participating fully in economic, social, political and cultural life, often with violent manifestations, particularly for women. Exclusion has multi-generational impact on specific sections of our population, as their opportunities for development are hindered by lack access to income, employment, land, housing, infrastructure, and lack of access to basic essential services. Women's participation is also limited as they traditionally do not have voice or decision-making powers within households, and their rights and dignity are not accorded equal respect and protection by planners. Across our country, in varying degrees, age, sex, disability, race, ethnicity, religion, migration status, socioeconomics status, place of residence, and sexual orientation and gender identity have been grounds for social exclusion over time.

Efforts to promote social inclusion are an intrinsically built into the design of DAY-NRLM. However, there was a need for more clarity on how these have to be transacted and monitored, as this is a complex inter-generational cycle of deprivation. The Government of India's Mission Antyodaya is based on the systematic identification of vulnerabilities analyzed by the Socio-Economic Caste Census data in 2015, which has given us a specific set of 10.3 crores most vulnerable households. The key policies of the government across ministries and departments like Poverty Free Panchayats and doubling of income of farmers are being converged to address the needs of these households, and I am proud to state that DAY-NRLM leads the process of converging these timebound goals to end absolute poverty in our country.

To further strengthen and enhance the process of identifying socially excluded and addressing hinderances in their inclusion in the social and economic fabric of the country, DAY-NRLM and CARE India have collaborated to address key issues related to social development and social inclusion. The training modules and tools on social inclusion have been developed after an extensive process of consultations and studies of best practices across the country. The manuals consolidate the knowledge, theoretical framework of action, protocols, and tools for implementation and monitoring at every level of the DAY-NRLM system.

I am thankful to the staff and experts of DAY-NRLM who have worked diligently to develop these key documents, and to CARE India for its continued support through providing technical inputs and crucial human resource support. We are also grateful for the resource support provided by the Bill & Melinda Gates Foundation for their steadfast support and encouragement to the efforts of the Ministry of Rural Development to address issues of poverty and empowerment of women.


[Amarjeet Sinha]



ATAL DULLOO, IAS
Joint Secretary



ग्रामीण विकास मंत्रालय
ग्रामीण विकास विभाग
भारत सरकार
कृषि भवन, नई दिल्ली-110001
Ministry of Rural Development
Department of Rural Development
Government of India
Krishi Bhawan, New Delhi-110001
Tel.: 91-11-24122936
Fax: 011-24104386
@ – jsri-mord@gov.in

Forward

I am pleased to note that the work on Social Inclusion has made significant progress in the DAY-NRLM at national and state levels. The Deendayal Antyodaya Yojana: National Rural Livelihoods Mission (DAY-NRLM) in the Ministry of Rural Development has been leading the process for poverty alleviation through Self-human, social, and financial capital, and enable women's access to their rights and entitlements. This has resulted in women being able to access gainful self-employment and skilled wage employment opportunities. For this end, DAY-NRLM has been working to ensure there is convergence with other government programmes so that the services and opportunities reach all the women from all excluded groups. Over a 10 years period, the Mission plans to reach out to 10 crore rural women across states.

A key hindrance in extending this reach has been exclusionary practices in our country – thus, I am pleased that CARE India has provided technical support to DAY-NRLM to understand the requirements, consolidate the learnings and suggest specific protocols and tools to implement and monitor appropriate programmes for excluded sections of rural poor. The set of 4 volumes of Social Inclusion manuals include appropriate content – Manual for Practitioners, Training Module on Social Inclusion, Toolkit for Trainers, and Book of Readings. The texts are appropriate for State Mission staff and Block Resources Persons, for working with Village Organizations and Cluster Level Federations reaching all households, particularly of the most vulnerable communities.

My recommendation is for the teams across states to use the Social Inclusion Manuals intensively to increase our commitment and ensure our advancement towards the core outcomes of the Mission by -

- Identifying the principles and practice of Social Inclusion in their states which address the current and emerging needs of excluded communities.
- Development shared perspective on social inclusion at national level by ensuring there is minimal transmission loss in scaling our strategies
- Monitoring, learning and doing course correction from the programmes to improve our connectivity with the excluded communities we serve

The participation and leadership of vulnerable communities in development programmes is essential for the country, and they cannot do this if their voice is not heard, or when their rights and dignity are not respected. The Manuals will improve how we help women from extremely deprived households get agency and control over their lives, and help us be more sensitive to their sense of alienation and inferiority. Our focus on this crucial aspect will make DAY-NRLM a more effective platform for ending poverty and deprivation from each excluded household.

I commend the teams who have contributed to plan and implement social inclusion programmes across states and at national level. The efforts of the consultants Dr Harish Vashistha and Dr G Bhargava, our National Resources Persons, who have worked with CARE India to write these excellent documents, are truly commendable. I am also thankful to CARE India for its continued support to DAY-NRLM to integrate social development and social inclusion programmes in our framework and implementation.



(Atal Dulloo)

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ACRONYMS

AABY	Aam Aadmi Bima Yojana
APS	Atal Pension Scheme
ATMA	Agriculture Technology Management Agency
CB	Capacity Building
CIF	Community Investment Fund
CLF	Cluster Level Federation
CM	Community Mobilizer
COM	Community Operational Manual
CRP	Community Resource person
CSF	Community Support Fund
DAY-NRLM	Deendayal Antyodaya Yojana: National Rural Livelihoods Mission
DDU-GKY	Deen Dayal Upadhyay –Gramin Koushal Yojana
DMMU	District Mission Management Unit
EC	Executive Committee
FGD	Focused Group Discussion
FRA	Forest Rights Act
GB	General Body
GP	Gram Panchayat
GPDP	Gram Panchayat Development Plan
GP2RP	Gram Panchayat Poverty Reduction Plan
IAY	Indira Aawas Yojana
ICDS	Integrated Child Development Scheme
IGA	Income Generating Activities
ILM	Interactive Lecture Method
IPPE	Integrated Participatory Planning Exercise
KVIC	Khadi and Village Industries Corporations
KVK	Krishi Vignan Kendra
LF	Livelihood Fund
LGD	Large Group Discussion
MCP	Micro Credit Plan
MFP	Minor Forest Produce
MGNREGA	Mahatma Gandhi National Rural Employment Guarantee Act
MKSP	Mahila Kisan Sashakthikaran Pariyojana
MPLADs	Member of Parliament Local Area Development Scheme
MSME	Micro Small and Medium Enterprises
MUDRA	Micro Units Development & Refinance Agency
NABARD	National Bank for Agriculture and Rural Development
NCLP	National Child Labour Project
NLM	National Literacy Mission
NOAPS	National Old age Pension Scheme

NRDWP	National Rural Drinking Water Programme
NRHM	National Rural Health Mission
NSTFDC	National Scheduled Tribe Finance and Development Corporation
NTFP	Non-Timber Forest Produce
OB	Office Bearers
PAY	Pradhan Manthri Aawas Yojana
PESA	Act Panchyat Extension to Scheduled Areas Act
PIP	Participatory Identification of Poor
PMJDY	Pradhan Manthri Jan Dhan Yojana
PMJJBY	Pradhan Manthri Jevan Jyothi Bima Yojana
PMKY	Pradhan Manthri Koushal Yojana
PMSBY	Pradhan Manthri Swasth Bima Yojana
PPA	Participatory Poverty Assessment
PRA	Participatory Rural Appraisal
PRI	Panchayat Raj Institution PRI Panchayat Raj Institutions
PTM	Participatory Training Methodology
PVTG	Particularly Vulnerability Tribal Groups
RBI	Reserve Bank of India
RF	Revolving Fund
RGGVY	Rajiv Gandhi Gramin Vidyutikaran Yojana
RGPSA	Rajiv Gandhi Panchayat Sashakthikaran Abhiyan
RMK	Rashtriya Mahila Kosh
RSBY	Rashtriya Swasth Bima Yojana
RSETs	Rural Self Employment Training Institutes
SBM	Swach Bharat Mission
SECC	Socio Economic Caste Census
SGD	Small Group Discussion
SHG	Self Help Group
SIRD	State Institute of Rural Development
SMMU	State Mission Management Unit
SRLM	State Rural Livelihoods Mission
STDCCs	State Tribal Development Cooperative Corporations
SVEP	Startup Village Entrepreneurship
TPDS	Targeted Public Distribution Scheme
TSP	Tribal Sub-Plan
VKY	Vanbandhu Kalyan Yojana
VLF	Village Level Forum
VO	Village Organization
VRF	Vulnerability Reduction Fund
VRP	Vulnerability Reduction Plan

The Deendayal Antyodaya Yojana: National Rural Livelihoods Mission (DAY-NRLM) has been established in the Ministry of Rural Development to lead the process for poverty alleviation through a dedicated and sensitive support structure from the national level to the sub-district level that focuses on the poor; builds and sustains their organizations for collective action based on self-help and mutual cooperation; generates demand from the system; and build linkages with mainstream institutions to reduce poverty.

Poverty is a key manifestation of exclusion - due to deep-rooted prejudices and practices which deprive significant proportion of participate fully in economic, social, political and cultural life, often with violent manifestations, particularly for women. Exclusion has multi-generational impact on specific sections of our population, as their opportunities for human development are hindered by lack access to material resources, income, employment, land and housing, or access to services as education and health care essential for well-being. Participation is also limited when people cannot exercise their voice or interact with each other, and when their rights and dignity are not accorded equal respect and protection. Thus, social exclusion entails not only material deprivation but also lack of agency or control over important decisions as well as feelings of alienation and inferiority. In India, varying degrees, age, sex, disability, race, ethnicity, religion, migration status, socioeconomic status, place of residence, and sexual orientation and gender identity have been grounds for social exclusion over time.

Within the policy discourse in DAY-NRLM, efforts to promote social inclusion are an intrinsic part of the framework. The Mission is dedicated to overcoming barriers which impede women's growth and keeps them in an inter-generational cycle of deprivation at different levels. Women's lives as citizens are further impacted when they are from socially excluded groups, which in any case have low access to rights and entitlements, and are unable to adequately contribute to political and economic processes. To reduce poverty, DAY-NRLM builds and strengthens Self-Help Groups (SHGs), collectives of poor rural women to enable them to access gainful self-employment and skilled wage employment opportunities, empower their households to build their human, social, and financial capital, enable women's access to their rights and entitlements, and ensure convergence with other government programmes. Over a 10-year period (until 2024-2025), the Mission plans to reach 100 million poor rural households across India. As on October 2017 DAY-NRLM covers 29 States; 568 Districts, 4236 Blocks and 99,188 Gram Panchayats, reaching total 47.9 million households mobilized into 4.74 million SHGs.

Social Inclusion is one of the key aspects of DAY-NRLM. To ensure that no poor family is left out, there is special focus on priority and early inclusion of the poorest of the poor and other vulnerable sections of communities like Schedule Castes, Schedule Tribes, Particularly Vulnerable Tribal Groups, women headed families, people engaged in unhygienic occupations (ex-manual scavengers), elderly persons, People with different abilities, minority groups and trafficked women. Accordingly, DAY-NRLM now works to include all the vulnerable communities into their institutional architecture within the initial months of working in a block.

To further strengthen and enhance the process of identifying socially excluded and their inclusion in the social fabric, DAY-NRLM and CARE India have collaborated to develop training modules and

tools on social inclusion. The modules have been developed as a result of an extensive process of consultations and studies of best practices across the country, and have been based on structured programmes being implemented by states.

A poverty reduction programme may not automatically address social inclusion as practiced in different forms across the country. There are complex, multi-faceted reasons for exclusion: religion, caste, gender, social and economic conditions, physical disability, or geographic regions, which needs to be understood and analysed distinctly. Economic growth alone is not adequate to address the challenges of exclusion, therefore planned, structured and deliberate interventions are required to ensure inclusion. In the context of DAY-NRLM, general inclusion is part of the standard framework during social mobilization phase, but still specific sections at margins still get left out. Extra care and sensitivities needed, so additional, focused EFFORT in all aspects of Mobilization, Capacity Building, Access to funds, credits, rights, entitlements, services, livelihood opportunities, markets, technology). DAY-NRLM efforts in fields need to be documented and presented systematically. Dissemination of guidelines and protocols are crucial for effective implementation of inclusion processes. The Social Inclusion Manuals are aimed at compilation of Capacity Building Materials and modules, introducing the tools for participatory training, community based demand generation and planning. Ultimately, the manuals are aimed at helping State Rural Livelihoods Missions to scale-up the social inclusion efforts in systematic way with adequate reading materials, Capacity Building modules, planning and training tools, and best practices.

