



Government of Orissa
Department for International Development

Sound Steps...

Capacity Building Strategy for Orissa Tribal Empowerment and Livelihoods Programme (OTELP)



November 2008



Orissa Tribal Empowerment and Livelihoods Programme (OTELP)
Programme Support Unit
Bhubaneswar

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Acronyms

APICOL	Agricultural Promotion and Investment Corporation of Orissa Ltd
ARAVALI	Association for Rural Advancement through Voluntary Action and Rural Investment
BPL	Below Poverty Line
BRGS	Backward Region Grant Scheme
CARI	Central Avian Research Institute
CB	Capacity Building
CBO	Community Based Organisation
CBS	Capacity Building Strategy
CENDERET	Centre for Development Research and Training
CHES	Central Horticultural Experiment Station
CIFA	Central Institute for Fresh Water Aquaculture
CIG	Commodity Interest Group
CIPMC	Central Integrated Pest Management Centre
CISED	Centre for Interdisciplinary Studies in Environment and Development
CM	Community Mobiliser
CRRI	Central Rice Research Institute
CSWCTRI	Central Soil and Water Conservation Training and Research Institute
CTCRI	Central Tuber Crop Research Institute
CWS	Centre for World Solidarity
CYSD	Centre for Youth and Social Development
DFID	Department for International Development
EDI	Entrepreneurship Development Institute of India
FES	Foundation for Ecological Security
FNGO	Facilitating Non Government Organisation
IBARD	Institute of Bio-Social Research and Development
ICRISAT	International Crop Research Institute for Semi Arid Tropics
IEC	Information Education Communication
IFAD	International Fund for Agriculture Development
IGA	Income Generating Activity
IMAGE	Institute on Management of Agricultural Extension
IMMT	Institute of Minerals and Material Technology
IRMA	Institute of Rural Management
ITDA	Integrated Tribal Development Agency
KVK	Krisi Vigyan Kendra
M&E	Monitoring & Evaluation
MANAGE	National Institute for Management of Agricultural Extension
MIS	Management Information System
MWS	Micro Watershed
NFSM	National Food Security Mission
NHM	National Horticulture Mission
NIRD	National Institute of Rural Development
NRCWA	National Research Centre for Women in Agriculture
NRHM	National rural Health Mission

NTFP	Non-Timber Forest Products
OTELP	Orissa Tribal Empowerment and Livelihoods Programme
OUAT	Orissa University of Agriculture & Technology
PDS	Public Distribution System
PESA	Panchayat Extension to Scheduled Areas
PO	Programme Officer
PRADAN	Professional Assistance for Development Action
PRI	Panchayati Raj Institution
PST	Procurement Support Unit
PSU	Programme Support Unit
RCDC	Regional Centre for Development Corporation
RCOF	Regional Centre for Organic Farming
RNGO	Resource N.G.O
SCSTRTI	Scheduled Caste and Scheduled Tribe Research and Training Institute
SCTI	Soil Conservation Training Institute
SGSY	Swarna Jayanti Gram Sworozgar Yojana
SHG	Self Help Group
SIRD	State Institute of Rural Development
SMS	Subject Matter Specialist
SSA	Sarva Siskhya Abhiyan
TNA	Training Need Assessment
TNSA	Training Need and Strength Assessment
TOR	Terms of Reference
TSP	Tribal Sub Plan
UG	User Group
VDC	Village Development Committee
VDLP	Village Development Livelihood Plan
VLFASC	Village Level Finance Audit Sub Committee
VLSC	Village Level Sub Committee
VOTI	Veterinary Officers' Training Institute
VSS	Vana Samraskhyan Samiti
WALMI	Water and Land Management Institute
WDO	Watershed Development Officer
WDT	Watershed Development Team
WFP	World Food Programme
WORLP	Western Orissa Rural Livelihoods Project
WOTR	Watershed Organisation Trust
WTCER	Water Technology Centre for Eastern region

Executive Summary

The Orissa Tribal Empowerment and Livelihoods Programme is completing 4 years of the first phase. The second phase of the project is just beginning. Though the project did have a fairly well laid out capacity building plan, the implementation during the first phase was felt to be suboptimal. This led to the Project Management taking particular interest in developing a more formalised and structured strategy to build capacities of the various actors in the project.

The capacity building strategy being proposed in this document is a result of an interactive process undertaken by a team of consultants over a 20 day period. The team consulted and discussed issues with all stakeholders and also undertook visits to villages where the project was being implemented. As part of the interaction a TNA was undertaken for the various stakeholders of the project. This was then analysed and after a gap identification process, ideas on possible approaches were developed. These ideas were discussed and fine tuned through discussions with the staff of the ITDA and the NGO partners. Most importantly, the ideas were assessed on the possibility of their implementation within the existing institutional structure for it is eventually the delivery mechanism guided by the institutional structure that is the key to effective delivery of the programme. The report was finally prepared based on comments received from them and after a presentation made to the Project Director of the OTELP and his team.

The CB strategy being proposed is being presented within is set of guiding principles and the vision statement of OTELP. CB by itself is defined as the *means by which the abilities of the target group to plan and implement development activities is enhanced, thereby leading to sustainable development processes*. The strategy has been designed in a manner that will support the development of the vision of OTELP. It is expected that the CB process will lead to an overall increase in participatory approaches to development, improve service delivery and lead to empowerment of the target communities.

A distinct element of the design of OTELP is the Capacity Building Chain that exists as a backbone to the project. From the PSU to the village level institutions, at each stage there is a group of individuals that is playing a critical role. Each of these groups must function well if the project objectives are to be achieved. The most important group whose capacities have to be built are the village community. The entire CB strategy is aimed towards that goal. The underlying assumption in developing the CB strategy is that Empowerment and Livelihoods Security of target communities will happen as a result of the initiatives undertaken in the project. It is therefore important to ensure that the all the different actors in the project have the capacity to do their jobs well and eventually lead towards the outcome. Thus the entire chain must function well. In a chain the chain is said to be as strong as the weakest link. The CB strategy undertakes an assessment of the weak links and especially focuses on them.

In evolving an implementation plan for the different groups the strategy taken cognizance of the fact that different people are at different levels and will therefore require inputs that match their levels of understanding and are in line with the roles that they have to perform. The modules that have been identified are in line with the stated goals of the project. One important element of the CB strategy proposed is its *dynamic nature*. This is critical as it is important for the strategy to be able to provide scope for adapting to changes. Being dynamic means that there is little scope for complacency. The project will have to ensure that there is a continuous and constant focus on what peoples existing capacities are and what are the gaps that exist and be able to then identify what capacity building needs are required to help the individual or a group of individuals take up the roles they have to.

The CB strategy builds the implementation around the key staff positions in the project – the PO CB at the PSU, the SMS CB at the ITDAs and the WDT CB at the FNGOs. These have to be the most competent people in

the project and should have the best understanding of what capacity building implies. To support this team the strategy is proposing the introduction / creation of a Lead Training Agency / Unit which will provide the CB process the necessary thrust to the CB process especially at the start of the second phase of the project. This is proposed to be supported by a larger number and a more diverse group of Resource Agencies which can be involved in a more dynamic and structured manner but based on the demands that emerge from the field. The strategy has listed a large number of agencies that have the capacities that the project needs. The CB strategy encourages the management of the project to get into systematic and structured collaborations with these resource agencies in a manner that makes these agencies feel a part of the project.

The CB Strategy has been built up on a Training Needs Assessment which itself was built on an assessment and understanding of community needs, organisation needs and learner needs. For each group in the capacity building chain described above, an assessment was undertaken on the basis of their job description, their perceived roles and the challenges that the group was facing. This was based on exercises carried out at the field level, observations made and from data compiled by the consultant team during its field visits. It was interesting to note a deviation between expected roles and roles that the group had begun to perceive as theirs. Thus along with knowledge and skills which are important parts of any capacity building process, the attitudes are also equally important areas that need to be focussed. Of particular importance is the attitude towards partnerships between the government and the NGOs on which the entire project is based.

The TNA is an important element of the capacity building process and has to become a periodic feature of the project – especially the capacity building officers. They will require training on how this needs to be done. It would serve the needs of the project if the TNA were to become a dynamic process so that training programmes that are planned can be designed keeping in mind the gap areas that the TNA identifies. As such each training programme has to be built on a specific TNA done for the training programme. The choice of the training programmes by themselves have to be based on the TNA for the project as a whole which should be done rigorously every year and reviewed every six months.

The implementation plan is built on understanding that emerges from the TNA and links it up with the project needs. It is built around the need to focus on the actors that have to play the roles. It makes the distinction between content training given to actors and training content for actors. This CB strategy thus aims at consolidation of training for different groups with a focus on building a team that has the required capacities to take on the OTELP challenge. The implementation plan also addresses issues of timing the training initiatives in line with the cultural calendar of tribal communities.

The implementation plan makes a distinction between what needs to be done for Phase I projects and that which needs to be done for Phase 2 projects. There is an urgency that is associated with Phase 1 projects. They have suffered on account of a poor focus on CB on crucial issues related to livelihoods and empowerment. This will have to be done at a fairly quick pace with the existing teams. There is a section on essential trainings that these sections develop. These have been identified as priority by the team and will need special attention. This will perhaps also require some additional support in terms of manpower and finances. It is hoped that the project will be able to provide this additional input. It is here that the Lead Training Agency / Unit will have to particularly focus on.

A distinction has been made for the Phase 2 projects in the strategy. There is more time available here and the CB process can be initiated and undertaken more systematically. It is important that this distinction be understood at the ITDA level. It is also important that the timing and the year 1 trainings be conducted well. There is a chance to become complacent since the first two years of a project cycle are rather less intense on account of implementation. Herein lies the role of leadership in this project. Leadership at all levels – the PSU, the ITDA and the FNGOs should approach this period and the CB process that needs to be undertaken in this period with

utmost conscientiousness and sincerity or the advantage will be lost once again as it was in the Phase 1 projects.

The report makes the following key recommendations:

- i. All personnel in positions related to Capacity Building both at the NGO and the ITDA level be made to go through a thorough Training of Trainers
- ii. The systematic approach to training concept introduced in the report needs to be rigorously followed. This includes beginning with the training cycle and for each training going through the learning cycle.
- iii. The process of developing a quarterly capacity building implementation plan should become more rigorous and based on the TNA
- iv. Capacity Building budgets have so far been used for conducting Training Programmes. The strategy proposes some diverse approaches to CB and the training budget should be made more available for that. These include processes of hand holding, seminars and workshops, building a cadre of master trainers and resource persons and providing them special tasks and roles, focus on personal capacity, development of training aids and communication material, skill development, special consultancy support, Master Trainers
- v. The Resource agency roles need to be particularly redesigned and their involvement in the project needs to be enhanced and therefore the contract relationship with them needs to be renegotiated to increase their commitment to the project.
- vi. As part of the Implementation plan it is proposed that a synergy be developed between the Capacity Building Strategy the Gender Strategy, the Livelihoods Strategy and the Communication strategy. These will become effective only if implemented together.
- vii. The CB strategy should have a Monitoring and Evaluation approach to measure the CB process. The essence of this approach is not to make M&E seem like an enemy but a process which can effectively support the CB process
- viii. A supportive unit for CB should be set up in the PST to facilitate the CB process.

There are certain project design elements related to salaries and compensation and working conditions which are having a serious impact on issues such as staff retention and motivation. Also important is the frequent change in project monitoring and managements systems which are difficult to manage at the field level. While the team has not developed these ideas as they were not part of the terms of reference of the assignment, these are important issues that need cognizance. Absence of this focus can cause an adverse impact on the project and this should be avoided. It is important to link this discussion up with similar situations that exist in other projects in the state especially WORLP.

Chapter 1

Background to the Assignment

1.1 Project Background

The Scheduled Tribe and Schedule Caste Development Department, Government of Orissa, (ST & SC Dept) is implementing Orissa Tribal Empowerment and Livelihoods Programme (OTELP). This is supported by IFAD, DFID, WFP as external supporters and Government of Orissa as Counterpart funder. The programme started implementation in October 2004, has completed the first phase of implementation in 2007, and will be entering into the second phase of the programme. The programme is currently undertaken in Koraput, Kalahandi, Gajapati and Kandhamal districts of Orissa covering 19 tribal dominated blocks.

The objective of the programme is to ensure that the livelihoods and food security of the poor tribal households are sustainably improved through promoting a more efficient, equitable, self-managed and sustainable exploitation of natural resources available through off farm and non-farm enterprise development.

The programme has six components:

- ◆ Capacity building for community empowerment
- ◆ Livelihoods enhancement
- ◆ Support for policy initiatives
- ◆ Development Initiatives Fund
- ◆ Programme management
- ◆ Food handling

To accomplish the objective, the programme:

- ◆ Undertakes capacity building of marginal groups and their institutions
- ◆ Enhances the access of poor tribal people to land, water and forests
- ◆ Encourages and facilitates off-farm enterprise development
- ◆ Monitors the basic food entitlements and ensures access to such food supplies
- ◆ Strengthens the institutional capacity of government organizations, PRIs and NGOs
- ◆ Blends indigenous knowledge and modern technical knowledge
- ◆ Creates a pro-tribal enabling environment through policy influencing.

The programme is facilitated at the field level by ITDAs, FNGOs and RNGOs. The programme concept is focused on empowering tribals and enabling them to enhance their food security, increase their incomes and improve the overall quality of life. A strong emphasis is placed on adopting and promoting participatory processes and institution building at village level in accordance with the values of local people.

1.2 Rationale for this assignment

Effective implementation of the project depends very much upon the augmentation/strengthening of skills and knowledge of stakeholder groups and, significant changes in attitude and behaviour by some of them. This, in turn, requires an integrated and phased approach to human resource development. Capacity building has been a consistent area of concern for the programme. The Mid-term review (October 2006) has assessed the implementation performance of the Capacity Building components as less than satisfactory. The mission has recommended development of Training Needs and Strengths Assessment (TNSA) and a comprehensive capacity building strategy that focuses on the key primary and secondary stakeholders of the programme.

Phase I Review of the Programme (December 2006) had recommended the development of an overall capacity building strategy using the services of a specialised agency. "Such a strategy should include the entire

capacity building requirements of the community including those of VDC, SHG and other CIGs and will address the needs of the groups in the areas of management, skill development, marketing and other fields as per requirement". The Review Mission of May 07 had also emphasised "the need to keep in view the Programme strategy in a sequential manner to build community institutions, including FNGOs. It was of the opinion that "Quality of training and its depth and spread is yet to be fully felt across the project area and that process indicators for such capacity building parameters have yet to be (put) in place,"

The capacity building strategy will provide the project with a vision and based on that an action plan based on which the important capacity building components can be put into action. The terms of reference of the assignment are in **Annexure 1**

1.3 Methodology

The Methodology followed by the team consisted of three distinct elements. The first was an initial briefing on the project which was provided by the PST and the PSU. This helped the team understand the project and also put the assignment in perspective.

Based on the initial briefing, the team felt it necessary to explore the current situation and capacity building process / needs at three critical levels. The first being the ITDA, the second being the FNGO and the third being the Community mobiliser and the VDC/VLSC secretary. To understand the situation comprehensively a check list of questions was prepared which are available in **Annexure 2**. The team also undertook a desk review of project documents.



Field visits were then undertaken to two of the four project districts – Kandhamal and Kalahandi. At the two districts, the team interacted with the ITDA staff and the FNGO staff. This was also through a facilitated discussion based on a check list of questions. Other facilitation tools like role plays, group discussions and questionnaires were also used. Details on these tools are also available in the Annexure 3.

To understand the situation at the community level and to also get a visual perception of the area, and see the various staff members in action, visits were also taken to three villages in the project area. These were Nuamunda and Duabada in Kandhamal and Malijuban and Baterpada of Kalahandi district. The team interacted with the community with an attempt to gauge the level of community preparedness, the strength of the institutions, the capacities of the village level functionaries and through that attempted to assess the existing capacities and the gaps that existed.



Put together, these exercises would help the team build a TNSA and also sense the various areas where the capacity building strategy would have to specially focus for it to be able to help the project reach its goal.

The team then listed out the various institutions that could be a resource to the project. These institutions were then visited and their possible association with the project explored.

The FNGOs and the RNGOs who have their held offices in Bhubaneshwar were also visited.



The observations at the field visits were more towards getting a sense of the capacities of the different facilitators – the ITDA SMS's the WDT members and the Community Mobilisers to interact with the community and also to gauge the response that the community has to them. The village visits also provided an understanding of the status of the community institutions - the VDCs and the VLSCs and the SHGs.

1.4 Expected Outputs

The outputs from the assignment to develop the Capacity Building Strategy will be in the form of a report that will be presented to the client. The report will outline the essential issues related to capacity building in OTELP and will suggest a plan of action on how this can be undertaken.

1.5 Limitations

The consulting team was able to visit only 2 of the 4 project districts and so some of the crucial learning from the other two districts could not be incorporated. The consulting team was also not able to meet some key people during the field visits especially the PO PM&E at the ITDA and WDT members in Thuamul Rampur in Kalahandi especially since there were critical issues in the project area related to performance of the FNGO.

Time is always a constraint especially since the team was travelling large distances to meet up with staff and members of NGOs and communities. Security considerations constrained the intensity of interactions with people.

Chapter –2

Training Needs Assessment

Before focusing on the capacity building needs of learners, the CB strategy team undertook a situational analysis to understand the wider picture and context in which learning occurs within the project. This is necessary to correctly identify the major factors that facilitate and/or constrain individual motivation, innovation, learning and experimentation. It also enables appropriate positioning of training and the expectations therefrom, contrary to the popular belief that underachievement is on account of inadequate stakeholder capacities.

Three levels of needs were considered during the assessment process to identify systemic, organisational and individual strengths and bottlenecks, and the assumptions on which the cause-effect linkages are based. These are:

- (i) Community needs
- (ii) Organisational needs (project systems and structures); and
- (iii) Learner needs (primary stakeholders, facilitators and managers)

Community needs – this focused on an assessment of the livelihood and basic (fundamental) needs and rights of communities, its decision-making processes and existing management/ governance structures, gender relations, use and management of natural resources, benefits from the project, and project implementation processes at the village level.

Organisational needs – this focused on the project objectives, policies and procedures, management practices, expectations from different stakeholders (within the project as well as the organisational/ management units), the work environment including the nature of relationships between different levels, and the scope for innovation & experimentation.

Learner needs – this considered the individual's and group needs and capabilities to efficiently and effectively perform the roles assigned to them, including their understanding of the same, challenges faced and sources of assistance.

Community and organisational needs were assessed through a combination of methods, including group discussions, village meetings, discussion with individuals, and role play. Assessment of learner needs was based on discussion with individuals, use of a schedule for role and challenges identification (placed at Annexure 4), and review of job requirements as per the ToRs. An analysis of the community, organisational and learner needs was undertaken to identify factors and constraints related to the community, organisation and learner that enable or hamper performance of learners; subsequently, needs and problems that could benefit from training were identified, and an implementation plan for the same is suggested (Chapter 5). Interventions have also been suggested for those needs and problems that are of a 'non-trainable' nature, since these have a bearing on learning & performance of individuals, as well as on achievement of project results and objectives.

This chapter focuses primarily on 'learner needs' of primary stakeholders, facilitators and managers, as well as 'community needs'; whereas reference to organisational needs (especially description of constraints in village and organisation context) is made all through in the chapter, these are addressed at length in other sections of the document (Chapter 2 and Chapter 6).

The chapter is organised into four sub-sections in accordance with the four main project stakeholders:

- Manger/coordinators: Project Support Unit
- Manager/implementers: Integrated Tribal Development Agency / OTELP Team at the district level
- Facilitators: Facilitating NGOs
- Primary stakeholders: Communities

2.1 Organisational Setup

2.1.1 Programme Support Unit

A state-level Programme Support Unit (PSU) has been constituted within the ST & SC Development Department as the organ of the Lead Programme Agency (SC&STDD) directly responsible for implementation of the Project. The PSU consists of the Programme Director and a team of five professionals, including the following:

- Programme Officer (Planning, Monitoring & Evaluation)
- Programme Officer (Capacity Building)
- Programme Officer (Natural Resource Management & Livelihoods)
- Programme Officer (Finance and Administration)
- Manager (Management Information Systems)

2.1.2 Integrated Tribal Development Agency

The ITDA is the nodal agency at the district level for management of the project and for provision of technical support. The Programme Administrator, ITDA is supported by a team of 6 subject matter specialists (SMS), including a Programme Officer (Planning, Monitoring & Evaluation), who is expected to play the role of Coordinator of the OTELP Team. The Team consists of government officials on deputation from Agriculture, Forest, and other departments, as well as staff hired on a contractual basis from the open market; each team consists of 11 GoO sanctioned posts, including the following specialist positions:

- Programme Officer (Planning, Monitoring & Evaluation)
- Finance cum Administrative Officer
- Programme Officer (Capacity Building)
- MIS Executive
- Watershed Development Officer
- Agriculture Officer
- Forestry Officer
- Microfinance Officer

The nodal person for capacity building in the district OTELP Team is the Programme Officer (Capacity Building).

2.1.3 Facilitating NGOs

NGOs are the vital links between the ITDA, communities, line departments and resource agencies. They have established their presence and identity in some of the remotest and least accessible areas that are fraught with problems of extremism, prevalence of malaria, low levels of infrastructure & development facilities, lack of public transportation systems, inhospitable terrain and so on. Each FNGO has been allotted responsibility of community mobilisation and capacity building work in villages covering 10 (minimum) to 18 (maximum) micro-watersheds; the number of villages per FNGO ranges from 16 (Jana Kalyan Pratishthan) to 58 (PRDATA, Kandhamal), with approximate treatable area being 5000 ha. In Phase I there were a total of 12 FNGOs associated with OTELP in 4 districts; of these, 10 had started work in December 2004 and 2 (Jagruti and Antyodaya) started in November 2005. The duration of NGO association therefore ranges from 27-38 months.

The team that is responsible for project operations within the FNGO is called the 'watershed development team'. The WDTs are modelled on the concept of WORLP and other watershed development projects in the state and follow the same nomenclature. Each WDT consists of the following personnel:

- WDT, Engineering specialist
- WDT, Micro-finance specialist
- WDT, Social Science/ Capacity building specialist
- WDT, Forestry specialist
- WDT, Agriculture specialist
- WDT, Livestock specialist
- 10 Community mobilisers at FNGO level

In addition to the above, honorary services of a Coordinator are also made available by the FNGO.

2.1.4 Community Based Organisation

The programme delivery mechanism places the responsibility of project implementation on CBOs at the watershed, village and sub-village levels. There are the following kinds of CBOs promoted by the project:

- Village Development Committee (Executive body) and Village Development Association (general body) at the watershed level
- Village Level Sub-Committee – decision-making body at the village level
- Van Samrakshana Samiti – for forest protection and management
- Village Level finance and audit sub- committee (VLFASC)
- User Group/CIG – for planning, execution, maintenance/ management of common assets developed with project support
- Self Help Group – savings and credit groups mostly of women

Certain individuals within the community have been identified for playing specific roles, and this includes the Village Volunteers – there are five volunteers per watershed each specializing in one of the sub-sectors of the livelihood enhancement component; Facilitators; and office bearers of CBOs, including the VDC and VLSC President, VDC Secretary and SHG President. While being responsible for project implementation in the villages, there are certain specific roles and responsibilities assigned to these institutions and individuals, as outlined in the following section.

The roles & responsibilities, particularly the capacity building roles of the above-mentioned agencies, are detailed in Annexure 4.

2.2 TNSA: Assessment of perceived roles

2.2.1 Programme Support Unit

The PSU defines its own role as that of meeting donors' and government's reporting requirements, consolidating plans and reports, enabling convergence, and addressing policy issues; in addition, undertake any task assigned by the Programme Director. During a TNSA exercise with the PSU team, it was learnt that except in the area of livelihood enhancement support, capacity building overall is viewed as the responsibility of PO (CB) alone. The roles that the PSU team listed out for itself are summarised in table 2.1 below.

Table 2.1: Roles perceived as important by PSU staff and their capability (self-assessment)

Sl	Role/ Responsibility	Tally (n = 4)	Consolidated capability rating (1 - 5)*
1	Liaisoning and coordination	4	4
2	Planning (including consolidation of plans), strategy formulation and budgeting	3	3
3	Reporting	2	3.5
4	Monitoring & evaluation, including monitoring for quality improvement	2	2.5
5	Systems design and establishment	2	5
6	Capacity building/ associated roles	2	3.3
7	Data management	1	4

* 1 being lowest and 5 highest

2.2.2 Integrated Tribal Development Agency

Monitoring and supervision of FNGOs is how the ITDA/OTELP Teams define their main role; in the area of capacity building, ITDA sees its main role as that of doing ToTs, and believes that capacitating of FNGOs is its essential task, further training of primary stakeholders being the responsibility of FNGOs/ line departments; their 'target segment' consists of WDT members and Community Mobilisers. Field visits are primarily undertaken to remain connected with the community, and for M&E purposes. Based on a self-assessment, what emerged as roles and capabilities of ITDA/OTELP staff is summarised in Table 2.2.

Table 2.2: Roles perceived as important by ITDA staff and their capability (self-assessment)

Sl	Role/ Responsibility	Tally (n = 7)	Consolidated capability rating (1-5)*
1	Facilitation and capacity building	5	3
2	Liaison and coordination	4	2.8
3	Monitoring & evaluation, including monitoring for quality improvement	3	2.6
4	Providing technical inputs	3	3.3
5	Record keeping and data management	3	4
6	Ensuring financial discipline (ITDA/FNGO/VDC levels)	1	4
7	Natural resource management	1	3
8	To address gender issues	1	3

* 1 being lowest and 5 highest

It is clear from the above that the majority of ITDA/OTELP team members see an important role for themselves in capacity building; however, the consolidated capability ranking in this area is only 3 (on a scale of 5) - indicating that team members feel incapable of delivering what is expected of them in the area of capacity building. In addition to training, M&E, liaisoning & coordination are other non-subject areas where the team feels it requires capacity building support.

2.2.3 Facilitating NGOs

The majority of WDT members are quite clear about the project objectives, and were able to correctly state that the unique feature of OTELP was 'empowerment' through livelihood enhancement. However, they are less confident about their own abilities to deliver in the area of community empowerment. A summary of the TNSA conducted with the WDT members is provided in table 2.3.

Table 2.3: Roles perceived as important by FNGO WDT staff and their capability (self-assessment)

Sl	Role/ Responsibility	Tally (n = 7)	Consolidated capability rating (1 -5)*
1	Providing technical inputs	6	3.4
2	Community empowerment	5	2.7
3	Facilitation and capacity building	4	3.5
4	Liaisoning and coordination	1	3
5	Project management	1	3

* 1 being lowest and 5 highest

2.2.4 Community based organisations

The community institutions are mostly recipients and implementors of the project benefits. The project expects that the community is ready and accepting of any external inputs that would be coming to them from the donors. They are the grass root institution primarily responsible for planning, decision-making, execution and proper maintenance of assets, strengthening the livelihood portfolio of the community focusing issues such as equity, gender and landlessness.

2.3 TNSA: Identification of role-specific capacity needs

2.3.1 Programme Support Unit

A review of the individual ToRs of PSU members suggests that the Programme staff should be well-versed in certain areas to be able to deliver their roles and responsibilities effectively. A summary of these requirements is provided in Table 2.4.

Table 2.4: Expertise (capacities) required among PSU staff

Sl	Designation (PSU)	Skills/ Expertise Required
1	PO (PME)	<ul style="list-style-type: none"> ▪ Design & implementation of participatory monitoring & evaluation system ▪ Gender – concept, issues and impact monitoring ▪ Training of Trainers – facilitation skills ▪ Project cycle management ▪ Process documentation
2	Finance Officer	<ul style="list-style-type: none"> ▪ Financial management
3	MIS Manager	<ul style="list-style-type: none"> ▪ Participatory MIS system development ▪ Project cycle management
4	PO (LNRM)	<ul style="list-style-type: none"> ▪ Livelihood analysis & enhancement ▪ Training of Trainers – facilitation skills
5	PO (CB)	<ul style="list-style-type: none"> ▪ Training of Trainers – facilitation skills ▪ Gender equity and mainstreaming ▪ Institutions & institutional development ▪ Convergence with other government programmes/ interventions ▪ Multi-stakeholder partnerships development/ facilitation
6	Revenue and administration Officer	<ul style="list-style-type: none"> ▪ Personnel and general administration ▪ Knowledge on survey and settlement ▪ Policy related skills and understanding

2.3.2 Integrated Tribal Development Agency

Review of individual ToRs of ITDA/OTELP team members indicates that the following areas of expertise (Table 2.5) are required for team members to effectively discharge their roles and responsibilities.

Table 2.5: Expertise (capacities) required among ITDA staff

Sl	Designation (ITDA)	Skills/ Expertise Required
1	PO (PME)	Needs identification, microplanning and perspective planning Financial planning Participatory M&E Leadership & communication skills Management information systems – development & establishment Gender sensitization & mainstreaming Project cycle management Process documentation & documentation of indigenous knowledge
2	Finance & Administration Officer	Financial Management Book-keeping and accounts for SHGs and VDCs Social audit Personnel & general administration
3	Watershed Development Officer (WDO)	Planning & budgeting Facilitation and training skills Leadership and communication skills Gender sensitisation and mainstreaming Context analysis; training needs and strengths assessment
4	PO (CB)	Facilitation and training skills Leadership and communication skills Community mobilisation, institution building and micro-planning Gender sensitisation and mainstreaming, including gender budgeting Training needs assessment, planning and management Participatory M&E, and training impact assessment Media and mass communication Project cycle management
5	MIS Executive	Data management Qualitative research skills Gender sensitisation and mainstreaming
6	Agriculture Officer	Livelihood analysis and enhancement Needs assessment & microplanning Gender sensitisation and mainstreaming Land & water management Sustainability of cropping system Integrated farming system Media and mass communication Participatory M&E Post harvest management and processing for value -addition
7	Forestry Officer	Facilitation and training skills Leadership and communication skills Gender sensitisation and mainstreaming Participatory M&E Participatory forest and NR management NTFP market study and development; collective marketing
8	Micro-finance - Marketing Officer	SHG formation, management and development Gender sensitisation and mainstreaming Institutional development; formation of clusters and federations; cooperatives, federations and other legal entities for collective marketing Rural financial services and social security systems Entrepreneurship development Establishing public -private-community partnerships

2.3.3 Facilitating NGOs

Areas of expertise/skill required by FNGO WDTs, in accordance with their job requirements are outlined in tables 2.6 and 2.7.

