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# **PARTICIPATORY NEED ASSESSMENT AND PLANNING FOR SKILL DEVELOPMENT**



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**F**VTRS has been in the forefront for the last 27 years in promoting employable vocational skills to the school dropout youth. During her journey, the organization underwent a process of thinking, reflections and various actions which stimulated the learning and growth of the organization.

The organization has grown from just a skill providing organization to learning organization. Research and studies have become a regular activity of the organization along with promoting vocational skill training. The action research called **SCOPE (Skilling Community Owned Promotion and Enhancement)** is one of the models initiated to apply the theory developed by FVTRS into practice.

SCOPE emphasis on high level of participation of people in the decision-making process of skill development and employment. This must be ensured through a scientific approach so as the error in decision making can be minimized. Participation needs to be understood broadly to apply it at various levels and types of decision making.

Participation of the focus community needs to be ensured through proper facilitation. Facilitation of various decision making is an art which needs lot of conceptual clarity on the theory and processes. **Participatory Need Assessment and Planning (PNAP)** is a scientific method which uses different tools for proper decisions and planning with high level of people's participation.

This book discusses extensively on different tools and applications for ensuring peoples participation to plan effective skill development programme. This book is a guide to understand the principles of community owned skill development process and methods to ensure community participation. The book will help the facilitator to apply various tools in the field and ensure appropriate decisions and implementation. This will also ensure the skill development organizations to identify the needs analyse the needs and make a plan of action to impart the skills and moreover mobilise resources and workout an appropriate structure for making this process a continuous one.

This book is an outcome of the learnings which FVTRS team has gained while implementing the action research. It has helped us to clarify our theory and refine the processes envisaged. We have been able to achieve this through continuous reflections and thinking within the team with academicians and many other stakeholders.

I take this opportunity to appreciate team FVTRS and other people who have contributed for developing this document. We specially thank Dr. Jonas Richard, HOD, Department of Social Work, Kristu Jayanti College, Bangalore who is accompanying us as the consultant, the partners who have taken up the responsibility of experimenting this approach and Mr. Niladri Sahoo, Manager, CYSD, Odisha who has helped us by contributing and compiling this document.

## SKILLING - COMMUNITY OWNED PROMOTION AND ENHANCEMENT (SCOPE)

### INTRODUCTION

*Skilling - Community Owned Promotion and Enhancement (SCOPE), is an innovative model of FVTRS that facilitates improved scope for sustainable livelihood to the youth. With informal sector and rural areas as its key domain, this model seeks to stimulate community ownership and participation in skill promotion.*

*FVTRS was instituted in 1993 with the aim of promoting vocational skills for school dropout youth in the country. Since then, many successes were seen and lessons learnt over the last two decades. There are number of good examples of community participation in skill development, quality skill training, main streaming EDP, life skills during and after skill training, improvement of educational status, gainful employment and enhancement of skills as well as livelihood.*

*It is right time for FVTRS to consolidate these successes and learning by putting them into a perspective so that the process initiated could be sustained and progressed systematically.*

#### **Considering the way forward, the following thoughts need to be considered**

- ◆ Given the large size of the reference community with which FVTRS works, the existing resources at hand are limited. So with limited resource we need to explore an appropriate strategy to reach out to more youth.
- ◆ Though the Government, civil society organisations and CSR units are aggressively engaged in skill promotion, their focus is largely on secondary and tertiary sectors with urban centric approach. In this process, the primary sector (un-organised sector/informal sector which provide more than 55 percent of GDP where majority population of the country gets involved.
- ◆ Most of the courses promoted by Government and private institutions are situated in the urban areas which are not accessible to the rural mass and people in the primary sector.
- ◆ Affordability, geographical distance, low educational standards etc are some of the reasons why the poor and rural population cannot have access to Government and private institutions.
- ◆ Similarly, the culture of dropping out from studies and not interested in further studies is common in rural areas and more among the poor. Therefore, it is important that this section of the population is not neglected and excluded in the process of skills promotion.

This demands an innovative strategy to assess, understand and appropriately reach out to these communities with suitable skill requirement. FVTRS believes that engaging communities effectively in skill training will be a good strategy along with skilling the youth to be good entrepreneurs and persons.

Keeping the above context in mind, FVTRS has evolved the SCOPE model which is a consolidation of its successful experiences during the interventions in skill development across the country and the lessons gained over the years.

## AREAS OF COMMUNITY PARTICIPATION IN SKILL DEVELOPMENT

It is widely accepted in human development work that people's participation is a pre requisite. This has the potential to increase community ownership. Likewise, in developing appropriate skills within the community, their participation is very important. The focus is on community settings and facilities rather than institution-based centers.