This manual is developed in four volumes as under:

1. Mainstreaming Social Inclusion in DAY-NRLM; Manual for practitioners

- Concepts, Ideas and Analysis of Poverty, Vulnerability and Inclusion
- Poverty Eradication and Social Inclusion efforts: Changing paradigms
- DAY-NRLM Framework and Inclusion
- Mainstreaming Inclusion in DAY-NRLM
- Inclusion Strategies
- Social Inclusion efforts by DAY-NRLM and CSOs
- Capacity Building for Inclusion

2. Training module on Social Inclusion

- Understanding Poverty and Vulnerability
- DAY-NRLM Perspectives and Inclusion Strategies
- Tools for Planning and Implementation

3. Toolkit for trainers

- Planning and implementation tools for Social Inclusion in DAY-NRLM
- Icebreakers, energizers, and learning games for trainers
- Stories and Songs for facilitators
- References and further readings

4. Book of Readings

- Understanding Poverty and Vulnerability
- Marginalization, Concepts of Inclusion & Exclusion, Equity
- Gender, Exclusion, Constitutional Provisions and UDHR
- DAY-NRLM and Social Inclusion, CBO's role, GPS
- Inclusion: DAY-NRLM and various Thematic Areas
- Capacity Building and Participatory Training

Acknowledgements

The Social Inclusion Manuals consolidate the collective years of experiences of the states who have been implementing pathbreaking programmes to ensure every excluded household is able to benefit from the process of development. The Manuals have evolved over the last year, through an extensive process of interactions, meetings, workshops and consultations.

The experts Dr Harish Vashistha and Dr Gadiyaram Bhargava travelled to gather the learnings from the states starting from August 2017 onwards, namely in Bihar, Uttar Pradesh, Jharkhand, Madhya Pradesh, Bihar, West Bengal, Andhra Pradesh, Telangana, Karnataka, Tamil Nadu and Kerala. Staff from these states as well as from Maharashtra, Odisha, Rajasthan and Chhattisgarh also provided detailed inputs to the draft manuals during an intensive process in December 2017. We are grateful for the time and inputs of the teams in these states.

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Maharashtra – Ashwajit Dhole
Tamil Nadu – Deepa Rajkamal, Srinivasa Rao

From CARE India, Ratna Mathur anchored the programme and edited the modules, and Ravi Subbiah coordinated the module development process.

The process of consultation extended to civil society organisations and multi-lateral institutions, each of whom contributed with their specific tools shared generously with DAY-NRLM, like HelpAge India and PCI, and others who have provided valuable inputs like Water Aid, Centre for Advocacy Research, Sehgal Foundation, Institute of Economic Growth, JPAL, UNDP, ILO, and the World Bank.

At the national level, the guidance was provided by the Joint Secretary & Mission Director (RL) and the entire team of the National Mission Management Unit, in particular, Ishaprasad Bhagwat (Health and Social Development Lead) and KP Rajendran (Social Inclusion and Capacity Building Lead), with support from Philip Matthew (Mission Manager Social Development).

How to use this Training Module

This module is designed for field practitioners working in the areas of Social Inclusion of the most vulnerable communities into the institutional architecture of the Deendayal Antyodaya Yojna-National Rural Livelihood Mission (DAY-NRLM). This is a generic module consisting of 20 sessions and mandatory for all level functionaries engaged in social inclusion processes.

Each session of the module is a sub module in its own way. Various orientation and sensitization programmes based on this generic module. A tentative and indicative time slot is allocated to each session assuming a 6-day generic orientation programme for mission staff at state, district and block level. As social inclusion is at the core of DAY-NRLM, it is therefore recommended that all functionaries at all level working in various thematic areas should undergo this programme.

As indicated above time slot for each session is given, which can be elaborated into full module based on the requirements and nature of participants.

The Training Module is divided into 3 sections-

1. Understanding Poverty and Vulnerability
2. DAY-NRLM Perspectives and Inclusion Strategies
3. Tools for Planning and Implementation

Each section has been structured in a standard format and has specific components -

- Session title
- Aim of the session
- Session outcomes: Expected outcomes from the session
- Key contents: Narrates main and sub topics to be covered in the session
- Methodology: The main methods to be used in the session
- Materials required: Aid, tools and materials required for the session.
- Process and activities: Elaborates steps, activities and processes to facilitate the session.
- Stop and check: Tips for the facilitator to remain focused for the session outcomes and key considerations for effective facilitation of the session.
- Further readings.

The suggested schedule for a 6-day training has been given in Annexure 1. A Pre and Post Test has been given in Annexure 2.

The team conducting the trainings is required to prepare a summary of quality of the training for each person trained at Pre and Post stages. The trainers are required to add their own assessment of each trainees at both stages. The trainers and the state team will prepare a systematic plan for

follow up and continuous support for ensuring that standards are maintained when the trainers further conduct training programs on their own. It is important to ensure that all trainers as well as trainees (at state, district, block and cluster levels) have been able understand and accept the approaches and strategies for social inclusion of DAY-NRLM. This is essential to ensure quality of implementation and DAY-NRLM programmes reaching every household and automatically covered families.

This module is Volume 2 of the set of four volumes on Social Inclusion, the other three being Manual on Social Inclusion, Tool Kit for Trainers and Practioners, and Book of Readings.

Social Inclusion Manual

The manual provides the basic understanding of social inclusion in DAY-NRLM. It takes trough the historical transect of the evolution of the idea and practices of social inclusion and poverty eradication in India. It explains the rationale behind social inclusion and its frameworks in DAY-NRLM context. It narrates and introduces the various models and innovative approaches evolved and adopted by the various SRLMs in the field of Social Inclusion. It elaborates the practical strategies and action steps to mainstream social inclusion in DAY-NRLM.

The present training Module is developed in close correspondence and logical structure to the Social Inclusion manual. The chapters of the manual and sessions of the training module resonate with each other in congruence.







Tool Kit for Trainers and Practioners of Social Inclusion


Tool Kit is basically compilation of various methods and tools related to planning and implantation of the Social Inclusion in DAY-NRLM, icebreakers, energizers and learning games and inspirational and motivational stories and songs, that can be used by the trainers or facilitators during the learning training events. Trainers and practioners can find relevant tools and activities corresponding to the need and focus of their learning training events. This will help the facilitator to make trainings joyful and facilitate experiential learnings.

Book of Readings on Social Inclusion






The Book of reading is developed to help trainers or facilitators of the Social Inclusion trainings to prepare for the session. Trainers can develop the presentation, handouts and notes for facilitating learning training events. This can also serve as a reference reading for different sessions mentioned in the training module and discussed in the Social Inclusion manual.

Understanding Poverty Vulnerability and Exclusion

SESSION 1: INTRODUCTORY PLENARY	
	<p>Aim: The purpose of this session is to familiarize participants with course structure, logistics and icebreaking to know each other.</p>
	<p>SESSION OUTCOMES</p> <p>At the end of the session, participants will be able to:</p> <ul style="list-style-type: none"> ■ Create a joyful and friendly learning environment ■ Introduce themselves to each other ■ Narrate training objectives and course structure
<p>TIME 2 HOURS</p> 	<p>CONTENTS</p> <p>This session will cover the following topics:</p> <ul style="list-style-type: none"> ■ Introduction and Ice breaking ■ Expectation leveling and Objective setting ■ Pretest and agreement on ground rules
	<p>METHODOLOGY</p> <ul style="list-style-type: none"> ■ Name chain /Peer group sharing ■ Card shorting ■ Pre-Test format ■ Presentation on training objective and course structure
	<p>MATERIALS REQUIRED</p> <ul style="list-style-type: none"> ■ Registration sheet, Name cards, Training schedule, presentation on training objectives and course structure ■ Writing board and marker pens or blackboard, flip charts, cards, OHP, duster etc.
	<p>PROCESS AND ACTIVITIES</p> <p>Step 1: Registration (15 Minutes)</p> <ul style="list-style-type: none"> ■ Register participants in training register/attendance Sheet <p>Step 2: Welcome (15 Minutes)</p> <ul style="list-style-type: none"> ■ Give a short warm welcome to the participants and ask if everyone is comfortable and if they are happy with the logistics? Can everyone see the board? Can everyone hear the speaker? Remember the different needs of people in the group, and in society. ■ Give a brief overview and background of the training course as well as about the venue and logistics etc. ■ Conduct pretest.

	<p>Step 3: Introductory Icebreaker (45 Minutes)</p> <ul style="list-style-type: none"> ■ Ask all participants to wear their name cards. ■ Ask participants to introduce individually- just name and place of work and organization. ■ To know each other more invite participants to be in a circle. Explain that we will play a small game in which 1 person will tell her name and the person standing next to her will have to use the name of previous participant as prefix. For example, the game starts with Poonam, next to her is Mary. Now Mary will tell- Poonam- Mary, Next to Mary is Mahzabeen- Mahzabeen will add both as- Poonam, Mary- Mahzabeen. This process will continue till the circle come back to the Poonam. Facilitator can also be the part of the game and circle. This process will help the group to know each other by name and help in breaking the ice. Reflect on the exercise in the large group and explain how important it is to know members in the group. <p>Step 4: Expectation leveling and Objective Setting (45 Minutes)</p> <ul style="list-style-type: none"> ■ Explain the next step as expectation leveling, sharing of objectives and agreement ground rules ■ Ask participants to write two to three key expectations from the training (ask them to write on the card) and paste them on the wall. Categorize these cards thematically into broader thematic areas. If some cards are beyond the course content and objectives put them into a separate cluster and share that these will be discussed in informal sessions. ■ Share training objectives and course schedule using power point or prepare written charts in advance. ■ Build agreement on ground rules and norms. This would include time management, formation of committees (Reporting, learning, review, logistics etc. depending on the need and context.) of training group and course duration.
	<p>STOP AND CHECK</p> <ul style="list-style-type: none"> ■ Ensure getting to know each other is properly facilitated ■ Participants are familiarized with training objectives, course structure and logistics ■ Everyone feels comfortable with the group and learning process ■ Prepare the training objectives and course structure in advance for presentation ■ Build consensus on setting norms and ground rules ■ Facilitate pretest in a non-threatening manner ■ Facilitate mix groups for different committees ■ Familiarize participants with facilities and logistics.
<p>For further readings, please refer to Volume 4: Annexures 1 and 2.</p>	

SESSION 2: POVERTY AND VULNERABILITY ANALYSIS

	<p>Aim: The purpose of this session is to help participants to analyze various aspects of poverty, vulnerability and understanding the changing paradigms related to poverty and poverty eradication.</p>
	<p>SESSION OUTCOMES</p> <p>At the end of the session, participants will be able to:</p> <ul style="list-style-type: none"> ■ Differentiate and explain poverty and vulnerability ■ Analyze the relationship between power and exclusion ■ Recognize the situation of poor and disadvantaged ■ Articulate Poverty Eradication efforts in India and Analysis Poverty and Vulnerability generative structures ■ Define changing paradigms- from BPL to SECC guidelines
<p>TIME 3 HOURS 30 MINUTES</p> 	<p>CONTENTS</p> <p>This session will cover the following topics:</p> <ul style="list-style-type: none"> ■ Defining Poverty and Vulnerability ■ Causes and Effects of Poverty and Vulnerability ■ Overview of Poverty Eradication efforts in India ■ Origin and evolution of Poverty Eradication efforts in India ■ Analysis Poverty and Vulnerability generative structures ■ Changing paradigms- from BPL to SECC guidelines on defining and identifying Poor
	<p>METHODOLOGY</p> <ul style="list-style-type: none"> ■ Large group discussion ■ Learning Game ■ Small group discussion ■ Interactive Lecture
	<p>MATERIALS REQUIRED</p> <ul style="list-style-type: none"> ■ Writing board and marker pens or blackboard, Charts, cards and chalk, duster ■ Packet of chocolate ■ Different shape and sizes of cards for exercises.



PROCESS AND ACTIVITIES

Step 1: Setting the stage (15 minutes)

- Explain the purpose, outcomes to be achieved at the end of the session and key contents to be discussed and highlight of the processes and activities to be facilitated during the session.

Step 2: Defining Poverty and Vulnerability (30 minutes)

- Start the session by brain storming large group by asking the question- what do we understand by poverty and Vulnerability?
- Ask participants to write their answer in note book followed by discussions in traid (group of three).
- Give two cards to each group to write their consolidated definitions on the card and paste these cards on board or wall in two categories- Poverty and Vulnerability.
- Read the definitions and consolidate the common points emerging from the participants experiences.
- Make a short presentation on the concept of poverty and Vulnerability using charts or power point presentation.

Step 3: Causes of Poverty and Consequences (1 hour)

- Relating to the discussions in previous part, invite participants for a small group discussion. Divide large group into 4 to 5 small groups depending on the number (maximum 6 to 7 persons in group).
- Write question on board or card for discussion as, what are the causes and Consequences (effects) of Poverty?
- Share time frame for group discussions and ask participant to present their analysis in casual diagram (causes at bottom and consequences on top).
- Ask each group to make their presentation and give time for queries and clarifications.
- Synthesize the findings of the groups and make a short presentation on the causes of poverty and consequences, highlighting structural, socio-cultural, economic and other aspects of poverty and vulnerability.
- Create open space for question- answers and clarifications.