Table 2.6: General expertise (capacities) required among FNGO WDT staff

Knowledge	Skills	Attitude & behaviour
Tribal culture and social dynamics	Working with rural communities	Partnerships based on mutual trust and confidence in other stakeholders
Social analysis (equity & vulnerability; hierarchy; decision-making and development)	Social & gender analysis	
Rural credit and financial operations Community mobilisation; Participatory planning monitoring Social Audit	Communication & facilitation skills	Transparency & accountability
Local self-governance & PRIs	Participatory assessment (PRA and such)	
Gender issues & analysis	Reflection and action learning	
Self Help Groups for economic and group empowerment	Livelihood analysis	
Institutions - their forms, functions and role in empowerment & development	Microplanning & micro-project formulation	
Forms of social exclusion and measures to overcome the same	Conducting social audits	
Fundamentals and mechanisms of adult learning	Training needs assessment	
Land and forest rights issues in tribal areas	Training design (modules, session plans, etc.)	
Citizens' fundamental & constitutional rights (especially concerning SC and ST communities)	Subject matter related	
Ongoing government programmes & concerned departments		
Elements of social development		
Livelihood & food security		
Subject matter related		

Table 2.7: Specific expertise (capacities) required among FNGO WDT staff

S. No	Designation (WDT)	Knowledge/ Skills/ Expertise Required
1	WDT, Engineering	Participatory watershed planning and development Land & Water Management Engineering Design of structures for land and water management
2	WDT, Agriculture	Integrated pest management/Integrated Nutrient Management Dry land technology and Alternate cropping SALT technology ITKs and their assessment Relative value, preparation and application of different fertilizers and composts Crop post-harvest management Organic agriculture production – concepts, certification, scope and evaluating market potential Fundamentals of agriculture produce processing & packaging
3	WDT, Forestry	Tribals and natural resources – exposure to different social, political and ecological perspectives Participatory forest and natural resource management Managing forests for multiple objectives (NTFP, grass, timber & wildlife) Shifting cultivation – pros and cons; its social and ecological ramifications; introducing sustainable agricultural practices in podu Eco-development & ecotourism – evaluating potential and prospects SALT technology NTFP markets, policies and value addition possibilities
4	WDT, Livestock	Role of small ruminants in rural household economy Animal products and their market value Livestock insurance
5	WDT, Micro-finance	Rural financial services; micro-credit and micro-insurance Women, microfinance and empowerment Self Help Groups – their formation, strengthening, and clustering From micro-credit to micro-enterprise establishment Networking and federation building Entrepreneurship development Value-chain analysis and market study Collective marketing: prospects and problems Business plan development & business counselling Group enterprise management
6	WDT, Social Science	Grassroots management Right to entitlement Tribal laws and customary laws Group dynamics Conflict management and mediation Gender sensitisation and gender mainstreaming Community mobilisation Participatory planning Participatory monitoring PLA, Future search process, Vision Building Learner focused training methodology

2.4 TNSA: Challenges Cited by Stakeholders

During a TNSA with the PSU team, they cited the following constraints and challenges:

- Target-driven approach (to reflect higher 'achievement' in terms of expenditure)
- Frequent turnovers (in support agency - FNGO)
- Inadequate coordination (especially between the ITDA and FNGO)
- Disparity among stakeholders regarding the connotation of "capacity building"
- High levels of illiteracy (at the community level)
- Vacancies and dual responsibilities, especially that of coordination and M&E with one individual (PO-PME) at the district level
- Little appreciation of M&E at the field level
- Information & reporting overload
- CBO strengthening
- Transfer of technology to the community

The major challenges cited by ITDA team members are concerned with characteristics of the project area and culture of constituencies. The former includes issues such as topography & terrain, vast geographical spread of villages, remoteness, and general lack of infrastructural facilities; the latter is concerned with the language and cultural barriers that separate the Adivasis from the mainstream community and make communication with them a challenge. Other challenges (that are in the 'trainable' domain or may be addressed through system interventions) include:

- Frequent turnover among FNGO WDTs
- Low levels of literacy among target communities
- Project emphasis on physical targets at the cost of social mobilisation and capacity building activities
- Inadequate training/ lack of systematic and organised capacity building inputs
- Lack of exposure to similar projects and interventions
- Lack of training modules and manuals for training

Challenges and constraints cited by FNGO WDTs are as follows:

- Understaffing, frequent turnovers (poaching by other agencies and projects) and dual responsibility
- Difficult terrain and distant villages, often requiring travel on foot over long distances
- Enormous scale and spread (subject-wise) of training
- Enormous scale of institution building activities
- Non-availability of training and communication materials
- Social and technical hurdles in work with tribal communities
- Frequent changes in formats and reporting overload
- Timely completion of reports

2.5 TNSA: Issues, Challenges & Recommendations

2.5.1 Segregated objectives and activities

2.5.1.1 Lack of unifying vision

The element that is most conspicuous by its absence is a common vision of the goal and outcome among project stakeholders. Differences in understanding of the meaning, role and importance of objectives and issues that the project addresses were commonly noted, particularly pertaining to the medium and long-term results of project interventions.

The CBS Team is of the opinion that there is a need to develop a shared vision not only within PSU, but across the various project stakeholders as well – this is not the same as having a 'vision statement'. The process

of visioning should be an extended and facilitated exercise that begins with a representatives' meeting at the state level, and is then conducted in phases at the district and block levels, to be continued further at the village level. Further, there is a need for regular review meeting among all stakeholders, perspective sharing, and how this links with strategic and practical aspects of project implementation. Individuals work (and learn) best when striving for a common goal towards which they develop an emotional connection – this emotional connection is the strongest driver of organisational change.

2.5.1.2 Sectoral approach

The approach followed by ITDA SMS for planning and delivery of capacity building inputs was found to be sectoral and compartmentalized. Each SMS plans his/her own segment, and training programmes or exposure visits are organised in coordination with the PO-CB. A major hurdle in integration of diverse activities is the lack of clarity among team members about their individual roles and how they relate with the project activities & objectives. Individual team members are so focused on their particular responsibilities that they fail to see how their work is connected with the expected outcomes. This divide between tasks performed by individuals and their link with the overall project objective manifests in a 'task orientation' among team members, compartmentalization of roles & responsibilities, and absence of team work.

There is a need to plan and deliver capacity building inputs as a team, with focus being on the recipients of the inputs.

2.5.2 Planning and monitoring

2.5.2.1 Assessment of training needs

The sectoral approach is also evident in the preparation of quarterly capacity building plans by WDTs; the plans were found to be largely budget-driven, using the indicative capacity building schedule prepared by PSU as a reference. Because of the emphasis on matching budget targets, the plan is an over-estimation, and the general trend is that less than 40% of the plan actually gets implemented.

For preparation of the quarterly capacity building plan for training at community level, an informal training needs assessment is undertaken by the WDT, which involves monthly meeting of Community Mobilisers, VDC Secretary and other community level stakeholders (VSS, User Group, etc.); in the process, gaps in knowledge and skills become evident and emergent needs are identified. Based on this, they raise a demand that is assessed either jointly or sequentially by the FNGO WDT and ITDA SMSs, and goes into formulation of the capacity building plan. Also taken into account are reports and activity details of WDT members and assessment and/or review of works of user groups. At the same time, the quarterly plan for capacity building also flows from the annual work plan which has a capacity building component built into it.

On the other hand, members of the ITDA/OTELP team hold review PO (CB) in ITDA has facilitating and coordinating role in formulating CB Strategy based upon mutual agreement with primary stakeholders and other SMSs. S/he provides support for development and implementation of CB plan with adequate need based inputs to the FNGOs for submission to ITDA. He does this in discussion with concerned SMSs, and passes on the plan to F&A Officer for financial sanction. Nature of inputs/ comments provided by PO (CB) relate to the number of participants, number of trainings, venue of training and ensuring against duplication of (same) training.

Meetings with FNGO WDT representative/s on a monthly basis, during which training needs and challenges are continually identified/ discussed. These meetings are held at the ITDA office. SMSs feel that capacity building inputs provided to WDTs are below the required level, primarily because their own capacities are limited.

During the first year of association, there was lack of clarity regarding systems, procedures approval process and cost norms for various events, and there were hardly any capacity building measures undertaken, except formation of CBOs. Subsequently, there were random attempts at training needs and strengths assessment, usually

spearheaded by the PSU. ANGOG with support from MYRADA resources had visited the programme on their own to understand and assess various CB inputs required for OTELP. This exercise was part of ANGOG's effort to bid for CB inputs in OTELP.

The VDLP is an amalgamation of physical works that are to be carried out under the different sub-components of the project. Unfortunately, it does not have a 'capacity building component', even though the capacity building plans are said to be prepared based on needs derived from the VDLP. In the following years, there is a need for visualization and assessment of training needs from bottom-up, with a focus on actors (participants) rather than sectors.

There is a need to strengthen WDT & ITDA/OTELP skills for planning and conducting training; training needs assessment to be systematically conducted; development of training modules, and honing facilitation skills. In the present scenario, training modules where they exist are sketchy, listing out only the broad topics to be covered in the training, and even the concept of session plans is non-existent.

A framework and method for training needs assessment is placed at Annexure 3.4.

2.5.2.2 Emphasis on achievement of physical targets

Stakeholders at all levels have consistently placed emphasis on achievement of physical targets, often to the detriment of individual and institutional capacity building initiatives. For a project where physical interventions are a means to an end, this approach has led to a general disregard for the overall project objective, viz., community empowerment. The origin of this issue may lie in the fact that despite its objective being radically different from watershed projects, its design and approach have been based on watershed development projects in the state.

2.5.3 Engagement of resource persons/ agencies

It was learnt that the training programmes attended by PSU members are in response to course announcements by training institutions. PSU will benefit much more from proactively approaching training institutions to design and develop customized training programmes for its staff. This will be supported by having a long-term capacity building strategy and action plan, with clear-cut responsibilities for scouting resource agencies and organising training programmes on demand.

Even though NGOs are encouraged to engage external resource persons for delivery of trainings, there are constraints that keep this system from being effective – most notably, in the absence of long-term partnerships with resource agencies, timely and assured availability of resource persons is often a challenge and trainings have had to be postponed or cancelled in the past for want of trainers. Secondly, the budgets for procurement of services of resource persons are on the lower side and FNGOs are unable to acquire quality personnel for conduct of trainings.

2.5.4 Critical training needs

2.5.4.1 Training of trainers

When the Project started in 2004, the cost norms and systems & procedures for planning, approval and sanction of capacity building initiatives (training programmes and exposure visits) were not worked out or agreed upon, so this led to a general delay in start up of activities on the capacity building front. The main challenge, however, has been that of an absence of a strategy and framework for capacity building, coupled with lack of vision, expertise and absence of training material (modules, manuals, methods, etc.). As a result, the majority of capacity building initiatives in the first three years of the project have been of an ad hoc nature.

Training is largely unstructured and relies on a 'lecture and teaching' mode, which is totally inappropriate for the target communities/ trainees, who are adults and mostly illiterate. It is delivered in capsules that are seldom, if ever, followed-up. Most of the time the underlying assumption is that exposing participants to the subject matter will be enough to bring about changes in their knowledge, skills, attitude and behaviour. The general

feedback from community level workers was that the training inputs received are in the form of lecture and practice (especially reporting requirements), with two sessions of two hours pre and post-lunch. In fact, one of the VDC Secretaries reported having attended only 50% of the programmes that he is called for on account of the trainings being too frequent.

Training of trainers is imperative and should be taken up on a priority basis. The issue has been dealt with in the relevant section of this report.(Chapter 5)

The Community Mobiliser, VDC/VLSC Secretary and Facilitators (Master Trainers) are left to their own devices for further transfer of knowledge and skills to farmers and the community at large. This is an area of concern; even though the cascade strategy for imparting training is useful in reaching out to large numbers of individuals, it has its limitations too, requiring that grassroots workers be supported by FNGO/ITDA personnel in organisation and conduct of training.

2.5.4.2 Social and institutional dimensions of development

The ITDA/OTELP team as well as the WDT have a number of subject matter specialists who are focused on enhancing technical skills (specific to sub-sectors of the livelihood enhancement component of the project¹) of their constituencies; however, they also need to appreciate the social dimensions of technical problems and integrate non-technical as well as behavioural aspects of technology transfer into their work agenda, since social and institutional acceptability is as important as technical efficiency. This will enable greater involvement of primary stakeholders in the process of consultation (thus contributing to their empowerment), cultivate locale-specific understanding of issues and concerns, and consequently result in development of more viable and sustainable solutions.

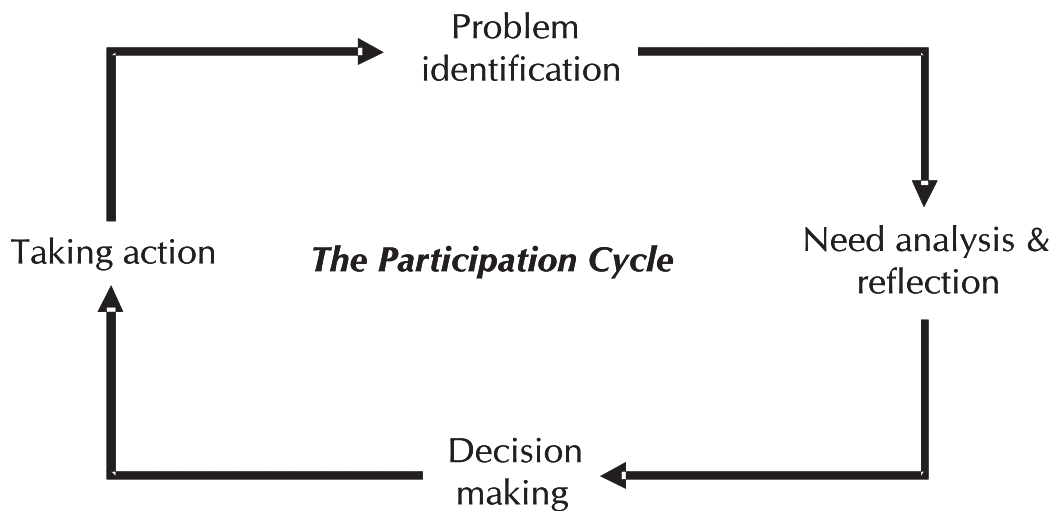
2.5.4.3 Capacity building for community empowerment

Sector-specific training needs (planned and budgeted under the livelihood enhancement component) are visualized and to some extent delivered by subject matter experts; however, training needs in the area of community empowerment & management, and all other areas that are not specifically identified as responsibility of any single expert are either relegated to the PO (CB) or get completely overlooked. Whereas the PO (CB) holds primary responsibility for training and capacity building, it must be understood and internalized that an area as vast and important as empowerment and institution building cannot be the responsibility of any single individual. Given the complex nature and scale of the project, and based on a review of ToRs of PSU members, it appears that the expectations from PO (CB) in particular are unrealistic, and need to be modified² to make capacity building an organisation-wide team effort, with every individual being responsible not only for progress in his/her sector or area of specialty, but for overall goal achievement, which is derived from the sum total of all inputs.

In WDT's work with communities, it seemed that 'participation' was frequently limited to the VDC Secretary and President – it is also understood to mean mobilisation of primary stakeholders (beneficiaries) to take part in activities defined by the experts (e.g., soil and moisture conservation, agriculture improvement, forest protection and so forth), effectively short-circuiting the participation cycle (see figure below); in practice, there is a direct jump from 'problem identification' to 'taking action', without the intervening and empowering processes of need analysis, reflection, short-listing & scrutiny of options and eventual decision making.

1 Areas of livelihood enhancement support (sub-sectors): (i) land and water management; (ii) participatory forest management; (iii) agricultural and horticultural development; (iv) livestock and aquaculture development; (v) rural financial services; and (vi) community infrastructure

2 This may be done by the SLPMC.



At all levels, there is a need to realise and appreciate that the process of empowerment is an ongoing one, which takes place in small increments through a multitude of factors that equip the community members with a better understanding of the social, political and economic dimensions of the environment which have a bearing on their needs and problems. This understanding then translates into a change in skills, attitudes and practices (behaviour) for empowerment to be truly effective. There can be no short-cut to this process - what is required, therefore, is a change in how things are done at the grassroots.

2.5.4.4 Institution strengthening for empowerment

Approximately 80% of the project funds are channelized for use through the VDCs and VLSCs. Institutions such as the VDC and VLSC are not part of the communities' traditional decision-making system, and while they could facilitate project implementation & management, and increase project efficiency, they are likely to be ineffective and unsustainable beyond the project period, unless they are anchored in the communities' traditional systems. It is also necessary for these organisations to be able to identify an intrinsic purpose for their existence, which goes beyond the immediate objective of project planning and/or implementation. This requires that the institution identifies the needs and problems of its constituents, and takes necessary steps for their resolution. By providing this service to its members, the institution gains not only greater credibility and acceptability, but also a higher degree of conformity with institutional norms and systems, thus making it a stronger institution. To enable the institutions to reach this state, however, mere training or provision of discrete capacity building inputs are not sufficient. It demands that the project facilitators and managers step out of their specialist roles and adopt an empowering approach, with processes that foster trust and confidence in the members' abilities to decide and act. At the same time, this approach should not and cannot be segregated from the process of project planning and implementation, including the vital livelihood enhancement component.

In order to achieve the goals of empowerment and livelihoods, the roles of various CBOs in the project have to be revisited and the promotion processes strengthened. Primary organisations like SHGs, CIGs, VLSC at natural village level and VDC (at watershed level) have to be strengthened considerably so that they perform well on their own and exercise control over representative bodies like the VLSC/VDCs, VLFASC and PRIs. VLSC at the natural village level would be a more sustainable institution due to existing affinities - but no conscious effort has been done to promote them. The current understanding of CBO roles is more as programme implementers than as autonomous people's institutions that could outlast the project, and accountability of the VLSC/VDC to its general body is not satisfactory. The capacity building at CBO levels should place emphasis on management of organisations; group processes; bookkeeping and management of funds; and project planning and setting priorities.

The institutions at the community level are essentially at the receiving end of the initiatives of the project. However, the crucial capacity building initiative has to happen at the community level if the project and its activities have to become meaningful and sustainable.

2.5.5 Structural & organisational issues

2.5.5.1 Lack of continuity in leadership positions

Frequent transfer of Programme Administrator, ITDA is an area of concern; there are instances of the PA position lying vacant for as long as one year. In Bhawanipatna ITDA there have been four changes within the project duration, and the current incumbent is acting in-charge. These changes are a setback to project progress, and leave the OTELP team devoid of leadership. The ITDA and DPMC are seen as enablers of convergence, but vacancies in government departments often slow down work that requires the project to collaborate with line departments.

2.5.5.2 High turnover among WDTs

High turnover among NGO staff is a commonly cited problem, reasons being inadequate compensation, inhospitable terrain and/or remoteness of location, and hazards to life from disease & anti-social elements. The highest turnover is seen among WDT-Watershed development, WDT-Agriculture, and WDT- Microfinance. Often the candidates leave for higher-paying positions in other development projects within the state. Experiences gained and capacities built are therefore lost by the project.

Community Mobilisers and VDC Secretaries are residents of the Project micro-watersheds and the certainty of their continuance in the area is higher. It is suggested that major capacity building inputs should be directed towards them.

2.5.5.3 Reporting over-load

A lot of the 'capacity building' that has happened pertains to record-keeping, maintaining books of account and reporting progress on a monthly basis. The project has devised elaborate systems and formats for documentation of every detail of works implemented, and the primary responsibility for this job falls on the VDC Secretary and/or Community Mobiliser. Finalisation of records and their submission to ITDA is the responsibility of FNGO WDT. Each case record is maintained in duplicate, with duplication being the responsibility of the FNGO. WDT members inform that they spend between 40-50% of their time to meet project reporting requirements (whether in the village or at the FNGO office), and put in 12-14 hours of work on a daily basis.

2.5.5.4 Learning-conducive organisational culture

The creation of a project-wide learning environment is paramount for individual and organisational capacity development, and this should begin with changes at the top for creation of a culture that encourages learning. Britton¹ answers the question: "What does an organisation need to do in order to learn?" by proposing the Eight Function Model which identifies the eight key functions that any organisation must master in order to learn effectively:

- i. Creating a learning culture
- ii. Gathering internal experience
- iii. Accessing external learning

³ The following, for example, are the documentation and reporting requirements for input monitoring of every work undertaken:

- (i) Work demand letter providing details of work to be undertaken and beneficiaries: this is submitted by the User Group to the VDC
- (ii) VDC resolution that grants written approval for implementation of work demanded
- (iii) Work order issuance by VDC to User Group for start of work; this specifies the quantum of beneficiary contribution
- (iv) Muster rolls for labour engaged to be maintained by the VDC Secretary
- (v) Work supervision schedule (records details of officials who visited the site when work is ongoing)
- (vi) Work completion report to be submitted by the User Group to the VDC
- (vii) Social audit report prepared at a *Palli Sabha* meeting

- iv. Communication systems
- v. Mechanisms for drawing conclusions
- vi. Developing an organisational memory
- vii. Integrating learning into strategy and policy
- viii. Applying the learning

2.5.5.5 Developing & sustaining partnerships

Despite a strong awareness of their supportive role to FNGOs, it was found that the ITDA's relationship with FNGOs was of a monitoring/supervisory nature, with emphasis of discussions being on formats, reports, schedules, finances, maintenance of books of account, and achievement of targets. It was the same case between other capacity building nodes.

What need to be focussed upon more, are training content, pedagogy or methods, and training modules. There is plenty of scope for developing a spirit of partnership between ITDA and FNGOs – most crucial for effective delivery of results, and fulfilment of project objectives. After all, success of the project lies in developing collective commitment and capacity to turn ideas and plans into action. The onus of enabling such partnerships rests more with the ITDA than the FNGO, as they are relatively higher placed in the organisational hierarchy. In fact, the PIM in its suggested strategy highlights the importance of building partnerships: “for smooth implementation of the Programme activities, it is of paramount importance that partnership and relationship that fosters mutual trust, patience, support, team spirit and genuine interest in enhancing the impact of the programme, are built up cautiously and carefully right from the beginning.”

Similarly, PSU members' visits to the project areas are generally restricted to Review Missions and/or accompanying other senior officials, including the Project Director when he visits. The PSU-ITDA link in the project is rather tenuous, held in place by organisational hierarchy and reporting requirements. Strengthening this partnership is crucial for accessing external support and cross-area learnings.

⁴ Britton, Bruce (1998) The Learning NGO, INTRAC Occasional Paper Series Number 17, Oxford: INTRAC

Chapter 3

Capacity Building Strategy

3.1 Definition Vision and Expected Outcomes

For the purposes of this document we are defining Capacity Building as the means by which the abilities of the target group to plan and implement development activities is enhanced, thereby leading to sustainable development processes. Capacity building comprises activities which result in transfer of knowledge, skills and attitudes from one person or a group to another person or a group thereby enabling the recipient to improve performance in the work that he/she is supposed to undertake.

Capacity Building also has specific target groups. These include individuals who are part of the project primarily the communities who are implementing the project, the staff at the various NGOs and the ITDAs. Equally important are the institutions that support these individuals. The CB strategy addresses both these groups.

In addition, a CB process addresses all elements where capacity is lacking; in terms of skills to undertake a task, in terms of the knowledge that is required to undertake a task and most importantly the attitude that is required to successfully undertake the task. This strategy document takes all these aspects into consideration.

OTELP while it is built on a concept of area development through the identification of areas on a watershed basis has as its key concern the need for empowering tribal communities to have greater control on their lives, their resources and thereby build livelihoods security. Capacity building of the community is thus a major expectation from the project.

To provide sustainability to the capacity building process and also to build livelihoods security, the OTELP envisages the creation and development of grass root level community institutions that are focussed on development and help them to link up with modern development initiatives with indigenous skill. The creation, stability, strengthening and sustainability of these institutions are important objectives of the capacity building process.

The OTELP vision sees the creation of such institutions, managed by communities with capacities, where there is a commonly shared understanding of their concerns and a commonly shared vision of the future. The CB process in OTELP has to be able to support this vision.

Since the idea of such non traditional institutions and roles is completely new for the target group of the OTELP, there is a very low baseline to begin from. The CB process therefore needs to start from the very basics i.e. from building an awareness of some of the possibilities that exist, helping communities to actually find their place in the wider open society, literacy, numeracy, rights, entitlements, livelihood opportunities, linkages with government.

For the capacity building process to actually happen, there is need for facilitation. And this has to begin with understanding the language of the target population. To do this are required a good set of facilitators who not only understand the community and its dynamics but have an understanding of the new institutions and institutional dynamics that the project aims to introduce. More often than not the institutional expectations are also new to the facilitators and therefore before they can begin to interact and facilitate the community processes, they need to understand the issues themselves.

The challenges to the capacity building process are many. And each stage will throw up new ones. While it may be possible to begin with some basic capacities in the facilitators, it is also equally important

to be able to provide continuity to the process and bring in specialist inputs when required. The roles of support institutions, cross learning and networking thus become important facets of the CB strategy.

Capacity Building is not just training and everything cannot be done through formal training processes. An important aspect of Capacity Building is the continuity of support, space for clarification of ideas, working together, learning from mistakes and access to people who can help resolve the mistakes.

A capacity building process must help the project achieve the following

- i. Empowerment of the target communities - which would mean communities achieving control over their development processes; enhancement in their abilities to seek support from facilitating agencies; being able to speak up and challenge the situations that have suppressed them.
- ii. Improved Quality of Services - which will mean greater ability in the communities to be able to access services that can help improve their lives and livelihoods; and greater ability in the facilitators to be able to support the community in their efforts; and a greater awareness of possibilities that exist. Of particular importance in the context of the OTELP is the capacity to facilitate livelihoods promotion.
- iii. Capacity for Participatory Processes - which would mean the availability of a cadre of facilitators sensitive to the special approach for development that tribal communities will require which would be more inclusive and participatory
- iv. Capacity for Participant Learning - which would mean systems which allow for feedback and analysis and can impact attitudes, and behaviours and promote sharing, trust, responsiveness and openness.

3.2 Guiding Principles

Every capacity building process must have a set of guiding principles which will guide the process. The guiding principles for the proposed strategy will be the following:

- i. It will be motivational and learner centric
- ii. It will be customised for different stakeholders - the PSU, the ITDA, the FNGO, the CM, the VDC Secretary, the VLSC, VDC and SHG
- iii. It will have a regular capacity building needs assessment mechanism
- iv. It will be dynamic and able to develop curricula to match the training needs assessments
- v. It will involve continuous learning support and extension including counselling and hand holding
- vi. It will be (as much as possible) in a location that promotes learning
- vii. It will be practical and more grounded and not be expounding theory
- viii. It will be empowering in nature, through creation of an environment that sustains the essential values, attitudes, and operational changes that are being proposed by the OTELP, particularly the concept of empowerment.

The CB strategy will aim to address the following aspects of the lives of the target communities, the community representatives and volunteers the staff of the FNGOs, the staff of the ITDA and PSU:

- i. awareness and knowledge of development issues, local self-governance, concerns and processes
- ii. Skills related to project implementation (different for different levels) - manual, technical, financial, managerial, support, training etc.
- iii. attitudes of the target communities towards the change process
- iv. attitudes and behaviour of implementing agencies towards tribal culture, poverty, natural resources and their management
- v. relationships at many levels e.g. between partners (ITDA and FNGO), between community and community institutions, between FNGOs and community institutions, etc.

3.3 Capacity Building Chain

Beginning from the community and all the way to the PSU there are a number of people who have roles to play and who the capacity building strategy will be expected to focus on. Let us understand what this chain is all about.

At the community level, the empowerment process must be able to impact all the members of the community and thus they become the largest and most important target group.

To be able to facilitate this process, the target group is acted upon by five village volunteers. VLSC/VDC/VLAFSC secretary, president, treasurer, and a Community Mobiliser. Among these the volunteers play a support role. The VLSC/VDC/VLAFSC office bearers (President, Secretary and Treasurer) however are the most important people to be trained. He/She and his/her capacity can make or break the project. The VLSC/VDC/VLAFSC office bearers must be persons, who can play an effective interface between the community and the project facilitators, be able to provide leadership to the activities that are happening at the community level, and take the project ahead. They are perhaps the key individuals that the project has to be able to build the capacity of directly or indirectly. All the capacity building initiatives of the project have to work in a manner that the capacity of the VLSC/VDC/VLAFSC office bearers is built up.

Capacity Needs - VLSC/VDC/VLAFSC Office bearers

- ⇒ Understanding of Project and its different components
- ⇒ Self confidence
- ⇒ Good communication
- ⇒ Basic Accounting
- ⇒ Record Keeping
- ⇒ Project Value Orientation
- ⇒ Self governance
- ⇒ Participatory development processes
- ⇒ Natural resources management
- ⇒ Addressing issues of equality
- ⇒ Peace Building

At the cutting edge between the project facilitation agencies and the VLSC/VDC/VLAFSC secretary is the Community Mobiliser (CM). The CM is the funnel for all information and support to the VLSC/VDC/VLAFSC secretary, and the volunteers and the village community. It is the most crucial level from the project side. It is the position that should have all the knowledge and understanding about the project and the activities of the project and should be able to satisfactorily answer all relevant queries about the project that the community may have. He/she also needs to understand clearly the outcomes that the project aims to achieve, and also work effectively towards achieving those outcomes.

Capacity Needs - Community Mobiliser

- ⇒ Understanding of Project and its different components and planning of project activities in his/her realm
- ⇒ Understanding of poverty in the area and Sensitivity to the Poor
- ⇒ Understanding of Tribal cultures and marginal groups and language
- ⇒ Project Value Orientation
- ⇒ Community mobilisation
- ⇒ Understanding of Empowerment
- ⇒ Basic Accounting
- ⇒ Reporting and Documentation
- ⇒ Good communication and Self confidence
- ⇒ Training capacity & facilitation skills
- ⇒ Coordination between different groups
- ⇒ Problem solving and conflict management
- ⇒ Peace building

- ⇒ Addressing issues of equality like gender, landlessness
- ⇒ Self Governance

To support the Community Mobiliser are the WDT members- the technical support team which brings in relevant information necessary for the project and its activities. Each WDT member is a specialist in his/her chosen discipline. When a WDT member interacts and interfaces with the Community Mobiliser he/she gains an insight into the village and the activities being undertaken there and based on this understanding can provide guidance to the CM in further execution of the project activities. The WDT-CM interface can best be described as a knowledge exchange interface and a feedback interface. Building up on the feedback, further knowledge and understanding will have to be generated by the WDT member for the next interaction with the CM. Very importantly, the WDT member is only part of a team. The team comprises other WDT members who are also utilising the CM for the knowledge exchange and feedback mechanism. It is thus extremely important that the WDT members work together and plan out their knowledge exchange with the CM in a manner as to not overload the CM.

Capacity Needs - WDT Member

- ⇒ Understanding of Project and its different components
- ⇒ Good communication and Self confidence
- ⇒ Community mobilisation
- ⇒ Understanding of Empowerment
- ⇒ Participatory Approaches in Development
- ⇒ Accounting and Record Keeping
- ⇒ Project Value Orientation
- ⇒ Sensitivity to the Poor
- ⇒ Understanding of Tribal cultures
- ⇒ Reporting and Documentation
- ⇒ Training capacity
- ⇒ Plan and execute activities
- ⇒ Budgeting
- ⇒ Team development and team work
- ⇒ Technical understanding of their line of specialisation
- ⇒ Ability to monitor progress
- ⇒ Peace Building

To support the WDT members in the district/area of operation is the Project Officer (Subject Matter Specialist) at the ITDA. He/She is a specialist in their line of specialisation and is expected to be able to guide the WDT members who are in the same line of specialisation with technical information, understanding of experiences from different areas, solving problems, providing specialist support in technical matters, help the WDT members plan their initiatives and sequence them for appropriate effectiveness. His/her interface is expected to be mostly with the WDT members with occasional meetings with the other levels (CM and VDC Secretary) to be able to gauge the effectiveness of the interventions.

Capacity Needs - PO (SMS) ITDA

- ⇒ Understanding of Project and its different components
- ⇒ Strong Development Orientation
- ⇒ Good communication and Self confidence
- ⇒ Community mobilisation
- ⇒ Understanding of Empowerment
- ⇒ Project Value Orientation

- ⇒ Sensitivity to the Poor
- ⇒ Understanding of Tribal cultures
- ⇒ Planning and Reviewing of Implementation
- ⇒ Reporting and Documentation
- ⇒ Training capacity
- ⇒ Technical understanding of their line of specialisation
- ⇒ Understanding on processes of Monitoring and Evaluation
- ⇒ Problem Solving Approach
- ⇒ Experiences in line of Specialisation from other development projects
- ⇒ Ability to generate knowledge from project experiences
- ⇒ Coordination,
- ⇒ Team development and support
- ⇒ Understanding of the external development environment, policies and practices that affect the work that he/she does
- ⇒ Log Frame approach and Participatory Monitoring and Evaluation
- ⇒ Peace Building

The training need assessment will be a baseline of the capacities listed above in each. The training modules will evolve from the training needs assessment undertaken.

Another part of the CB chain is the PSU and the state level Project Management Committee, and the district level Project Management Committees. The assignment has not studied this in detail. These groups have to be incorporated into the CB process through regular visits arranged for them in the field and also through exposure to other initiatives from different parts of the country.

3.4 Modules

3.4.1 Nature of Modules

For each actor there will be a basic level orientation and a foundation module on the project which provides: an understanding of the project, its vision and approach to empowerment and livelihoods, comparison with other approaches, relationship development, and behavioural aspects for the project.

Sectoral modules will be for selected people on the sectors that they need to be working on. These would be of the nature of knowledge enhancement for specific situations and skill development for identified activities.

Follow-up modules would include refresher courses on identified issues and advanced courses on skill development and knowledge enhancement based on the annual needs assessment exercise.

The modules for common issues cannot all be of the same level. They have to be designed to meet the specific needs and concerns of each target group. So a module on 'understanding the project' has to be differently designed for (say) the VDC secretary as compared to the WDT member or the PO (SMS) at the ITDA.

Since the project has already been in operation for the past 4 years it could be expected that there would be

A Module

A module is the description of the process by which certain understanding or knowledge or skill which has to be transferred to a group of people will be carried out. It begins by stating a objective for the exercise, identifying the target group, stating why it is necessary to be undertaken, and the process that will be followed. Associated with the process is an accompanying document which contains a detailed description of the content that will have to be delivered through the module. A module will thus usually have the following heads

- ⇒ Name of Module
- ⇒ Purpose/Objective
- ⇒ Target Group

no major need for the basic modules. However field level interactions point out to the need for an immediate refresher on many of the modules that provide critical understanding of the project for the various actors.

Based on the field assessments and interaction with various actors, the CB strategy from here on should particularly focus on the following modules and plan to develop them and implement them. These have been detailed in accordance with the objectives of the OTELP. Modules that are important are listed here; other important modules are listed in the annexe.

- ⇒ Expected learning in participants
 - ⇒ Methodology
 - ⇒ Subject Content
 - ⇒ Time/Duration
 - ⇒ Schedule
 - ⇒ Location
 - ⇒ Learning aids required
- A module could use one or more techniques of training
- A module or a set of interconnected modules

3.4.2 Modules Based on Objectives of OTELP

3.4.2.1 Building Capacities of Marginal Groups

Build the capacity of marginal groups as individuals and (grass root) institutions.

- Understanding Marginalisation and Empowerment: Capacity to understand the Nature and extent of marginalization: it is different for different social groups. Applying a blanket understanding for all segments is not appropriate, as there is an ethnic angle to it. Reasons for marginalization are different for both (SC&ST Community) so also the strategies required for inclusion.
- Understanding Equality and Equity - capacity to develop appropriate strategies for social inclusion
- Participatory methodologies to understand marginalisation: Poverty targeting using tools like wealth ranking. The critical capacity required is to understand and analyze the dimensions of marginalisation and poverty using evolved methodology that is contextual and not the standardized one.
- Understanding Institutions: Village institutions why and how, process of institutional building, visioning required for an institution, how individuals are placed in an institutional arrangement, collective leadership, managing group level frustrations, conflicts and enthusiasms; an ability to think on the "why" - why an institution is required how does it benefit from existing social capital without ?
- Mobilising a Community: What are the reasons why mobilisation is important, mobilisation leading to empowerment-the process, issues in mobilisation, skills for mobilisation, How it is done? Experiences of mobilisation leading to empowerment?

3.4.2.2 Access to Resources

Enhance the access of poor tribal people to land, water and forest and increase the productivity of these resources in environmentally sustainable and socially equitable ways

- Understanding Access and Control of Resources - Capacity to understand the issues of access and control in relation to natural resources such as land, water and forest, understanding and knowledge of facts that what has been the traditional mechanism of access and control over these resources. Are the rights of the partner communities being protected through some social or legal safeguard? Capacity to understand and differentiate between the equity and equality issues
- Understanding Production systems and Productivity - Capacity to understand the issues of productivity, there is also required a capacity to understand the traditional ways of production, surpluses and productivity. It is required as the core partners of the project is tribal community.
- Understanding community and environment co-existence. The knowledge is also required about the traditional ways of peaceful coexistence of tribal communities with the nature. A capacity is required to understand the environmental sustainability through the eyes of a tribal too. Only this would ensure achievement of the next part of objectives i.e. social equity.

3.4.2.3 Development of Off-Farm Enterprise

Encourage and facilitate off-farm enterprise development focused on the needs of poor tribal households;

- Understanding Livelihoods - Capacity to assess and analyze household economy Capacity to undertake appropriate actions for Livelihood Enhancement : portfolio analysis, profiling and sub-sector analysis; Develop appropriate strategies and mechanism. Livelihood credit and finance
- Understanding Local Credit Access and Availability - Operational understanding of Banking procedures; Knowledge of government schemes such as SGSY/BRGS/ITDA/TSPS and other programs sharing the purpose of OTELP
- Understanding Market and Market Systems - Capacity to develop and manage linkages and relationship with actors exists in project's immediate environment and external environment. (backward-forward linkages required for an enterprise); Capacity to undertake Market research
- Developing appropriate livelihood strategies - Capacity to develop appropriate syllabus for different livelihood sub-sectors and Entrepreneurship development

3.4.2.4 Monitor Basic Food Entitlements

Monitor the basic food entitlements of tribal households and ensure their access to public food supplies;

- Understanding Rights and Entitlements of Communities - operational procedures related to Public Distribution System (PDS); Knowledge and understanding of food entitlements of tribal community (the partner community); Capacity to understand on the issues of access and control in general and about the public distribution system in particular
- Ensuring Rights and Entitlements - Capacity to "intervene" appropriately so that entitlements are assessable to the tribal community; Capacity to develop, manage and maintain interdepartmental relationship
- Understanding the development and implementation of a community monitoring mechanism

3.4.2.5 Strengthen Institutional Capacity of Government Agencies

Strengthen the institutional capacity of government agencies, Panchayati Raj Institutions, NGOs and civil society to work effectively on a participatory mode for poverty reduction with tribal communities

- Understanding Participatory Approaches to Development - Capacity to adopt, modify and implant Participatory planning and development techniques for project purposes; Strategic planning capacity to mainstream inclusive development processes in the project
- Understanding Local Poverty - Capacity to understand Dimensions of poverty in the region; Renewal capacity for "adoption" required for introducing innovations in the process;
- Understanding of Rights of tribal Communities - Ability of the government agencies to understand rights in the context of OTELP

3.4.2.6 Encourage a Pro-Tribal Environment

Encourage the development of a pro-tribal enabling environment through ensuring that legislation governing control of and access to, development resources by poor tribal households is implemented effectively and recommending other policy improvements;

- Understanding advocacy - stakeholders, social, media; lobbying,
- Capacity to develop case based representations for advocacy
- Building Knowledge and understanding on critical issues - micro to macro linkages, case study writing, knowledge of legislative systems, procedures and space available for intervention

3.4.2.7 Build Indigenous Knowledge

Build on the indigenous knowledge and values of tribal and blend these with technological innovations to ensure a speedier pace of development.

- Understanding Participatory Technology Development - Capacity to facilitate Participatory Technology Development processes
- Understanding indigenous knowledge systems - Converting indigenous knowledge into technology through appropriate interventions for experimentation and validation

Each of these modules will have a basic course and an advanced (or follow up) course which can be accessed at any time during the project period from the resource agency / resource person.

3.4.3 Other Modules Generic to the Project

The project will also have to include modules on some key development issues. These are listed below.

- i. Programme management - including operational planning, finance management, MIS and reporting
- ii. Food handling and Distribution
- iii. Gender mainstreaming
- iv. Building Convergence in the Programme
- v. Learning and Knowledge management
- vi. Exit management
- vii. Participatory Resources Planning & Monitoring
- viii. Peace building

These modules will be designed as per the different levels mentioned in 3.5.1 above.

3.4.4 Module Preparation Process

These modules emerge from the objectives that the project has set up for itself. Much of this has not actually been implemented and the consultant team has observed these shortcomings in its interaction with the teams implementing the project.

The Capacity Building Officers at the PSU are the key to many of these modules. As mentioned above these are modules that almost all staff that is related to the project in any way should be going through. A degree of standardization is required for some of these modules - stating the overarching coverage of the training that will get done. However, most of these modules will be developed at different levels some at the basic level, others at the middle level and then at the advanced level. Each will have a separate target group.

Based on the expectations of the target group, these modules will be prepared by people / organisations that understand the subject, can get associated with it and are able to see it being implemented. These will essentially be people from the resource organisations that OTELP should be associated with. The ITDA CB Officers and the PO CB at the PSU should become part of a peer group that can be involved in the development of these modules. Knowing that it is difficult to get all the people together in a project that is so widely located, this could be done in five stages.

Stage 1 - The PO, CB at the PSU with assistance from his peer group and based on this strategy document identifies suitable people/resource organisations for the critical subjects.

Stage 2 - All the CB officers in the project meet to brainstorm what should go into each module facilitated by people from selected Resource Organisations

Stage 3 - The resource person/agency develops a draft module and presents it to the same group as in Stage 2. The module is fine tuned and finalised and relevant reading material and material for circulation. As necessary, IEC material required for the module is also identified (as a teaching learning aid) and the IEC agency is invited to work on it.

Stage 4 - The resource organisation undertakes a ToT on the module with the WDT CB of the FNGOs

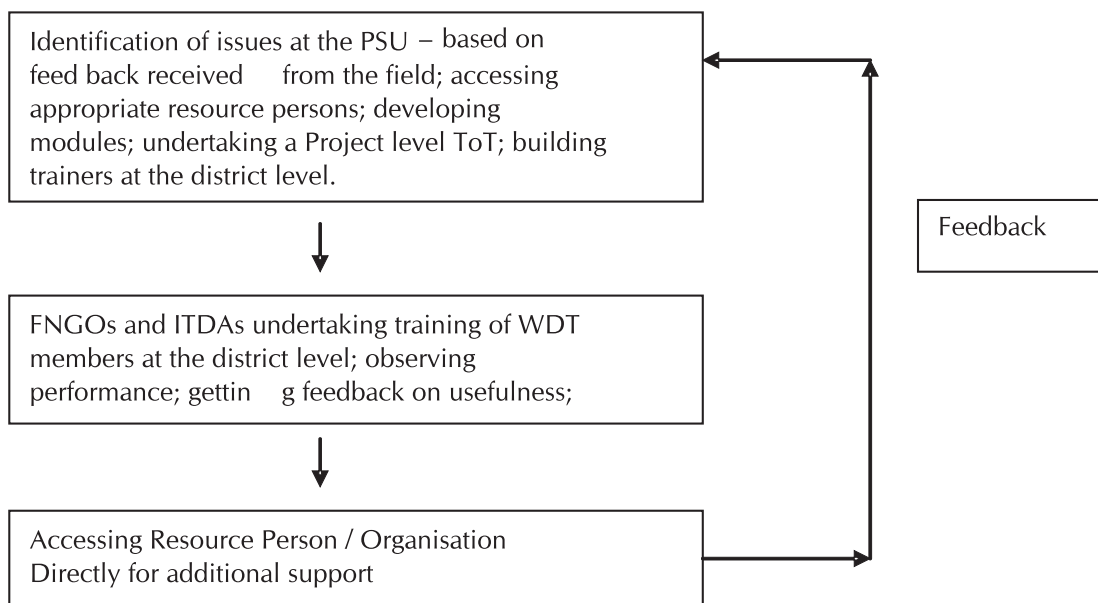
Stage 5 - The FNGOs undertake the training on these critical issues with their teams. This can be done at the team level or at the ITDA level to benefit from economies and the availability of a larger and more effective group.

Once the basic modules have been delivered, the FNGO will keep track of the understanding of their staff members in the WDT and constantly review their performance. This will in the form of a constant and continuous TNA. Based on this assessment they will be in constant touch with the SMS CB at the ITDA level. Together they

will determine which of their team members require which training and develop a plan for further involvement of the Resource Person / Organisation.

3.5 Dynamic Capacity Building Processes

The way the capacity building process is thus being seen is as a dynamic process. But the crucial element here is collaboration between the PSU as a start up to the activities that are commonly required by all the FNGOs in the project and the ITDAs . A structured mechanism can be as follows:



3.6 Lead Training Agency - Characteristics Planning and Managing the CB Component

While the openness of training and capacity building initiatives is something that is in the larger interest of the project, the consultant team has tried to analyse the effectiveness of the way this is happening. With the understanding that there should eventually be no need to have a centralised control on the capacity building process in the current stage of the project it does appear that a unified command and coordination structure may be required. The reasons for this are as follows:

Training is and has been at the periphery of the project. Considering that this is essentially an empowerment project, the human capacity and the human abilities to be able to take on development challenges is most crucial. This is not clearly visible in the project. This has to be brought centre stage and in a manner which gives it a reasonable level of autonomy and authority and the necessary push to make it happen.

The capacity building team is weak. This is perhaps the reason for the above point. The people that have been appointed as CB officers in every agency are extremely sincere and committed people. However, their capacities as people who can lead a CB challenge are fairly limited. They are mere implementers of plans rather than leaders and effective facilitators. This needs change. They need consolidated support to make this happen.

The range and diversity of capacity building initiatives is extremely wide. Core competence and capacity to provide this is not available at any district level. Despite many agencies of repute even as FNGOs the project has not been able to facilitate the access of competent trainers and people for the project.

Thus to make the capacity building process gain centre stage, it is imperative that a competent organisation set up a specialised, dedicated team to play the role of a Lead Training Agency in the project.

The lead training agency should have the following characteristics:

- It must have an understanding of training
- It must have an available faculty who can be deputed for OTELP
- It must be able to access training facilities in different districts
- It must be able to work closely with a large number of resource organisations

An assessment of the different agencies in the state does point out to the possibility of a few organisations taking up this role. However, whether they are in a position to depute their faculty full time for OTELP is an important consideration.

It is the considered opinion of the consultant team that any of the government training organisations do not have the capacity or the willingness to take up this role.

It would be appropriate for the lead training agency role to be set up perhaps as part of the PST in Bhubaneswar. Suitable consultants and faculty could be specially recruited by the PST and a small unit set up which could take on the tasks and roles as required. This Training Unit would work closely with the PO CB in the PSU and be guided by the expectations that are emerging from the project and will also guide the project on the training initiatives that would be necessary.

The Lead Training Agency will be playing important training related functions but will also be playing a major role in coordinating between different resource agencies and resource persons

3.7 Resource NGOs

Resource NGOs will play an important and critical role in the CB strategy for OTELP. The range of competencies required both in phase I and phase II of the OTELP are very wide and it is unlikely that all these competencies would be available with any one agency or system.

Training and Capacity Building initiatives in the OTELP should begin to be seen differently. The current design gives the CB role to the PO CB at the PSU, the SMS CB at the ITDA and the WDT (social science) at the FNGO. The consultant team feels that this is inadequate for the scale and size of a project like OTELP. While these are important nodes and must continue to be there, it is not quite possible for this team of three to provide the range of capacity building that the project expects.

The project will have to begin looking at CB as a combination of roles of the CB nodes in the project seeking and accessing support from a large number of resource organisations. The role of the CB nodes are more as planners of training and assessing training needs rather than being trainers themselves. This is a crucial role as half the CB battle is won with right identification of training needs.

Resource NGOs will thus play an important role. While it is out of the scope of this consultancy assignment, it is important to be able to have detailed discussions with the resource organisations identified (Annexure 5) and plan out the roles that they will play in the project. The universes of capacity building needs and possibilities have been listed out in this report. These will have to be matched with what resource organisations can do and what they are willing to do.

The relationship that is established with the resource organisations is also going to be a deciding factor in the roles that they play. In the case of organisations like the KVK and other district level organisations, their staff and capacities have been accessed in a fairly ad hoc manner and as a result of which their involvement also has been ad hoc. These district level resource organisations do not see themselves as part of the project and therefore fill in a need based on the request that they receive. This has to be reviewed and a more inclusive and partnership oriented system established.

The relationship between the PSU and the resource organisations has to be one where partnerships become important. The terms of reference for the resource organisations needs to be developed keeping this in mind.

What we have proposed is based on the following guiding principles

- That the resource organisation must become part of the project
- It must share the objectives and concerns of the project
- It should be willing to put in its learning and specialised inputs into the project
- It must not see this involvement as an additional burden to all the work that they are already doing
- It must add to the resource organisations profile
- It must give the resource organisation the space and opportunity to share its learning and experience
- It must also be financially beneficial to the resource organisation.

The last point is being especially detailed here. The reason why OTELP should take special care of this aspect is because often resource organisations are brought in as and when required and on the payment of small insignificant amounts of money. This is not an arrangement that resource organisations like. Rather than small and insignificant task based assignments, it is always better to work with resource organisations on the basis of retainers. Retainers ensure a long term association and access to organisational services when required, but with a greater commitment from the resource organisation.

An important concern on using resource organisations is the fear that they would bring in ideas that could be somewhat different from the stated government policy. This has also happened in the case of a resource organisation in the project. It is important that this be seen in the right context. Often the causes of disempowerment and lack of development are a result of government failures to deliver and these cannot be easily turned around within the framework of a government project. There are bound to be different approaches which have to be put in. These situations have to be dealt with a certain level of maturity and care.

A negotiated dialogue with resource organisations and how they take up these roles and how other services have to be linked with the role of resource organisations can be planned in advance and carefully scripted to yield the right results. This level of planning and management of resource organisations needs to be undertaken by the CB nodes of the project - especially the PO CB PSU and the SMS (CB) at ITDA. Resource Organisations that the project will identify will have to be of the kind that has a high degree of competence. To be able to take advantage of such organisations the CB nodes will have to have highly competent people who have the world view that these organisations bring and the ability to be able to extract the best from them. It does not seem that they currently have the competence to handle this role and this has not even been part of their terms of reference. However, this is something that will have to be developed.

However looked at, there is currently a felt need for a wider diversity in resource organisations. Of particular importance are the following issues where resource organisations will be needed

- i. Microfinance
- ii. Livelihood identification and planning
- iii. Business Development Services
- iv. Institutional Development
- v. Community Mobilisation and Village Institution Development
- vi. Human resource development
- vii. Gender Mainstreaming
- viii. Communication with communities
- ix. Policy management
- x. Process Documentation

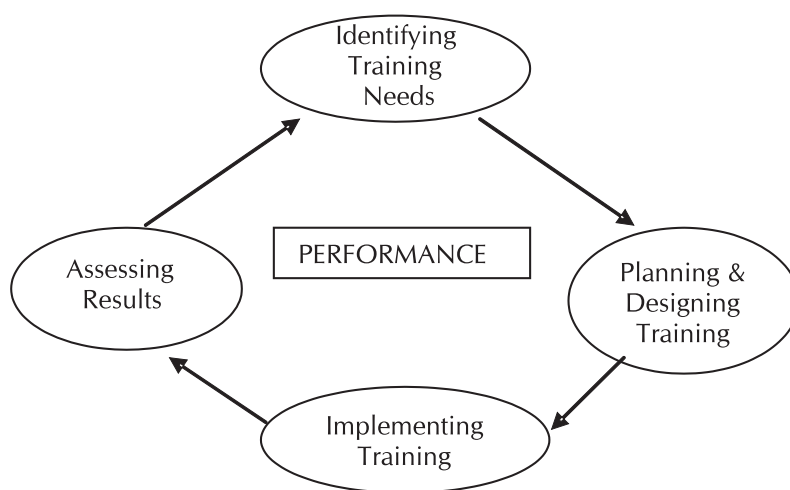
The project will thus be dealing with a much larger number of organisations. And a lot of these organisations will also be working together in some selected locations. The project does not have such a mechanism operating yet and will/should evolve a mechanism for facilitating multi stakeholder partnerships. While this is inevitable to

be able to access the diverse nature of capacities that are going to be required, it is also a logistics and relationship nightmare. The project has to provide this space for action to the NGOs.

3.8 Systematic Approach to Training

Training initiatives that are undertaken in the project have to be carefully planned and designed keeping in mind some necessary theoretical constructs in mind. Capacity Building initiatives when undertaken in the absence of such theory do not yield significant results. A Systematic Approach to Training and Capacity Building is necessary and should be undertaken

Training is a planned process that directs learning towards achieving specific outcomes, leading to achieving performance objectives. The systematic approach to training infers that training and therefore learning, is done in a planned, systematic way, and that is directed improving job performance. The four steps in systematic approach to training involves identifying training needs, planning and designing training, implementing training and assessing results which must be closely associated with the training situations.



Some critical elements that have to be given greater importance have been detailed below:

3.8.1 TNA

Training Need Assessment (TNA) is a means to find out the type of training needed by the trainees. This will indicate to what extent the current knowledge, skill and attitude are available before training, to what extent it is felt that these are required to be taught and to what extent there was gain in knowledge, skill and attitude by offering such training elsewhere. Training need is the gap between actual estimated job requirement and measured attributes of the trainee that is incorporated in training objectives. Training need analysis is required to be done by organisation analysis, job analysis and task analysis.

TNA Methodology

Training need assessment is the first step of systematic training. The more through the analysis of performance problems and associated training needs, the easier it will be to provide training activities suited to their needs. The training need analysis can be made at organisational level, job level and task level. For systematic training to be effective in meeting performance problems, it is essential that all three types of analysis are either done or consolidated.

Job analysis is made by using job description and a list of tasks which are classified as 'must do' or 'could do'. The essential tasks in order to fulfil the job description are 'must do' while the secondary tasks are 'could do' tasks. Then the level of ability of the trainees is determined in a participatory manner or through questionnaire

which are classified as 'can do', 'partly do' and 'cannot do'. By using the results of these two analyses the training needs can easily be identified. Training need will come in three situations as indicated below:

- when trainees cannot do a 'must do' task
- when trainees partly do a 'must do' task
- when trainees cannot do a 'could do task'

This can be expressed in a simple matrix for training need assessment.

Task	Job analysis		Trainee analysis			TNA	
	Must do	Could do	Can do	Partly do	Cannot do	Need	Priority
1	x		x				
2	x			x		x	B
3		x	x				
4		x		x		x	C
5	x				x	x	A

On the basis of preference for training from a group of participants, priority can be known by using choice score method. The average score is calculated by using the formula:

$$\frac{C1 \times 3 + C2 \times 2 + C3 \times 1}{3}$$

Where C1 is the first choice, C2 is the second choice and C3 is the third choice

Planning training programmes needs to be done in line with the training needs assessment. The experience in OTELP from discussions with various stakeholders has been that this stage is usually arrived at by some intuition and often by direction provided by supervisors and senior management. While it is important to recognise the role that experience can play, it cannot be the only mechanism for identifying training requirements and planning training. It is necessary for OTELP to give importance to the TNA process.

3.8.2 Implementation

Training implementation has been undertaken in OTELP at a very large scale. A large number of training programmes are planned and undertaken each quarter. The experience of the consulting team has been that these training programmes are not appropriately designed. Very little effort goes into designing the programmes. Learning objectives are not clear and there are no modules planned for the training. Training has been seen as a compilation of sessions - with each session having one lecture by a supposedly important or knowledgeable person of the area.

Training in OTELP usually ends after the completion of the last session. As a formality each training ends with the filling up of feedback forms which by order have to be sent to the ITDA to ensure reimbursement/adjustment of training funds.

A serious area of concern felt by the consulting team was related to the numbers of training programmes that were planned to be undertaken. In one case the FNGO had proposed undertaking 102 training programmes per quarter. In these programmes, the Community Mobiliser and the VDC Secretary were expected to come for almost 20-25 days of training on a variety of issues - from livestock management to SHG accounting and gender. While all the training programmes mentioned above are necessary for the target group, the timing and their scattered nature render them less useful than they should be.

The implementation of training has to be timed well and also has to be a process of learning and reflection. This has to be facilitated well by the trainer and the training agency.

The CB process for the staff of OTELP and through them of the communities has to be a carefully planned process. The implementation of training programmes has to be accompanied by suitable handholding and supportive actions from supervisors and CB nodes.

The locations where the OTELP is functioning will have an impact on the training and capacity building processes. The locations are remote and the areas are also difficult to access. These constraints have and will continue to affect the conduct of the capacity building and training programmes. These will have to be carefully factored in into the planning and implementation of training programmes.

Another aspect that will have to be factored in to make the CB process more systematic is to plan and implement training programmes in line with the tribal calendar i.e. keeping in line with the time when teams can actually work with communities and when communities are busy - which is perhaps the time when capacity building of the team can actually happen.

Implementation of programmes also has to be in line with the content of the training - knowledge and skill related training programmes should be undertaken well in time before the activities begin - while issues related to attitudes and working approaches can be dealt with even at later stages.

Training programmes and other capacity building initiatives all lead to reflection and learning and result in some action. The action will generate feedback for the training teams and trainers. Incorporating these into the training plan will be equally essential for an effective training and CB process.

3.9 Cross Learning

An important mechanism that currently does not exist but which is desirable in the capacity building context in a programme like the OTELP is cross learning. The consultant team saw almost no evidence of a formal mechanism through which such cross learning could help the project.

Apart from the PSU for the project level and to some extent the SMS CB ITDA at the district level, the other staffs of the project was not even aware of the initiatives that were being undertaken at different project locations.

The review meetings that are chaired by the PO, PM&E at the ITDA level are opportune times when a systematic cross learning can happen. These meetings however are essentially stock taking meetings. The discussion mostly revolves around financial compliance and reporting compliance. While such a review is important and critical it is not been used as a cross learning platform. This scope has to be explored further. Similar review meetings are held at the PSU level where district officials from the ITDA attend. However these meetings are also not much different from a reporting based review meeting.

The consultant team undertook a meeting of all the WDT members working for two FNGOs - Jagruti and PRADATA at Tumudibandha in Kandhamal. It was surprising but that meeting was the first time that all the WDT members from these two NGO teams were meeting in a formal setting.

There has also not been any meeting of all the FNGOs working for OTELP. Each FNGO has grievances which they handle individually with the PSU. Not surprisingly, the problems that the FNGOs are facing are fairly common but they have not approached these problems together as an NGO community. There is also almost no inter district sharing of ideas, processes and approaches. All these examples are leading towards the need for more formalised systems of promoting cross learning and exchange between the FNGOs and also the ITDAs working in the project.

While these forums are important and critical to developing ideas in the project it is also quite possible that these initiatives get converted into a sharing of administrative problems that organisations are facing and overlook the programming issues. While it is necessary for inter FNGO meetings to get together to resolve their administrative issues, these have to be seen as secondary in a cross learning meeting. A cross learning meeting is best facilitated by a competent person who can encourage sharing of ideas, generating understanding and sharing information on best practices and approaches, and can help the learning organisations to adapt the idea to their location.

⁵ Report of the role play undertaken at the ITDA level and the WDT level.

Chapter 4

Implementation Plan

4.1 Scope of the Capacity Building Process (numbers of people of each category to be trained)

The capacity building initiative for the project has to be fairly large keeping in mind the fact that there are a large number of people at different levels that have to be trained or their capacity enhanced.

An assessment of the numbers follows:

District	NGOs	Projects (MWS)	WDT staff	Com. Mob	VLSC Sec	VDC Sec	Volunteers	ITDA
Kalahandi	3	56	30	56	116	56	280	6
Kandamal	5	54	30	54	82	54	270	6
Koraput	5	70	42	70	82	70	350	6
Gajapati	5	60	36	60	106	40	300	6
Total	18	240	138	240	386	240	1200	24

Linking this analysis with the exercise on the weakest link that was undertaken by the team, it appears that the most important capacity building input needs to go to the two largest groups - the community mobilisers and the VDC secretaries. This totals up to 480 persons for the project. Although this is not a large number, it is a very crucial group and a group that is not easily accessible and needs to be accessed when done at the village level. They are also not contactable by more modern communication means and thus require time and manpower and money to make this contact. The capacity building approach for this will thus have to be done through people who are in close contact with these groups - namely the WDT members of the FNGOs.

4.2 Process

4.2.1 From Content to Actor to Content for Actor

The current design of the capacity building process begins from what are the perceived capacity building needs and aims to reach the needs to the people who are presumed to require the capacity building. The usual steps followed are as follows -

- Identifying capacity building needs
- Incorporating it into the CB plan to be submitted to ITDA
- ITDA approving the trainings (quarterly CB plan)
- FNGO/ITDA/other resource persons undertake the training/ exposure visits.

There are three major issues which this process does not address. Firstly, it does not keep the people in mind who have to either give or receive the training. The ideas that are put in for training are more because of their relevance to the project rather than the real need of the teams. The training programmes thus tend to become too generic. So while the subject under consideration does get addressed, it does not do much more than scratch the surface. (Reference: the Training plan from FNGO studied at the ITDA Baliguda). Second, there is no training needs analysis that precedes the training plan. This means that the perspective of the training provider gets a greater preference in the training rather than the trainees. Thirdly, the different levels at which people are working in the project also do not get reflected. A training design does not change much whether it is training for a WDT member or a Community Mobiliser or a VDC Secretary.

The consultant team has gone into detail to understand this approach and feels that there is a need to look at it differently. This becomes even more important in case of the first phase projects as there is an urgency to build up capacities to deliver the project now that there is little time left.

The biggest concern however, is in the area of understanding the issues related to Empowerment. The consultant team feels that this is an area that requires urgent and focussed attention.

To take care of these concerns, it is necessary to begin to look at the training planning process differently. The people who have to be trained need to be brought to the centre of planning whether they are ITDA members, FNGO WDT members or community mobilisers or VDC secretaries. Each group has a special characteristic and a learning level. Each group also has its special learning objective. We cannot overlook this part and still design training programmes.

The idea is to keep a particular group in focus and plan a training programme for them keeping in mind their characteristics their training needs and their demands from their jobs.

4.2.2 Hand Holding

Training is just one part of capacity building. An important aspect to the CB plan is an analysis and assessment of how much time will the next link in the CB chain spend with their target group. CMs have to be dealing with the VDC secretaries; WDT members with the CMs/ VVs and VDC secretaries and so on. This is an equally important part of the process. While this seems like a simple process this nature of interface and engagement has also got to be carefully designed and implemented. The hand holding process in any interaction related to training is the time when trainings actually get internalised. A training programme that is structured can provide the content and a formalised input but not everything that is transacted in a training programme actually translates into learning. There has to be a process of reflection that follows the training and in the groups that we are talking about, the VDC Secretaries, the Community Mobilisers and even the WDT members, this reflection has to be facilitated.

It is thus being suggested that in all trainings that are jointly held for VDC secretaries, the Community Mobilisers are also present. And similarly for all trainings that are held for Community Mobilisers the WDT members are also present. They should be aware and have a better idea of what has actually transpired in a training session. More importantly, the follow up action plan of the training should include the next level in the chain.

A hand holding process is an informal mechanism of training. It usually will be by way of structured dialogue with respect to the trainings and question and answer sessions between the trainer and the trainee. The important part of doing it is to encourage the trainee to ask questions, raise doubts and to the extent possible even challenge the ideas that have been presented in training. The trainer has to be equipped therefore to answer these questions and doubts and help the trainee to come to understand better what he/she actually only heard in training.

This hand holding process does not require a formal setting; it can be undertaken anywhere and everywhere. In fact, the more informal the setting the better is the environment for discussion.

The hand holding process however does require a structure in the mind of the trainer. He/She must be able to actually be sure to go over the contents of the training and the follow up plan. The follow up plan is a critical component because it is here that most inefficiency is observed. At the end of a training programme there is usually a euphoria about what was learnt and what was delivered and the mood is high. However, this tends to diminish over time. It is at that point that hand holding becomes relevant and important. Helping the follow up plan to work and assisting understanding of what was proposed and removing confusion on the plan is a part of this hand holding. During visits to the field, each group has to be able to plan and undertake a hand holding process.

4.2.3 Consolidating and Structuring Capacity Building

The entire capacity building strategy has to work in synch. This is going to be an important part of the implementation process. The PO, CB at the PSU and the SMS CB (as a group) at the ITDA have to work closely to make this happen. The Lead Training Unit has to be able to ensure that this is happening.