Step 5: Poverty and Vulnerability generative structures (30 minutes)

- Introduce the topic to the group and invite participants for an activity.

Facilitate Chocolate game:

- Introduce the game that we will play this game in three groups. Based on the seating arrangements form three groups will be asked to stay in groups.
- Each group will have to earn chocolate for their team.
- Explain the rule of the game that each group will be given equal opportunities to earn chocolate for their teams. Ask participant to identify one or two leaders who will play the game.
- Explain that when facilitator will say go- the identified person can go and collect chocolate as many as possible.

	<ul style="list-style-type: none"> ■ Only the identified player by the group will run or ply the game. ■ Start the round one and publish the result, who collected how much? ■ Start round two with explaining the rule that this time facilitator will also say 3, 2, 1, with and with 3- last group can run, with-2 second group can run and with 1 first group can run. Publish the result of round 2, who collected how much? ■ Start round three with explaining the rule that this time facilitator will say go and you cannot take more than 5 chocolates. Start the round and publish the result of round 3, who collected how much? ■ Now debrief the game with following questions- <ul style="list-style-type: none"> ● Who were the winners in different round? ● What was the behavior of the groups in different rounds? ● What are the key learning's emerging from the game? ● Do we see similar parallels in our society? ● Explain the concept of equity and equality? ■ Based on the analysis of game discuss social positioning, equality issues and behavior of different segments of the people to each other's. ■ Relate this with the power dynamics, access and deprivation issues relating to poverty and vulnerability. ■ Make a short presentation poverty and vulnerability generative structures using chart or power point presentation. ■ Create open space for question- answers and clarifications.
	<p>Step- 6: Measuring Poverty (30 minutes)</p> <ul style="list-style-type: none"> ■ Start the session by brain storming in large group by asking the question- what do we understand by poverty and how it is measured? ■ Write the answer of participants on board or charts. ■ Make a short presentation on the concept of poverty assessment from dollar to BPL to SECC's concept of deprivation using power point or chart. ■ Create open space for question- answers and clarifications. <p>Step-7: Summing up (15 minutes)</p> <ul style="list-style-type: none"> ■ Summarize the key learning's of the session and create space for doubts and clarifications of the participants. ■ Share session handouts for further readings.



STOP AND CHECK

- Participants are familiarized with session objectives
- Read the proper instructions about the games and activities
- Give references of the readings for each content areas
- Prepare debriefing framework and questions in advance for structured experiences and activities
- After the activity debriefing give time to participants to relate with their personal experiences and in context of DAY-NRLM implementation
- Do through planning for facilitating activities in advance
- Revisit and clarify concepts and understanding on Poverty and Vulnerability, Causes and Effects of Poverty and Vulnerability, Overview of Poverty Eradication efforts in India, Origin and evolution of Poverty Eradication efforts in India, Analysis Poverty and Vulnerability generative structures, changing paradigms- from BPL to SECC and guidelines on defining and identifying Poor
- Share session handouts with the participants and give assignments if any.

For further readings and references, please refer to Volume 4 Book of Readings 1 to 3.

SESSION 3: MARGINALIZATION AND EXCLUSION



Aim: The purpose of this session is to identify and analyze various dimensions of exclusion, marginalization and its consequences on individual and communities.



SESSION OUTCOMES

At the end of the session, participants will be able to-

- Share personal experiences related to exclusion and discrimination
- Define marginalization processes and exclusion
- Narrate dimensions and consequences of exclusion

TIME
4 HOURS



CONTENTS

- This session will cover the following topics-
- Sharing of personal experiences related to exclusion and discrimination
- Understanding of marginalization processes
- Defining of exclusion (political, social, economic, geographical and infrastructural)
- Dimensions and consequences of exclusion



METHODOLOGY

- Sharing and questionnaire
- Step game
- Small Group Discussion (SGD)/Buzz group
- Chapati mapping
- Interactive lecture



MATERIALS REQUIRED

- Writing board and marker pens or blackboard, charts, cards, chalk and duster
- Materials for step game and chapati diagramming exercise



PROCESSES AND ACTIVITIES

Step 1: Stage setting (15 minutes) Explain the purpose, the outcomes to be achieved at the end of the session and key contents to be discussed and the highlight of the processes and activities to be facilitated during the session.

Step 2: Sharing of personal experiences(45 minutes)

- Personal experiences of inclusion/exclusion
- Ask participants to work in pairs
- Give each person worksheet to work on

Explain sharing process


- Talk to the other person in your pair and tell her/him of a personal experience in which you or your family member felt excluded. Explain why were you excluded and how did you feel about it? Write down two or three words on Post-it notes or cards to describe your feelings during or after the experience. Each person should, then, describe a situation in which she/he felt particularly included and respected. Write down two or three words on Post-it notes or cards that can describe how this made one feel.
- Tell everyone that they have ten minutes to share their experiences. When everyone has had a chance to share their experiences, invite one or two participants to share their experiences with the whole group, if they want to.
- Now ask all the people to share the words they have used to describe their feelings about exclusion and inclusion. Write or put the Post-it notes or cards with the words up in two lists on a flip chart, or on a sticky wall.
- In plenary session, discuss the long-term impact of 'exclusion' and 'inclusion'. For example, if one feels excluded, how does this affect her/his ability to take part in activities or decision-making processes? If one feels included, does this make one feel more confident and empowered and able to take advantage of opportunities?

SUMMING UP

- This exercise shows that everyone gets some experience of feeling excluded in one's lifetime. It means one feels left out and cannot fully participate in the situation around her/him. Some reasons of exclusion can be changed. For example, if you feel excluded because you cannot understand the language being used by others, you could very well learn that language. But some reasons of exclusion are something you cannot change. For example, your race, sex, any disability or because you are an HIV positive.






	<p>Step 3: Marginalisation and Exclusion (1 hour)</p> <ul style="list-style-type: none"> ■ Introduce the topic to the group and invite participants for an activity <p>Facilitate Step Game</p> <ul style="list-style-type: none"> ■ Introduce the game and tell that all will play this game in two groups ■ One group will be the observer and the other group will play the game <p>Briefing for observers</p> <ul style="list-style-type: none"> ■ What happened in the process? ■ Who felt the most exclusion? ■ What was the behaviour of different players? ■ How it has impacted one personally? <p>Briefing for the players</p> <ul style="list-style-type: none"> ■ That all the participants are playing on behalf of the assigned character. ■ When one makes a move, one has to think of that person as to how she/he would have responded? ■ Assign roles to the individual players such as- a single woman, a destitute elderly, a blind person, a person with MI, a polio affected person, a CLF leader from dalit community, a traffic survivor living in a shelter home, a single 90years old elderly, a woman who has 2 small children and whose husband is abandoned for 5 years, a government employee, a poor man from higher caste, a woman who has been labelled as a witch in the tribal community, leader of SHG, a tribal boy who has won national championship in shooting etc.
	<p>Statements for the game</p> <ul style="list-style-type: none"> ■ You all are able to access the government schemes ■ You all are invited in Gram Sabha meetings and your views are given importance ■ You all are consulted in decision making in your family and society ■ You can go alone to attend a training course in the state capital ■ You can easily open a bank account and have your Aadhar card ■ You can have friends and family members who care for you ■ You can send your children to good schools ■ If your kids demand, you can also take them outstation for holidays ■ You can easily access to medical facilities from nearest PHC ■ You can feel confident for having sustenance ■ You can easily borrow money from money lender, when needed ■ You are welcome to SHGs and VOs to be its members <p><i>(Note: based on the context and purpose, you can change the statements)</i></p>

	<p>Conduct the game</p> <ul style="list-style-type: none"> ■ Explain the rule of the game that all players will first stand in one line in the middle of the hall. ■ The facilitator will read out the statements and based on the statement, if you are able to do those activities, you can move one step forward. If you are not able to perform, you have to move one step back. If it doesn't affect you, you stay there itself. ■ Ask for clarification, if have any about the game. ■ Start the game and read the statements and continue the process till the last statement. When it is completed, announce the results and close the game. <p>Debriefing of the game</p> <ul style="list-style-type: none"> ■ Ask the players as to what happened to them in the process? What was going on in their minds? When did they feel most excluded? What was the behaviour of the other players towards them? How it has impacted them personally? ■ Note the key responses on the card or white board. ■ Ask the observers about what happened in the process? Who felt most exclusion? What was the behaviour of different players? How it has impacted the personally? ■ Note the key responses on the card or whiteboard. ■ Ask for sharing key learnings from the game and relate it with the social realities of the participants. ■ Encourage the participants to share the experiences from their day to day life. <p>Step 4: Vulnerability (30 minutes)</p> <ul style="list-style-type: none"> ■ Based on the analysis of the game, discuss about social positioning, exclusion issues, behaviour of different people to each other.. ■ Relate this with the dynamics of exclusion, the access and deprivation issues relating to poverty and vulnerability. ■ Make a short presentation on Social Exclusion and Vulnerability using chart or power point presentation. ■ Create open space for question-answers and clarifications.
	<p>Step 5: Dimensions and consequences of 'exclusion'</p> <ul style="list-style-type: none"> ■ Invite participants for an activity.

	<p>Step 6: Chapati diagramming activity (1 hour)</p> <ul style="list-style-type: none"> ■ Start the session by brainstorming large group by asking the question as to - what are the dimensions of exclusion and writing the answers of participants on the board or charts. ■ Divide the large group in small groups and assign the task of making chapati diagram. ■ Explain the chapati tool and ask the participants to use the indicator of access and impact. ■ Share the findings of small groups in plenary and consolidate the findings from the reflection of the group.
	<ul style="list-style-type: none"> ■ Make short presentation relating to the exercise on the dimensions and consequences of exclusion, highlighting age,sex, health, political, social, economic, geographical and Infrastructural etc. ■ Analyze the consequences as to how it impacts an individual at personal, family and societal fronts. ■ Create open space for question-answers and clarifications. <p>Step7- Summing up (15 minutes)</p> <ul style="list-style-type: none"> ■ Summarize the key learnings of the session and leave space for doubts and clarifications of the participants. ■ Share session handouts for further readings
	<p>STOP AND CHECK</p> <ul style="list-style-type: none"> ■ Participants are familiarized with session objectives. ■ Read the proper instructions about the games and activities. ■ Give references of the readings for each content areas. ■ Do thorough planning for the purpose of facilitating activities in advance. ■ Revisit and clarify concepts and understanding on marginalization processes and defining exclusion (political,social,economical geographical and infrastructural) and dimensions and consequences of exclusion. ■ Tips: This exercise can be sensitive and can provoke difficult feelings. Consider your audience and see whether it is, for example, appropriate to do this exercise with government officials. Use only if you think participants are comfortable with each other. ■ Facilitate personal sharing exercise with sensitivity and disallow cross questioning during the sharing process. This exercise can be sensitive and provoke difficult feelings. Use only if you think participants are comfortable with each other. ■ Encourage participants to share and reflect upon their day to day experiences in personal and social lives.

For further readings and references, please refer to Volume 4 Book of Readings 4 to 6.

SESSION 4: TYPOLOGY AND BASIS OF EXCLUSION

	<p>Aim: This session will help to identify the basis of exclusion and its impact on Sl, STs, PUTGs, elderly women, differently abled and other excluded groups.</p>
	<p>SESSION OUTCOMES</p> <p>At the end of the session participants will be able to-</p> <ul style="list-style-type: none"> Identify the basis and impact of exclusion on SCs,STs,PVTGs; Women (single women/widowwomen headed households); Differently abled, Elderly and HIV positive, Leprosy affected, Transgenders and others
<p>TIME 1 HOURS 30 MINUTES</p> 	<p>CONTENTS</p> <p>This session will cover the following topics:</p> <p>Basis and impact of exclusion on-</p> <p>SCs/STs/PVTGs</p> <ul style="list-style-type: none"> Women (single women/widow/women headed households) Differently abled Elderly HIV, Leprosy affected, Transgenders and others
	<p>METHODOLOGY</p> <ul style="list-style-type: none"> SGD Presentation and Consolidation Interactive lecture
	<p>MATERIALS REQUIRED</p> <p>Writing board and marker pens or blackboard, charts, cards, chalk and duster</p>



PROCESS AND ACTIVITIES

Step 1: Stage setting (15 minutes)

Explain the purpose, outcomes to be achieved at the end of the session and key contents to be discussed and the highlight of the processes and activities to be facilitated during the session.