To begin with the CB plan that the FNGOs develop in each quarter has to be restructured keeping the discussion in 5.2.1 above in mind. The process of training needs assessment will be the first step to this process. The SMS, CB at the ITDA should be in close contact with the WDT, Social Science to be undertaking a careful and structured TNA of the different groups in a project area. This will include both a formal and an informal process. Before the CB plan for a quarter is developed, this TNA will need to be consolidated. The SMS, CB and the WDT, Social Science will then begin to work out the trainings that need to be undertaken. What this means is that there would be a training plan that will be developed for each group separately. The format for such a process would look like the following table:

S No	Gro up to be trained	Trainers / Observers	Training Required in the Quarter ⁶
1	VDC Secretaries	Community Mobilisers / WDT members In special cases where capacities do not exist in the WDT members, Resource Persons will be invited	i. xyz ii. xyz iii. xyz iv. xyz
2	Community Mobilisers	WDT Members / SMS , CB In special cases where capacities do not exist in the WDT members, Resource Persons will be invited	i. fff ii. fff iii. fff iv. fff
3	WDT Members/ Coordinator of FNGO	SMS ,CB & others / External Resource Persons	i. hhh ii. hhh iii. hhh iv. hhh
4	Village Volunteers	WDT members	I li lii lv
5	SHG representatives and members	Community Mobiliser/ WDT members	i. jjj ii. hhh iii. hhh iv. gfj

This will be structured and put up to the ITDA for release of funds along with estimates of funding that will be required.

It is proposed that each quarter, the Lead Training Agency and the PO, CB from the PSU would visit the ITDA and look at the CB Plan and provide their guidance to it.

Important: In undertaking a capacity building process, the sequencing of the process has to be TOP DOWN. This means that the process begins with the PSU and ends at the VDC level. In doing the TNA however the process has to be BOTTOM UP.

4.2.4 Timing the Training

The observations from the field point out towards a large number of training programmes that are planned by the FNGOs. One observation that was prominent was that people were called for trainings at all times. This was because there was a lack of coordination between the trainers and each trainer planned his/her training at different

⁶The detailed training that needs to be taken up is listed in section 5.3

times even for the same group of trainees. This causes multiple visits for the trainees and often they end up spending large amounts of time on training. And when some of these trainings are one day trainings most of the time is spent in travelling, leaving little time for the actual interaction and interface.

When coordinated and consolidated keeping the trainee group in mind, training can be undertaken over significant periods of time when they are together as a group and can spend quality time being trained. The trainers also then have a planned input for the training, can plan it as a group and spend quality time with the trainees.

Another important advantage of this process would be the off training time that the trainee group would spend together. It would be an opportunity for cross learning and sharing of each others experiences. More learning happens when there is the scope for informal discussion between trainees.

It is also important to find quality blocks of time to actually undertake these training programmes. An important way this could be done could be by keeping the Community Calendar in mind.

Each area has a certain set pattern of living. There are times when communities are extremely busy and times when they are free and times when they are celebrating important religious or social functions.

For a tribal group in Kandamal and Kalahandi an indicative Community Calendar has been developed by the consultant team.

This is an indicative diagram to help FNGOs and ITDAs to plan out their time and activities in the area. This will also point out to where in the entire calendar can blocks of time be found for training and capacity building of staff and communities. This analysis is extremely necessary to ensure that the trainees and trainers are all appropriately free and can make a concentrated effort on the training that is required. The WDT members can use PRA techniques like seasonality calendar of important activities of the area which would indicate the lean season of the local people that could be best utilised for training and exposure visits. The example is shown below:

Seasonality calendar

Activities	Months											
	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Wage labour												
NTFP Collection												
Agriculture												
Rainfall												
Festival												

Lean period available from the above calendar can be ascertained for organising trainings and exposure visits .

It was regrettable to observe that often WDT members were spending significant amounts of time in just organising the training and 'bringing' people from the villages to attend it. This is not expected of WDT members. They are actually expected to spend more time in planning and designing the training and ensuring that the learning objectives are achieved - but somehow this was the last thing on their mind.

Month of Year	Agriculture	Wage Labour	NTPF Collection	Festivals and Celebrations	Focus of Interface		
April	↓ ⋮ ↓			Ballipurha	Agriculture		
May					Agriculture		
June					Soil and Water Cons		
July					Soil and Water Cons		
August							
September					Dushera	Training Period for Staff	
October			↓		Diwali	Agriculture Marketing	
November							
December						Harvest	Marketing
January					↓	Push Pun ei	Training Period for Staff
February							Collective Marketing
March							Training Period for Staff

The connections to other initiatives in capacity building and training were completely overlooked and in most cases non-existent. An assessment of such a nature would ensure that there was focus, content, an element of training design and efficiency in achieving learning objectives.

4.3 Phase 1 and Phase 2 Projects

The project has two distinct phases. The first Phase which is now 4 years old and the second phase which is only now beginning. The phase wise selection of areas and NGOs is as follows :

District	Phase 1 NGOs	Phase 2 NGOs
Kandamal	PRADATA (Tumudibandha)	PRADAN(Baliguda)
	Jagruti (Kotagad)	CPSW(Daringbadi)
		Swadesi (Nuagaon)
Kalahandi	Gram Vikas (Thuamul Rampur)	Gram Vikash (Lanjigarh/Thuamul Rampur)
	Gramin Vikas Trust (Lanjigad)	
	Antyodaya (Th Rampur)	
Koraput	CYSD (Laxmipur)	Tagore Society for Rural Development (Semiliguda, Nandapur)
	Vikas (Narayan Patna)	CYSD(Dasmanthpur)
	RAAS (Bandhug aon)	LUVS(Pattangi)
Gajapati	SWWS (Raygad)	SWWS(R.Udaygiri)
	J ana Kalyan Prathishthan (Nuagarh)	Gram Vikash (Mohana)
	Centre for Community Development (Guma)	

This table is still incomplete and will have to be constantly updated with the addition of the new NGOs and areas. Eventually the project is expected to cover 7 districts and 30 blocks. Nawrangpur, Raygada and Malkanagiri districts are yet to be covered. This thus is just about half way of the project and a large amount of work remains to be undertaken. It is thus appropriate to take effective remedial steps to improve the capacity building process.

The Implementation plan is proposing to look at Capacity Building in the context of the two phases. The key concerns for the first phase have been drawn from the TNA undertaken and the fact that there are now 3 years left for the project to get over in the Phase 1 areas. The key issues for Phase 2 emerge from what should be a standard process keeping in mind that there is a complete cycle of 7 years for the project.

4.3.1 Phase I Projects

While it would be easier to begin the process of capacity building for the Phase 2 areas afresh, the consultants team would like to particularly emphasise that the Phase 1 areas should not be excluded or given lesser importance. Some of the issues that the consultant team is raising are more critical to Phase 1 areas and to recover from lost time in Phase 1 areas, it will be necessary to focus on these critical elements of Capacity Building.

Actor	Essential – Must be undertaken in 2008	Suggested – Should be undertaken In 2009	Desirable – Could be undertaken – in 2010
FNGOs (old)	<ul style="list-style-type: none"> ▪ Understanding institutions & collective action ▪ Conflict resolution ▪ Refresher on community mobilisation ▪ Grassroots management ▪ Refresher on micro-planning ▪ Rights & entitlements ▪ Tribal cultures & life ▪ Training management & appreciation ▪ ToT on facilitation ▪ Communication skills ▪ Watershed management ▪ Livelihoods analysis in the context of natural resources ▪ Team building ▪ SHG management ▪ Gender sensitisation & mainstreaming ▪ Social audit ▪ Exit Strategy ▪ Peace Building 	<ul style="list-style-type: none"> ▪ Convergence & government programmes ▪ Negotiation & mediation ▪ Overall livelihood analysis ▪ Business plan development ▪ Subject matter training - forestry, agriculture, horticulture, livestock, etc. ▪ Participatory monitoring & evaluation ▪ Legal & policy landscape ▪ Food & livelihood security ▪ Local self-governance & PRIs ▪ Equity & vulnerability, including vulnerability analysis 	<ul style="list-style-type: none"> ▪ MIS ▪ Understanding Withdrawal from Development Projects ▪ Assessment of Village Institutions Strength
ITDA	<ul style="list-style-type: none"> ▪ Communication & facilitation ▪ Leadership ▪ Team building ▪ Participatory processes 	<ul style="list-style-type: none"> ▪ Rural indebtedness & credit systems ▪ Insurance (assets & life) ▪ SHG-Bank linkage 	<ul style="list-style-type: none"> ▪ Action research ▪ Case study preparation & analysis ▪ MIS ▪ Financial management

Actor	Essential – Must be undertaken in 2008	Suggested – Should be undertaken In 2009	Desirable – Could be undertaken – in 2010
	<ul style="list-style-type: none"> ▪ Participatory monitoring & evaluation ▪ Tribal cultures & entitlements (including tribal laws) ▪ Land & forest rights issues ▪ Relevant subject matter trainings – agriculture/ livestock/ forestry/ NRM ▪ Planning & management ▪ Convergence of ongoing schemes ▪ Training – planning & management (ToT) ▪ Land & water management ▪ Gender sensitisation & mainstreaming ▪ Exit Strategy ▪ Peace Building 	<ul style="list-style-type: none"> ▪ Entrepreneurship & micro-enterprise development ▪ Process documentation ▪ Food & livelihood security ▪ Understanding rural development - social & economic dimensions ▪ Decentralised planning ▪ Networking & federation 	<ul style="list-style-type: none"> ▪ GIS & remote sensing
PSU	<ul style="list-style-type: none"> ▪ Training on facilitation ▪ Management & communication skills ▪ State & national legal & policy issues ▪ Team building ▪ Gender sensitisation & mainstreaming ▪ Subject matter trainings ▪ Microplanning & perspective planning ▪ Negotiating & mediation skills ▪ Exit Strategy ▪ Peace Building 	<ul style="list-style-type: none"> ▪ Training on micro-enterprise & business development ▪ Financial management & auditing ▪ Institution building & linkage with PRIs ▪ Appreciating ITKS (identification & documentation) ▪ Report writing & process documentation ▪ Land survey & settlement ▪ Equity & vulnerability 	<ul style="list-style-type: none"> ▪ Action research

The logic in suggesting this implementation plan emerges from the fact that despite the fact that 4 years of the project have been completed, there is a major gap between the capacities that are required and what is available at the various levels.

To undertake these training programmes as part of the capacity building process, a large mobilisation of time and resources will be required. In most cases the understanding at the different levels is not sufficient for them to either become trainers or even to facilitate this training process. For many of these issues, modules will have to be developed, and capacity of trainers will have to be built up. That will be the first priority. The lead training agency will have to get the operations in order before this training is taken up.

Many of these training programmes can be planned at the district level with careful planning. Training from the WDT members can be combined across NGOs to provide for a more optimal unit for the training and also the opportunity for cross learning and exchange.

4.3.2 Phase 2 Projects

Phase 2 projects have the advantage of beginning their work with a lot of experience from Phase 1 and also a focus on what the capacity building needs of different levels are. In a sense the capacity building process can begin in a more structured manner and also take on a sequential route.

There is however a complacency which can come with having too much time on hand and also the benefit of experience. OTELP has to be able to get beyond that.

There are a few clear roles and responsibilities for the Phase 2 projects that will need to be taken up and managed. The project document has defined these and classified them into three distinct categories: Probation, Implementation and Consolidation. The consultant team feels that the character of these three sub phases in Phase 2 projects should in many ways define the CB strategy as well.

The role of the Lead Training Agency will become very crucial here. As the projects begin, there has to be a large amount of pre project preparation that has to happen.

- PSU - The PSU is the only constant factor in Phase 2 at the state level. Among the important roles that it will undertake is the setting up of the projects in the new ITDAs and with the new FNGOs. Some experiences from the first Phase are worth remembering. The SMS (CB) in Phase 1 is an important node for action for the CB phase. However the capacities that are necessary for this position were found to be lacking in the incumbents, even though they demonstrated a willingness to play their roles effectively.
- The ITDA – Some ITDAs will be completely new in Phase 2 and some ITDAs will have more FNGOs associated with them. The new ones will need a fair amount of orientation and understanding before they take on these roles. The old ones will have to readjust their work schedule and approach to incorporate both an understanding of how to deal with a new group and also the old one. Also since these projects will be at different levels, their CB needs will also be vastly different. For the old ITDAs some of the training proposed as essential could be clubbed with the training required for Phase 2 projects on similar topics.
- The FNGO – All new FNGOs and their teams (the head of the NGO, the Project Coordinator and the WDT) will have to undergo a rigorous training and CB programme before they begin to approach the field.

Year/Phase	Main activities	Primary Responsibility	C-B needs of primary actor	C-B role of primary actor
Phase I: Probation (years 1 -2)	Community mobilisation			
	Formation of institution			
	Preparation of VDLP			
	5% of treatment plan implemented			
Phase II: Implementation (years 3 -5)	Basic interventions on livelihood generation			
	Land & water management			
	Participatory forest management			
	Agriculture & horticulture			
	Economic activities			
	Food handling			
Phase III: Consolidation (years 6 -7)	Withdrawal strategy			
	Sustaining institutions			

Keeping in mind the characteristic of the sub-phase the CB initiatives also must be planned accordingly. The trainings listed as Essential and Suggested in the section on Phase 1 projects both become essential for the Phase 2 projects and will have to be undertaken effectively in the Probation period of the project.

The issues of timing of the trainings, the need for module preparation, locating the training and the focus on homogenous trainee groups are suggested that they remain the same.

The capacities that are crucial in the three phases have been listed separately for easy reference:

ESSENTIAL CAPACITIES REQUIRED

All Groups (FNGOs, ITDAs and Community Mobilisers) - Training levels for different groups will be different Probation Period - Year 1 of 7 (in the first 6 months of project initiation)

Social Analysis

- Trends and Approaches to Rural Development
- Understanding institutions & collective action - village level, cluster level, unions, informal collectives, rights based movements,
- Community Mobilisation - Principles, Practices, Experiences, Best Practices,
- Analysing Social Systems and social settings - Equity & vulnerability, including vulnerability analysis
- Understanding Tribal Cultures - Appreciating ITKS (identification & documentation)
- Rights and Entitlements and their role in development
- Gender Sensitisation and mainstreaming
- Understanding Conflicts - between cultures (outsiders and tribal culture) between different ethnic/tribal groups., between rich and poor, between

Management Development

- Management of Institutions at the village level
- Basic Principles of Management - Project, Marketing, Financial,
- Management Analysis and Communication
- Team Building
- Communication and Documentation including Negotiation & mediation
- Micro-planning
- Understanding Data Collection, compilation and research
- Management information systems (selective to certain groups)
- New techniques for project development (selective ...)
- Participatory processes(Participatory monitoring & evaluation)

Exposure Programmes

One or two programmes with an intensive coverage of the following -

- Community Mobilisation
- Understanding Village Institutions
 - SHGs
 - Village Development Committees
 - Interface of local institutions with each other
- Watershed Management
- Agriculture improvement
- Grass root movements and how they develop and lead to results (RTI etc)

Training of Trainers

- Understanding Training and Capacity Building
- Understanding Training Application and Management
- Basic Principles of Facilitation
- Skill development as trainers and facilitators
- Understanding Training Programme Design Processes
- Local self governance
- Panchayati Raj Institutions
- Tribal Self Rule and PESA
- ITDA and Tribal Sub-Plan
- Development paradigms for tribal areas
- PRIs, VDCs and SHGs: promoting institutional collaboration
- Decentralised planning - problems and prospects

Probation Phase - Year 2 of 7 - Towards End of Probation Period beginning by about the 20th month of project initiation but ending definitely by the time that implementation of technical implementation has to begin)

Technical Training

- Watershed Management
- Microfinance and Livelihoods
 - Rural indebtedness & credit systems
 - Insurance (assets & life)
 - SHG-Bank linkage
 - Managing an SHG as a financial body
 - Collective Marketing
 - SHG clustering/ federation
- Livelihoods Assessment
 - Livelihoods analysis
 - Understanding linkages between NR-based livelihoods (agriculture, forestry and animal husbandry)
 - Promoting livelihoods - production and value-addition perspectives
 - Entrepreneurship & micro-enterprise development
 - Business plan development
- Food & Livelihood security
 - Mapping livelihood groups and their food security
 - Issues and challenges, rights of citizens
 - Government/ welfare schemes (for food & livelihood security) and their implementation
 - Collective action

Legal Environment and Government Development Initiatives

- Understanding local laws
- Understanding forest laws
- Government Development Schemes and Convergence

⁷ The technical implementation cycle refers to the time when the implementation of watershed works and activities should commence.

Training on technical aspects should precede that period.

- PRI Interface
- Local self-governance & PRIs
- Land survey & settlement

Implementation Phase - Year 3 of 7 to 5 of 7

In this phase the training programmes will be more related to technical aspects and strengthening implementation of the project activities.

Based on the **continuous TNA process** described above, refresher courses could be organised for WDT members.

Year 4 of 7

- Review and refresher on technical trainings
- Introductory training on any new activities that need to be introduced
- Sustainability and exit Strategy

Year 5 of 7

- Review and refresher on technical trainings and implementation
- Introductory Trainings on Village Institutions Withdrawal
- Understanding withdrawal
- Needs and conditions for effective withdrawal
- Assessment of Institutional Strength - LOGFID (or similar approaches)

Consolidation Phase -

Year 6 of 7

Refresher training on withdrawal phase

Filling gaps in Institutional Strengthening Processes

Year 7 of 7

Proposal Development for new project

This would broadly outline what needs to get done at the Project level in developing the CB Strategy. A larger vision such as this would help achieve the objectives that the project envisages

4.4 Methods of Capacity Building

The CB strategy cannot be implemented without each trainer having a thorough understanding of the capacity building methods that can be used. The field of training and capacity building is a well developed and advanced field and over the past two decades or so there has been a major change in the way CB is being seen. However this understanding and more importantly its use has not been sufficiently translated into effective programmes at a large scale. This is the reason why the development sector is constantly short of capable people to take on the challenges at the field level.

These methods are fairly varied and have been evolved over time to suit certain specific situations. Training enables three major things to happen, namely - increase in knowledge, increase in skills and a change in attitude or a behaviour pattern. Different methods of capacity building have to be used to address different training and learning objectives. A lot on this subject is available in a variety of training books and manuals and it is beyond the scope of this consultancy to describe an appropriate form or method for the different learning objectives that exist. However, the consultants encourage the PO CB to delve deeper into the issue and help plan and undertake a ToT for the key people from FNGOs and the ITDAs to help them plan their training programmes better through the use of appropriate training methods. Some important elements are however being detailed here for reference.

4.4.1 Awareness Building

A lot of work related to capacity building is related to building awareness. This is also not within the direct scope of this consultancy but the consultants would like to urge the PSU to facilitate an interface between the communication consultant team and the capacity building strategy team to be able to develop a suitable synergy between the two aspects of work under the OTELP

4.4.2 Exposure programmes

Some discussion has been developed on the Exposure Programme and this is also an oft used tool. But the Exposure Programme is also among the worst used tools. The Exposure tour is supposed to be the beginning of a change process but after the expected change has been visualised. There are certain specific steps in an exposure programme which need to be undertaken well before it begins to become successful

An exposure tour is used most often to bring about an attitudinal change in top leadership / opinion makers of a project since their exposure to different initiatives is often fairly limited as a result of the nature of their work (this can be the executive leadership of the project or even top community leaders who form opinions for the community). It is also used to bring back information to a larger number of people who stay back as not all people can be taken for exposure.

Pre Exposure - This is the time when through training, secondary information and desk reviews the essential approaches to the project work are defined. It is when this has to get implemented that the exposure becomes necessary. The Pre exposure phase has to have a thorough thinking on the role that an exposure programme will undertake, where it will go and what learning objectives will be fulfilled. Each participant must have a clear idea on what he/she is being exposed to and why and how this will help them improve their own performance.

During the Exposure - The reality of an exposure programme is that after all the logistics have been taken care off and the team is on its way, in the absence of a clear understanding on why the exposure is happening, the exposure remains just a tour. While the impact of seeing results leads to a certain degree of euphoria, it is also necessary to go back into the efforts that went in to achieve the result. The essential aspect of an exposure tour lies in the process of achievement of success rather than the out put itself. Documentation of the exposure tour is most critical - both photographic and in the form of text. This becomes the base on which future learning on the basis of the ET will be able to share its learning.

Post Exposure - The consolidation of learning and spread of learning happens after the tour. This has also to be planned as an equally important part of the tour. The follow up and sharing can be done through a series of meetings undertaken by the people who went for the tour and organised for groups who will play an important part in the implementation of the project. Extensive use of slides, photographs, testimonials, and experiences add value to the sharing and lead to building enthusiasm among the team members. Similar efforts need also be taken up at the village level in case the participants in the exposure programme were people from the village. In a village situation a combination of using photographs and presenters who formed the team which went for the tour has a high level of impact on the community.

4.4.3 Master Trainers

The project needs one group pf people extremely urgently - and that is a group of master trainers. This should form the resource pool for the project. A large enough resource pool of trained trainers and technical resource persons should be available at the district.

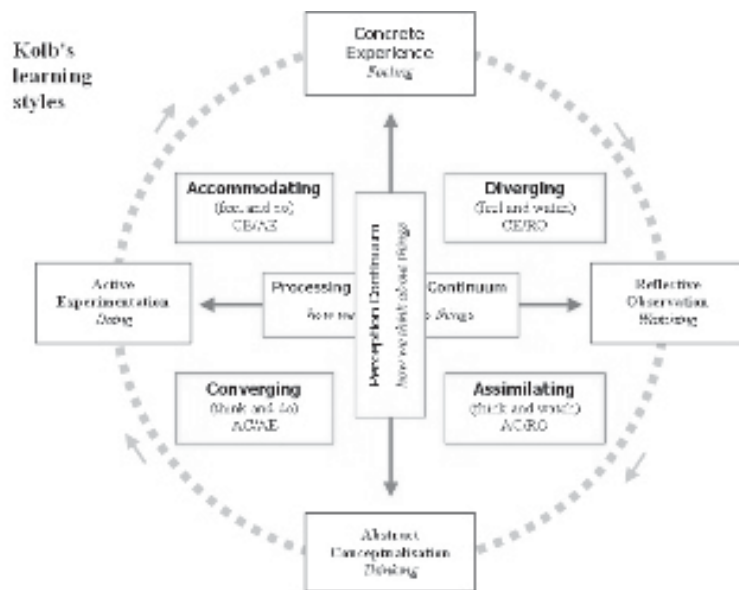
Some of this work will have to be done independent of the actual training that is being done. Getting a group of competent people in the district available, and putting them through a rigorous ToT will be the minimum standard for a person to qualify as a resource person and a trainer. Such people can be empanelled and accessed as and when required.

An important consideration for a person to be available on call such as the resource persons and master trainers is their own perception of what they see as their benefit from joining up and making themselves accessible. The larger development objective and the altruistic goals of the project cannot be the only joining factor. When a person is being developed as a master trainer, he/she is committing to spending a certain amount of time for the project and also will expect to gain from the project - both professionally and in terms of a financial reward. The current levels of compensation are not at all attractive and the scattered manner in which people are invited to be resource persons does not give them any sense of association with the project. This should be changed by ensuring that there is a clear plan for each master trainer and resource person set up in the beginning of a planning period. The contracts with these people are also made for a minimum number of training programmes or sessions as the case may be and most importantly, as part of the contract, the master trainers and resource persons are expected to go and visit the field to see how the work is actually going on and can do their own assessment of training needs and also performance of the people they have trained.

4.4.4 Action Learning Cycle

Whereas conventional training is considered necessary to meet demands related to participants' job requirements, its focus is on imparting knowledge and skills; often, participants consider it a necessary chore but do not enjoy it as the training pertains to their work rather than themselves as people. It is believed that the most effective and continuous way of developing people is to enable learning and personnel development - this takes capacity building outside the realm of work and creates opportunities for growth that are far more motivating and enjoyable since they are focused on participants, their experiences and personal learning styles. One such method is the 'action learning cycle', a facilitated process of action and reflection involving individuals and teams.

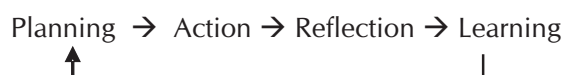
The concept of learning styles and the experiential learning theory is attributed to David Kolb (1984), who said that (deeper) learning runs through a cycle of concrete experiences, reflective observation, abstract conceptualization and active experimentation. Applying lessons learned into future actions provides the basis for another cycle of learning (see figure below).



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The left side of the vertical arrow (above) represents doing tasks, whereas the right side is about observing tasks; the upper half represents feeling (being creative and emotional), and the bottom (logical) thinking. People usually have their own preferences in one of the four learning styles: they are more exploring, analysing, decision-making or acting types.

Kolb's learning theory sets out four distinct learning styles (or preferences), which are based on a four-stage learning cycle (which might also be interpreted as a 'training cycle'). Kolb includes this 'cycle of learning' as a central principle in his experiential learning theory, typically expressed as a four-stage cycle of learning, in which 'immediate or concrete experiences' provide a basis for 'observations and reflections'. These 'observations and reflections' are assimilated and distilled into 'abstract concepts', producing new implications for action which can be 'actively tested', in turn creating new experiences. At the organisational (project) level, the four stages of the cycle are:



Actions are initiated by stakeholders based on the project plan; reflection involves critical examination of work done (or action taken) and its intended as well as unintended effects/ outcome. It begins with a process of asking analytical questions that assess the assumptions underlying actions taken, study the processes adopted, explore the cause-effect linkages, and discuss the implications of the findings. Through this facilitated process, participants draw out learning and gain conceptual clarity about various issues which are then incorporated into their action plans for future work. Developing case studies based on individual and team experiences can be another powerful way of encouraging a reflective approach to learning; however, it is less popular with people not comfortable with writing and documentation.

The innovative nature of the project with its emphasis on empowerment makes it an ideal base for application of the learning cycle approach, which will bring in the additional benefits of sharing & collective learning in a non-teaching and non-threatening manner. It will also build capacities of participants to roll the cycle further down to the communities and facilitate action learning at that level.

It is suggested that the project engage a resource agency to plan and facilitate the process with teams at the district level, setting up groups (learning sets) of 5-8 participants from ITDA and FNGOs; the ITDA staff divided among different learning sets. Each group should be assigned to a facilitator (coach) who will guide the team through the cycle on a regular basis, preferably on a quarterly basis. As the learning cycles are repeated, it is expected that members will feel confident to share more, experiment without fear and develop the ability to conceptualize based on their experiences, thus translating experience into knowledge and learning. Over time, individuals will develop the skill of action-reflection-conceptualization-experimentation on an ongoing basis and it will become second nature to them. To make the entire process more effective, the review and reflection sessions should include preparation and discussion of individual action plans, to be followed up by one-to-one mentoring and subsequent analysis.

4.4.5 Communication Strategy

A communication strategy is an integral part of any developmental programme, for the role it plays in transmission of information and knowledge. The guiding principle for development of the project communication strategy should be that it adds value without creating an information overload, as is wont to happen in an attempt to keep information freely flowing. For the strategy to be useful, it should involve a process of consultation with stakeholders, preparation of an outline, obtaining feedback from users (project stakeholders) and external resource persons, and finalisation of the strategy. The other important element of the strategy has to do with the relative

value created or added through use of different tools and methods for communication, vis-à-vis the investment therein.

As the project requires intensive communication between the target communities and the facilitators/ managers, there is a very high premium placed on communication skills of stakeholders at both ends (communities as well as facilitators). It has been observed that individuals who interface with the external world (such as the VDC Secretaries) are necessarily those who are better equipped with skills for communicating with outsiders, and not necessarily the best representatives of the communities that appoint them as their leaders. Often, these chosen representatives do not act in the best interest of the communities. In such a situation, possession of information is therefore an important source of power (information power adds on to position power) that has the potential to alter the course of development of households and the village as a whole. From a capacity building perspective, the communication strategy should be enabling and empowering, built on processes and principles that reduce rather than reinforce existing (power) inequities in communities; the mode of communication is therefore as important as the content if not more. Further, the strategy should build on existing systems of information exchange and communication in tribal societies, with due attention to centers of power and their influence in society (stakeholder mapping).

4.4.6 IEC - Support Material (posters, handouts, flipbooks, multimedia)

The CB process will also require a lot of material to support it especially in the form of write-ups, study documents, case studies, posters, flip books, audiovisuals and multi media. This supportive material has to be planned in line with the larger philosophy and the approach to the project. Most of this has already been clearly laid out in the project document.

As part of the CB strategy in the way it has been outlined above, a lot of this material should be developed in advance and made available to trainers and FNGOs well in advance so that as and when required they are able to use this material.

Since most of the people in the area are illiterate, picture based communication will be necessary. A flip book for example which describes OTELP when available to a community mobiliser, would improve her efficiency significantly, and make her work much easier. Such material will also aid training. A lot of material will have to be designed and developed keeping the modules in mind.

Chapter 5

Resource Organisations

Resource NGOs were planned to be engaged by the project as they "shall provide training and specific technical support for programme implementation" (PIM). Links with Resource agencies have been established at the state-level and a few organisations were/ are engaged for provision of specialist services in areas of SHG management (PRADAN), collective marketing (MART), land & forest rights (Vasundhara), and strengthening participatory processes in watershed development (WASSAN). Table 5.1 provides details of partnerships/ objective of association with these agencies.

In addition, a database of resource persons/ agencies with expertise in different areas has been prepared for each of the project districts, and is available with the ITDAs at the district level. Mapping of institutions for provision of capacity building inputs has also been done by WASSAN and a capacity building strategy developed; MYRADA has reportedly undertaken a TNSA and submitted a report to the PSU (however, these outputs were not available to the CBS team for review). Some types of trainings for communities/ volunteers have been centrally organised by the PSU, e.g., livestock training for livestock volunteers and facilitators of all project areas at Semiliguda in Koraput district.

Table 5.1: RNGOs engaged by OTELP PSU and objectives of partnership

Sl	Agency	Objective of partnership with OTELP/ Expected outcomes
1	WASSAN	To strengthen participatory processes within the project and build the capacities of programme partners on facilitating participatory processes
2	PRADAN	To build perspective and capacities of the FNGOs to design, manage and sustain medium to large sized (200 to 500 SHGs) programmes where SHGs are nurtured as viable social and financial institutions To build capacities of FNGOs to assist the SHG members in evolving suitable livelihood plans
3	Vasundhara	To support the policy initiatives agenda of OTELP by facilitating operationalisation of these initiatives to address tribal empowerment and livelihood issues. The specific focus will be on integrating land rights and tribal empowerment issues in the overall operational framework of the Programme
4	MART (up scaling, second phase)	To up scale the successful "Collective Marketing" approach in all phase I programme villages with federative approach for effective functioning of SHG activities, to promote Product based clusters around secondary institution, to promote a cadre to provide hand holding support to the primary and secondary institutions for collective marketing and enterprise and to achieve convergence in the areas of productivity enhancement and commercialization

(Source: Terms of reference/ proposals of concerned resource NGOs)

Of the above four RNGOs, only MART has a current contract for continued provision of services in the area of collective marketing. WASSAN's contract has come to an end, PRADAN has opted to work in Balliguda (Kandhamal) as an FNGO, and Vasundhara had come to an end. However, FNGOs continue to use the services of RNGO personnel either on an informal basis, or by engaging them as resource persons for trainings. For technical trainings, particularly in agriculture and land and water management, the PSU had entered into MoUs with organisations such as CTCRI (1 year) and ICRISAT (1 year).

5.1 Government and Non Government

The Capacity Building Strategy has compiled information on possible resource organisations that can be accessed by the project to help the capacity building strategy. A mechanism for facilitating this is provided in the form of what a draft term of reference for a resource organisation could be like.

OTELP is a large project and has a fairly diverse set of activities. These are also rather complex in terms of implementation and especially in the remote and difficult areas where the ideas have to be implemented. How much competent an NGO or a government department, the diverse range of capacities just do not exist in any one of the organisations. It would be unusual to expect all such capacities to exist in any one NGO.

As experienced in the field visits and in our interaction with the NGOs and other field personnel, a systematic mechanism needs to be put into place whereby NGOs and government agencies implementing the project can access support from a variety of organisations.

The strategy development team has tried to use primary and secondary data to list out some of the key resource organisations that can be accessed by the FNGOs and the ITDAs to help the project.

5.2 Resource Agencies that could be accessed

An attempt has been made to identify resource agencies for capacity building at the state and district levels. These are listed in tables 5.1 and 5.2, and their details provided in Annexure 5⁸.

⁸ This section draws from information contained in the following sources:

- " Rama Chandrudu M.V., B.Das and R.Sharma, 2006. Institutional arrangements for capacity building delivery through Western Orissa Rural Livelihoods Project. Working Paper 60, WORLP. viii, 91p.
- " Gandhi, David and Varsha Mehta, 2008. Scanning the rural development training sector in India. Consultancy report submitted to Aga Khan Foundation, New Delhi
- " Organisation websites

Table 5.2 : Resource agencies in the state

Sl	Sector of expertise	Government agencies/ departments	Non - government agencies	Other (e.g., academic institutions, consulting firms)
1	Land and water management	WALMI WTCER CSWCRTI		
2	Agriculture improvement & agriculture food processing	APICOL, IMAGE CTCRI, CRRI, CHES, CIPMC, RCOF, etc.		Orissa University of Agriculture Technology (OUAT)
3	Forest management		FES RCDC	
4	Livestock management	VOTI	BAIF	
5	Rural Development (general)	SIRD	CYSD	CENDERET
6	Aquaculture	CIFA		
7	Empowerment		Anw eshan Vasundhara Centre for World Solidarity	
8	Land & forest rights		Vasundhara Action Aid India, Bhubaneswar	
9	Gender equity & mainstreaming			
10	Project management			XIMB
11	SHGs & microfinance		PRADAN CYSD	
12	Common property resource management		FES	
13	Tribal culture and society	SCSTRTI		
14	NTFP based enterprises		R CDC	
15	Rural farm and non -farm enterprise management		EDI PRADAN MART	
16	PRI strengthening	SIRD	CYSD	

Table 5.3 : Resource agencies outside the state

Sl	Sector of expertise	Government agencies/ departments	Non-government agencies	Other (e.g., academic institutions & consulting firms)
1	Land and water management	MANAGE	WOTR DSC WASSAN	
2	Agriculture improvement & agriculture food processing	ICAR institutes CFTRI ICRISAT		
3	Forest management		FES ATREE IBRAD CPF	IIFM
4	Livestock management	NDDDB	BAIF Anthra	Goat People (MP)
5	Rural Development (general)	NIRD	ARAVALI	IRMA
6	Livelihood enhancement (general)		The Livelihood School PRADAN	
7	Empowerment issues		Centre for World Solidarity Unnati	
8	Land & forest rights		Action Aid India Ekta Parishad	
9	Gender equity & mainstreaming		Jagori Anandi Gender Training Institute (Center for Social Research India)	
10	Project management		ARAVALI	IIMs IRMA XLRI
11	SHGs & microfinance		DHAN Foundation APMAS MYRADA Indian Grameen Services (BASIX)	EDA Rural Systems
12	Common property resource management		FES	
13	Tribal culture and society			

5.3 District Level Resource Institutes

There are some resource organisations at the district level as well in the programme area for imparting trainings to various stakeholders as indicated below.

Sl	Agency	Objective of partnership with OTELP/ Expected outcomes
1	WASSAN	To strengthen participatory processes within the project and build the capacities of programme partners on facilitating participatory processes
2	PRADAN	To build perspective and capacities of the FNGOs to design, manage and sustain medium to large sized (200 to 500 SHGs) programmes where SHGs are nurtured as viable social and financial institutions To build capacities of FNGOs to assist the SHG members in evolving suitable livelihood plans
3	Vasundhara	To support the policy initiatives agenda of OTELP by facilitating operationalisation of these initiatives to address tribal empowerment and livelihood issues. The specific focus will be on integrating land rights and tribal empowerment issues in the overall operational framework of the Programme
4	MART (up scaling, second phase)	To up scale the successful "Collective Marketing" approach in all phase I programme villages with federative approach for effective functioning of SHG activities, to promote Product based clusters around secondary institution, to promote a cadre to provide hand holding support to the primary and secondary institutions for collective marketing and enterprise and to achieve convergence in the areas of productivity enhancement and commercialization

(Source: Terms of reference/ proposals of concerned resource NGOs)

The Orissa Watershed Development Mission has introduced a concept of District Level Resource Centre and Cluster Level Resource Centre for Western Orissa Rural Livelihood Project (WORLP) from 2007-08. Such facilities are available in Bolangir, Kalahandi, Nuapada and Bargarh districts of Orissa. Similar exercise may be made for OTELP to develop cluster level livelihoods centres in programme districts at NGO sector to meet the capacity building of stakeholders on livelihoods enhancement.

5.4 ToR

Of the institutions mentioned in the section above, there are both institutions in the government sector and also in the NGO sector. It is important to understand the characteristics of each of these types of institutions if the project has to be able to benefit from them. Not mentioned in the list above are the district departments of agriculture, livestock and other related departments. But all the above are institutions which have the capacities to be able to assist the project.

Government organisations usually have the most capable people in their staff. Their motivation and willingness to associate with activities beyond their stated job descriptions however is a major constraint to their involvement. The project (FNGOs and ITDA) have involved staff from the government on a short term ad hoc basis. They have usually been called to provide lectures at training programmes that have been organised by the implementing organisations. As and when the staff members have been free they have been able to spare the time and be a part

of the training. However their primary responsibility has been their own work which they are responsible for in their institutes. The project has thus always been of secondary importance. This has unfortunately also been the case with the departmental staff of the relevant departments in the district. The implementing organisations have thus had to make do with whoever was available rather than actually being able to access the relevant capacities from the government.

This can be changed and as part of the strategy, it is proposed that the project implementing agencies scan the availability of human resources available in various departments, institutions of the government and attempt to get into a more structured relationship with them.

This could be done in the form of a MoU with the department, KVK formalising the access of resource persons from them for OTELP purposes. This could also be sanctioned by the supervisory agency of the department / institution so that when required, staff can be released for the OTELP. A MoU will also ensure that the staffs come on board with the permission of the head of the institution and not just in his / her individual capacity.

5.5 Community Empowerment & Management

The basic community level organizations at the village level are the SHGs, VLSC and the VDC at the micro watershed level. Besides, community organizations like Village Social & Financial Audit Sub committee, Vana Samrakhana Samiti (VSS), Common Interest Groups (CIG), User Group (UG) etc. are also promoted during the programme implementation phase. The FNGOs are to establish a good working relationship with the community members through frequent visit to the villages and disseminate the information relating to their roles and responsibilities in implementing the programme. Entry point activity is a major activity which brings community's ownership to the programme, builds rapport with the community and establishes mutual trust. The fund allocation for this is Rs.100/- per ha which comes to Rs.50000/- per MWS. During this activity, the FNGO will facilitate the community to take up low cost critical activity at the villages so as to address the immediate need of people. Broadly, the EPA activities include improvement of drinking water facility, village road repair, bathing place, community meeting centres etc. Once the community achieves a minimum level of understanding on the programme concept and design, the Village Development & Livelihoods Plan (VDLP), for their village will be prepared in a participatory method by conducting household survey, baseline survey, PRA etc. After the VDLPs are prepared for each village within the MWS, it will be consolidated at the VDC level. At the same time the FNGO staffs have to promote the village organizations and simultaneously capacitate them in order to take up responsibilities for implementing the programme.

5.6 Capacity Building of Communities (Skill Development)

Capacity Building programme needs to fill the gaps between the existing skill base and the required skill base of the communities for taking up the activities relating to livelihoods enhancement and food security. Training Need & Strength Assessment (TNSA) are to be conducted for the communities which will identify the specific skill gaps and training needs depending upon the livelihood plan of the village. The training or exposure visits will have to be conducted before the intended activity is taken up at the village level.

5.7 Capacity Building for staff of FNGOs & other Support Agencies

The WDT at FNGO level and the Community Mobilizers positioned at the MWS level will facilitate the interventions and provide handholding support in implementation of the activities and mobilizing people for a better sustainability. These facilitators are required to be adequately aware on the specific role they have to play and also trained on the subject matter in relation to the respective field. Therefore the programme envisages the capacity building of the FNGO staff so as to enable them to effectively manage the programme through active participation of the community. As the programme also focuses on mainstreaming the tribal to the regular Govt. schemes and programmes, the Govt. line departments have also to be sensitized and capacitated in order to

provide the benefits meant for the people. In this regard this component will also try to capacitate the staff of the line departments or other organizations working in the area in order to develop their skill base at the local level.

5.8 Training Cost

Various institutions have their own cost structure for institutional trainings. However, for district level trainings and field level trainings of different duration indicative cost structures have been proposed in Table 5.4

Table 5.4		Tentative Cost of Training				
Training site	Duration	No. of Participants	Item of Expenditure	Exp. Per head per day	No. of units	Budget in Rs.
District level	2	30	Food (BF + Lunch + Dinner)	125	60	7500
			Training materials	50	30	1500
			Accommodation	75	60	4500
			Travel expenses	80	30	2400
			Hiring of training hall	500	2	1000
			Resource person fees (including transportation)	500	6	3000
			Contingency & Misc.	300	2	600
			Total			
District level	1	30	Food	125	30	3750
			Training materials	50	30	1500
			Accommodation	75	30	2250
			Travel expenses	80	30	2400
			Hiring of training hall	500	1	500
			Resource persons fees (including transportation)	500	3	1500
			Contingency & Misc.	300	1	300
			Total			
Block level / G.P. level	2	30	Food	80	60	4800
			Training materials	25	30	750
			Accommodation of participants	50	60	3000
			Travel expenses	40	30	1200
			Travel expenses	300	2	600
			Hiring of training hall	500	4	2000
			Resource persons fees	300	2	600
			Contingency & Misc.			
Total					12,950	
Block / G.P. level	1	30	Food	80	30	2400
			Training materials	25	30	750
			Accommodation of participants	50	30	1500
			Travel expenses	40	30	1200
			Travel expenses	300	1	300
			Hiring of training hall	500	2	1000
			Resource persons fees	300	1	300
			Contingency & Misc.			
Total					7450	
Village level	1	30	Food	50	30	1500
			Training materials	20	30	600
			Resource person fees	500	2	1000
			Contingency & Misc.	200	1	200
Total					3300	
Village level	½	30	Snacks	10	30	300
			Training materials	10	30	300
			Resource person fees	300	1	300
			Contingency	200	1	200
			Total			

The above training cost is tentative which can be changed as per demand of the situation keeping the overall cost-norm unchanged.

5.9 Contingent Provisions for Gaps in CB - PST

All CB cannot be planned and budgeted for. The essential characteristic of a CB process that has been outlined above is that it is dynamic and will require constant attention. In such cases there will be training programmes or capacity building elements that may have to be undertaken even if they have not been budgeted. Contingent provisions for such CB will have to be available. It is proposed that this fund is created at the Lead Training Agency and they are also given the authority to undertake it.

Chapter 6

Monitoring Framework for Capacity Building

Monitoring is the systematic collection and analysis of information to enable the stakeholders to determine whether key activities are being carried out as planned and are achieving the desired results or not. Monitoring provides feedback to the management, which shall be used to improve operational plans and to take corrective action. Human and financial resources have always been considered as the basic input for carrying out plans. However, mere presence of these resources is not sufficient to ensure that the progress will be carried out as planned. The plans have to be constantly monitored if results are required as per schedule. The management must know whether activities are being carried out as planned or not. It is through the Monitoring system that the feedback is provided.

6.1 Purpose & Principles

The purpose of monitoring CB processes is derived from the objectives of capacity building. For the purposes of this document, CB has been defined as the means by which the abilities of the target group to plan and implement development activities is enhanced, thereby leading to sustainable development processes. The purpose of monitoring CB processes is then to assess whether interventions are contributing to enhance the abilities of the target groups (stakeholders) to plan and implement development activities, and consequently leading to sustainable development processes. From the above, it is evident that the first level of assessment is at the level of the individual empowerment, and the second at the institutional & organisational levels. The information obtained through monitoring would then provide feedback for improvement of CB inputs, to make them more effective .

The following principles will underlie the use of tools and methods for monitoring CB inputs:

- (i) Focus on learning and improvement at individual and institutional levels
- (ii) Participatory in nature, right from context analysis & problem identification through TNA to planning & design of training, its management and M&E
- (iii) Process and outcome oriented (as against target oriented)
- (iv) Supportive and facilitative processes
- (v) Integrated with planning, design and feedback cycles
- (vi) Contextual in nature, measuring incremental rather than absolute changes in knowledge, attitude and skills
- (vii) Provide gender disaggregated findings and results
- (viii) Conducted in a collaborative inquiry mode
- (ix) Be flexible and adaptable to contextual changes

Monitoring shall primarily begin with the identification of problems. Monitoring shall assess whether the target groups are getting satisfactory services or not, if not what are the reasons and how the problems could be resolved. It shall bring issues and problems to the notice of the appropriate authority. The most important prerequisites for the effective monitoring are an openness of mind and commitment to solving problems. Monitoring is not an inspection. It is neither an audit nor an inquiry. It is the identification of the problems, which must be solved in the interest of the target group. Monitoring requires good interpersonal skills and the following guidelines shall be observed while undertaking monitoring:

⁹ There will be a simultaneous input monitoring as well for financial monitoring purposes
- this aspect is not covered under the CB monitoring framework.

- The team shall consider monitoring as a friendly exercise in the interest of the people and shall not become aggressive and create tensions and frictions with the service providers.
- The team shall interact proactively with the community and people to identify critical issues/problems that need to be resolved.
- The team shall interact with all stakeholders to stimulate the process of problem solving, instead of collection of individual complaints.
- It shall collect information in a simple, practical and effective manner.
- The team shall deal with facts and not include value judgment in their quarterly reports.
- The focus of monitoring shall mainly be on service delivery. The main functional areas to be monitored are organisations, services delivery, development programmes and facilities.

6.2 Objectives of Monitoring

The objectives of monitoring are to analyse the information collected through the various channels and to assess whether the following is taking place or not:

- Judicious use of available resources;
- implementation is as per plans;
- targets are being met;
- service delivery is improving;
- administration is responsive to people's need; and
- there is transparency in functioning of Offices.

6.3 Some Do's and Don'ts in monitoring

Do's	Don'ts
<ul style="list-style-type: none"> · Seek information as part of the monitoring process. · Identify basic problems. · Aim at improving the delivery of services. · Be courteous, friendly, polite and patient. · Act as a facilitator. · Prepare for monitoring visits. 	<ul style="list-style-type: none"> · Don't interfere in the work of offices or service providers. · Don't intrude or sneak in. · Don't harass the functionaries. · Don't create friction or problems. · Don't force yourself on others. · Avoid unplanned monitoring visits.

6.4 Methods

Each partner organisation is required to use a basic uniform format when submitting reports, including progress reports. In addition to description of inputs used, activities, outputs and results, scores are to be required for a number of dimensions.

General information on the programme throughout the reporting period should be given indicating the name of the partner organisation, title of the programme /component and reporting period. The monitoring should be made on monthly basis and evaluation on quarterly basis. Village meetings could be organised and attended by the FNGO representatives for participatory monitoring.

6.4.1 Activities

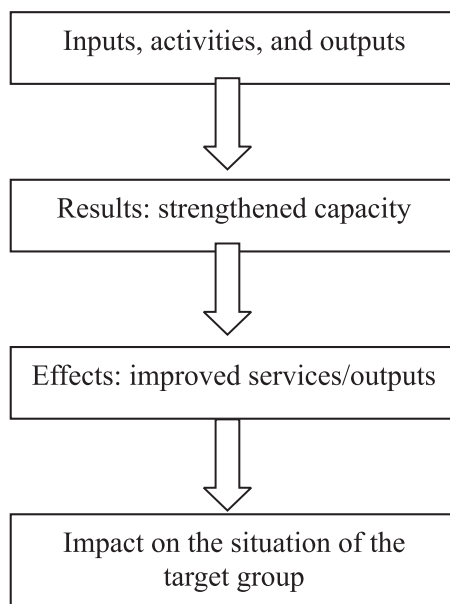
The activities like exchange, facilitating, coaching, training, advising, management and implementation etc are reported with descriptions. The progress score is given in 1-4 scale indicating 1 as very unsatisfactory and 4 representing very satisfactory.

6.4.2 Outputs

The output section would indicate the direct results of the activities implemented. A satisfaction score is given in 1-4 scale indicating 1 as very unsatisfactory and 4 as very satisfactory.

6.4.3 Results

The results achieved by the end of the reporting period are indicated by using quality score, attributing score and sustainability score in 1-4 score. Attribution score 1 indicates not attributable to programme intervention and 4 indicates entirely attributable to interventions. Quality score is expressed in 1-4 score indicating 1 as very unsatisfactory and 4 as very satisfactory. Sustainability score is expressed in 1-4 scale indicating 1 as not sustainable and 4 as completely sustainable. The intervention logic of input, activities and output to impact takes the following sequence.



6.5 Participatory Monitoring

Participatory Monitoring is the systematic recording and periodic analysis of information that has been chosen and recorded by insiders with the help of outsiders. The main purpose of Participatory Monitoring is that it provides information during the life of the project, so that adjustments and/or modifications can be made if necessary. In participatory monitoring the aim is to actively engage the key stakeholders in the process and to encourage their ownership in monitoring the programme of capacity building. Both quantitative and qualitative data are collected by using appropriate tools and skills to have reliable data. Qualitative assessment tools, such as semi-structured interviews, focus group discussion and observation combined with analysis of secondary data, mapping and ranking can be used. Triangulation can be applied by using a mixture of methods, tools, and perspectives. The purpose of this is to give an acceptable degree of objectivity to the subjective perspectives. SWOL (strength, weakness, opportunity and limitations) analysis, scoring of key indicators, problem solving exercise and documentation are useful tools in participatory monitoring.

The steps usually adopted in participatory monitoring would be:

- Discuss reasons for monitoring.
- Review objectives and activities.
- Develop monitoring questions.
- Establish direct and indirect indicators.
- Decide who will do the monitoring.
- Analyze and present results.

6.6 Indicators for Monitoring (need to provide reference for the indicator list)

The M&E system will track the training programmes undertaken, the graduation of the groups and the quality of their ongoing cooperation will be assessed annually. Data collection will include the type of training and the number of participation analysed by gender and social status. Since the quarterly capacity building plan is prepared by the FNGO and approved by the ITDA before release of funds, it will be required to assess the progress on quarterly basis. The monitorable indicators could be performance indicators and impact indicators based on the principle of SMART (specific, measurable, attainable, realistic & time-bound)

6.6.1 Empowerment & Community Mobilisation

Intervention	Performance indicator	Impact indicator
Institutional Building	<ul style="list-style-type: none"> • No. of institutions strengthened/ newly constituted (VDA,VDC, VSS,VLSC,UGs, SHGs, CIGs) • Number of households covered under CBOs • No. of SHGs that have graduated to form VDC • Proportion of men and women in VDC • Number and type of sub committees formed • Level of assistance required for book -keeping and funds management • No. of trainings on conflict management and leadership development • No. of SHGs involved in IGA • Regularity in organising meetings • Regular saving and fund mobilisation for internal lending • Community contribution as percentage of total cost in infra structure development • Profitability of group income generating activities • No. of SHGs/CIGs engaged in collective marketing • Number of VDCs able to review and revise the micro -plan and reduce the dependence on NGOs and Forest Department • Number of user groups formed and percentage effectively using the assets and managing them 	<ul style="list-style-type: none"> • Effective functioning of institutions/groups and implementing development activities themselves • No. and type of interventions undertaken without programme assistance • Women have become accustomed to participation on an equal footing in the public domain • Participatory NRM and Food Security at Community level

Participation in preparation of VDLP	<ul style="list-style-type: none"> • Number of trainings organised for participatory micro -planning • Number of meetings with community far preparation of VDLP • No. of women effectively participated in preparation of VDLP • Number of households participating in preparation of VDLP • No. of government officials at grassroots level and PRIs participating in VDLP • No. of women members elected to PRIs 	<ul style="list-style-type: none"> • Preparation of VDLP by the community and approval by Palli Sabha
Convergence of on - going government schemes	<ul style="list-style-type: none"> • No. Of meetings organised with the grassroots government officials and PRI representatives • No. of families received job cards under NREGS • No. of households receiving 	<ul style="list-style-type: none"> • Reduction of IMR, MMR and ma nutrition • Reduction of school drop -outs and increase of enrolments • Reduction in water -borne

6.6.2 Beneficiaries' Skill Development

Intervention	Performance indicator	Impact indicator
Skill Development Training and exposure visits	<ul style="list-style-type: none"> • Training Needs and Strength Assessment undertaken for primary stakeholders • Annual and quarterly training plan prepared by FNGO • No. of training modules and IEC materials prepared by R-NGO • No. of trainings conducted for village volunteers • No. of trainings conducted for community mobilizers • No. of exposure visits organised for VDC members • No. of trainings conducted for grassroots level government officers • No. of facilitation workshops conducted by FNGOs • No. of trainings conducted for VDC members, SHGs, UGs and other community members • No. of exposure visits organised for SHG members • No. of trainings conducted for business plan development and micro-enterprises • Percentage of families adopting new practices and technologies 	<ul style="list-style-type: none"> • Development of master trainers at village level • Access to better technology for increased production • Sustained income generation from non -farm and off-farm activities • Access to entitlements & rights • Preservation and utilisation of Natural Resources for sustained agricultural production and livelihoods enhancement • The community members are able to take decisions on management of resources without external assistance • The household income is substantially improved

6.6.3 Capacity Building of Support Agencies

Intervention	Performance indicator	Impact indicator
Capacity building of support agencies	<ul style="list-style-type: none"> • Training need and strength assessment of FNGO staff, ITDA and PSU undertaken • Annual Capacity development plan is developed for the support agencies • No. of trainings of Community Mobilisers and Cluster coordinators organised • No. of subject matter trainings conducted for the WDT members • No. of trainings and exposure visits organised for the SMSs of ITDA & Pos of PSU • Trainings on team building, conflict management and group mobilisation conducted for WDT and cluster coordinator of FNGO • No. of trainings conducted for grassroots management for the FNGO • No. of ToTs conducted for the WDT members • Identification of resource organisations at district and state level for ToT and [preparation of course module and IEC materials • Initiatives taken by FNGO and ITDA for convergence of on-going schemes with OTELP • No. of Government officials trained on community participation, conflict management and grassroots management 	<ul style="list-style-type: none"> • The support agencies are able to manage grassroots organisations • Resource persons are created at FNGO and ITDA level for capacity building of the communities and their empowerment • Staff of NGOs and government are able to work in a participatory, gender sensitive and technically sound manner with the community as facilitators • Staff of government and NGOs work in a partnership mode and participate in meetings of PRIs • Communities report improved access to and transparency in the management of government services • Decision taking ability and implementing skill of the communities are substantially improved.

Chapter 7

Training Budget

The major component of Capacity Building is meant to develop the capacity of the implementers, facilitators and primary stakeholders in order to enable them for a better implementation of the programme activities. The project appraisal report envisages an investment of Rs 379.718 million as detailed below for CB.

S.No	Particulars	Rs in million
1.	Community empowerment and management	274.747
2	Beneficiary skill development	66.498
3	Capacity building of support agencies	8.473
	Total	379.718

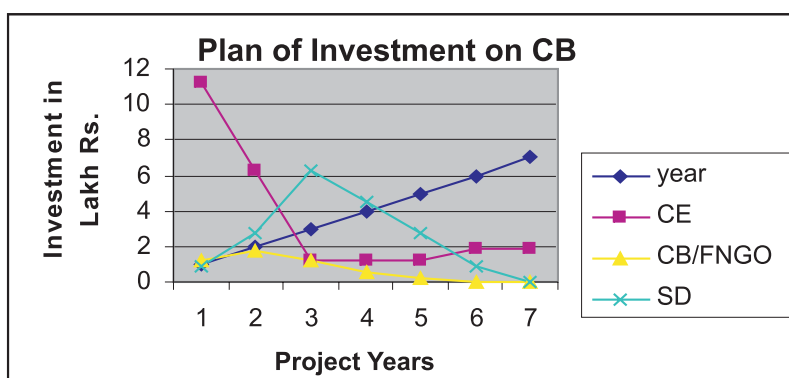
The details of the cost allocation throughout the programme cycle for 10 micro watersheds (5000 ha) are as follows:

Year-wise break-up of expenditure on CB

Sl. No	Sub Components	Allocati on for 10 MWS (Rs. Lakhs)	Unit Cost per Ha	Tentative Year Wise Break -up						
				Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
a	Community Empowerment & Management	25.00	500.00	11.25	6.25	1.25	1.25	1.25	1.88	1.88
b	Capacity Building for staffs of FNGO & other Support Agencies	5.00	100.00	1.25	1.75	1.25	0.50	0.25	0.00	0.00
c	Skill Development of Primary Stake Holders	18.00	360.00	0.90	2.70	6.30	4.50	2.70	0.90	0.00
Sub Total		48.00	960.00	13.40	10.70	8.80	6.25	4.20	2.78	1.88

Year-wise implementation Plan of CB

CB Programmes	Yea r-wise implementation plan						
	1	2	3	4	5	6	7
Community empowerment & management							
CB for FNGO & Support Agencies							
Skill Development of Primary Stakeholders							



N.B: CE = Community Empowerment & Mobilisation
 CB/FNGO = Capacity building of FNGO staff and Support Agencies
 SD = Skill Development of Primary Stakeholders

OTELP Capacity Building Strategy

Annexes

Annexure 1

TERMS OF REFERENCE

Capacity Building Strategy Development for Orissa Tribal Empowerment and Livelihoods Programme (OTELP)

Background of OTELP

The Scheduled Tribe and Schedule Caste Development Department, Government of Orissa, (ST & SC Dept) is implementing Orissa Tribal Empowerment and Livelihoods Programme (OTELP). This is supported by IFAD, DFID, WFP as external supporters and Government of Orissa as Counterpart funder. The programme started implementation in October 2004, has completed the first phase of implementation in 2007, and will be entering into the second phase of the programme. The programme is currently undertaken in Koraput, Kalahandi, Gajapati and Kandhmal districts of Orissa covering 10 tribal dominated blocks.

Programme Objective

The objective of the programme is to ensure that the livelihoods and food security of the poor tribal households are sustainably improved through promoting a more efficient, equitable, self-managed and sustainable exploitation of natural resources available through off farm and non-farm enterprise development.

Programme Components

The programme has six components:

- Capacity building for community empowerment
- Livelihoods enhancement
- Support for policy initiatives
- Development Initiatives Fund
- Programme management
- Food handling

Programme Activities

To accomplish the objective, the programme:

- Undertakes capacity building of marginal groups and their institutions
- Enhances the access of poor tribal people to land, water and forests
- Encourages and facilitates off-farm enterprise development
- Monitors the basic food entitlements and ensures access to such food supplies
- Strengthens the institutional capacity of government organizations, PRIs and NGOs
- Blends indigenous knowledge and modern technical knowledge
- Creates a pro-tribal enabling environment through policy influencing.

The Programme Facilitators/Implementers

The programme is facilitated at the field level by ITDAs, FNGOs and RNGOs. The programme concept is focused on empowering tribals and enabling them to enhance their food security, increase their incomes and improve the overall quality of life. A strong emphasis is placed on adopting and promoting participatory processes and institution building at village level in accordance with the values of local people

Capacity Building under OTELP

Effective implementation of the project depends very much upon the augmentation/strengthening of skills and knowledge of stakeholder groups and, significant changes in attitude and behaviour by some of them. This, in turn, requires an integrated and phased approach to human resource development.

Capacity building has been a consistent area of concern for the programme. The Mid-term review (October 2006) has assessed the implementation performance of the Capacity Building components as less than satisfactory. The mission has recommended development of Training Needs and Strengths Assessment (TNSA) and a comprehensive capacity building strategy that focuses on the key primary and secondary stakeholders of the programme.

Objective of the Consultancy

Working closely with the Programme Director and the Programme Support Unit, the consultants will develop capacity building strategy for effective implementation of key components of OTELP.

The proposed key elements, among others, of the CB strategy are

- Training Needs and Strength Assessment of key primary and secondary stakeholders.
- Implementation Plan for key elements of the strategy for primary and secondary stakeholders.
- To identify training institutions and individuals that has capacity to meet OTELP's capacity building requirements. This should inter alia include roles and responsibilities of FNGOs/RNGOs in form of a draft ToR.
- Monitoring framework for the proposed implementation plan.

Methods

It is proposed that the PD/PSU will organise one day meeting with the stakeholders to discuss the CB Strategy development process before the team moves to the field locations. The team will visit and focus in two districts as samples, will have focused interviews with all the PSU staff.

At the district level, the PA ITDA and the SMS Capacity Building will be responsible for the coordination of the field visits, organisation of district level consultations, and will be actively participating in the strategy development inputs.

It is further proposed that the CB strategy, implementation plan and monitoring framework will be presented at a stakeholders' workshop to be organised by the PD/PSU OTELP. The recommendation/suggestions from the workshop will need to be incorporated for finalisation of the CB strategy and its key elements.

After the CB Strategy is finalised, for dissemination, it will be printed. The printed version will be in English. This will be widely circulated among the key stakeholders. Secondly, the PD/PSU OTELP will organise strategy roll out workshops at the state and district levels for greater understanding of the strategy among the stakeholders. While the printing of the strategy will be covered from the TA funds, the workshops will be covered from the programme implementation (FA) funds.

Team

The team would comprise of two national and one state level experts with skills and significant experience in areas of capacity building, natural resource management and livelihoods.

The team will be led by Capacity Building Expert. The Team Leader (TL) should have at least 15 years of professional experience, with significant experience in capacity building, natural resource management, and poverty alleviation interventions on similar donor supported projects and programmes.

The Livelihoods Expert should have at least 10 years of professional experience, with significant experience of addressing livelihoods, natural resource management, natural resource based small and medium enterprises, community mobilisation issues in similar donor supported projects and programmes in the country.

The state level expert (SLE) should have at least 10 years of experience in areas of capacity building, land and water management, poverty and livelihood dimensions in Orissa.

Duration:

It is expected that the assignment will start in second half of January 2008. The number of person days of engagement of the team members is detailed in the following Table:

Task	TL	Livelihood Expert	SLE
Review of Project Documents, discussion with PD/PSU	2	2	2
Field visit to 2-3 project districts (including travel time)	12	12	12
Workshop	1	1	1
Report writing	5	5	3

Reporting

The TL will report to the Programme Director OTELP, and work closely with the PSU, particularly with the Programme Officer, Capacity Building.... Where feasible, the Programme Officer, Capacity Building will accompany the team during the field visit. During the field visits, the Subject Matter Specialist, Capacity Building at the ITDA level and the Capacity Building officer in FNGO will also be available with the consultants.

The Team will liaise closely with the TL Procurement Support Team who will coordinate the contracting and facilitate the assignment.