Step 2: Activity- Small Group Discussion (1 hour)

- Relating to the discussions in the previous part, invite participants for a small group discussion. Divide large group into 5 small groups depending on the number (maximum 6 to 7 persons in each group).
- Write question on board or card for discussion such as, what are the causes and consequences of exclusion on-
 - SCs/STs/PVTGs
 - Women (single women/widow/women headed households)
 - Differently abled
 - Elderly
 - HIV, Leprosy affected, Transgenders and others
- Assign each group one constituency and ask them to identify primary causes of exclusion and its impact on that community at individual, family and community levels.
- Share the time frame for group discussions and ask the participants to present their analysis in casual diagram (causes on the bottom and consequences on the top).
- Ask each group to make their presentation and give time for queries and clarifications.
- Synthesize the findings of the groups and make a short presentation on the basis of exclusion and its impact on that particular community.

Step 3: (15 minutes)

- Summarize the key learnings of the session and create space for doubts and clarifications of the participants.
- Share session handouts for further readings.










STOP AND CHECK

- Participants are familiarized with session objectives.
- Relate with the experiences and processes of the previous session.
- Clarify the cause-effect relationship diagram.
- Encourage the participants to identify root causes and its impact in totality on individual, family and the community.
- Give references of the readings for each content areas.
- Do thorough planning for facilitating activities in advance.
- Revisit and clarify concepts and understanding of marginalization processes, defining of exclusion (political, social, economical, geographical and infrastructural and dimensions and consequences of exclusion.







For further readings and references, please refer to Volume 4 Book of Readings 7 to 11.

SESSION 5: MAPPING ISSUES AND CHALLENGES

	<p>Aim: This session will help participant to articulate and map issue and challenges related to various excluded groups.</p>
	<p>SESSION OUTCOMES</p> <p>At the end of the session, participants will be able to-</p> <ul style="list-style-type: none"> Identify issues and challenges related to: SCs/STs/PVTGs, Women (single women/widow/women headed households), Differently abled; Elderly; HIV, Leprosy affected, Transgenders and others
<p>TIME 1 HOURS 30 MINUTES</p> 	<p>CONTENTS</p> <p>This session will cover the following topics:</p> <p>Issues and challenges relating o-</p> <ul style="list-style-type: none"> SCsSTsPVTGs Women (single women/widow/women headed households) Differently abled Elderly HIV, Leprosy affected, Transgenders and others
	<p>METHODOLOGY</p> <ul style="list-style-type: none"> Small Group Discussion Role Play Interactive lecture and presentation
	<p>MATERIALS REQUIRED</p> <ul style="list-style-type: none"> Writing board and marker pens or blackboard, Charts, cards, chalk and duster
	<p>PROCESS AND ACTIVITIES</p> <p>Step 1: Stage setting (15 minutes)</p> <ul style="list-style-type: none"> Explain the purpose, outcomes to be achieved at the end of the session and key contents to be discussed and the highlight of the processes and activities to be facilitated during the session <p>Step 2: Identification of issues and challenges (1 hour)</p> <p>Activity- Small Group Discussion and Role play-</p> <ul style="list-style-type: none"> Relating to the discussions in previous part, invite participants for a small group discussion. Divide large group into 5 small groups depending on the number (maximum 6 to 7 persons in each group).

	<ul style="list-style-type: none"> ■ Ask participants to identify the key issues and challenges related to: <ul style="list-style-type: none"> ● SCs/STs/PVTGs ● Women (single women/widow/women headed households) ● Differently abled ● Elderly ● HIV, Leprosy affected, Transgender and others ■ Assign each group one constituency and ask them to write a small story and prepare a role play based on the story and issues- challenges identified. ■ Ask each group to enact the role play and make their presentation and give time for queries and clarifications. ■ Synthesize the findings of the group work and learnings from the preparation and enactment of the role plays. ■ Make a short presentation on the issues and challenges related to: SCs/STs/PVTGs; Women (single women/widow/women headed households), Differently abled, Elderly, HIV, Leprosy affected, Transgender and others and its impact on that particular community. <p>Step 3: Summing up (15 minutes)</p> <ul style="list-style-type: none"> ■ Summarize the key learnings of the session and create space for doubts and clarifications of the participants. ■ Share session handouts for further readings
	<p>STOP AND CHECK</p> <ul style="list-style-type: none"> ■ Participants are familiarized with session objectives. ■ Give references of the readings for each content areas. ■ Prepare debriefing framework and questions in advance for structured experiences and activities. ■ After the activity debriefing, give some time to the participants to relate with their personal experiences and in the context of DAY-NRLM implementation. ■ Do thorough planning for facilitating activities in advance. ■ Revisit and clarify concepts and understanding of the Issues and challenges related to: SCs, STs, PVTGs, Women (single women, widow, women headed households), Differently abled, Elderly, HIV/AIDS, Leprosy affected, Transgenders and others.
<p>For further readings and references, please refer to Volume 4 Book of Readings 7 to 11.</p>	

DAY-NRLM Perspectives and Inclusion Strategies







SESSION 6: SOCIAL INCLUSION AND DAY-NRLM PERSPECTIVE	
	Aim: This session will help participants to develop understand on changing paradigms related to social inclusion and DAY-NRLM framework and approaches.
	SESSION OUTCOMES At the end of the session, participants will be able to- <ul style="list-style-type: none"> Articulate changing paradigms related to Social Inclusion. Define DAY-NRLM framework and approaches related to Social Inclusion.
TIME 1 HOUR 	CONTENTS This session will cover the following topics: <ul style="list-style-type: none"> Understanding SI and changing paradigms DAY-NRLM framework and approaches
	METHODOLOGY <ul style="list-style-type: none"> Interactive lecture and Presentation
	MATERIALS REQUIRED <ul style="list-style-type: none"> Writing board and marker pens or blackboard, charts, cards, chalk and duster
	PROCESS AND ACTIVITIES Step 1: stage setting (15 minutes) <ul style="list-style-type: none"> Explain the purpose, outcomes to be achieved at the end of the session and key contents to be discussed and the highlight of the processes and activities to be facilitated during the session. Step 2: Changing paradigms (30 minutes) <ul style="list-style-type: none"> Relating to the discussions in previous part, start large group discussion on DAY-NRLM changing paradigms related to Social Inclusion. Make a short presentation on the DAY-NRLM Framework, strategies and approaches using power point or charts. Ask for questions and clarifications regarding DAY-NRLM strategies and approaches. Step 3: Summing up (15 minutes) <ul style="list-style-type: none"> Summarize the key learnings of the session and create space for doubts and clarifications of the participants. Share session handouts for further readings.




STOP AND CHECK

- Participants are familiarized with session objectives.
- Encourage participants to ask questions and clarifications
- Give references of the readings for each content areas.
- After the activity debriefing give some time to participants to relate with their personal experiences and in the context of DAY- NRLM implementation.
- Revisit and clarify concepts and understanding of SI and changing paradigms and DAY-NRLM framework and approaches.







For further readings and references, please refer to Volume 4 Book of Readings 12 to 18.


SESSION 7: NRLM PROTOCOLS AND GUIDELINES	
	<p>Aim: This session will help participants to develop understanding on NRLM protocols and guidelines.</p>
	<p>SESSION OUTCOMES</p> <p>At the end of the session, participants will be able to-</p> <ul style="list-style-type: none"> ■ Relate with NRLM Protocols ■ Identify NRLM Guidelines for social inclusion
<p>TIME 3 HOURS</p> 	<p>CONTENTS</p> <p>This session will cover the following topics-</p> <ul style="list-style-type: none"> ■ NRLM Protocols ■ NRLM Guidelines
	<p>METHODOLOGY</p> <ul style="list-style-type: none"> ■ Short seminar ■ Guided readings ■ Interactive lecture
	<p>MATERIALS REQUIRED</p> <ul style="list-style-type: none"> ■ Writing board and marker pens or blackboard, charts, cards and chalk, duster ■ Copies of readings according to the number of participants
	<p>PROCESS AND ACTIVITIES</p> <p>Step 1: Stage setting (15 minutes)</p> <ul style="list-style-type: none"> ■ Explain the purpose, outcomes to be achieved at the end of the session, key contents to be discussed and highlight of the processes and activities to be facilitated during the session. <p>Step 2: Perspective of protocol (30 minutes)</p> <ul style="list-style-type: none"> ■ Relating to the discussions in previous part, start large group discussion on DAY-NRLM protocols and guide lines. ■ Make a short presentation on the DAY-NRLM protocols and guide lines using power point or charts.

	<p>Step 3: Understanding protocols (2 hours)</p> <p>Activity- Guided readings and group work</p> <ul style="list-style-type: none"> ■ Divide large group into 6 small groups depending on the number (maximum 6 to 7 persons in group). ■ Ask participants to identify 3 key issues and strategies to deal with these issues related to- <ul style="list-style-type: none"> ● Gender ● ST/PVTG ● Women (single women/widow/women headed households) ● Differently abled ● Elderly ● HIV positive, Leprosy affected, Transgenders and others ■ Assign each group one protocol and ask to read and discuss in the small group. ■ Prepare the summary of key points of the protocols to present in the large group. ■ Assign time for group work and ask for presentation after the group work. <p>Step 4: Implementation of protocols</p> <p>Facilitate Seminar in this manner-</p> <ul style="list-style-type: none"> ■ Ask each group to present the summary of protocols. ■ Facilitate question answers and clarifications on protocols and guideline. ■ Synthesize the findings of the group work and learnings from the exercise. ■ Make a short presentation on the key strategies related to SC, ST,PVTG and Women (single women/widow/women headed households and its impact on that particular community in the protocol. <p>Step 5: Summing up (15 minutes)</p> <ul style="list-style-type: none"> ■ Summarize key learnings of the session and create space for doubts and clarifications of the participants. ■ Share session handouts for further readings.
	<p>STOP AND CHECK</p> <ul style="list-style-type: none"> ■ Participants are familiarized with session objectives ■ Give references of the readings for each content areas ■ Give sort orientation on seminar and orientation framework for the groups ■ After the seminar debriefing give time to participants to relate with their personal experiences and in context of DAY- NRLM implementation ■ Do through planning for facilitating activities in advance ■ Revisit and clarify concepts and understanding on NRLM Protocols and NRLM Guidelines.







For further readings and references please refer to Volume 4 reading 12 to 18.


SESSION 8: DAY-NRLM: STRATEGIES AND APPROACHES: Related to Women, SCs, STs and PVTGs

	<p>Aim: This session will help participants to articulate strategies and approaches to deal with exclusion issues related to SC, ST and PVTGs.</p>
	<p>SESSION OUTCOMES</p> <p>At the end of the session, participants will be able to-</p> <ul style="list-style-type: none"> ■ Explain DAY-NRLM, Strategies and approaches related to: Women, SC, ST and PVTG. ■ Identify 3 key issues and strategies to deal with these issues.
<p>TIME 2 HOURS</p> 	<p>CONTENTS</p> <p>This session will cover the following topics:</p> <p>DAY-NRLM: Strategies and approaches related to-</p> <ul style="list-style-type: none"> ■ Women, SCs, STs and PVTGs ■ Identify 3 key issues ■ Strategies to deal with these issues
	<p>METHODOLOGY</p> <ul style="list-style-type: none"> ■ Interactive Lecture ■ Small Group Discussion ■ Presentation
	<p>MATERIALS REQUIRED</p> <ul style="list-style-type: none"> ■ Writing board and marker pens or blackboard, charts, cards, chalk and duster ■ Stationary for story writing and role play
	<p>PROCESS AND ACTIVITIES</p> <p>Step 1: stage setting (15 minutes)</p> <ul style="list-style-type: none"> ■ Explain the purpose, outcomes to be achieved at the end of the session and key contents to be discussed and the highlight of the processes and activities to be facilitated during the session. <p>Step 2: DAY-NRLM strategies and approaches (30 minutes)</p> <ul style="list-style-type: none"> ■ Relating to the discussions in previous part, start large group discussion on DAY-NRLM strategies and approaches. ■ Make a short presentation on the DAY-NRLM strategies and approaches using power point or charts. ■ Ask for questions and clarifications regarding DAY-NRLM strategies and approaches.






	<p>Step 3: Identification of the issues and strategy to deal with these issues (1 hour)</p> <p>Activity- Small Group Discussion:</p> <ul style="list-style-type: none"> ■ Relating to the discussions in previous part, invite participants for a small group discussion. Divide large group into 5 small groups depending on the number (maximum 6 to 7 persons in each group). ■ Ask participants to identify the 3 key issues and strategies to deal with these issues related to: <ul style="list-style-type: none"> ● SCs/STs/PVTGs ● Women (single women/widow/women headed households) ■ Assign each group one constituency and ask to identify the 3 key issues and strategies to deal with these issues related to that particular constituency. ■ Assign time for group work and ask for presentation after the group work. ■ Synthesize the findings of the group work and learnings from the exercise. ■ Make a short presentation on the key issues and strategies related to: SCs, STs/PVTGs and Women (single women/widow/women headed households and its impact on that particular community. <p>Step 4: Summing up (15 minutes)</p> <ul style="list-style-type: none"> ■ Summarize the key learnings of the session and create space for doubts and clarifications of the participants.
	<p>STOP AND CHECK</p> <ul style="list-style-type: none"> ■ Participants are familiarized with session objectives. ■ Prepare debriefing framework and questions in advance for structured experiences and activities. ■ After the activity debriefing, give time to participants to relate with their personal experiences and in the context of DAY-NRLM implementation. ■ Do tho.rough planning for facilitating activities in advance. ■ Revisit and clarify concepts and understanding of DAY-NRLM:Strategies and approaches related to: Women, SCs, STs and PVTGs ■ Identify key issues and strategies to deal with these issues.. ■ Give references of the readings for each content areas

For further readings and references, please refer to Volume 4 Book of Readings 12 to 18.