Checklist of questions for situation analysis

ITDA and FNGO Staff Capacity Assessment Schedule

S no.	My Role Please write	My Ability to Undertake the role Please tick
1.		1 2 3 4 5
2.		1 2 3 4 5
3.		1 2 3 4 5
4.		1 2 3 4 5
5.		1 2 3 4 5

S. No	Challenges that I face ...
1.	
2.	

S. No	Where Can I Get Support?
1.	
2.	

Checklist of Questions

FNGO's

People to Meet

1. CEO/Project Manager
2. Trainers
3. CB- WDT member
4. Any Master Trainer (who has done a ToT)
5. Other WDT members – mF, Watershed,

Questions

1. Opening with their understanding and how they see the project
2. Division of Roles within the team – Primary and secondary roles of team members
3. Has there been any team building exercise
4. Nature of capacity building measures undertaken
5. How were these planned and delivered (TNA, Modules, delivery mechanism, follow up)
6. Integration of marginalised communities in the project
7. Mechanisms for Gender mainstreaming
8. Are there people migrating to other parts from the area – are migrants part of the target group
9. How are the livelihood options identified
10. What is the process of preparation of the VLDP – schedule followed; scope; convergence with other programmes/projects
11. Interface with the Panchayat
12. Frequency of meeting with the community of WDT members
13. How do you reach the villages
14. Night halts
15. Gender balance in the team
16. Meetings of VDC, SHG,
17. Support from ITDA
18. Interface with ITDA
19. Financial Dealing with ITDA
20. Conflicts with ITDA – who manages conflicts
21. How does the team think together and plan together; review processes
22. Staff turnover
23. Training received to undertake their roles
24. Further training/other form of support required

ITDA

People to meet

1. PO PME
2. SMS's
 - a. Watershed
 - b. Microfinance
 - c. Capacity Building
 - d. Forestry
 - e. Finance

Questions

1. Opening with their understanding and how they see the project
2. Division of Roles within the team – Primary and secondary roles of team members
3. Has there been any team building exercise
4. Nature of capacity building measures undertaken
5. How were these planned and delivered (TNA, Modules, delivery mechanism, follow up)
6. Training Institutions and Resource Pool identified
7. Any training needs assessment undertaken
8. Specific support that the SMS's have provided to FNGOs
9. Any problems that you face with FNGOs
10. How are conflicts of approach resolved
11. What are the mechanisms for interproject (Centrally sponsored Schemes, SCST Corporation projects etc.) convergence and coordination at the ITDA level; any success stories
12. What in your opinion should the capacity building strategy incorporate
13. What in your opinion should be in place when the project exists ; probe institutions

Individual questions to SMS's

Capacity Building SMS

- i. How would you do a Training Needs Assessment
- ii. What process do you follow for developing training modules
- iii. What is your method of monitoring and follow-up of the training provided by the FNGO
- iv. Do you take part in the trainings
- v. What different methods have been used in training

Watershed SMS

- i. What is your approach to watershed development
- ii. What is the role for w/s management in the project
- iii. Do you undertake any training
- iv. How often do you meet your counterparts in the FNGOs
- v. What is your level and content of that interaction
- vi. Have you done contour mapping – how do you do it – A-frame method – does the community know how to do it

Microfinance SMS

- i. What is your approach to SHGs
- ii. What is the difference between SHGs and Rural Finance
- iii. Do you undertake any training
- iv. How often do you meet your counterparts in the FNGOs
- v. What is your level and content of that interaction
- vi. What is the savings to credit ratio in the project area
- vii. Any problems with bank linkage

Forestry SMS

- i. What is your approach to VSS formation
- ii. How is the VSS linked with the VDC and Panchayat
- iii. Do you undertake any training
- iv. How often do you meet your counterparts in the FNGOs
- v. What is your level and content of that interaction

- vi. Any forest microplan developed in the area for NTFP collection
- vii. What are you preparing on the Forest Rights Act

Checklist of Questions

Project Director – PSU – Mr Deepak Mohanty

1. What are your expectations from this assignment?
2. Why is this coming in so late?
3. How do you expect this strategy to change the way the project will be implemented? How critical is this strategy for what you want to do
4. What is your assessment of the capacity building processes followed so far
5. What are the arrangements for training – MoUs with institutions, resource persons etc
6. Expenditures on capacity building
7. Road map for the second phase
8. What is your opinion on involving different institutions at the state and district level or even more NGOs coming in as resource organisations
9. We think KVK's can play a role – would you think that the KVKs are an appropriate organisation to follow up with – especially because they will require some amount of funding to set themselves up for the task and role
10. What is your opinion of the Cluster Level Resource Centres of WORLP
11. What has been your experience on Exposure Visits of the officers – is this showing any direction to the project
12. What could be the major bottlenecks – where you feel a capacity building input can be of help
13. Which are the underperforming areas in the project – why do you think so?
14. How do you rate your team (ITDAs) – where are the weak points?
15. How do you see the NGOs and what are key areas that you would like them to improve on

Tools used during field study and interviews

Role play

Role plays provide an opportunity to re-live or experience a situation involving two or more perspectives, and usually provide an insightful view on matters that are not ordinarily discussed in the open. This tool was used by the C-B strategy team to explore nuances and dynamics of the relationship between the ITDA and FNGOs, both from the ITDA perspective as well as the FNGO perspective.

In the first district visited, the ITDA was requested to enact a scene from a quarterly meeting between the FNGOs and the ITDA. During this role play and subsequent discussions, FNGO representatives were not present. Similarly, when the role play exercise was repeated with FNGO representatives' group, there was no ITDA presence. Together, both the instances starkly brought out the nature of the ITDA-FNGO relationship as perceived by both sides, and the broad dynamics of their interaction. The discussions enabled the C-B strategy team to understand the issues of concern and highlight areas for priority action.

Group discussions

Group discussions were held separately with ITDAs, FNGO-WDTs and VDC/VLSC members. The topics varied from one stakeholder group to another, the idea being to elicit information on critical aspects of project implementation, stakeholder roles, challenges faced, the nature as well as quality of support required and received, process of planning, monitoring and facilitation, methods employed for training needs assessment, modules development and delivery, evaluation of training, post-training follow-up, role of resource NGOs, role of PSU and so forth. Crucial to the process was effective facilitation, allowing all participants to have their say, sometimes following up on certain issues through one-on-one meetings, and systematic assessment of capacity building needs.

Roles and Responsibilities of Units and their TNA

4.1 Roles & Responsibilities of PSU

The PSU's functions, as outlined in the Programme Implementation Manual, are primarily of a supervisory and coordination nature, including facilitation of funds flow to the respective implementing agencies. The ToRs of individual staff members include support functions in their respective specializations; thus, PO (PME) is expected to organise appropriate training for PO (PME) at ITDA and relevant FNGO staff; PO (LNRM) is expected to undertake capacity building of ITDA and NGO staff in livelihood support activities; and PO (CB) has been assigned the role of procurement of resource NGOs & other service providers at the apex level, as well as coordination & supervision of training activities and capacity building of all stakeholders - from Village Volunteers to ITDA. In the end, the PIM states that "the Programme staff shall actively assist/ associate in preparation of guidelines, developing training modules, preparing strategy paper for implementation of the programme components, developing IEC material, field monitoring, coordination with line departments and creating clarity about the Programme, etc." Detailed ToRs of PSU staff members are placed in Annex Further, the following capacity building roles have explicitly been assigned to the PSU:

- To lead/ arrange training of GO/NGOs in participatory methodologies, NRM technical skills and gender sensitization
- To spearhead activities under the policy initiatives support component

The capacity building roles of individual team members¹, based on the PIM, are outlined in the following table.

Table: Capacity building roles of PSU members – in collaboration with ITDA staff

Sl.	Position	Activity and its description
1	PO (PME)	<ul style="list-style-type: none"> ▪ Facilitating preparation of VDLP & their consolidation into AWPB Preparation and dissemination of guidelines for VDLP, planning for capacity building of grassroots & FNGO staff, monitoring progress in preparation of VDLPs, consolidating them in AWPB
2	PO (F&A)	<ul style="list-style-type: none"> ▪ Preparing guidelines for auditing accounts of SHGs and VDCs Based on studies, practices followed elsewhere & discussion with auditors, etc., preparing & disseminating the guidelines for audit of SHGs' accounts.
3	PO (LNRM)	<ul style="list-style-type: none"> ▪ Liaison with Soil Conservation Department, etc. Coordination with Soil Conservation and other departments for getting information about problems and prospects in the field, sources for guidance, training, etc., and getting their cooperation in various other activities like strategy, training, guidelines preparation, etc.
4	PO (CB)	<ul style="list-style-type: none"> ▪ Capacity building of NGO staff, etc. Based on TNSA, arranging for training, exposure visit and guidelines for the capacity building of staff of PSU/ ITDAs and community ▪ Assisting NGOs in capacity building Assisting/ arranging for assessing training needs, designing of suitable training programmes, identifying training resources and arranging training programmes, etc., for the required capacity building of NGO staff, SHG, VDC, etc., for implementation of the programme ▪ General awareness building and support – for gender and equity Acquiring information/ knowledge on the topic, arranging for the required measures and assisting in sensitization and awareness building of ITDA staff, NGO staff, VDC members so as to help in addressing the gender and equity issues

¹⁰ These are roles common to PSU and ITDA

		<ul style="list-style-type: none"> ▪ Developing training material Collecting material regarding training modules and training material from different sources, assisting NGOs, RANGO, M&E agency in developing the required training material ▪ Monitoring the growth of community groups and arranging further capacity building measures Through field visits and progress reports, assessing the impact of training, etc. on the growth of capacity of people's institutions and arranging for required measures for the same
5	MIS Manager	<ul style="list-style-type: none"> ▪ Establishing computerized MIS at ITDA After the C.P.M./ MIS is developed by M&E Agency, getting the same installed at ITDAs and ensuring its operationalisation

4.2 Roles & Responsibilities of ITDA

Besides being responsible for implementing programme activities at the district level, ITDAs are tasked with the role of coordination and expected to enter into contracts with facilitating NGOs for social mobilisation, capacity building and participatory planning activities. ITDAs are also the party to enter into agreements with VDCs in project areas for programme implementation and transfer of loan proceeds. Its essential roles are thus those of providing support, granting approvals for plans and budgets, and monitoring & evaluation.

In addition to the above-mentioned support and executive roles of the ITDA, PIM lists out the following responsibilities for the agency:

- To organise regular workshops to sensitise bank staff to tribal communities (their issues and problems), and round table workshops to establish linkages between FNGOs and MFIs for microfinance development support
- To scrutinize VDLPs for technical feasibility and cost estimates
- To prepare technical details and cost estimates for community infrastructure activities, in consultation with the concerned line department
- To provide loans to SHGs (pending SHG linkage with MFIs)

The capacity building roles of individual team members, based on the PIM, are outlined in the table below.

Table: Capacity building roles of collaboration with PSU staff

Sl.	Position	Activity and its description
1	PO (PME)	Facilitating preparation of VDLP & their consolidation into AWPB Preparation and dissemination of guidelines for VDLP, planning for capacity building of grassroots & FNGO staff, monitoring progress in preparation of VDLPs, consolidating them in AWPB
2	Finance & Administration Officer	Preparing guidelines for auditing accounts of SHGs and VDCs Based on studies, practices followed elsewhere & discussion with auditors, etc., preparing & disseminating the guidelines for audit of SHGs' accounts.
3	Watershed Development Officer (WDO)	Liaison with Soil Conservation Department, etc. Coordination with Soil Conservation and other departments for getting information about problems and prospects in the field, sources for guidance, training, etc., and getting their cooperation in various other activities like strategy, training, guidelines preparation, etc.
4	PO (CB)	Capacity building of NGO staff, etc. Based on TNSA, arranging for training, exposure visit and guidelines for the capacity building of staff of PSU/ ITDAs and community

¹¹ Some of these roles common to PSU and ITDA

		Assisting NGOs in capacity building Assisting/ arranging for assessing training needs, designing of suitable training programmes, identifying training resources and arranging training programmes, etc., for the required capacity building of NGO staff, SHG, VDC, etc., for implementation of the programme
		General awareness building and support – for gender and equity Acquiring information/ knowledge on the topic, arranging for the required measures and assisting in sensitization and awareness building of ITDA staff, NGO staff, VDC members so as to help in addressing the gender and equity issues
		Developing training material Collecting material regarding training modules and training material from different sources, assisting NGOs, RNGO, M&E agency in developing the required training material
		Monitoring the growth of community groups and arranging further capacity building measures Through field visits and progress reports, assessing the impact of training, etc. on the growth of capacity of people's institutions and arranging for required measures for the same
5	MIS Executive	Establishing computerized MIS at ITDA
6	Agriculture Officer	Developing cropping and farming system to increase farm income Assessment of field problems and opportunities by interaction with community, line departments, etc. and guiding & supporting the community and FNGO staff for developing proper cropping and farming systems for increasing incomes.
		Developing key extension messages and demonstration plots Using different mechanisms for effective dissemination of extension education to the community in consultation with Agriculture University and learning from other projects.
		Supporting micro-projects for crop diversification Encouraging community to plan and take up projects for crop diversification and providing the required guidance and supervision.
		Developing solution through adopting research Attempting to assess problems of farmers and identifying suitable institutions to take up adaptive research so as to increase their income.

4.3 Roles & Responsibilities of FNGOs

FNGOs are operating at the cutting edge of the project and arguably the most significant stakeholders in determining programme efficiency and effectiveness. Their agency is single-handedly and directly responsible for the quality of operations in the villages and project areas, and setting the pace of project progress in the field. According to the PAD, 'NGOs would be partners in programme management at the Block level', and '...partners for assisting grassroots institutions in implementing their programmes.'

Association of NGOs with the project is governed by the MoU; the table below lists out the roles for FNGOs according to the MoU & the PIM.

Table: FNGO roles in accordance with the MoU

Sl	Roles & responsibilities
1	Mobilizing community and raising awareness on development and legal issues;
2	Conducting Participatory Rural Appraisal (PRA) to systematically document the endowments, constraints preferred interventions and priorities of the communities;
3	Assisting the village community to address equity issues to ensure an orientation towards the poor and the women;
4	Ensuring participation of the marginalized groups in all programme activities;
5	Raising awareness of the tribal communities on resource management issues;
6	Preparing the communities drawing up a comprehensive Development and Livelihoods Plan for the villages;
7	Providing all required assistance to the specialized committees at the village level for undertaking activities such as micro-watershed, participatory forestry management, aquaculture, micro-enterprise, etc.;
8	conducting training need assessment, developing curriculum, training materials and delivering technical as well as managerial training programmes for the communities including development of Self Help Groups (SHGs) and women's communities;
9	Promoting development of SHGs beginning with formation of SHGs to development of clusters/Association;
10	Acting as a vital link between the district level offices of ITDA, resource NGO and the communities;
11	Undertaking any other such duty as assigned by the PA, ITDA for fulfilment of aims and objectives of the Programme.

The PIM states that FNGOs 'shall support social mobilisation, capacity building and participatory planning activities.' Among the many responsibilities assigned to them, the following are the most important.

Table: FNGO roles & responsibilities in accordance with the PIM

Sl	Roles & responsibilities
1	To promote community -based organisations – VDA/ VDC, VSS, SHG, User Groups and so forth
2	To identify and to the extent possible quantify potential gains and losses to women from proposed interventions (gender analysis)
3	To undertake detailed site surveys for watershed works and preparation of work plan
4	To undertake participatory planning and help the villagers in preparing their own large -scale village maps and resource maps for watershed planning (natural resour ce tenure and management maps)
5	To assist the community in preparation of technical details and cost estimates (along with ITDA and line departments)
6	To facilitate preparation of microplan for management of forest area
7	To train village volunteers a s Master Trainers
8	To take primary responsibility for the implementation of the 'rural financial services' sub -component of the project
9	To establish and strengthen SHGs by providing training, monitoring and auditing SHG accounts, and assist their link age with banks and MFIs
10	To liaise with ITDA for provision of the programme's equity contribution to SHGs

The programme envisages 'the capacity building of the FNGO staff so as to enable them to effectively carry the programme with its actual context and approach' (Operational Guidelines for implementation of OTELP).

4.4 Roles & Responsibilities of CBOs

Village Development Committee

VDCs are representative bodies of villages within a micro-watershed, and consist of 15-20 individuals, of which 50% are supposed to be women. Their roles include:

- To identify and prioritize community development needs
- To undertake microplanning
- Select farmers/ beneficiaries for demonstration and on-farm trials
- Planning and management of implementation
- Funds management
- Documenting and reporting progress
- To select and train village volunteers to provide technical service to participants

These functions are now shared by the VLSC.

Vana Samarakshana Samiti

- To prepare microplan for management of forest area
- To improve forest management works

User Groups

- Planning & implementation of group works
- Asset maintenance & management
- Cost and benefit sharing

Village Volunteer

- Assistance with community mobilisation and organising village meetings
- Providing support services in their area of training (sub-sectoral)
- Keeping records (assistance to VDC Secretary)

VDC Secretary

- Conducting VDC meetings and attending VLSC meetings
- Account-keeping (bills, vouchers, cash book, etc.)
- Maintaining muster rolls
- Responsibility for grain distribution and wage payments
- Supervision of VLSC development works
- Maintenance of all records and submission of VDC monthly progress reports to FNGO
- Liaisoning with line departments
- Conducting meeting of social audit sub-committee
- Organising monthly VDA meetings
- Overall supervision of development activities approved by the VDC

From the above it is evident that the VDC Secretary is the fulcrum of all works at the village level, being responsible for planning & supervision of works, record keeping, funds management, organising & conducting meetings, and liaisoning with FNGO, ITDA and other external agencies.

4.5 Capacity building: trainings received and exposure visits

Sl. No	Nature/ Topic of training	Stakeholders trained	Resource agency &/or location	Date/s	Duration
1	Orientation training – participatory processes in watershed management	PSU & ITDA staff	N M Sadguru Foundation, Dahod (Gujarat)	Dec 2004	10 days
2	Training -cum-orientation (acquaintance with the project activities, baseline survey, PRA & VDLP preparation)	FNGO WDTs	Institution on Management of Agricultural Extension	Jan 2005	1 week
3	Exposure visit – watershed development and village-specific livelihood activities	PO (CB) & PO (PME) of PSU	WORLP – Bolangir district	Oct 2004	
4	Training - GIS based data management	MIS Manager – PSU	Orissa Remote Sensing and Application Centre		3 days
5	Exposure visit	-do-	Office of the PCCF, Orissa		
6	Training - Livelihood Promotion and Market Development	PO (CB) & PO (PME) of PSU	Marketing and Research Team (MART)	Mar 2005	3 days
7	Workshop on Livelihood Security & Rural Prosperity	PO (PME) of PSU	State Institute of Rural Development & Center for Youth & Social Development		1 day

8	Exposure visit	FNGO (WDT) & ITDA representatives	WORLP – Bolangir district		
9	Exposure visit	PD, POs of PSU & ITDAs	AP Rural Livelihoods Project (DFID) & Chhattisgarh Tribal Development Project (IFAD)		
10	Training on Environment and Livelihood Systems	PO (CB) & PO (LNRM) of PSU	National Institute of Rural Development, Hyderabad	June 2005	
11	Process Facilitation Workshop	Representatives of funding agencies, PSU, ITDA & FNGO staff and primary stakeholders	PSU, Bhubaneswar	Aug 2005	2 days
12	Training on Application of Information Technology in NRM	PO (PME) & MIS Manager of PSU; MIS Executives & WDOs of ITDAs	Watershed Organisation Trust (WOTR), Ahmednagar (Maharashtra)	Nov 2005	5 days
13	Exposure & hands -on practice on application of GIS in developing database	MIS Manager of PSU & MIS Executives of all ITDAs	At PSU by resource persons		
14	Exposure visit for M&E system study and development	MIS Manager & PO (PME) of PSU	APRLP – PMU and field units		
15	Exposure visit to study WADI programme for tribal development	PD, all PSU & ITDA officials and FNGO representatives	BAIF Development Research Foundation, Vansda (Gujarat)		

4.6 ToRs of Key Stakeholders

ToRs of Programme Staff at PSU

Programme Director:

The Programme Director would be responsible for:

- Maintaining a secretariat for the Governing Body of the PSU;
- Day-to-day administration of the Programme;
- All activities related to staff recruitment, procurement and funds release;
- Overseeing field operations implemented through the district level ITDAs;
- Liaising with the State administration, ITDAs, line agencies, NABARD, and the lead bank to ensure their coordination for Programme implementation;
- Overseeing training, and monitoring and evaluation of the Programme;

- Maintaining close contact with the funding agencies and submission of progress reports and financial statements as stipulated in the Programme;
- Facilitating the flow of funds to the ITDAs and other programme partners and ensuring timely release of funds from the nodal agencies;
- Finalizing and executing contracts with resource NGOs and other service providers including national and international consultants; and
- Providing a forum for cross-fertilization of ideas between the Programme districts and promote experience sharing through workshops.
- Any work assigned by the PSC

Programme Officer - Planning and Monitoring

The Programme Officer- Planning and Monitoring would be responsible for:

- consolidation of annual work plans and budgets and submission to the Governing Body and nodal agencies;
- designing and implementation a participatory monitoring and evaluation system in close collaboration with the selected resource NGO/M&E Agency and the project management group supported through DFID technical assistance;
- establishing a computerized Programme monitoring system including developing formats and procedures for establishing a web based management information system (MIS);
- ensuring gender desegregation and analysis of data;
- organizing appropriate training for district PME programme officer and relevant NGO staff in participatory monitoring, MIS and the computer skills necessary for these;
- collating and analyzing data from the field and preparing monthly progress reports on implementation and impact;
- providing constructive feedback to the ITDAs concerning reports received;
- disseminating the strengths and weaknesses of Programme implementation for undertaking mid-course correction;
- collaborating with agencies selected to conduct the mid-term review, concurrent impact assessment, and evaluations; and
- providing necessary back-stopping to the individuals/organization selected to undertake process documentation.

Finance and Administration Officer (PSU)

The Finance and Administration Officer would be responsible for:

- budgeting and accounting of the Programme.
- expediting the release of funds for timely implementation of different activities by the PSU and the ITDAs .
- maintaining records of all financial transactions related to the Programme.
- preparing requests for release of funds form the State as well as the Central Government and preparation and submission of withdrawal applications
- supervision and inspection of the finance section, of ITDAs and
- all aspects related to personnel and general administration matters.
- processing and preparing documents for procurement of all GoOds and services required by the Programme in accordance with the prescribed (in the AR and PLA) procurement procedure.
- all aspects related to personnel and general administration matters.

- arranging to produce all records & documents for audit and facilitate inspection & audit of accounts at PSU & ITDA levels.
- advising the PD regarding investment of surplus fund.
- ensuring economy of expenditure and speedy release of funds.
- ensuring that all periodical reports and returns relating to financial matters are submitted in time.
- complying to audit objections and observations.

MIS Manager

The MIS Manager would be responsible for:

- documenting the hardware and software needs of the project;
- assisting the contracted MIS experts in developing a participatory MIS system;
- collecting inputs from the ITDAs in the specified format on a regular basis;
- feeding into the MIS and generating progress reports, trends on a monthly basis for review and action; and
- consolidating information at the state level for the Programme and providing regular updates.

Programme Officer - Livelihood and Natural Resource Management

The Programme Officer - Livelihood and Natural Resource Management would be mainly responsible for:

- supervising the activities of the Watershed Development Officers at the ITDAs including preparation of work plans and budget;
- checking quality of watershed construction and release of funds;
- liaising with the Soil Conservation Department and Forestry Department to ensure interagency coordination for programme interventions;
- liaising with the Watershed Mission; and capacity building of ITDA and NGO staff in livelihood support activities.

Programme Officer - Capacity Building

The Programme Officer - Capacity Building would be responsible for:

- procurement of resource NGOs and other service providers at the apex level;
- coordination and supervision of all activities related to training and
- development of Palli Sabha level committees, SHGs, and Village Volunteers;
- capacity building of facilitating NGOs, Village Animators and ITDA staff;
- supervise activities related to legal defense fund;
- supervising and monitoring for gender equity in all activities; and
- coordination with the line agencies to ensure harmonization of government sponsored schemes with that of the programme interventions.

In addition, the Programme staff shall actively assist/associate in preparation of guidelines, developing training modules, preparing strategy paper for implementation of the programme components, developing IEC material, field monitoring, coordination with line department and creating clarity about the Programme, etc. as may be assigned by the PD.

ToRs of SMS - ITDA

Watershed Development Officer

The Watershed Development Officer would be responsible for : (i) supervising the activities of the NGO watershed development team including preparation of the work plan and budget; (ii) capacity building of NGO staff in watershed development activities; (iii) checking the quality of watershed construction works and release of funds; and (iv) liaising with the Soil Conservation Department and Forestry Department to ensure interagency coordination for Programme interventions.

Agricultural Officer

The Agricultural Officer would be responsible for : (i) liaising with the TA Agronomist and Horticulturalist (see Annex 7) in developing cropping and farming systems including horticultural crops keeping in view the traditional farming practices of the tribal people, new opportunities to increase farm production and the household income, and overcome seasonal household food insecurity; (ii) developing key extension messages and designing demonstration plots for promoting improved cultural practices in the context of micro-watershed development; (iii) liaising with the NGO watershed development team for feedback on the agriculture and horticulture development needs; (iv) supporting and supervising any micro-project development for crop diversification e.g. on horticultural crops such as turmeric, ginger, pepper, etc.

(v) taking necessary actions to develop solutions through adaptive/action research and exposure visits to areas with best practices; (vi) overseeing the performance of the livestock development activities promoted under the Programme and resolving any implementation issues; and (vii) monitoring all agricultural activities at the field level in collaboration with the communities.

Forestry Officer

The Forestry Officer would be responsible for : (i) supporting the NGO watershed development team in guiding farmers in the participatory forest management activities;

(ii) technically monitoring the experience of farmers engaged in forest development; (iii) ensuring supplies of good quality planting material for farmers; (iv) assisting in developing market linkages NTFPs and other forest products; (v) supporting and supervising any micro-project development on medicinal and aromatic plants e.g. turmeric, ginger, pepper, etc.; (vi) taking necessary actions coordinate with Forest Department for action research and development of silvicultural practices; and (vii) monitoring the forestry development activities under the Programme in collaboration with the communities.

Programme Officer - Capacity Building

The Programme Officer - Capacity Building would be responsible for : (i) assisting NGOs in their capacity building, SHG mobilisation, VDC formation, training SHG and VDC members, micro-planning and prioritisation of interventions; (ii) providing gender awareness building and support to the ITDA staff, facilitating NGOs, members of the VDC and all other Programme implementation partners at the field level; (iii) coordinating the activities of the resource NGOs for undertaking training needs assessment, developing curriculum and training of trainers from the facilitating NGOs and the staff of the ITDA; (iv) assisting the facilitating NGOs and other sector specialists in developing training packages for the beneficiaries; (v) coordinating the development of training materials for beneficiary training by the resource and facilitating NGOs taking into account literacy level modules; (vi) assisting the facilitating NGOs to plan and conduct training programmes; (vii) assisting the M&E agency and the Planning, Monitoring and Evaluation section to monitor quantitative and qualitative progress in implementing planned training programmes, and assessing the efficacy and impact of the training programmes; and (viii) monitoring the growth in capacity of community groups/committees, VVs, farmers, etc. in collaboration with the communities and making necessary adjustments to Programme approach and delivery mechanisms.

Micro-Finance-Cum-Marketing Officer

The Micro-Finance-cum-Marketing Officer could be appointed once a sizeable number of SHGs is formed. He/she would be responsible for; (i) assisting in forming and training SHGs, preparing lending procedures and policies for intra-group lending, providing equity grants linking with banks and reviewing performance in collaboration with the facilitating NGOs; (ii) conducting district level workshops for bank staff, NGO officials, community leaders, lead bank staff and NABARD officials to increase the level of confidence between the tribal communities and the formal financial institutions; (iii) assisting the facilitating NGOs to obtain loans from the Programme to on-lend to SHGs; (iv) assisting NGOs to establish linkages with SIDBI and CARE; (v) organising study tours and exposure visits for bankers and SHG members; (vi) assisting in the development of non-farm micro-enterprises and linking Programme beneficiaries with support for entrepreneurship development and infrastructure support; (vii) exploring market linkages and demand and price trends for the relevant products; and (viii) developing linkages with private sector input supply and output marketing.

ToRs of WDT Members - Facilitating NGO (FNGO)

WDT Member (Engineering)

The roles and responsibilities of the Engineer are : (i) assisting in collection of data for base line survey, household survey, PRA exercises and facilitating the community for preparation of VDLP in the micro-watershed, (ii) facilitating preparation of plan and estimate of all civil constructions decided by the community under EPA and supervise the quality of works and timely completion, (iii) guiding the VDC to prepare the Annual Work Plan & budget for mechanical structures under land and water management component, (iv) facilitating the UG/SHG/sub-committee members for preparation of plan and estimate of different mechanical structures under land and water management, (v) according technical sanction to the estimates for the mechanical structure up to Rs 50,000, (vi) guiding VDC/UG/SHG/Sub-committee members and village volunteers for proper implementation of various structures as per approved plan and estimate through field supervision, (vii) ensuring quality of materials and construction work and guiding the community accordingly, (viii) checking all measurements including the final measurement of all mechanical structures taken up by the village community in presence of the VDC Secretary/President, members of the work sub-committee and UG/SHG, (ix) checking the muster roll, (x) verifying the case records of all mechanical structures at VDC level and offering necessary suggestions on the basis of his observation, (xi) regularly checking the timely deposit of generated fund out of WFP food grains in the VDF, (xii) facilitating discussion at the VDC level on progress of works, utilisation of funds already released and further requirement of funds for different construction works under land and water management component, (xiii) facilitating timely completion of work of all structures, (xiv) attending the performance review meeting of VDC/ITDA, (xv) facilitating submission of work completion report by the sub-committee/UG/SHG duly certified by the President or the Secretary of the VDC as prescribed in the case record booklet, (xvi) facilitating submission of UC by the sub-committee/UG/SHG duly certified by the President/Secretary, (xvii) endorsing the completion of each mechanical structure in the case record, (xviii), bringing to the notice of the FNGO/ Watershed Development Officer for requirement of any fund for the VDCs for execution of mechanical structures as per the work plan and budget, and (xix) assisting the WDT(CB) for preparation of CB Plan for land and water management.

WDT Member (Agriculture)

The WDT (Agriculture) is required to :(i) collect data for baseline survey, PRA exercise and facilitate the community for preparation of VDLP in the MWSs, (ii) guide the VDC to prepare the Annual Work Plan & Budget for biological measures/ agriculture practices under land and water management and various activities under agriculture and horticulture development components, (iii) assess the problems/opportunities through interaction with community/line department during preparation of micro plan/VDLP, guide and support the community for developing proper cropping and farming system to increase the income, (iv) encourage community to plan and

take up rain-fed farming technology on sound scientific, ecological and economical principles for agriculture development and provide required guidance and supervision, (v) guide the community to prepare plan for taking up location specific various biological practices like plantation of both forest and horticultural species in private and common land including backyard plantation and bund plantation, growing of selected species of cover crop, mixed cropping and inter-cropping etc. under land and water management component for conservation of soil and water and provide guidance and supervision, (vi) facilitate plan for various activities like introduction of improved varieties of crops, taking up improved cultural practices, taking up nutrition garden in the back yard etc. under agriculture and horticulture component through demonstrations and field trials, (vii) facilitate preparation of plan for activities which will be taken up by the groups as per approved government norm and will visit the site from time to time on mixed plantation/ nursery programme etc., (viii) communicate government rates of different inputs to the VDC for procurement of agro-inputs, (ix) facilitate procurement of quality planting materials, seeds and other agro-inputs, (x) verify the case records and relevant vouchers for all the activities for the biological measures under land and water management component at VDC level and ensure expenditure as per the estimate in annual action plan and budget, (xi) facilitate discussion at the village level on the progress of works, utilisation of funds already released and further requirement of funds, (xii) facilitate organisation of field days in the demonstration plot for up-scaling the successful new interventions in other farmers' fields, (xiii) attend the performance review meeting at VDC and ITDA, (xiv) prepare CB plan for agriculture and horticulture development and soil and water conservation practices in association with the WDT(CB), (xv) disseminate technology for higher crop production, and (xvi) assist in marketing of agricultural commodities in consultation with WDT(micro-finance).

WDT Member (Forestry)

The WDT (Forestry) is required to: (i) assist in collection of baseline data and facilitate the community for preparation of VDLP in the micro-watershed, (ii) associate with the local Range Officer and Forestry Officer, ITDA to identify 200 ha of forest area out of which 80 ha will be treated and 120 ha will be protected for natural regeneration, (iii) mobilise existing VSS in the programme villages and facilitate constitution of additional VSS, (iv) facilitate the VSS for preparation of micro-plan for development of forest area with the approval of the DFO, (v) monitor the activities relating to PFM, (vi) facilitate the VSS for preparation of plan and estimate of community nursery as per government norms and supervise the nursery, (vii) facilitate procurement of quality planting material, (viii) facilitate skill development of VSS for processing and ,marketing of NTFP, (ix) encourage the community / groups/VSS to go for medicinal plant cultivation and provide technical guidance, (x) keep rapport with local forester/ Range Officer of the forest department for implementation of PFM component, (xi) verify the vouchers and case records and ensure expenditure as per approved micro-plan, (xii) discuss the progress of work at VDC level and utilisation of funds for PFM, (xiii) attend the performance review meeting at VDC/ITDA, and (xiv) assist in preparation of CB plan for forest development in consultation with the WDT(CB) and local Range Officer.

WDT Member (Livestock)

The responsibilities of the WDT (Livestock) include: (i) collection of base line data for preparation of VDLP, (ii) guiding the VDC with help of the local LI and fishery staff to prepare the Annual Work Plan and Budget, (iii) promoting and providing technical support to the CBOs and farmers for livestock and fishery development, (iv) promoting livestock modules for the landless, women and vulnerable, (v) facilitating vaccination of animals, (vi) supporting SHG members for livestock based livelihoods through rural finance, (vii) promoting fishery in created or identified water bodies, (viii) supporting livestock village volunteers/livestock link workers for livestock development, (ix) facilitating procurement of quality vaccine, first-aid materials, veterinary kit bag, thermos flask and medicines for the livestock link workers in consultation with the local link workers/ LI, (x) verifying the case records and vouchers of all activities under livestock/aquaculture activities, (xi) facilitate discussion at VDC level on progress of works, fund utilisation etc., (xii) attending the performance review meeting of VDC, ITDA regularly,

(xiii) assisting the WDT(CB) for preparation of CB plan for livestock and aquaculture development, and (xiv) disseminating technical knowledge effectively to the CBOs and other farmers for reducing mortality of livestock, production enhancement and increase of income.

WDT Member (Social Science)

The roles and responsibilities include: (i) organising inter-active meetings/workshop/ communication activities to mobilise the communities on programme perspective, (ii) facilitating household and baseline data collection, (iii) facilitating preparation of VDLP in association with other WDT members and SMSs, (iii) facilitating organisation of trainings and workshop on gender, equity and empowerment of the communities, (iv) ensuring preparation and submission of AWPB on Capacity Building, (v) facilitating formation of CBOs, (vi) identifying training needs of the communities and assisting development of training package on group management, group dynamics and skill based interventions etc., (vi) identifying local trainers and organising ToT and developing modules in local language, (vii) organising training programmes for the communities/VVs/individuals in association with the field level functionaries of line departments, NGOs etc., (viii) organising conceptual and theme based exposure visits for skill up-gradation and ensure application of interventions, (ix) facilitating development of IEC materials, (x) coordinating R-NGOs in organising training programmes for community mobilisers, (xi) guiding the community mobilisers and village volunteer(social) for effective implementation of the programme initiatives, (xii) facilitating social audit and participatory monitoring of all interventions, and (xiii) ensuring submission of monthly/quarterly progress reports to ITDA on capacity building.

WDT Member (Micro-finance)

The WDT(Micro-finance) is required to undertake : (i) institutional building activities like formation of SHGs, strengthening existing SHGs, gradation of groups, developing plan for utilisation of seed money, ensuring group activities and facilitating collection of household and base line information, (ii) capacity building of groups like identifying training needs for different stakeholders involved in SHGs, organising training programmes for the SHGs on book keeping, accounting, livelihood planning, backward and forward linkage and convergence, (iii) supervising the activities of the community mobilizers and volunteers , (iv) participatory monitoring and management of information system like developing a data base of SHGs, gathering information for monthly/quarterly reporting and preparing monthly and quarterly reports at FNGO level, and (v) facilitating group federation, net working and convergence and assisting Micro-Finance Officer in formation of cluster level federation of SHGs.

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Detailed Information of Resource Organisations

1. Centre for Youth and Social Development (CYSD)

CYSD is working for the development of the deprived and marginalized sector in Orissa, since its inception in 1982. It has evolved into an 'enabling' institution having specific skills in participatory research and competencies in development management at various levels. It has four centres for all its activities Centre for Policy Research and Advocacy (CEPRA), Centre for Human and Sustainable Development (CHSD), Development Resource and Training Centre (DRTC) and Rachna (a centre for disaster preparedness). CYSD works at three levels:

- it carries out community development programmes in partnership with marginalized people in different parts of the state;
- it extends capacity building support to community based groups/organisations, NGOs and civil society network; and
- it carries out policy research and advocacy on problems of the poor and issues related to social development.

CYSD has a large number of interventions in the areas of capacity building of the marginalized community. There are two centres in CYSD that have relevance for proposed WDRC. One is the CHSD involved in action research in sustainable agriculture and the second is the DRTC responsible various training programmes.

a. Agriculture Development

CYSD's intervention in the field of agriculture development aims at attaining the following broad objectives:

- To develop the natural resource base and its optimum utilization ensuring a sustainable means of livelihood for the poor dependent on land, water, soil and forest.
- To ensure round the year food security for the poor and marginalized through promotion of stabilized forms of agriculture production round the year.
- To ensure the control of production system in the hands of small and marginal farmers.
- To enhance the income levels through promotion of off-farm linkages.

The programmes are participatory in nature. They also encourage upland farming and diversification of livelihood (in to horticulture, vegetable cultivation and non-farm sector). CHSD also makes supports capacity building of SHGs in project areas.

b. Training

DRTC is not just a training centre for local NGOs and CBOs in Orissa. Rather it has acquired a truly national character by catering to the needs of a variety of organisations (including mainstream organisations) who often take its services on specially requested customized training programs. One of the most important and unique capacities of DRTC is in the area of conducting social mobilization course for change agents. Critical thematic areas of training include the following:

- Civil society strengthening and social capital building
- Strengthening participatory process at Institutional, Inter-organizational (network)
- Strengthening participation ill self governance
- Strengthening capacity building process for livelihood security
- Capacity building for disaster preparedness

DRTC offers need-based capacity building programs to people's organisations at the primary level and development organisations and networks at the secondary and tertiary levels. DRTC conducts a wide range of development workshops, training programmes and provides process support to educators, human resource

development personnel, community development activists, rural development functionaries, social mobilisers and development managers. CYSD also has a schedule of training programmes which run regularly

Designed Training Programmes: DRTC conducts a number of scheduled training programs every year, which are announced in its programme Calendars (English & Oriya). In course of this year, DRTC offers 15 scheduled training programmes, five to be conducted in Oriya and ten in English as the medium of communication. The course outlines given in the calendar are only indicative of the major objectives the training courses seek to fulfil. All the courses use participants' needs as the starting point and their knowledge, experience and aptitude as the basic building blocks for the exercise for learning. **Special Programme Clusters:** Apart from the general Calendar programmes as mentioned above, DRTC also announces special programme clusters, e.g. on Panchayati Raj and Governance, Education etc. These clusters are series of programmes focused on the themes and continuous improvement of capacities of organisations active on those fronts. These programmes are announced separately and not placed in the general training calendar. **Customised Training Programmes:** Interested organisations can ask for training programmes customised to their needs in areas of Project Formulation and Designing, Planning

Monitoring and Evaluation Systems (PMES), Work Team Building, Micro- Finance and Enterprise, and Sustainable Farming, Organisational Self-Analysis (OSA) and Strategic Planning and Gender sensitivity. These training programmes are designed according to the specificities of the client organisations, and are flexible in nature.

Handholding Support: The DRTC offers process support to different organisations on a sustained basis in the areas of organisational self analysis, and strategic planning, capacity building need assessment, project formulation, appraisal and evaluation, and gender integration in organisation and programmes. DRTC also offers specific training programmes and consultancy services to government organisations, NGOs and civil society organisations.

b. Human Resource

CYSD has a manpower base of about 100 odd workforces that include their associates. However the core staff numbers are limited. For example CHSD has about 7-8 technical staff (agriculture graduates and some trained in water resource management) responsible for sustainable agriculture.

2. Centre for Development Research and Training (CENDERET)

Xavier Institute of Management, Bhubaneswar (XIMB) has a rural wing called Centre for Development Research and Training (CENDERET) which is mainly concentrating on rural development activities in the State. CENDERET has come into existence in October 1988 with a vision to empower the rural poor of Orissa both socially and economically. Its main activities are: capacity building of NGOs, PRIs, Government Institutions and other volunteers in social development; action research studies on rural realities; disaster preparedness and mitigation efforts in the wake of the recent super cyclone; natural resources management with community participation; micro credit and promotion of SHGs amongst the marginalized classes with emphasis on SC, ST and women; women empowerment and facilitation of common action programmes through issue based networks. It also conducts a series of training programmes annually both at the central as well as field levels as per the requirements of its clients. The Institute has also implemented a number of action research projects in the state of Orissa on Empowering Panchyati Raj Institutions in Bolangir District, Women Empowerment through Self Help, and Community Based water Resource Management with Emphasis on Water Quality Improvement and Resource Recovery. CENDERET has provided Livelihood Support Teams for action facilitation in the Western Orissa Rural Livelihood Project (WORLP).

The institute has some core staff in XIMB as well as in the CENDERET that also includes research associates. The core team includes the coordinator, CENDERET, three regional coordinators who coordinate four regions amongst themselves. Then there are two members who support the coordinators and the secretarial staff. Most project staffs are on contract. They also consult specialist advisors and have them as retainers. CENDERET has flexibility in procuring the resources as part of the project.

3. Institute on Management of Agricultural Extension (IMAGE)

Gram Sevak Talim Kendra, Bhubaneswar under Community Development (CD) Department used to provide training support to various categories of employees of Agriculture Department only. During the year 1977 as per the re-organization of Agricultural Extension of the Agriculture Department, the management of the institute was transferred from CD Department to Agriculture Department. Institute on Management of Agricultural Extension (IMAGE) is now a state level training Institute of Agriculture Department, Orissa with effect from the 2nd October, 1997 and subsequently made autonomous under Registration of Societies Act 1860 from the March 1999.

IMAGE as a Centre of Excellence has conducted various training programmes and workshops for different stake holders of the state. It has developed a core competence for organizing various trainings on subject matters relating to Agriculture and Extension Management for the senior, middle level and field level functionaries including farmers and NGOs both on- campus and off-campus. Various training programmes conducted in the institute include: Participatory Extension Management, Participatory Watershed Management, Group Management, Participatory planning monitoring and evaluation, Community organization, Communication techniques, Training management, Trainer's training, Food and nutrition security, Water management, Seed Production Technology, Cotton Production Technology, Refresher's training for extension functionaries, and Gender Training. IMAGE has facilitated preparation of Strategic Research & Extension Plan under National Agricultural Technology Project and policy framework for agricultural extension reform, implemented GoI-UNDP assisted Sub-programme "Strengthening NRM & Sustainable Livelihoods of Women in Orissa" in partnership with NGOs and currently functioning as nodal agency for implementation of Rastriya Krishi Vikash Yojana & National Food Security Mission in Orissa.

4. Orissa University of Agriculture and Technology (OUAT)

The Orissa University of Agriculture and Technology (OUAT) is the second oldest Agricultural University in the country. It came into existence on 24th August 1962 through an act passed by the Orissa Legislative Assembly inheriting the college of Agriculture, which started way back in 1954. At present, the University has 8 constituent colleges. This includes College of Agriculture at Bhubaneshwar and Chipilima, Sambalpur; College of Forestry, College of Veterinary Science and Animal Husbandry, College of Agricultural Engineering, College of Engineering and Technology, College of Home Sc. all at Bhubaneshwar. There is also a College of Fisheries, & P.G. Department. Of Aquaculture, Rangeilunda, Berhampur. All these colleges offer Graduate, post graduate and doctoral programmes. Apart from that there is College of Basic Science and Humanities that has undergraduate programme and Centre for Post Graduate Studies offers two self-financing courses in Micro-biology and Computer Science (MCA). The University has separate wings for education, research, extension education and planning, monitoring & evaluation. Each wing seems to have components for capacity building in their respective areas of activity. There is no coordinated sectoral capacity building cell. The major training and capacity building mandate is with the extension wing of the university. The research network of OUAT is extensive and covers all the 10 agro-climatic zones in Orissa. Research programmes are executed on different aspects of agriculture and its allied sectors through these research centres.

Agromet Advisory Services (AAS) project of National Centre for Medium Range Weather Forecasting (NCMRWF) under the Department of Science and Technology, New Delhi is operating at five places in Orissa under the University.

University Extension Block Programme (UEBP) is a major programme for the extension wing of OUAT. The University carried out Extension Work in various Blocks of Khurda and Puri Districts covering 12 villages. Different Extension activities like demonstration on different crops, farmers' fair, exhibitions, publication of popular articles in Oriya, introduction of new courses under Farmers' Distant Education, recording of different Video programmes on different crops as well as Farmers' Advisory Centre under Agricultural Technology Information Centre and

Kissan Call Centres are operated.

Second important activity is the running of the Krishi Vigyan Kendras (KVKs): So far 27 Krishi Vigyan Kendras (KVKs) have been established in different Districts and are operating under OUAT with 100% ICAR assistance. Vocational trainings of practicing farmers and farm trainings for Extension functionaries, Front Line Demonstrations on cereals, oilseeds and pulses, on-farm testing trials and village linkage programmes are major activities of the KVKs.

5. State Institute of Rural Development (SIRD)

The State Institute for Rural Development (SIRD), Bhubaneswar is the premier training Institute under the Panchayati Raj Department of Government of Orissa. The institute works as a think tank of the State with regards to plans and programmes of Panchayati Raj, Rural Development and various welfare programmes. It is one of the oldest institutions in the state established by Government of India way back in 1964 for conducting training & research in Tribal & Community Development. In 1967 it was named as Tribal Orientation & Study Centre (TO&SC) and was transferred to Govt. of Orissa. Further it was renamed as State Training Institute of Community Development (STICD) in 1975. In 1984 it was named as State Institute for Rural Development (SIRD). The Institute is engaged in imparting the following training courses such as Orientation Courses, Refresher Courses, Foundation Course, General Course, Training on Special Schemes, Off-Campus Training Programme to PDs, Addl. PD & APDs of DRDAs, District Social Welfare Officers, DPOs, BDOs, CDPOs & other line department officers, newly recruited OAS officers, elected representatives like President, Vice-President and members of Zilla Parishad, Chairman & Vice Chairman of Panchayat Samitis and NGOs. They also conduct Workshops (in house / sponsored) and Sponsored Courses and Seminars. Key focus of SIRD is now on strengthening the PRIs in Orissa. Apart from that they also undertake some evaluation and action research projects.

SIRD conducts basically 3 types of training programmes like Core Programme, Sponsored Programme and Collaborative Programmes for all Developmental Administrators including elected representatives of PRIs & NGO activists working in the field of Panchayati Raj, Rural Development and Social Welfare. Apart from this, SIRD organises Off-Campus Programmes, Seminars, Workshops and Conferences in collaboration with Government of Orissa, UNICEF, NIRD, NIPCCD, MANAGE etc. Further, it undertakes interactive Training Programme through GRAMSAT on various programme priority area of State Government. SIRD has two Extension Training Institutes at Bhawanipatana and Keonjhar for imparting trainings to various organisations and functionaries.

6 . Water Technology Centre for Eastern Region (WTCER)

The major constraint to agricultural development in the Eastern region is poor management of water resources which makes use of other production inputs and high yielding technologies less attractive. Improved management of water is necessary to enhance crop productivity in the region. Keeping aforesaid requirements in view, the Indian Council of Agricultural Research approved establishment of Water Technology Centre for Eastern Region (WTCER) at Bhubaneswar during the Seventh Five-Year-Plan. The centre came into existence on 12th May, 1988 as National Research Centre.

WTCER has interface with Watershed Mission, PD-DRDAs, Agriculture Department, ITDAs and Water Resources Department in the state. It also undertakes contract research and interventions for transfer of technology. WTCER has expertise to provide consultancy in the field of watershed management, micro level water resource development, soil and water resources characterization, crop diversification, canal scheduling and crop planning in canal commands, and increasing productivity of waterlogged lands through engineering and agronomic measures. The centre has undertaken 9 consultancy projects- on development, management and utilization of water resource.

The centre has developed training modules on different subjects to suit different levels of scientists, state government functionaries, NGOs and farmers. These training programmes can also be customized to suit individual needs of organizations. WTCER has 26 scientists (sanctioned 31), in 12 major disciplines such as soil water

engineering, agronomy, soil science, plant physiology, agricultural economics, agro-meteorology, fishery and aquatic science etc. All the scientists are recruited through a competitive agricultural research service and research assistants are selected through Junior Research Fellowships (B. Tech), some are also M. Tech. All scientists are PhD holders. There is also 15 auxiliary staff (Class IV) that assists scientists in the field and there are 15 administrative staff including one class I officer. WTCER also hires resources locally on contract for various projects. WTCER has established good linkages with OUAT, state government departments and other institutes working on agricultural water management. The centre provides facilities for carrying out master and doctoral research projects for OUAT and IIT (Kharagpur) students.

7. Central Institute for Freshwater Aquaculture (CIFA), Bhubaneswar

The goal and major objectives of CIFA are to conduct research specifically in nutrition, physiology, genetics, pathology, pond environmental monitoring and aquaculture engineering for developing intensive and extensive warm freshwater farming systems for commercially important finfish and shellfish, specialized training and extension programmes in freshwater aquaculture to enable economic utilisation of cultivated and cultivable freshwater resources of the country and to act as a nodal agency to provide scientific information and technology transfer.

The major institute based projects undertaken are sustainable genetic improvement of rohu for growth through selective breeding and brood stock characterisation, development of base population using genetic and biotechnological tools for Indian Major Carp and Giant Freshwater Prawn, standardization of aquaculture techniques for indigenous carps and ornamental fishes of peninsular India, studies on productivity dynamics through integrated nutrient management in freshwater aquaculture, organic aquaculture for some freshwater carps and prawns, standardization of breeding and rearing of the commercially important ornamental fishes with greater emphasis to indigenous fishes (ornamental fish culture) and pearl culture etc.

8. National Research Centre for Women in Agriculture (NRCWA), Bhubaneswar.

The mandate of NRCWA is to identify gender issues and test appropriateness of available farm technologies/programmes/policies with women perspective for promoting gender mainstreaming in research and extension for empowerment of farmwomen and capacity building of scientists, planners and policy makers to respond to the needs of the farm women. The objectives are:

- To create a database on gender specific information about men's and women's role in food production and agriculture development for effecting technologies, programmes and policies.
- To test the appropriateness of farm technologies and programmes and policies in terms of gender sensitivity in collaboration with relevant national and international organizations and suggest suitable modifications.
- To develop drudgery reducing options for decreasing the workload and increasing the efficiency of women.
- To develop gender sensitive modules and methodologies for transfer of technology.

The major activities undertaken are to develop gender sensitive training modules and materials and impart training for capacity building of scientists, researchers, planners and policy makers for gender mainstreaming and practical application of gender related technologies, to develop and publish gender sensitive materials, create network linkage through journals and information sharing. Documenting gender issues, roles and relations in diverse contexts and situations in the country including varying agro-climatic zones, farming systems and socio-cultural setting through collaborative research, and initiation of collaborative process for setting up research directions and themes. Major themes of research, extension and training will include extensive studies on situation of women agricultural labourers, gender wage differentials and its causes, occupational health hazards, structural causes of women's inequality, resource constraints, land rights, production and post-harvest technologies, agri-business and agri-processing, contribution of women in animal husbandry, pisciculture, horticulture, fishery, and

studies on the role, experience and knowledge of women in management of genetic resources, bio-diversity and natural resources.

9. Central Avian Research Institute (CARI) , Bhubaneswar

The goal and objectives of CARI are:

- To undertake basic, applied and adaptive research in all disciplines relating to avian production and post-harvest technology including conservation and maintenance of poultry germplasm.
- To impart specialized training and post-graduate education in Poultry science.
- To develop, update and standardize package of practices concerning feeding, management, health cover and poultry products technology and transfer of these for use by the poultry farmers and the industry.
- To server as a national repository in all aspects of poultry production, post-harvest technology, marketing, pricing, export and related issued.
- To provide referral and consultancy services in all aspects of Poultry Science.

The major activities are training and supply of 5-10 day old CARIGOLD or/and VANARAJ chicks.

10. Central Soil and Water Conservation Training and Research Institute (CSWCTRI)

The institute undertakes many programmes like Erosion control, Waste/degraded land development, Rain water management, Watershed management, Training in soil and water conservation and watershed management etc.

The Institute is located at Semiliguda in Koraput district. Major activities are organising demonstration, research and training on watershed management and dry land agriculture.

11. Central Tuber Crop Research Institute (CTCRI) Bhubaneshwar

The goal and major objectives are to undertake basic, strategic and applied research for generating technologies to enhance productivity and utilization potential of tuber crops (other than potato) To act as a national repository of scientific information on tuber crops To coordinate network research with state Agricultural universities for generating location specific technologies. To act as a centre of human resources development for various clientele systems involved in tuber crops research and development. To undertake transfer of tuber crops technology through consultancy, outreach programmes and linkage with developmental agencies. The station has released number of improved varieties of root and tuber crops and development of production and protection technologies.

12. Central Horticultural Experiment Station (CHES), Bhubaneshwar

The goal and major objectives are to test different released varieties of fruit plants, vegetables and spices and develop production technologies and package of practices for commercial cultivation. Major activities undertaken by CHES are experimentation on new varieties, development of package of practices and production of grafts and seedlings for commercial cultivation.

13. Central Rice Research Institute (CRRI), Bidyadharpur, Cuttack

The objectives are to conduct basic, applied and adaptive research on crop improvement and resource management for increasing and stabilizing rice productivity in different rice ecosystems with special emphasis on rain-fed ecosystems and the related a biotic stresses, generation of appropriate technology through applied research for increasing and sustaining productivity and income from rice and rice-based cropping/farming systems in all the ecosystems in view of decline in per capita availability of land. collection, evaluation, conservation and exchange of rice germplasm and distribution of improved plant materials to different national and regional research centres, development of technology for integrated pest, disease and nutrient management for various farming situations, characterization of rice environment in the country and evaluation of physical, biological, socio-economic and institutional constraints to rice production under different agro-ecological conditions and in

farmers' situations and develop remedial measures for their amelioration, maintain database on rice ecology, ecosystems, farming situations and comprehensive rice statistics for the country as a whole in relation to their potential productivity and profitability. Imparting training to rice research workers, trainers and subject matter/extension specialists on improved rice production and rice-based cropping.

14. Central Integrated Pest Management Centre, Bhubaneswar

The goal and objectives are to propagate and promote IPM technology among state functionaries and farmers, mass breeding and rearing of bio-control agents and their release in fields for control of major crop pests, conservation of naturally occurring bio-control potential through intensive pest surveillance, to have FFS for education and training of extension functionaries and farmers and to have liaison, coordination and cooperation with the state agricultural department, SAU and ICAR institutes. The major activities are sample roving pest survey, bio-control of pests, augmentation and conservation of pests and Farmers' Field school (FFS).

15. Regional Centre for Organic Farming (RCOF), Bhubaneswar

The goal and objectives of the centre are promotion of bio-fertiliser and organic farming and promotion, market development of organic farming.

The main components of the scheme are:

- putting in place a system of certification of organic produce,
- capacity building through service providers,
- financial support for commercial production units for production of organic inputs like fruits and vegetable waste compost units bio fertilisers production; and hatcheries for vermin-culture, and
- promotion, extension and market development of organic farming.

16. Institute of Minerals and Material Technology (IMMT) Bhubaneswar.

IMMT, Bhubaneswar is engaged in mineral processing, extractive metallurgy, development of special materials, design and project engineering, inorganic and organic chemicals, and aromatic and medicinal plants. In agricultural sector major activities are research and development of medicinal and aromatic plants, testing, support for project preparation and training.

17. School of Horticulture, Khurda

This is a state-level training institute of Horticulture Directorate, which imparts training on horticulture to gardeners, grafters and field technicians including farmers.

18 . Veterinary Officer's Training Institute (VOTI)

VOTI is located at Laxmisagar, Bhubaneswar which imparts training on livestock management to different categories of veterinary officers of the state.

19. Soil Conservation Training Institute, Koraput (SCTI)

SCTI, Koraput is located at Koraput which imparts all sorts of training on soil conservation to the soil conservation officers and field functionaries.

20. ANTHRA

Location: Secunderabad, AP

Anthra is an NGO resource centre for training, research and advocacy, started by a team of women veterinary scientists in 1992. The organisation

- Aims to work for sustainable livestock production within the larger framework of building people's food sovereignty and livelihood security; work towards keeping indigenous knowledge and the diversity of cultures alive.

- Works with marginalized communities—Dalits, adivasis, pastoralists, landless groups, small and marginal farmers, and, especially, women in the states of Andhra Pradesh, Maharashtra, Chhattisgarh and Karnataka.

Capacity Building by Anthra

- PRA Trainings
 - (2 - 3 days) Basic PRA tools and other participatory techniques for assessing and monitoring livestock development programmes
 - (7 days) PRA and other participatory techniques to analyze livestock production systems and related natural resources in the context of peoples' livelihoods and to plan for micro-level livestock development interventions.
- Care and Management of Livestock
 - For Backyard Poultry Owners: (3 - 5 days) Poultry management and care, economics of rearing back yard poultry, improved feeding, management, important diseases and their management.
 - For Sheep and Goat Owners: (3 - 5 days) Management and care of, economics of rearing small ruminants, improved feeding, grazing, management, important diseases and their management.
 - Care & Management of Dairy Animals: (10 days in 2 modules of 5 days each) Basics of Care and Management of Dairy animals ,economics of rearing dairy animals, dairy breeds of cattle and buffalo , management, feeding, breeding techniques, important diseases and their management.
 - First Aid for Animals: (3 - 6 days) To train farmers and volunteers in essential First Aid and important preventive measures.
- Training on Indigenous Livestock Practices:
 - Identifying Indigenous Medicinal Plants and Fodder Varieties (5- 7 days. Spread over the year, depending on the availability of plants) Identifying different medicinal and fodder plants in the field, making herbaria , collection of raw material for propagation, preparation of nursery bags and seedlings
 - Medicine Making: (5 - 7 days depending on the number of medicines) Collection of different herbs and plant material, processing and drying, preparation of medicines, packaging, labelling and pricing.
 - Use of Ethno-veterinary medicine (specially for practicing veterinarians): (5 - 7 days)
 - Introduction to EVM, History of Indian veterinary medicine, collection of data, Validation methods, Appropriateness of EVM, Medicine making techniques
- AHW Training:
 - Training programme for community - based AHW: (Flagship programme details follow).
 - Training on Gender: (6 days) offered in collaboration with resource persons drawn from other organisations
 - Training on Communication: (4 - 7 days) Enhancing Communication skills using theatre and other media
- Trainings for other NGOs: ANTHRA has conducted a number of trainings for NGOs across the country engaged in livestock production.

21. APICOL

Name of institution: Agricultural Promotion and Investment Corporation of Orissa Ltd.

(<http://ws.ori.nic.in/diorissa/agent.htm#APICOL>)

Location/ Address: Bhubaneswar

Objective& activities: Undertaking various promotional roles such as providing counseling and escort services,

entrepreneurship building, extending consultancy services, disseminating information amongst entrepreneurs and above all act as a single window channelizing agency for various incentives under Agriculture Policy. It is the promotional organisation for providing assistance to agricultural enterprises and agricultural investors to begin, process, expand or modernise their enterprise. It helps promotion of agro-based industries in the State.

Key areas of expertise:

- (i) Promotion of agro-enterprises
- (ii) Training and capacity building
- (iii) Establishment of agro-service centres
- (iv) Captive irrigation development

The organisation has strategic linkages with various government agencies, and also taps into some of the external engagements through the government. It does not actively seek research or consulting work, but instead is focused on providing market linkage and escort services.

22. APMAS

APMAS is a training provider focused on strengthening SHGs and their Federations to provide quality services on a sustainable basis to their members. The agency also plays a strategic role in the conceptualization and designing of the institution building models promoted by major stakeholders like GoAP and other NGOs. Strengthening SHGs and their Federations to provide quality services on a sustainable basis to their members is one of the founding principles of APMAS, a function that is performed by its Quality Enhancement (QE) team. Several capacity building modules and materials have been developed and published for a wider use by all the stakeholders in the sector (these are available for downloading from the APMAS website). The team also plays a strategic role in the conceptualization and designing of the institution building models promoted by major stakeholders like GoAP and other NGOs.

The following trainings courses are offered by APMAS at present:

- Training on SHG Federations for programme managers and officers
- Financial Management (in SHG Federations) aimed at Senior Management of NGOs/Donors who work with or support NGOs that are promoting SHG Federations
- Participatory Training Methodology in the Context of Self Help Groups
- Other Trainings: the following need-based trainings are also offered -
 - Client focused Impact Assessment
 - Non-credit services like insurance, remittances etc.
 - Supervising, Managing, & Developing Staff of MFIs
 - Organizational Management
 - Towards Expertise in Action-Oriented Market Research: Tools and techniques for information gathering and analysis

23. ARAVALI

Name of institution: Association for Rural Advancement through Voluntary Action and Rural Investment
(<http://www.aravali.org.in>)

Location: Jaipur

ARAVALI's core area of work is community based natural resource management, with emphasis on social/ human development aspects and local self-governance. The organisation provides long-term capacity building support to grassroots organisations through programmes such as PAVA (Professional Assistance to Voluntary Agencies)

wherein professionals are recruited by ARAVALI to provide services on a cost-sharing basis to partner NGOs. A more recent initiative is that of local microfinance facilitators, who provide supportive supervision and hand holding support to partners and community organisations.

ARAVALI works in partnership with other institutions active in the area of NRM/rural development in Rajasthan, and is currently partnering with 33 organisations in the state on three different projects. The majority of their training programmes are offered in collaboration with specialist institutions that have sectoral expertise on the subject matter.

Following are some new & ongoing initiatives of the organisation (started 2006):

- Microfinance Management Development Programme (build capacities of program leaders from partner organisations in microfinance sector - to equip them with an understanding of skills for better performance in revenue based livelihood promotion programmes)
- Technical Training on Rainfed Agriculture (in partnership with VBKVK, Udaipur) - this was a 5-day course attended by representatives from 19 organisations (11 districts) with 3 follow-up programmes - the objective is to enhance agricultural productivity in rainfed areas
- Input Service Provider (Gopal Training) (in partnership with BAIF) - a 120-day training to develop a cadre of para-professionals at the village level, to provide services in livestock rearing/ animal husbandry.
- Training on Accounts and Financial Management - a 3-day training for heads of organisations and accountants to develop a common understanding on best practices of accounts and financial management.
- Building local livelihood interns - locals with an understanding of agriculture are identified (usually from/by partner organisations) and trained to take on livelihood-focused roles in partner organisations.

24. ATREE

ATREE's outreach activities have three broad aims. The first is capacity building of government and non-government organizations. The second is to create awareness about conservation and environmental issues. And third, participate in and foster networks to help promote the cause of conservation. As part of capacity building, ATREE has:

- Developed and implemented participatory resource monitoring methods to enable forest dweller households to monitor and manage biological resources that they use to sustain their livelihoods
- Promoted the establishment of a network of community organizations involved in conservation and rural development
- Provided financial support and technical advice through its small grants program to individuals and organizations involved in conservation research and education
- Trained scores of individuals in areas as diverse as geographical information systems, participatory resource monitoring, and conservation science.