SESSION 9: DAY-NRLM: STRATEGIES AND APPROACHES Related to Elderly, Disabled, Transgenders and others	
	<p>Aim: This session will help participants to articulate studies ad approaches to deal with exclusion issues related to elderly disabled, transgender and other.</p>
	<p>SESSION OUTCOMES</p> <p>At the end of the session, participants will be able to-</p> <ul style="list-style-type: none"> ■ Explain DAY-NRLM: Strategies and approaches related to: Elderly, Disabled, Transgenders and others. ■ Identify 3 key issues and strategies to deal with these issues.
<p>TIME 2 HOURS</p> 	<p>CONTENTS</p> <p>This session will cover the following topics:</p> <p>DAY-NRLM: Strategies and approaches (2) related to:</p> <ul style="list-style-type: none"> ■ Elderly, Disabled, Transgender and others ■ Identify 3 key issues ■ Strategies to deal with these issues
	<p>METHODOLOGY</p> <ul style="list-style-type: none"> ■ SGD ■ Presentation
	<p>MATERIALS REQUIRED</p> <ul style="list-style-type: none"> ■ Writing board and marker pens or blackboard, charts, cards, chalk and duster
	<p>PROCESS AND ACTIVITIES</p> <p>Step 1: Stage setting (15 minutes)</p> <ul style="list-style-type: none"> ■ Explain the purpose, outcomes to be achieved at the end of the session and key contents to be discussed and the highlight of the processes and activities to be facilitated during the session. <p>Step 2: DAY-NRLM strategies and approaches (30 minutes)</p> <ul style="list-style-type: none"> ■ Relating to the discussions in previous part, start large group discussion on DAY-NRLM strategies and approaches. ■ Make a short presentation on the DAY-NRLM strategies and approaches using power point or charts. ■ Ask for questions and clarifications regarding DAY-NRLM strategies and approaches.

	<p>Step 3: Identification of issues and strategy to deal with these issues related to Elderly, disabled and others (1 hour)</p> <p>Activity- Small Group Discussion:</p> <ul style="list-style-type: none"> ■ Relating to the discussions in previous part, invite participants for a small group discussion. Divide large group into 5 small groups depending on the number (maximum 6 to 7 persons each in group). ■ Ask participants to identify the 3 key issues and strategies to deal with these issues related to: <ul style="list-style-type: none"> ● Elderly ● Disabled ● Others ■ Assign each group one constituency and ask them to identify the 3 key issues and strategies to deal with these issues related to that particular constituency. ■ Assign time for group work and ask for presentation after the group work. ■ Synthesize the findings of the group work and learnings from the exercise. ■ Make a short presentation on the key issues and strategies related to: Elderly, Disabled and others and its impact on that particular community. <p>Step 4: summing up (15 minutes)</p> <ul style="list-style-type: none"> ■ Summarize the key learnings of the session and create space for doubts and clarifications of the participants. ■ Share session handouts for further readings. ■ Encourage participants to relate with grassroots experiences and emerging challenges and mitigation strategies.
	<p>STOP AND CHECK</p> <ul style="list-style-type: none"> ■ Participants are familiarized with session objectives. ■ Give references of the readings for each content area/s ■ After the activity debriefing give time to participants to relate with their personal experiences and in the context of DAY-NRLM implementation. ■ Do thorough planning for facilitating activities in advance. ■ Revisit and clarify concepts and understanding of DAY-NRLM: Strategies and approaches (2) related to: Elderly, Disabled, Transgenders and others ■ Identify key issues and strategies to deal with these issues. ■ Give examples of DAY-NRLM experiences, initiatives and practices.

For further readings and references, please refer to Volume 4 Book of Readings 12 to 18.

SESSION 10: SOCIAL INCLUSION- MODELS AND PRACTICES	
	<p>Aim: This session will help participants to identify good practices from field, particularly the innovation done by the state mission (SRLM).</p>
	<p>SESSION OUTCOMES:</p> <p>At the end of the session, participants will be able to-</p> <ul style="list-style-type: none"> ■ Identify best practices from DAY-NRLM/SRLMs related to: SCs/STs/PVTGs, Women (single women/widow/women headed households) Differently abled; Elderly; HIV, Leprosy affected, Transgender and others ■ Articulate Innovations and interventions related to Social Inclusion
<p>TIME 2 HOURS</p> 	<p>CONTENTS</p> <ul style="list-style-type: none"> ■ This session will cover the following topics- ■ Best practices from DAY-NRLM/SRLMs <ul style="list-style-type: none"> ● Innovations and interventions related to ● SCs/STs/PVTGs ● Women (single women/widow/women headed households) ● Differently abled ● Elderly ● HIV, Leprosy affected, Transgender and others
	<p>METHODOLOGY</p> <ul style="list-style-type: none"> ■ Case study analysis ■ Interactive lecture and ■ Presentation
	<p>MATERIALS REQUIRED</p> <ul style="list-style-type: none"> ■ Writing board and marker pens or blackboard, charts, cards, chalk, and duster ■ Case study for analysis



PROCESS AND ACTIVITIES

Step 1: stage setting (15 minutes)

- Explain the purpose, outcomes to be achieved at the end of the session and key contents to be discussed and the highlight of the processes and activities to be facilitated during the session.

Step 2: Identify models and best practices (30 minutes)

- Relating to the discussions in previous part, facilitate large group discussion on DAY-NRLM models and practices.
- In buzz groups, ask participants to list their best practices, models and innovations regarding the inclusion of:
 - SCs,STs/PVTGs
 - Women (single women/widow/women headed households)
 - Differently abled
 - Elderly
 - HIV, Leprosy affected, Transgender and others
- Ask participants to write one innovation on one card.
- Once they have completed the writing, paste all the ideas on the wall and categorise e them based on the constituencies.
- Synthesize the learnings on best practices and innovations.
- Make a short presentation on the DAY-NRLM models and innovations.
- Ask for questions and clarifications regarding DAY-NRLM strategies and approaches.

Step 3: Innovations and examples

Activities- Case presentations (1 hour)

- Relating to the discussions in previous part, present case studies of innovations and exemples related to Social Inclusion processes of:

SCs and STs PVTGs

- Women (single women/widow/women headed households)
- Differently abled
- Elderly
- HIV, Leprosy affected, Transgender and others
- Ask participants for clarifications and queries.

Step 4: Summing up (15 minutes)

- Summarize the key learnings of the session and create space for doubts and clarifications of the participants.
- Share session handouts for further readings.








STOP AND CHECK

- Participants are familiarized with session objectives
- Read the proper instructions about the case study analysis.
- Give references of the readings for each content areas..
- Prepare debriefing framework and questions in advance for case study analysis.
- After the activity debriefing give time to participants to relate with their personal experiences and in the context of DAY- NRLM implementation
- Do thorough planning for facilitating activities in advance.
- Revisit and clarify concepts and understanding on Innovations and interventions related to:SCs/STs/PVTGs,Women(single women/widow/women headed households), Differently abled, Elderly, HIV, Leprosy affected, Transgender and others.

For further readings and references, please refer to Volume 4 Book of Readings 12 to 18.

SESSION 11: INTERVENTIONS AND INITIATIVES OF CSOs

	<p>Aim: This session will help participants to develop understanding of the role of CSOs in social inclusion processes and initiatives of CSOs.</p>
	<p>SESSION OUTCOMES</p> <p>At the end of the session, participants will be able to-</p> <ul style="list-style-type: none"> ■ Identify best practices from Civil Society Organizations (CSOs) related to SCs/STs/PVTGs, Women (single women/widow/women headed households); Differently abled Elderly HIV, Leprosy affected, Transgender and others. ■ Articulate Innovations and interventions related to Social Inclusion by CSOs.
<p>TIME 2 HOURS</p> 	<p>CONTENTS</p> <p>This session will cover the following topics:</p> <p>Innovations and interventions of CSOs related to -</p> <ul style="list-style-type: none"> ■ SCs/STs/PVTGs ■ Women (single women/widow/women headed households) ■ Differently abled ■ Elderly ■ HIV, Leprosy affected, Transgenders and others
	<p>METHODOLOGY</p> <ul style="list-style-type: none"> ■ Case analysis of CSOs ■ Interactive lecture
	<p>MATERIALS REQUIRED</p> <ul style="list-style-type: none"> ■ Writing board and marker pens or blackboard, charts, cards and chalk, duster ■ Case studies/ video films



PROCESS AND ACTIVITIES

Step 1: stage setting (15 minutes)

- Explain the purpose, outcomes to be achieved at the end of the session and key contents to be discussed and highlight of the processes and activities to be facilitated during the session.

Step 2: Mapping CSO initiatives (30 minutes)

- Explain the concept of Civil Society Organizations (CSOs) and historical overview of civic movements in India regarding the social reforms and change.
- In buzz groups ask participants to list best practices, models and innovations of Civil Society Organizations (CSOs) regarding the inclusion of-
 - SC,ST and PVTG
 - Women (single women/widow/women headed households)
 - Differently abled and Elderly
 - HIV, Leprosy affected, Transgender and others
- Ask participants to write one innovation on one card.
- Once they have completed the writing, paste all ideas on the wall and categorize them based on the constituencies.
- Synthesize the learnings on best practices and innovations.
- Make a short presentation on the DAY-NRLM models and innovations.
- Ask for questions and clarifications regarding DAY-NRLM strategies and approaches.

Step3: Innovations and best practices (1 hour)

Activities- Case presentations

- Relating to the discussions in previous part, present case studies of innovations and examples related to social inclusion processes of SC, ST, PVTG; Women (single women/widow/women headed households); Differently abled and Elderly and HIV positive, Leprosy affected, Transgender and others (written or film from CSOs)
- Ask participants for clarifications and queries.

Step 4: summing up (15 minutes)

- Summarize the key learnings of the session and create space for doubts and clarifications of the participants.
- Share session handouts for further readings.










STOP AND CHECK

- Participants are familiarized with session objectives
- Give references of the readings for each content areas
- After the case analysis activity debriefing give time to participants to relate with their personal experiences and in context of DAY- NRLM implementation
- Revisit and clarify concepts and understanding on Identifying best practices from Civil Society Organizations (CSOs) related to SC,ST,PVTG; Women (single women/widow/women headed households); Differently abled; Elderly; HIV positive, Leprosy affected, Transgender and others
- Summarize innovations and interventions related to social inclusion by CSOs.

For further readings and references, please refer to Volume 4 Book of Readings 12 to 18.






SESSION 12: MAINSTREAMING SOCIAL INCLUSION IN DAY-NRLM: STRATEGIES FOR INCLUSION

	<p>Aim: This session will develop understanding on strategies for inclusion in context of DAY-NRLM.</p>
	<p>SESSION OUTCOMES</p> <p>At the end of the session, participants will be able to-</p> <ul style="list-style-type: none"> ■ Identify and explain strategies for identity (legal/social), solidarity (collectivization's and structures/CBOs), capacity enhancement (individual and institutional), convergence (social development), financial inclusion (DAY-NRLM/bank) and empowerment
<p>TIME 2 HOURS</p> 	<p>CONTENTS</p> <p>This session will cover the following topics-</p> <ul style="list-style-type: none"> ■ Strategies for identity (legal/social) ■ Strategies for solidarity (collectivization's and structures/CBOs) ■ Strategies for capacity enhancement (individual and institutional) ■ Strategies for convergence (social development) ■ Strategies for Financial inclusion (DAY-NRLM/bank) ■ Strategies for empowerment
	<p>METHODOLOGY</p> <ul style="list-style-type: none"> ■ Case studies ■ SGD ■ Presentation
	<p>MATERIALS REQUIRED</p> <ul style="list-style-type: none"> ■ Writing board and marker pens or blackboard, charts, cards and chalk, duster ■ Case studies
	<p>PROCESS AND ACTIVITIES</p> <p>Step 1: Stage setting (15 minutes)</p> <ul style="list-style-type: none"> ■ Explain the purpose, outcomes to be achieved at the end of the session and key contents to be discussed and highlight of the processes and activities to be facilitated during the session. <p>Step 2: DAY-NRLM strategies and approaches (30 minutes)</p> <ul style="list-style-type: none"> ■ Relating to the discussions in previous part, start large group discussion on DAY-NRLM strategies and approaches. ■ Make a short presentation on the DAY-NRLM strategies and approaches using power point or charts. ■ Ask for questions and clarifications regarding DAY-NRLM strategies and approaches.

	<p>Step 3: Strategies and interventions (1 hour)</p> <p>Activity- Small Group Discussion:</p> <ul style="list-style-type: none"> ■ Relating to the discussions in previous part, invite participants for a small group discussion. ■ Divide large group into 6 small groups depending on the number (maximum 6 to 7 persons in group). ■ Ask participants to identify the 3 key strategies and interventions related to: <ul style="list-style-type: none"> ● Strategies for identity (legal/social) ● Strategies for solidarity (collectivization's and structures/CBOs) ● Strategies for capacity enhancement (individual and institutional) ● Strategies for convergence (social development) ● Strategies for financial inclusion (DAY-NRLM/bank) ● Strategies for empowerment ■ Assign each group one topic and ask to identify the 3 key strategies and interventions planned DAY-NRLM. ■ Assign time for group work and ask for presentation after the group work. ■ Synthesize the findings of the group work and learnings from the exercise. ■ Make a short presentation on the key issues and strategies related to: Strategies for identity (legal/social); Strategies for solidarity (collectivization's and structures/CBOs); Strategies for capacity enhancement (individual and institutional); Strategies for convergence (Social development); Strategies for financial inclusion (DAY-NRLM/bank) and Strategies for empowerment. <p>Step 4: Summing up (15 minutes)</p> <ul style="list-style-type: none"> ■ Summarize the key learnings of the session and create space for doubts and clarifications of the participants. ■ Share session handouts for further readings
	<p>STOP AND CHECK</p> <ul style="list-style-type: none"> ■ Participants are familiarized with session objectives ■ Read the proper instructions about the case study analysis ■ Give references of the readings for each content areas ■ After the case analysis activity and debriefing, give time to the participants to relate with their personal experiences and in context of DAY-NRLM implementation ■ Do thorough planning for facilitating activities in advance ■ Revisit and clarify concepts and understanding on strategies for identity (legal/social), collectivization's and structures/CBOs), capacity enhancement, convergence (social development) and financial inclusion.

For further readings and references, please refer to Volume 4 Book of Readings 12 to 18.

SESSION 13: OVERVIEW OF PARTICIPATORY METHODS AND TOOLS

	<p>Aim: This session will familiarly participants with participatory methods tools and its applications.</p>
	<p>SESSION OUTCOMES</p> <ul style="list-style-type: none"> ■ At the end of the session, participants will be able to- ■ Explain perspective of participatory methods ■ Identify and narrate applicability of PRA tools- social mapping, wealth ranking, chapati ranking and scoring income and expenditure analysis, others ■ Define the use of Focus Group Discussions and Household analysis
<p>TIME 3 HOURS</p> 	<p>CONTENTS</p> <p>This session will cover the following topics-</p> <ul style="list-style-type: none"> ■ Perspective of participatory methods (principles and values) ■ PRA tools- social mapping, wealth ranking, chapati ranking and scoring income and expenditure analysis, others ■ Focus group discussions ■ House hold analysis
	<p>METHODOLOGY</p> <ul style="list-style-type: none"> ■ Short film- 'whose reality counts' ■ Interactive lectures ■ Small Group Discussions ■ Presentation ■ Mock practice sessions
	<p>MATERIALS REQUIRED</p> <ul style="list-style-type: none"> ■ Writing board and marker pens or blackboard, charts, cards and chalk, duster ■ Film and materials for activities



PROCESS AND ACTIVITIES

Step 1: Stage setting (15 minutes)

- Explain the purpose, outcomes to be achieved at the end of the session and key contents to be discussed and highlight of the processes and activities to be facilitated during the session.

Step 2: Participation perspective (30 minutes)

Short film:

- Screen the short film- 'whose reality counts'
- Generate discussions by asking participants observations on the film
- List key points on the board
- Explain the perspective of participation and bottom up planning

Step 3: PRA perspective and tools (30 minutes)

Presentation:

- Make a short presentation on PRA perspective and tools using power point or chart
- Ask for questions and clarifications

Step 4: Practice on tools (1 hour 30 minutes)

- Make a short presentation on PRA tools using power point or chart
- Ask participants to do practice on tools in groups.
- Each group will practice on one tools- mapping, house hold survey, focus group discussion and ranking and scoring.
- Ask for presentation in plenary and facilitate discussions about the use of tools

Step 5: summing up (15 minutes)

- Summarize the key learnings of the session and create space for doubts and clarifications of the participants.
- Share session handouts for further readings



STOP AND CHECK

- Participants are familiarized with session objectives
- Read the proper instructions about the games and activities
- Give references of the readings for each content areas
- Prepare debriefing framework and questions in advance for structured experiences and activities for film and activities
- After the activity and debriefing, give time to participants to relate with their personal experiences and in context of DAY- NRLM implementation
- Do thorough planning for facilitating activities in advance
- Revisit and clarify concepts and understanding on principles, values and PRA tools. Also discuss the attitudinal and behavioral change in the context of using PRA tools.

For further readings and references, please refer to Volume 4 Book of Readings 12 to 22.

SESSION 14: MAINSTREAMING SOCIAL INCLUSION IN DAY-NRLM: TOOLS FOR IDENTIFICATION (PIP/PPA)



Aim: This session will help participants to understand the PIP process in context of DAY-NRLM.



SESSION OUTCOMES

At the end of the session, participants will be able to-

- Explain evolution of PPA/PIP
- Articulate the importance of SECC data and auto inclusion in PIP
- Identify PIP purpose, process and specific tools for PIP/PPA
- Narrate the expected outcomes of PIP data and action steps .

TIME
2 HOURS



CONTENTS

This session will cover the following topics-

- Evolution of PIP/PPA
- SECC data and auto inclusion in PIP
- PIP purpose and process
- Specific tools for PIP/PPA
- Expected outcomes of PIP data and action steps
- DOs and Don'ts



METHODOLOGY

- Case studies/ Video
- Small group discussion
- Presentation and mock practice



MATERIALS REQUIRED

- Writing board and marker pens or blackboard, charts, cards, chalk and duster
- Materials for PRA exercises



PROCESS AND ACTIVITIES

Step 1: Stage setting (15 minutes)

- Explain the purpose, outcomes to be achieved at the end of the session, key contents to be discussed and highlight of the processes and activities to be facilitated during the session.

Step 2: Perspective of PIP/PPA (30 minutes)

Short film:

- Screen the short film on PPA/PIP or a case study
- Generate discussions by asking participants' observations on the film or case study
- List key points on the board
- Explain the perspective of PIP and PPA
- Participation and bottom up planning

Step 3: PIP Process (30 minutes)

Presentation:

- Make a short presentation on PIP process, tools and expected outcomes from PIP using power point or chart
- Ask for questions and clarifications

Step 4: Practice on tools (1 hour)

- Make a short presentation on PIP tools using power point or chart
- Ask participants to do practice on PIP tools in groups.
- Each group will practice on one tools- mapping, house hold survey, focus group discussion and ranking and scoring.
- Ask for presentation in plenary and facilitate discussions about the use of tools

Step 5: summing up (15 minutes)

- Summarize the key learnings of the session and create space for doubts and clarifications of the participants.
- Share session handouts for further readings



STOP AND CHECK

- Participants are familiarized with session objectives
- Read proper instructions about the games and activities
- Give references of the readings for each content areas
- Prepare debriefing framework and questions in advance for structured experiences and activities
- After the activity and debriefing, give time to participants to relate with their personal experiences and in context of DAY- NRLM implementation
- Do thorough planning for facilitating activities in advance
- Revisit and clarify concepts and understanding on Evolution of PPA/PIP, SECC data and auto inclusion in PIP
- Also discuss PIP purpose and process and specific tools for PIP/PPA
- Downloads films in advance and do necessary logistic arrangement for film show.

For further readings and references please refer to Volume 4 reading 12 to 22.

SESSION 15: PLANNING FOR ACCESS AND ENTITLEMENT (PAE and EAP)



Aim: This session will orient participants on planning for Access and entitlement as well as developing entitlement access plan.



SESSION OUTCOMES

At the end of the session, participants will be able to-

- Articulate Participatory Access and Entitlements (PAE) process and steps
- Explain developing Entitlement Access Plan (EAP) and relevant formats

TIME
3 HOURS



CONTENTS

This session will cover the following topics-

- Overview of Participatory Access and Entitlements (PAE)
- Steps of Participatory Access and Entitlements (PAE)
- Relevant formats
- Developing Entitlement Access Plan (EAP)
- Formats for EAP



METHODOLOGY

- LGD
- Practice and mock practice
- Presentation



MATERIALS REQUIRED

- Writing board and marker pens or blackboard, charts, cards and chalk, duster
- Materials for exercises



PROCESS AND ACTIVITIES

Step 1: Stage setting (15 minutes)

- Explain the purpose, outcomes to be achieved at the end of the session and key contents to be discussed and highlight of the processes and activities to be facilitated during the session.

Step 2: Perspective and process (1 hour)

Case study analysis:

- Share a case study on Participatory Access and Entitlements (PAE) and Developing Entitlement Access Plan (EAP)
- Generate discussions by asking participants observations on the case study
- List key points on the board
- Explain the perspective of PAE and EAP

Step 3: Presentation (30 minutes)

- Make a short presentation on PAE and EAP process, tools and expected outcomes from EAP using power point or chart
- Ask for questions and clarifications

Step 4: Practice on PAE and EAP (1 hour)

- Make a short presentation on PAE and EAP tools using power point or chart
- Ask participants to do practice on PAE and EAP tools in groups.
- Ask for presentation in plenary and facilitate discussions about the use of tools

Step 5: Summing up (15 minutes)

- Summarize the key learnings of the session and create space for doubts and clarifications of the participants.
- Share session handouts for further readings










STOP AND CHECK

- Participants are familiarized with session objectives
- Give references of the readings for each content areas
- Do through planning for facilitating mock session
- Give guidelines or orientation on the mock session
- Encourage participants to relate with their experiences related to access and entitlements at community level
- Revisit and clarify concepts and understanding on Participatory Access and Entitlements (PAE) and Steps of Participatory Access and Entitlements (PAE) as well as relevant formats for developing Entitlement Access Plan (EAP).

For further readings and references, please refer to Volume 4 Book of Readings 12 to 22.

Tools for Planning and Implementation

SESSION 16: PLANNING FOR ACCESSING VULNERABILITY REDUCTION FUND (VRF) and VULNERABILITY REDUCTION PLAN (VRP)	
	Aim: This session will orient participant on use of vulnerability reduction fund and developing vulnerability reduction plan.
	SESSION OUTCOMES At the end of the session, participants will be able to- <ul style="list-style-type: none"> ■ Explain guidelines for accessing VRF (including relaxations) ■ Narrate VRP process and formats for VRP
TIME 4 HOURS 	CONTENTS This session will cover the following topics- <ul style="list-style-type: none"> ■ Overview of VRF ■ Guidelines for accessing VRF (including relaxations) ■ VRP process ■ Formats for VRP
	METHODOLOGY <ul style="list-style-type: none"> ■ Large group discussion ■ Practice and mock practice ■ Presentation
	MATERIALS REQUIRED <ul style="list-style-type: none"> ■ Writing board and marker pens or blackboard, charts, cards and chalk, duster ■ Case studies ■ Material for activities

	<p>PROCESS AND ACTIVITIES</p> <p>Step 1: Stage setting (15 minutes)</p> <ul style="list-style-type: none"> ■ Explain the purpose, outcomes to be achieved at the end of the session, key contents to be discussed and highlight of the processes and activities to be facilitated during the session. <p>Step 2: Case study analysis (1 hour)</p> <ul style="list-style-type: none"> ■ Share a case study on Planning for Accessing Vulnerability Reduction Fund (VRF) and Vulnerability Reduction Plan (VRP) ■ Generate discussions by asking participants' observations on the case study ■ List key points on the board ■ Explain the perspective of VRF and VRP <p>Step 3: Presentation (30 minutes)</p> <ul style="list-style-type: none"> ■ Make a short presentation on VRF and VRP process and expected outcomes from VRP using power point or chart ■ Share guidelines for VRF and VRP ■ Ask for questions and clarifications <p>Step 4: Practice on VRF and VRP (2 hours)</p> <ul style="list-style-type: none"> ■ Make a short presentation on VRF and VRP using power point or chart ■ Ask participants to do practice on VRF and VRP process and formats in groups to develop a demo plan ■ Ask for presentation in plenary and facilitate discussions about the process and use of formats. <p>Step 5: Summing up (15 minutes)</p> <ul style="list-style-type: none"> ■ Summarize the key learnings of the session and create space for doubts and clarifications of the participants ■ Share session handouts for further readings.
	<p>STOP AND CHECK</p> <ul style="list-style-type: none"> ■ Participants are familiarized with session objectives ■ Do thorough planning for facilitating mock session ■ Give guidelines or orientation on the mock session ■ Encourage participants to relate with their experiences related to access and entitlements at community level ■ Give references of the readings for each content areas ■ Prepare debriefing framework and questions in advance for structured experiences and activities ■ After the activity and debriefing, give time to participants to relate with their personal experiences and in context of DAY- NRLM implementation. ■ Revisit and clarify concepts and understanding on VRF guidelines for accessing VRF (including relaxations) and VRP process.