25. BAIF

Name of institution: BAIF Development Research Foundation (formerly, Bharatiya Agro Industries Foundation) (<http://www.baif.org.in>)

Location: Several (HQ Pune)

The goal of the organisation is "to improve quality of life through livelihood, literacy and health using available natural resources and appropriate technologies, while building human capabilities and moral values".

Activities:

Various programmes are implemented by BAIF and its Associate Organisations in more than 45,000 villages in Maharashtra, Karnataka, Andhra Pradesh, Uttar Pradesh, Uttarakhand, Bihar, Gujarat, Rajasthan, Madhya Pradesh,

West Bengal, Orissa and Jharkhand. The main programmes of the organisation are focused on:

- Livestock development
- Watershed & land resources development
- Agro-horti-forestry for tribal development
- Empowerment of women
- Community health
- Renewable energy and environment
- Training on sustainable development

Livestock development

The organisation supports 1600 cattle development centres; each centre is headed by a trained technician and provides mobile breeding and advisory services to dairy farmers located in a cluster of 10-15 villages. The breeding services cover over 1.2 million cows and buffaloes mostly owned by small farmers and over 250,000 superior quality female calves are born every year.

With a view to boost the income of landless and small farmers, particularly women who are depending on goat husbandry, best practices of breeding and feeding have been evolved in a pilot project launched in West Bengal. Looking to the success, this programme is being replicated in other states. Research on non-conventional forage and feeds has been undertaken and relevant technologies are being disseminated in the field to improve the profitability of dairy farming. Forage production is being promoted through selection and breeding of suitable varieties and seed multiplication.

Watershed and land resources development

While implementing various watershed development projects, new methods have been invented for harvesting rain water and to ensure equitable distribution through users' organisations.

Agroforestry has been promoted to improve the productivity of degraded lands owned by the community and small farmers. BAIF played a major role in popularising versatile Hawaiian Giant variety of *Leucaena* in India. Multipurpose tree species of economic importance such as *Leucaena*, *Acacia*, *Dalbergia*, *Gliricidia*, *Melia*, neem, teak and bamboo are promoted on degraded lands and farm boundaries to improve the land productivity and eco-system.

Eco friendly farming practices such as organic farming, vermicomposting, use of biofertilisers and biopesticides are promoted through awareness, training and input supply. Cultivation of medicinal herbs, floriculture, sericulture and mushroom production have also been promoted to enhance the farm income

Agro-horti-forestry for tribal development

Tree-based farming with preference for drought tolerant fruit species is being promoted to improve the productivity and employment potentials of degraded lands. Tribal Rehabilitation through development of orchards, popularly known as wadi, on degraded lands owned by the poor tribal families was launched in Vansda block of Valsad in Gujarat in 1982. The participants are assisted to develop 0.4 ha orchards with fruit species of their choice. Fodder and fuel species are established on field bunds and the interspace is used for cultivating food crops. Women are active partners, and a special component of drudgery reduction and capacity building is also introduced.

To encourage women empowerment, a traditional tribal custom of Wavli which ensures complete right on their earnings from vegetable cultivation, was extended to many income generation activities. The wadi programme has checked seasonal migration and ensured women's empowerment, food security, improved quality of life and a clean environment. Presently, over 40,000 ha of orchards have been successfully developed, benefitting over

0.1 million families particularly those belonging to scheduled castes and scheduled tribes in Maharashtra, Gujarat, Karnataka, Rajasthan, Uttar Pradesh and Madhya Pradesh. The participant families have planted 40-60 fruit trees and 400 forestry saplings in each wadi and are earning Rs 20,000-35,000 per year after 4-5 years when the orchards start bearing. Income from intercrops, vegetables and raising of fruit and forestry plants and various non-farm activities sustain them during the gestation period. This programme is a role model for rehabilitation of ecosystem and environment while eradicating poverty.

26. Centre for Social Research - Gender Training Institute:

GTI's mission is to build capacities of women and men restructuring relationships towards achieving gender equality through training, consultation, research and information.

Gender Training Institute (GTI) is a logical and cohesive step towards an equitable society that ensures empowerment of women and restructured relationships towards gender justice. Since its inception in 1997 GTI has been working towards dispelling the various misconceptions associated with gender, so that the notions associated with gender do not become a disabling factor for both men and women. The Institute endeavors to facilitate this mission through capacity building and training related activities. Grounded in the realities of the existing fabric, GTI reflects on gender interactions in culture, economy, and politics; of change and power, industry, management, media and other aspects of society. GTI believes that all people are decision-makers and so change-makers in their own context and consequently are all potential participants in GTI's programmes.

27 Center for World Solidarity

(<http://www.cwsy.org>)

Location: Hyderabad

CWS is a voluntary organisation that works through a network of partnerships with voluntary groups, networks of NGOs and individuals to promote people centered, participatory development in the states of Andhra Pradesh, Tamil Nadu, Orissa, Jharkhand and Bihar.

Activities

Mainstreaming Gender

Organization of women into self-help groups, village Sanghas, farmer collectives and unions is the chosen method to address women's needs, including addressing systemic violence against women. These formations build the capacity of partner NGOs and community organizations to struggle for rights over resources and to enhance their livelihoods, both through government and NGO programmes. Currently CWS supports women's struggles to gain land rights, rights over forest resources and to ensure equal rights to women.

CWS promotes women's networks to campaign against domestic violence, female feticide, and infanticide and child marriages. Women's networks are active in all the states CWS works in. In Andhra Pradesh alone the network outreaches 150,000 women spread over twelve districts.

Recognizing the emerging trend of national and international trafficking of women, CWS links local action to regional and international countervailing campaigns preventing and to focus on rehabilitation of trafficked women with dignity.

Dalit Rights

CWS attends the problem of social, economic and cultural exclusion of Dalits, which exists despite constitutional provisions. Multiple forms of discrimination, destruction of livelihoods and lack of access to productive resources such as land marginalize Dalits. CWS works to strengthen Dalit organizations and their networks to access productive resources and develop barren land to create work and food security. Local watch groups and fora of Dalit activists that CWS helps, work for prevention of atrocities, and providing legal aid to victims. The programme has led to Dalit farmers accessing land rights, create food security at the household level

and pro Dalit right interventions at the policy level.

Minority Rights

CWS strives to work with the Muslim and other minority communities to ensure their constitutional rights to equality in every sphere. CWS strategises to overcome their marginalization in the civil society. CWS development initiatives are linked to livelihood enhancement and promotion of the rights of Muslim women through women's networks.

Human Rights

CWS encourages NGOs to take up cases of rights violation. CWS works closely with NGOs in this, providing legal rights training, advice and information on International Bill of Human Rights, which has enlarged the human rights discourse. These interventions address the grievances of the victims. Overall, communities have been sensitized. The police and state systems realize that rights violations are no longer tolerated, and that they can take recourse to the National Human Rights Commission, the National Commission for Women and the Minorities Commission.

Child Rights

Child survival, protection, development, participation and the provisions of the Convention on Rights of Child are the guiding principles of CWS work. Partners are involved in providing pre-school care, identifying school dropouts and enrolling them, campaigning against child labour and organizing adolescent girls to provide them reproductive rights education. While this programme supports a modest number of children, it is CWS effort to develop models by working with communities to ensure sustainable results and the spread of ideas.

28. CISED

Name of institution: The Centre for Interdisciplinary Studies in Environment and Development

CISED aims to promote environmentally sound and socially just development by contributing critically and constructively to public and academic debates. It is hosted in and promoted by the Institute for Social and Economic Change (ISEC) as a Centre of Excellence.

29. DHAN Foundation

Under the Tank Management Programme, Vayalagam Agriculture Development Clinics (VADCs) have been established at tank cascade level or block level to train the farmers. VADC aims at increasing the output, thereby improving the resource-base of command area farmers by:

- Providing farm expertise at the village level
- Planning with farmers and farm experts to increase the output
- Creating awareness about new farm techniques
- Suggesting irrigation management techniques and other crops at times of water scarcity
- Bulk purchase of inputs and marketing of farm products to reduce the transport and handling costs
- Training on integrated pest management, bio fertilizers, organised farming
- Promoting farm entrepreneurship through seed farms, farm orchard, olericulture, and floriculture

The Kalanjiam Community Banking Programme (KCBP), which has led to formation of the Kalanjiam Foundation focuses on women and believes that localised financial institutions owned and controlled by women are an effective strategy to impact on poverty and gender issues. The programme has been actively involved in capacity building of various stakeholders contributing to the growth and development of micro finance sector in India for over a decade. In collaboration with NABARD the programme played a significant role in building the capacity of the bankers to promote SHG-bank linkage

30. EDA Rural Systems

(<http://www.edarural.com>)

EDA Rural Systems Pvt Ltd, is a leading development sector consultancy, research and capacity building organisation. Microfinance and Micro-enterprise are EDA's focus areas. It is CGAP's regional partner for delivery of microfinance trainings to MFI teams and trainers at capacity building institutions. It is also a partner of Cambodia Institute of Banking, a consortium of banks, for delivery of financial and operational management trainings to banks and MFIs

It offers the following standardized training programmes in MF:

- Training on financial and operational management of microfinance institutions
- Training on Social Performance Management of microfinance programmes/institutions

EDA also undertakes capacity building needs assessment, design & development of customised training modules, and provides handholding support for the establishment of MFIs. In case of MFIs, Capacity Building Needs Assessment (CBNA) involves evaluation of operating systems and human resources of a microfinance institution. This process results in the identification of strengths and weaknesses. This step is followed by prioritisation of areas that need capacity building. CBNA Report, the key deliverable, details areas of improvement across MFI operations and recommends the appropriate media for capacity building.

Its training programmes in MF are directed at senior & junior management, and staff of microfinance institutions, multi-lateral & bi-lateral development organisations, NGOs, financial institutions, and Trainers (training of trainers)

The following training programmes are offered by EDA Rural Systems in the area of micro-enterprise development.

- Development and management of sustainable micro-enterprises
- Capacity building and handholding support for implementation and management of micro-enterprise programmes
- Market development approach to enterprise promotion: using market research to design programs
- Sub-sector Analysis
- Market development approach to enterprise promotion: design & monitoring for donors
- Tools for enterprise management
- Advanced tools for enterprise management and basic business management

EDA's training programmes are directed at teams in multi-lateral & bi-lateral development organisations, NGOs and other organisations working towards MED, Trainers (training of trainers), and Entrepreneurs.

31. EDI

Name of institution: Entrepreneurship Development Institute of India

(<http://www.edi.org>)

Location: Bhubaneswar (HQ in Ahmedabad)

EDI is a national resource institute engaged in entrepreneurship education, research & training. It is an autonomous body and not-for-profit institution, set up in 1983, and is sponsored by apex financial institutions, namely the Industrial Development Bank of India (IDBI), IFCI Ltd. ICICI Ltd and State Bank of India (SBI). The EDI has been selected as a member of the Economic and Social Commission for Asia and the Pacific (ESCAP) network of Centres of Excellence for HRD Research and Training. Training in rural enterprises and skill-development is offered through its Rural Entrepreneurship Development Programmes (REDPS), Rural Industries Programme (RIP), and Trainers' Training Programme. Its core competencies are in the following areas:

- Capacity building of NGO functionaries to equip them with skills in:

- Rural Entrepreneurship Development
- Sub-sector focused Entrepreneurship Development
- Group Entrepreneurship Development
- Rural Marketing Management
- Micro-Enterprise and Micro-Finance Development
- Informal Micro-Credit Delivery System
- Artisanal Cluster Development by creating a cadre of Change Agents with skills to revitalize clusters
- Promotion of science & technology based rural enterprises

32. FES

Name of institution: Foundation for Ecological Security

(<http://www.fes.org.in>)

Location: Various (Angul in Orissa, HQ at Anand, Gujarat)

FES works towards the ecological restoration and conservation of land and water resources, in conserving the uplands and other eco-fragile, degraded and marginalised zones of the country and to set in place the processes of co-ordinated human effort and governance to achieve this objective. The organisation's Orissa unit works with communities in the two adjoining districts of Angul and Dhenkanal, where it has assisted 163 village institutions in improving protection and governance of common lands besides undertaking measures to revegetate the degraded patches of commons and constructing water harvesting structures to increase the availability of water.

In strengthening the institutional processes, the organisation engages in the development of village specific by-laws by building further on the existing rules and regulations and working pronouncedly at creating spaces for the poor and women to enable access and ensure benefits. In Athmallik region, a thickly forested area protected by village communities through local customary rules and regulations, it is involved in the process of helping communities document their oral rules to help legitimise their role as guardians of the forests. Across villages, the governance mechanisms drawn up for the protection of the commons are spreading to other spheres of village life with communities increasingly discussing issues such as desirable cropping patterns and equitable distribution of water rights. With most of the hill slopes being protected as forests, it is presently working towards strengthening and establishing linkages between the forests and agricultural livelihoods of the adjoining village communities so as to manifest and bring to surface the strong inter relationship that forests and agriculture have in sustaining rural economy.

33. Goat People

Location: Bhopal

This is a commercial organisation involved in the goat farming sector. Services include supply of pure line breeds, equipment, organising awareness programmes & preparing project reports through which sustainable income could be grasped for the new goat farmers, consultancy & training on commercial goat farming, breeding and farm management, etc.

34. IBRAD

Name of institution: Institute of Bio-social Research and Development

Location: Kolkata

The institution was established in response to:

- Understanding the concepts of biological, social and other natural sciences, through systemic approach and unifying these concepts for developing a coherent body of knowledge

- Thus applying the body of knowledge and skills through integrated training and educational programmes to address the problem of severe degradation of natural resources and social environment, upon which our survival depends

IBRAD conducts action research and training on human development and sustainable development, and has developed a programme on "Systemic Approach to Sustainable Joint Forest Management" which has been received internationally. The organisation has also been awarded assignments from different State Governments and Government of India on subjects related to natural resource management, sustainable development, and human development.

35. IRMA

Name of institution: Institute of Rural Management, Anand

IRMA distinguishes itself as a management institute with a mandate of working for the development of rural people. The core of IRMA's operating philosophy is the partnership between rural people and committed professional managers. To achieve this objective, IRMA offers, as one of the main activities, Management Development Programmes (MDPs) and training workshops in various management development and sectoral areas ranging in duration from one day to four weeks to prepare in-service managers to face emerging challenges in their careers.

IRMA's MDPs address the in-service training needs of the executives and managers working in the co-operatives, not-for-profit organisations, and government and semi-government organisations engaged in rural development. It is well recognized that in the rapidly changing task environment, managers and executives of all types of organizations are being asked to change their approach to running their operations and managing people.

36. JAGORI

Location: New Delhi

Training has been a core activity for JAGORI since its inception. JAGORI runs workshops and training programmes for awareness-raising on gender and empowerment of women for women and men from diverse constituencies in India and neighbouring countries in South Asia. These include basic perspective-building on gender inequality and empowerment of women, as well as thematic workshops on violence against women, women's health, education, legal rights and livelihoods.

Training programmes include:

- Gender sensitisation workshops and issue-based workshops for development workers and activists
- Training on issues of women's rights and building women's leadership for women's organisations
- Gender sensitisation training for students and teachers of schools and colleges
- Month-long courses on Gender for NGO workers from South Asian countries
- Training on Wenlido (a method of feminist self-defense) for adolescent girls and NGO workers
- Gender sensitisation of staff of government programs and development donors

37. MYRADA

MYRADA's commitment to work on environmental sustainability issues is most obviously manifested in its efforts to promote watershed development in rainfed drylands. Currently, MYRADA is the state partner to the Watershed Development Department in Karnataka on the World Bank assisted Sujala Watershed Programme. Its main training programmes are:

- Watershed management through people's institutions: This covers concept of participatory watershed management, building people's institutions for watershed management, planning of watershed management programmes, monitoring and evaluation (including Participatory Impact Monitoring), resource mobilisation

for watershed management, building visions for sustainable resource management, etc.

- Participatory Community Development Approaches: Participatory Planning, Implementation, Monitoring and Evaluation of development interventions. Building ownership in community development, building appropriate people's institutions for resource management, PRA, Project Management for NGOs.

The organisation only responds to requests for training from interested institutions and therefore does not have a published training calendar. It arranges training on various projects based on the needs of the client after considering the following aspects: training needs of the participants, profile of the participants - job responsibilities, language preferences, and distances from training centres, development strategies envisaged in the client organisation, and follow-up support required. In the area of microfinance, MYRADA offers training in the following:

- Concept of Self Help (Affinity) Groups
- SHGs for credit management and empowerment
- Facilitating SHG development
- Monitoring in SHGs
- Capacity building for SHGs
- Federations of SHGs, and building linkages between SHGs and other institutions, etc.

MYRADA also provides long-term training partnership/ mentoring support to other institutions either on MYRADA's Projects or in the location of the client institution's own work areas.

38. NIRD

National Institute of Rural Development (NIRD) is the apex institution at the national level for training for rural development department programmes. State Institutes for Rural Development (SIRD) are the link institutes of NIRD and provide training support at the state level and district level.

NIRD - Centre for Land and Water Management is the nodal agency to coordinate the activities of the National Committee on Watershed Training (NCWT) on behalf of the Ministry of Rural Development, Government of India. Some of the core areas of training include:

- Orientation on Participatory Planning and Management of Watershed Projects
- Training of Trainers (TOT) programs for District Trainers / Resource Persons
- Foundation Course for WDT members

39. PRADAN

Name of institution: Professional Assistance for Development Action

(<http://www.pradan.net>)

Location: Various (HQ in New Delhi)

PRADAN works with over 100,000 households in over 2,500 villages. It has 27 teams that have a presence in 85 Community Development Blocks of 27 districts across the States of Bihar, Chhattisgarh, Jharkhand, Madhya Pradesh, Orissa, Rajasthan and West Bengal. A majority of these districts are among the 150 poorest districts in the country. Nearly all outreach is through women's Self Help Groups (SHGs). More than two-thirds of the families we work with belong to Scheduled Tribes and Castes and all are from socio-economically disadvantaged sections of the society.

Activities:

- SHG programme
- Livelihoods programme - including agriculture, horticulture, poultry, etc.
- Human Resource Development

- Research, documentation and communication
- Governance

Agriculture is the primary source of livelihood in the regions where PRADAN works. With current low levels of productivity in agriculture, PRADAN extends assistance in finding opportunities to enhance livelihoods. Over half of PRADAN's livelihood programmes are focused on agriculture, its improvement - and the overall management of natural resources - remains key in the battle against endemic poverty in the rural areas.

Enhancing productivity and diversification are the core strategies of PRADAN's agriculture programmes. Specific activities are increasing the productivity of the main cereal crops to improve food security, and diversification into cash crops such as pulses, oil seeds, and vegetables.

Whichever programme is undertaken, PRADAN seeks to ensure its sustainability. In order to achieve this, the organisation trains and deploys a large number of agriculture extension entrepreneurs to the field. Producers' institutions around agriculture are formed and strengthened as well.

PRADAN takes a longitudinal approach to promoting development of micro-enterprises for the poor by delivering a package of services needed by entrepreneurs in a sequential manner, leading up to the establishment of sustainable enterprises operated and managed by the constituents. The HRD unit at PRADAN has a strategic approach to investing in human capital, which is at the core of its interventions.

PRADAN's interventions generally begin with the promotion of women's Self Help Groups (SHGs). Initial contact is usually with the women of the household. Each SHG (and its members) is encouraged to learn about their context and articulate a new vision for themselves and their families. The women then draw up and carry out concrete plans to realise such vision. The SHGs start out as thrift and credit associations of poor women who share similar social and economic contexts.

PRADAN helps SHG members decide the rules of business and pool their savings for small loans, and trains them in playing a "public" role while giving them the experience of working together. The more mature SHGs are helped to establish collaborative linkages with banks in order to leverage credit that, in turn, meets member's needs for larger funds. As the groups grow, they are assisted to form secondary organisations such as Clusters and Federations. The experience and capabilities developed through functioning in collectives stand them in good stead when they are required to set up and manage their own livelihood-related institutions such as Co-operatives, Mutual Benefit Trusts and Producer Companies.

RCDC

Name of institution: Regional Centre for Development Cooperation

(<http://www.banjata.org>)

Location: Bhubaneswar

RCDC is working for strengthening community initiatives for sustainable management/development of local natural resources. The organisation has four thematic centres: Centre for Forestry and Governance, Centre for Water for Life, Centre for Community Development, Bolangir and Centre for Community Development, Nabarangpur.

The Centre for Forestry and Governance works exclusively on forest and governance issues as a thematic centre of RCDC. Policy advocacy on forestry issues including NTFP in Orissa and some central Indian States. NTFP marketing and sustainable management in the districts of Koraput, Rayagada, Kalahandi and Nuapada. Development objectives of the Center are:

- (i) More legal space for the forest protecting and managing communities to exercise their rights over forest i.e. to decide over the use of forest produces; to use the resources raised from forestry for meeting their own

development needs; to settle conflicts emerging out of forest conservation and management; and to establish their own forest conservation and management model

- (ii) More legal and operative space for Gram panchayats to function as units of self-governance especially in the areas of a) deciding their needs and priorities; b) raising resources to meet their needs and priorities; c) exercising control over local natural resources, physical infrastructure, local institutions etc and d) resolving conflicts at their own level.

The Centre for Water for Life plays a catalytic role for civil society action on different issues pertaining to water for ensuring enough water for all life forms. There should be enough water for everybody to meet their basic requirements as well as the basic development needs like health, food security, sustainable livelihoods, and other economic social and cultural developments. CWL works on the following areas; Drinking Water & Sanitation, River Basin, Peoples' Water Management, Water and Livelihood, Water Education, and Documentation and Communication.

The Centre for Community Development, Bolangir, works towards organizing poor and vulnerable communities at village level and federating them at panchayat, block and district level around various issues, developing the skill on enterprise and local resource management of the poor for improved livelihood conditions and coping with disasters like drought, promoting appropriate technologies accessible, affordable and manageable by small holding farmers for improved agricultural productivity, developing community skills for community based planning and management of local natural resources.

The Centre for Community Development, Nabarangpur, works towards building the capacities of the PRIs in the districts, facilitating community based resource management, food and livelihood security through community based resource management and improved governance, strengthening of district forestry forum, promotion of micro finance and micro enterprises.

In the area of capacity building, the organisation has undertaken the following:

With Cooperatives and Forest Protection Groups

- Managing institutions and programme
- Value addition, processing and storage
- Controlling business and local trade related activities
- Conservation and sustainable harvesting
- Assisting cooperative sustaining enterprise
- Business plan, execution and Trade linkage

With Panchayati Raj Institutions

- Implementing NTFP rules and regulation
- Record keeping
- Building data base
- Brand building - The BANAJA brand already in market with assured quality established its good will in Koraput, Raygada, Kalahandi market. Besides, it has been able to capture a sizeable market in Bhubaneswar.
- Retail trading - Three Sales outlets selling value added products of the cooperatives.
- Traders' interface - Regular interface between cooperatives, local NGOs and prospective buyers.
- Corporate tie-up - The corporate tie up with leading Sal fat manufacturer like Hanuman Vitamins/Minor, has already been made and on value added product of tree borne oil seed negotiation in process with several corporate buyers; other manufacturers like Dabur, Zandu, Natural Remedies.

40. SCSTRTI

Name of institution: Scheduled Castes and Scheduled Tribes Research & Training Institute
(<http://scstrti.in/index.htm>)

Location: Bhubaneswar

(Unit - VIII, CRPF Square, Nayapalli, Bhubaneswar - 751003, Telephone No: 2563649 & 2561635)

Objective:

1. To conduct research studies for documentation of the distinguishing characteristic features of different Scheduled Tribes (ST) and Scheduled Castes (SC) of the State
2. To study the processes of social, cultural and economic change and development among the ST and SC communities of the State
3. To prepare action plans and suggest effective measures for development intervention
4. To serve as a centre for providing data and advisory services to Government on the problems and development of the ST and SC communities

Activities:

The main activities of the Institute are as follows:

Research

- Monographic/ Ethnographic Studies for documentation of culture, customs, traditions, material culture, art and craft, traditional medicine, culture change and modernization of the STs and SCs and development studies of agriculture, environment, education, women, health and nutrition
- Diagnostic and problem oriented studies relating to STs and SCs such as, land alienation, socio-economic bondage and exploitation, indebtedness, low literacy, ill health, mal-nutrition, low fertility and infant mortality; social inequality, untouchability, ethnic discrimination, involuntary resettlement and development, status of women and subordination, economic backwardness, poverty, impact of industrialization and urbanization, rural-urban migration, problems of unemployment, shifting cultivation, deforestation etc.
- Determination of ethnic status of different communities claiming their inclusion in the scheduled list.

Planning

- Bench-Mark/ Baseline Surveys covering the Tribal Sub-Plan (TSP) Areas to build up the data base for planning, implementation and post-facto evaluation of various development projects and programmes for STs and SCs
- Survey, Identification and Formulation of Action Plans/ Project Reports for :
- Micro-Projects for the development Primitive Tribal Groups (PTGs)
- Integrated Tribal Development Agencies (ITDAs) for development of STs and SCs in the TSP areas
- Modified Area Development Approach (MADA) and Cluster Pockets for development of dispersed tribal population.
- Other Special Projects and Programmes for STs and SCs
- Techno Economic Surveys involving experts from various line departments for preparation of Action Plans for development of selected PTGs
- Action Plans/ Project Proposals for development and rehabilitation of vulnerable groups, artisans, craftsmen, lower occupational groups among the STs and SCs

Evaluation

- Monitoring and Concurrent Evaluation

The Institute takes up monitoring and concurrent evaluation of different schemes implemented by I.T.D.As, Micro-Projects and other development projects to assess the impact and effectiveness of the schemes on the target groups.

- Post-Facto Evaluation

Post-facto evaluation studies are also taken up in respect of various development projects in operation in the field to assess the impact of the development programmes on the S.T.& S.C. people. The Institute has conducted a good number of evaluation studies on different I.T.D.As, Micro-Projects, Ashram Schools, Education Complexes etc. and submitted findings to Government for remedial action

- Inspection

Recently, Government of India in the Ministry of Social Justice and Empowerment has entrusted the Institute with the task of inspecting different schemes funded by them and implemented by the voluntary organizations functioning in the State. On the basis of the Inspection Reports about the performance of the voluntary organizations further installments are being released. Besides, new proposals submitted by the voluntary organizations are also scrutinized and recommended by the Institute for release of funds.

Training

This Institute conducts various National level and State level training programmes for different categories of Government and Non-Government personnel working in the field of Tribal Development. The main emphasis of such training programmes is to acquaint the trainees with tribal life and culture, orient them how to put in social input in the development process and thereby making them technically fit for implementing development programmes in tribal and rural areas. Besides, awareness building Programmes on constitutional safeguards and protective legislations including development Programmes are also conducted for tribal youths, elected representatives and other grass-root level workers from time to time. In addition to that, workshops and seminars are also conducted on various issues relating to tribal development and the recommendations evolved in such Programmes are sent to Government for consideration.

41. Unnati

(<http://www.unnati.org>)

Location: Ahmedabad & Jodhpur

Unnati is a resource support organisation that provides strategic issue based support to development initiatives, by undertaking collaborative research, public education, advocacy, direct field level mobilization and implementation with multi stakeholder participation. Activities of the organisation are geared towards creation of an inclusive society and promotion of democratic governance for empowerment of the vulnerable.

Programme areas: Being a resource support organisation, Unnati's programmes are about capacity building and advocacy; its interventions are classified into three broad thematic areas: (i) Social inclusion and empowerment; (ii) Civic leadership and governance; and (iii) Social determinants of disaster risk reduction.

Under the programme for promoting civic leadership and governance, the objective has been to promote inclusion, participation, credibility, accountability and transparency in local self-governance in the process of development through training, research and advocacy. This is done through building capacities of PRI representatives, and providing them information regularly about current development issues, policy changes, features of the amendments and their roles and responsibilities. Along with the elected representatives and the state, citizen leaders are oriented to their roles and responsibilities and motivated to play an active role in the process of development of their villages and towns.

42. Vasundhara

(<http://www.vasundharaorissa.org/>)

Location: Bhubaneswar

Vasundhara is a research and policy advocacy group that works on environment conservation and sustainable livelihood issues. Vasundhara was initiated to support and strengthen community-based initiatives to protect and conserve forests in the state of Orissa.

Objectives:

- To facilitate capability enhancement at community level for management of local natural resources on a collective basis.
- To promote equity and social justice in community management of local natural resources.
- To facilitate establishment of control of local natural resources, esp. forests with local communities; advocacy for policy changes in this direction.
- To facilitate mechanisms for support to community institutions and enhance the capabilities of support mechanisms and organizations

Activities:

The organisation has five broad work areas corresponding to different thematic groups as under:

- Community forestry
- Sustainable livelihood and economic democratization]
- Land tenure, access and rights
- Conservation and livelihood - including environment conservation and biodiversity conservation & livelihood
- Community empowerment initiatives

43. WALMI

Name of institution: Water and Land Management Institute, Bhubaneswar

<http://www.dowrorissa.gov.in/WALMI/WALMI.pdf>

Location/ Address: Bhubaneswar

Objective:

1. To provide in-service training of multidisciplinary nature to the personnel engaged in Irrigated Agriculture activities.
2. To undertake Applied / Action Research on Land, Water and Crop Management.
3. Activities which will promote optimization of water use and land resources, including consultancy services, publication of literature, holding seminars and workshop etc. Organising training programme at project level for field level operators and farmers for transfer of technology to the grass root level.

Activities:

The activities of the institute includes imparting training, conducting research studies and providing consultancy services pertaining to the fields of (i) Irrigation Engineering and Management (ii) Drainage Engineering (iii) Water Resources Development and Management (iv) Agricultural Planning and Management (v) Watershed Development and Management (vi) Participatory Irrigation Management and (vii) Land Development.

Key areas of expertise:

- (i) Watershed development and management - technical aspects
- (ii) Irrigation engineering and management (Pani Panchayats)
- (iii) Land development

44. WOTR

Name of institution: Watershed Organisation Trust

Location: Ahmednagar, Maharashtra

As the technical support organisation for the IGWDP in Maharashtra, WOTR was responsible for implementing the 18-month capacity building phase each project had to go through. This ensured the capacity building of the PIA, the VWDC and other CBOs. It now has emerged as a major training provider and conducts regular training programmes at Darewadi training centre.

- Trainings - For External Organisations: WOTR regularly organises a large number of training and exposure programs for government and non-government organisations from various parts of the country as well as abroad, who are undertaking watershed development, natural resource management activities and promotion of women's development.
- National & International Level Trainings, Workshops and Exposure Visits: organized for participants from organizations from all over the country (and sometimes from abroad) in the field of participatory watershed development and self-help promotion. WOTR regularly hosts large numbers of visitors from all over the country wishing to learn from their efforts.
- International Exposure Dialogue Programs: In order to sensitize policy and decision makers from governmental organizations, donor agencies as well as opinion makers, WOTR organizes village-based "immersion" programs followed by a "policy dialogue" for these high ranking persons. Participants stay in the homes of villagers and learn from them the realities of and limitations of life as experienced by the poor.

45. Xavier Institute of Management, Bhubaneswar

(<http://www.ximb.ac.in>)

Location: Bhubaneswar

Activities

- Management education programmes
- Training and consulting services to the corporates
- Development of software products in the field of education and rural development
- Training, action research and consulting services in the field of development

The Institute conducts Management Development Programmes in all functional areas of management. It offers short-duration MDPs, designed to provide state-of-the-art training to update the knowledge of managers whose formal education was completed some years ago. The MDPs encompass such areas as Organization Management, Production, Finance, Marketing, HRD and Rural Management with the focus on the synergy between the participant's personal growth and the organization's development. These programmes are meant to:

- Provide basic managerial inputs to executives with out a formal Managerial Training
- To refresh and appraise current managerial thinking and techniques to practicing executives.



For more information visit OTELP in Orissa at www.otelp.org

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