For further readings and references, please refer to Volume 4 Book of Readings 12 to 22.

SESSION 17: PLANNING FOR ACCESSING COMMUNITY INVESTMENT FUND (CIF)



Aim: This session Aims at developing understanding on provision and process for Planning Community Investment Fund.



SESSION OUTCOMES

At the end of the session, participants will be able to-

- Explain guidelines for accessing Community Investment Fund (CIF) (including relaxations)
- Narrate CIF and MCP process and formats

TIME
3 HOURS
30 MINUTES



CONTENTS

This session will cover the following topics-

- Overview of CIF
- Guidelines for accessing CIF (including relaxations)
- Livelihood of Vulnerable
- MCP process and formats for Micro Credit Plan (MCP)





METHODOLOGY

- Large Group Discussion
- Practice and mock practice
- Presentation



MATERIALS REQUIRED

- Writing board and marker pens or blackboard, charts, cards and chalk, duster
- Materials for activities and mock session
- Case studies

	<p>PROCESS AND ACTIVITIES</p> <p>Step 1: Stage setting (15 minutes)</p> <ul style="list-style-type: none"> ■ Explain the purpose, outcomes to be achieved at the end of the session, key contents to be discussed and highlight of the processes and activities to be facilitated during the session. <p>Step 2: Case study analysis (30 minutes)</p> <ul style="list-style-type: none"> ■ Share a case study on Planning for Community Investment Fund (CIF) and Micro Credit Plan (MCP) ■ Generate discussions by asking participants' observations on the case study ■ List key points on the board ■ Explain the perspective of Community Investment Fund (CIF) and Micro Credit Plan (MCP). <p>Step 3: Presentation (30 minutes)</p> <ul style="list-style-type: none"> ■ Make a short presentation on Community Investment Fund (CIF) and Micro Credit Plan (MCP) process and expected outcomes from VRP using power point or chart ■ Share guidelines for Community Investment Fund (CIF) and Micro Credit Plan (MCP) ■ Ask for questions and clarifications <p>Step 4: Practice on Community Investment Fund (CIF) and Micro Credit Plan (MCP) (1 hour)</p> <ul style="list-style-type: none"> ■ Make a short presentation on Community Investment Fund (CIF) and Micro Credit Plan (MCP) using power point or chart ■ Ask participants to do practice on Community Investment Fund (CIF) and Micro Credit Plan (MCP) process and formats in groups to develop a demo plan. ■ Ask for presentation in plenary and facilitate discussions about the process and use of formats. <p>Step 5: Summing up (15 minutes)</p> <ul style="list-style-type: none"> ■ Summarize the key learnings of the session and create space for doubts and clarifications of the participants. ■ Share session handouts for further readings.
	<p>STOP AND CHECK</p> <ul style="list-style-type: none"> ■ Participants are familiarized with session objectives ■ Give references of the readings for each content areas ■ Do thorough planning for facilitating mock session ■ Give guidelines or orientation on the mock session ■ Encourage participants to relate with their experiences related to access and entitlements at community level ■ After the activity debriefing give time to participants to relate with their personal experiences and in context of DAY-NRLM implementation ■ Do through planning for facilitating activities in advance ■ Revisit and clarify concepts and understanding on CIF and guidelines for accessing CIF (including relaxations) and Formats for Micro Credit Plan (MCP)

For further readings and references, please refer to Volume 4 Book of Readings 12 to 22.

SESSION 18: PLANNING FOR CAPACITY BUILDING (CB) OF VULNERABLE COMMUNITIES



Aim: This session will help participants to articulate and develop capacities building plan for vulnerable and marginalized communities.



SESSION OUTCOMES

At the end of the session, participants will be able to-

- Identify capacity building architecture in DAY-NRLM
- Explain visioning and planning for CBOs and leadership and management capacity
- Narrate strategies for developing thematic cadre and resource persons at community level.

TIME
2 HOURS



CONTENTS

This session will cover the following topics-

- Capacity building architecture in DAY-NRLM
- Physical aspects (health, nutrition, food, therapeutic aspects)
- Technical skill building (for livelihood)
- Visioning and planning for CBOs
- Leadership and management capacity
- Developing thematic cadre and resource persons at community level





METHODOLOGY

- LGD
- Practice and mock practice
- Presentation










MATERIALS REQUIRED

- Writing board and marker pens or blackboard, charts, cards and chalk, duster
- Materials for activities and mock session
- Case studies

	<p>PROCESS AND ACTIVITIES</p> <p>Step 1: stage setting (15 minutes)</p> <ul style="list-style-type: none"> ■ Explain the purpose, outcomes to be achieved at the end of the session, key contents to be discussed and highlight of the processes and activities to be facilitated during the session. <p>Step 2: (30 minutes)</p> <ul style="list-style-type: none"> ■ Relating to the discussions in previous part, start Large Group Discussion on capacity building architecture in DAY-NRLM. ■ Make a short presentation on Capacity Building Architecture in DAY-NRLM. ■ Ask for questions and clarifications regarding DAY-NRLM strategies and approaches. <p>Step 3:</p> <p>Activities- Small Group Discussion (1 hour)</p> <ul style="list-style-type: none"> ■ Relating to the discussions in previous part, invite participants for a Small Group Discussion. ■ Divide large group into 6 small groups depending on the number (maximum 6 to 7 persons in group). ■ Ask participants to identify the 3 key strategies and interventions related to: <ul style="list-style-type: none"> ● Capacity building architecture in DAY-NRLM ● Physical aspects (health, nutrition, food, therapeutic aspects) ● Technical skill building (for livelihood) ● Visioning and planning for CBOs ● Leadership and management capacity ● Developing thematic cadre and resource persons at community level ■ Assign each group one topic and ask to identify 3 key strategies and interventions planned for DAY-NRLM. ■ Assign time for group work and ask for presentation after the group work. ■ Synthesize the findings of the group work and learnings from the exercise. ■ Make a short presentation on the key issues and strategies related to Capacity Building Architecture in DAY-NRLM. ■ Share protocol related to capacity building and commutization. <p>Step 4: Summing up (15 minutes)</p> <ul style="list-style-type: none"> ■ Summarize the key learnings of the session and create space for doubts and clarifications of the participants ■ Share session handouts for further readings.
	<p>STOP AND CHECK</p> <ul style="list-style-type: none"> ■ Participants are familiarized with session objectives ■ Do thorough planning for facilitating mock session ■ Give guidelines or orientation on the mock session ■ Encourage participants to relate with their experiences related to access and entitlements at community level ■ After the SGD, give time to participants to relate with their personal experiences and in the context of DAY- NRLM implementation ■ Revisit and clarify concepts and understanding on capacity building architecture in DAY-NRLM and leadership and management capacity
<p>For further readings and references, please refer to Volume 4 Book of Readings 12 to 22.</p>	

SESSION 19: STRATEGIES FOR SUSTAINABILITY AND EMPOWERMENT

	<p>Aim: This session aims at developing understanding the need and planning for sustainability in context of peoples organizations and CBOs.</p>
	<p>SESSION OUTCOMES</p> <p>At the end of the session, participants will be able to-</p> <ul style="list-style-type: none"> ■ Explain commutization (community ownership) and CRP strategy in DAY-NRLM ■ Identify and explain the importance of specific forums- gender, disabled, elderly, others ■ Narrate role of convergence, resource center and advocacy
<p>TIME 2 HOURS</p> 	<p>CONTENTS</p> <p>This session will cover the following topics-</p> <ul style="list-style-type: none"> ■ Commutization ■ CRP strategy ■ Specific forums- gender, disabled, elderly, others ■ Convergence, resource center and advocacy
	<p>METHODOLOGY</p> <ul style="list-style-type: none"> ■ Small Group Discussion ■ Presentation
	<p>MATERIALS REQUIRED</p> <ul style="list-style-type: none"> ■ Writing board and marker pens or blackboard, Charts, cards and chalk, duster ■ Stationary for group discussion ■ Worksheets and copies of CB architecture

	<p>PROCESS AND ACTIVITIES</p> <p>Step 1: Stage setting (15 minutes)</p> <ul style="list-style-type: none"> ■ Explain the purpose, outcomes to be achieved at the end of the session, key contents to be discussed and highlight of the processes and activities to be facilitated during the session. <p>Step 2: Capacity Building Architecture (30 minutes)</p> <ul style="list-style-type: none"> ■ Relating to the discussions in previous part, start large group discussion on capacity building architecture in DAY-NRLM. ■ Make a short presentation on Capacity Building Architecture in DAY-NRLM. ■ Ask for questions and clarifications regarding DAY-NRLM strategies and approaches. <p>Step 3: Strategies and Interventions</p> <p>Activities- Small Group Discussion (1 hour):</p> <ul style="list-style-type: none"> ■ Relating to the discussions in previous part, invite participants for a Small Group Discussion. ■ Divide large group into 4 small groups depending on the number (maximum 6 to 7 persons in group). ■ Ask participants to identify the 3 key strategies and interventions related to- <ul style="list-style-type: none"> ● Commutization (Community owned and managed) ● CRP strategy ● Specific forums- gender, disabled, elderly, others ● Convergence, resource center and advocacy ■ Assign each group one topic and ask to identify 3 key strategies and interventions planned for DAY-NRLM. ■ Assign time for group work and ask for presentation after the group work. ■ Synthesize the findings of the group work and learnings from the exercise. ■ Make a short presentation on the key issues and strategies related to: Commutization, CRP strategy, Specific forums- gender, disabled, elderly, others and Convergence, resource center and advocacy ■ Share protocol and guide lines related to commutization, CRP strategy, specific forums. <p>Step 4: Summing up (15 minutes)</p> <ul style="list-style-type: none"> ■ Summarize the key learnings of the session and create space for doubts and clarifications of the participants. ■ Share session handouts for further reading.
	<p>STOP AND CHECK</p> <ul style="list-style-type: none"> ■ Participants are familiarized with session objectives ■ Prepare short presentation on capacity building strategy and planning framework in advance ■ After the SGD, give time to participants to relate with their personal experiences and in context of DAY- NRLM implementation ■ Give references of the readings for each content areas ■ Revisit and clarify concepts and understanding on commutization, CRP strategy, specific forums, and convergence.

For further readings and references, please refer to Volume 4 Book of Readings 12 to 22.

SESSION 20: ACTION PLANNING AND VALIDICTORY



Aim: This session will help participants to develop action plan for field implementation of social inclusion processes and evaluate the learnings and outcomes of the training.



SESSION OUTCOMES

At the end of the session, participants will be able to:

- Explain CB module and Architecture of social inclusion
- Develop prototype Action plan and calendrer CB of stakeholders on Social Inclusion
- Identify follow up actions, commitments and approval process

TIME
2 HOURS



CONTENTS

This session will cover the following topics-

- Action Planning
- SICB module and architecture
- Action planning for CB of stakeholders on Social Inclusion
- Developing a training calendar
- Follow up actions, commitments and approval

VALEDICTORY

- Post test and evaluation
- Vote of thanks and closing





METHODOLOGY

- LGD and plenary
- Presentation
- Group work



MATERIALS REQUIRED

- Writing board and marker pens or blackboard, charts, cards and chalk, duster
- Action planning template/worksheet
- Copies of evaluation and post test

	<p>PROCESS AND ACTIVITIES</p> <p>Step 1: Stage setting (15 minutes)</p> <ul style="list-style-type: none"> ■ Explain the purpose, outcomes to be achieved at the end of the session, key contents to be discussed and highlight of the processes and activities to be facilitated during the session. <p>Step 2: CB action planning (30 minutes)</p> <ul style="list-style-type: none"> ■ Relating to the discussions in previous part, start large group discussion on capacity building architecture in DAY-NRLM and formats for developing capacity building plan. ■ Ask for questions and clarifications regarding DAY-NRLM strategies and approaches. <p>Step 3: Activities- Team work (30 minutes)</p> <ul style="list-style-type: none"> ■ Ask each team to develop their capacity building plan and training calendar. ■ Ask the teams to map support needs from peer groups and mission team at different level. ■ Share the plans in large group plenary. <p>Step 4: Valedictory (45 minutes)</p> <ul style="list-style-type: none"> ■ Conduct post -test of the participants ■ Facilitate participatory evaluation of the training programme. ■ Share follow up commitments, if any ■ Give vote of thanks to all and give space to participants for reflection and sharing on the training event. ■ Formally close the event.
	<p>STOP AND CHECK</p> <ul style="list-style-type: none"> ■ Participants are familiarized with session objectives ■ Prepare action planning framework and formats in advance for action planning ■ Conduct post test and end term evaluation of the training course ■ Facilitate large group sharing on the learnings and reflections on the training programme. ■ Acknowledge the contribution of various stakeholders in vote of thanks. ■ Share follow up plan after the training if any.

For further readings and references, please refer to Volume 4 Book of Readings 24 to 29.

6 DAYS TRAINING SCHEDULES FOR TRAINING NRPs, SRPs AND MISSION STAFF ON SOCIAL INCLUSION

6 days Training Schedule on

Social Inclusion in DAY-NRLM

for NRPs, SRPs and Mission staff

NOTE FOR TRAINERS:

Sessions of the training module has been designed in a logical flow. Accordingly, the time slot has been allocated to the sessions. Depending on the learning group, duration of the training course, the session planned can be moved (fully or partially) to the previous or next day without changing the logical flow of the contents keeping pace of the learning in mind. Each session itself is an independent sub module can be used and elaborated with different stakeholder's orientation and training depending on the need of the group and type of stakeholder's role and engagement in the DAY-NRLM process.

The team conducting the trainings is required to prepare a summary of quality of the training for each person trained at Pre and Post stages. The trainers are required to add their own assessment of each trainees at both stages. The trainers and the state team will prepare a systematic plan for follow up and continuous support for ensuring that standards are maintained when the trainers further conduct training programs on their own. It is important to ensure that all trainers as well as trainees (at state, district, block and cluster levels) have been able understand and accept the approaches and strategies for social inclusion of DAY-NRLM. This is essential to ensure quality of implementation and DAY-NRLM programmes reaching every household and automatically covered families.

DAY ONE

Session # 1	Time	Content	Activities
	2 Hours	■ Introductory Plenary	
		■ Introduction and ice breaking	■ Peer group sharing/ name chain
		■ Expectation levelling and objective setting	■ Card sorting
		■ Pretest and agreement on ground rules	■ Test format
Session # 2	Time	Content	Activities
	3 Hours 30 minutes	Poverty and Vulnerability Analysis	
		■ Defining poverty and vulnerability	■ Large group discussion
		■ Causes and effects of poverty and vulnerability	■ Learning game and exercise
		■ Overview of poverty eradication efforts in India	■ Presentation
		■ Origin and evolution of poverty eradication efforts in India	
		■ Analysis poverty and vulnerability generative structures	
		■ Changing paradigms- from BPL to SECC guidelines on defining and identifying the poor	
		■ Zero hour for questions and answers	

DAY TWO

Session # 3	Time	Content	Activities
	4 Hours	Marginalization and Exclusion	
		■ Sharing of personal experiences related to exclusion and discrimination	Sharing and questionnaire
		■ Understanding marginalization processes	Step game
		■ Defining 'exclusion' (Political/social/economical/geographical/infrastructural)	IL/Buzz group
		■ Dimensions and consequences of exclusion	SGD/Chapati mapping
		■ Zero hour for questions and answers	
Session # 4	Time	Content	Activities
	1 hours	Typology and basis of exclusion	
	30 minutes	Basis and impact of exclusion on:	SGD, Presentation
		■ SC/ST/PVTG	
		■ Women (single women/widow/women headed households)	Consolidation
		■ Differently abled	
		■ Elderly	
		■ HIV positive, Leprosy affected, Transgenders and others	
		■ Zero hour for questions and answers	
		■ Reflections and review of the day's processes and learnings	
Session # 5	Time	Content	Activities
	1 hours	Issues and challenges related to:	
	30 minutes	■ SC/ST/PVTG	
		■ Women (single women/widow/women headed households)	Case analysis, SGD and presentations
		■ Differently abled	
		■ Elderly	
		■ HIV positive, Leprosy affected, Transgenders and others	
		■ Zero hour for questions and answers	
Session # 6	Time	Content	Activities
	1 hour	Social Inclusion and DAY-NRLM Perspective	
		■ Understanding SI and changing paradigms	Interactive lecture and
		■ DAY-NRLM framework and approaches	Presentation
		■ Zero hour for questions and answers	

DAY THREE			
Session # 7	Time	Content	Activities
	3 Hours	DAY-NRLM Protocols and Guidelines	
		■ DAY-NRLM protocols	Short seminar /guided readings
		■ DAY-NRLM guidelines	Interactive Lecture
		■ Zero hour for questions and answers	
Session # 8	Time	Content	Activities
	2 hours	DAY-NRLM: Strategies and approaches (1) related to women, SC, ST and PVTG	
		■ Identify 3 key issues	SGD
		■ Strategies to deal with these issues	Presentation
Session # 9	Time	Content	Activities
	2 hour	DAY-NRLM: Strategies and approaches (2) related to Elderly, Disabled and others	
		■ Identify 3 key issues	SGD
		■ Strategies to deal with these issues	Presentation
Session # 10	Time	Content	Activities
	2 hours	Social Inclusion Models and Practices	
		■ Best practices from DAY-NRLM/SRLMs	
		■ Innovations and interventions related to	Case studies
		■ SC/ST/PVTG ■ Women (single women/widow/women headed households) ■ Differently abled ■ Elderly ■ HIV positive, Leprosy affected, Transgenders and others	
		■ Zero hour for questions and answers	
Session # 11	Time	Content	Activities
	2 hours	Intervention and Initiatives of CSOs	
		Innovations and interventions of CSOs related to	Case analysis of help, age, commitment, transgender forum, elderly foundation etc.
		■ SC, ST, PVTG ■ Women (single women/widow/women headed households) ■ Differently abled ■ Elderly ■ HIV positive, Leprosy affected, Transgenders and others Issues and challenges related to SC and ST	
		■ Zero hour for questions and answers	

DAY FOUR

Session # 12	Time	Content	Activities
	2 Hours	Mainstreaming Social Inclusion in DAY-NRLM: Strategies for Inclusion	
		■ Strategies for identity (legal/social)	SGD
		■ Strategies for solidarity (collectivization's and structures/CBOs)	Presentation
		■ Strategies for capacity enhancement (individual and institutional)	Practice session
		■ Strategies for convergence (Social development)	
		■ Strategies for financial inclusion (NRLM/bank)	
		■ Strategies for empowerment	
		■ Zero hour for questions and answers	
Session # 13	Time	Content	Activities
	3 hours	Overview of participatory methods and tools for effective Social Inclusion in DAY-NRLM	
		■ Perspective of participatory methods (principles and values)	Presentation and mock practice
		■ PRA tools- Social mapping, wealth ranking, chapati ranking and scoring income and expenditure analysis, others	
		■ Focus Group Discussions	
		■ House hold analysis	
		■ Zero hour for questions and answers	

DAY FIVE			
Session # 14	Time	Content	Activities
	2 hours	Mainstreaming Social Inclusion in DAY-NRLM: Tools for Identification (PIP/PPA)	
		■ Evolution of PPA/PIP	LGD
		■ SECC data and auto inclusion in PIP	
		■ PIP purpose and process	Case/ Video
		■ Specific tools for PIP/PPA	Practice
		■ Expected outcomes of PIP data and action steps	SGD
		■ DOs and Don'ts	LGD
		■ Zero hour for questions and answers	Open space
Session # 15	Time	Content	Activities
	3 hours	Planning for Access and Entitlements	
		■ Overview of Participatory Access and Entitlements (PAE)	LGD
		■ Steps of Participatory Access and Entitlements (PAE)	Presentation
		■ Relevant formats	Practice
		■ Developing Entitlement Access Plan (EAP)	
		■ Formats for EAP	
		■ Zero hour for questions and answers	
Health Break/ Coffee Break			
Session # 16	Time	Content	Activities
	4 Hours	Planning for Accessing Vulnerability Reduction Fund (VRF) and Vulnerability Reduction Plan (VRP)	
		■ Overview of VRF	SGD
		■ Guidelines for accessing VRF (including relaxations)	Presentation
		■ VRP process	Practice session
		■ Formats for VRP	
		■ Zero hour for questions and answers	

DAY SIX

Session # 17	Time	Content	Activities
	2 hour 30 minutes	Planning for Accessing Community Investment Fund (CIF)	
		■ Overview of CIF	LGD
		■ Guidelines for accessing CIF (including relaxations)	Presentation
		■ Livelihood of vulnerable	SGD
		■ MCP process and formats for MCP/CIF	
		■ Zero hour for questions and answers	
Session # 18	Time	Content	Activities
	2 hours	Planning for Capacity Building (CB) of Vulnerable Communities	Presentation
		■ Capacity building architecture in DAY-NRLM	
		■ Physical aspects (health, nutrition, food, therapeutic aspects)	SGD
		■ Technical skill building (for livelihood)	Presentation
		■ Visioning and planning for CBOs	Practice session
		■ Leadership and management capacity	
		■ Developing thematic cadre and resource persons at community level	
		■ Zero hour for questions and answers	
Session # 19	Time	Content	Activities
	2 hours	Strategies for sustainability and Empowerment	
		■ Commutization	Presentation
		■ CRP strategy	SGD
		■ Specific forums- gender, disabled, elderly, others	Case analysis
		■ Convergence, resource center and advocacy	
		■ Zero hour for questions and answers	
Health Break/ Coffee Break			
Session # 20	Time	Content	Activities
	2 hours	Action Planning and Valedictory	
		■ SICB module and architecture	LGD
		■ Action planning for CB of stakeholders on Social Inclusion	Presentation
		■ Developing training calendar	Group work
		■ Follow up actions, commitments and approval	
		Valedictory Session	
		■ Post test and evaluation	
		■ Vote of thanks and closing	

PREAND POST TEST FOR SI TRAINING

PRE/POST FORMAT – TRAINING MODULE ON SOCIAL INCLUSION				
Pre-test <input type="checkbox"/>		Post-test <input type="checkbox"/>		
Name of the event: Place: Participant's Name: Date:				
A. If you agree with the statements given below, please put a check mark in YES, NO or Don't Know column				
1.	Exclusion on account of caste or religion is a part of our legacy, as a development worker/manager, I have no role in it.	YES	NO	Don't know
2.	It is not possible to change the behavior of a person			
3.	Generally, all families in the village are at the same level.			
4.	All people have equal rights, therefore there is no need to provide special provisions for a group or community.			
5.	There are some groups who cannot self-help are not entitled for any help.			
6.	Human rights are superior to any caste or religion or region.			
7.	Our role in changing the society to make it socially more inclusive and assimilative is limited.			
8.	Our role in changing the society to make it socially more inclusive and assimilative is important.			
9.	Women have their roles and tasks well-defined and should remain confined to their limits.			
10.	Nature has divided the tasks and roles between men and women.			
11.	I have to decide the future of my daughter, what I think she should be?			
12.	There is a need to run special programmes for the disadvantaged sections of the society.			
13.	Society is safe as long as people know their place and remain within the social space earmarked for them.			
14.	Merit, honesty and hard work are not the sole prerogative of a particular community, religion, or gender.			
15.	Poverty is the result of incompetence, lethargy and backwardness of some people or community.			

16.	Vulnerability is tragic situation but society is not responsible for it.			
17.	Tribal/PVTGs are prisoners of their own archaic cultures. They should be liberated from this.			
18.	Women needs respect but equal rights are burden to them and creates additional workload on them.			
19.	DAY-NRLM is one more programme for poverty alleviation driven by the government.			
20.	Elders are not productive, they can't be organized in to the groups because of their age and health. They need care and protection.			
21.	VRF can be given to any poor family.			
22.	VRF can be given as a grant or as an interest free loan.			
23.	The vulnerable communities should be mobilized only after a strong VO is established.			
24.	Delivery of the Rights, entitlements and services is the sole responsibility of line departments. DAY-NRLM has no role in it.			
25.	Capacity building is the responsibility of the IB CB team.			
<p>B. (Only for post-test)</p> <p>After this training, what is the one take-away action for you in your personal and professional role?</p> <p>_____</p> <p>_____</p> <p>_____</p>				
<p>C. What are your key action agenda for application of your learnings into the programme and project?</p> <p>_____</p> <p>_____</p> <p>_____</p>				
<p>D. The team conducting the trainings is required to prepare a summary of quality of the training for each person trained at Pre and Post stages.</p> <ul style="list-style-type: none"> ■ Add assessment of each trainees at both stages. ■ Add the systematic plan for follow up and continuous support <p>Please confirm that all trainers as well as trainees (at state, district, block and cluster levels) have been able understand and accept the approaches and strategies for social inclusion of DAY-NRLM.</p> <p>Yes <input type="text"/> % No <input type="text"/> %</p>				