### Selection of Trades

In this approach community involvement is ensured in trade selection with the help of market analysis. This would help to identify viable trades which cater the needs of the community. Training programme should focus on skills which can be applied at the household level or used to produce something marketable and in demand, first of all within the environment of the trainees, but not necessarily restricted to local use or consumption. Hence the decision on the types of skills to be imparted must be based on the demands of the surrounding markets and considering the enhancement. Of course, taking into account economic and organizational considerations, as well as ecological integrity.

### Selection of Trainees

Community members are the best agents to select appropriate trainees for different trades as they know each and every individual in the community much more than anyone else. It may be done considering the vulnerability of the persons as well as the aptitude. Community counseling by the leaders for the youth is another aspect as most of the youth today are not ready to take skill training due to stigma and related reasons. This will be helpful in motivating them to take up skill training.

### Organizing Skill Training

Once the trade is identified as well as the trainee, the youth shall be engaged in skill training. Quality of the training and skills acquired by the person is very crucial. Therefore, it is important to ensure a quality module for the training as well as engaging competent trainers with appropriate experience and qualification. The quality of training also depends on the sufficiency of the infrastructure and appropriate use of the same. Further, periodic assessments of the skill, final test conducted by a reputed agency and certification will enhance the quality standards.

The training can be structured in such a way that linkages are established to potential employers. In this case skill training becomes a viable means of enhancing development of work related skills. Hands on experience in a real work environment is the most successful means of teaching technical skills in a specific field and better acquaint the youth to more realistic understanding of necessary work habits and behaviors. Youth working at the job sites will be given the opportunity to learn and participate in jobs.

This allows communities to focus efforts on preparing future workers who have more choices and marketable skills.

Here the trainees are assigned to the job sites based on their levels of skill and interest.





Skill training can also be conducted in a work cum production centre. Training cum working centers are a vital link to improve their confidence level and to know the skill expectations in a particular job. They interact with the employees at the site and learn the protocols of various employment settings. This will also help them to earn something while on training itself.

Concepts like mobile training centre can be explored in the context of community managed skill training, as requirement of a specific skill can get saturated at one location after a certain period of time. In such cases the trainings are organized in a community building or a small place and once the training is completed the center will be moved to next village or town. This

model helps to reach more youth with less investment and only the trainer has to travel to the training centre instead of trainees.

The potentials of the community based structures promoted by the skill promoters can be used to ensure financial support through internal resources or through outside resources as well as linking them to other useful service providers. Thus, it will become an activity of the community based groups managed by them which will intern help to work as a sustainable follow-up mechanism and support system.

### **Facilitating Employment**

On completion of training the following employment possibility or option will be offered to the trainees to be gainfully employed. The choice will be made based on the interest of trainees and present viability as well as future scope of the stream of employment.

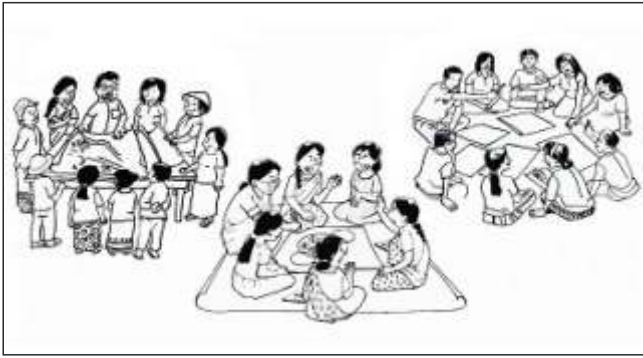
Starting with institutional arrangements during the training programme the model will try to **place** them at the location or the institute of the training itself. This can be done through local public and private job providers. One can also look for outside job providers provided the trained youths are getting just wages and other benefits. For this the strategies will be context specific and viable like job fairs, starting a career portal etc.

There is also danger of exposing them to exploitation by the employers. Therefore the individuals, their groups, the community based organisations or the partner organisation shall have continuous communication and effective dialogue with the employers.

The model will also encourage and promote **self-employment** by the trainees. This will be done by organizing necessary services for them to start, maintain and enhance the enterprise by the promoting partners and communities. Self-styled freelance service providing entrepreneurs will also be included. In this case youth will be able to take entire benefit of their labour. They are also independent in their functioning and not attached to systems controlled by others.

Another nature of employment is that the interested youth are brought together to start an enterprise with a collective ownership. Collective enterprises normally helps trained youth to share the work based on their personal capacities such as finding business, mobilizing funds, market for the goods and services etc. and synergizing them.

The basic idea is to take large-scale work order within the community and share the job and income among them as wages and profit, so that the resource will not go out of the community. Primary products like agriculture products may be processed and marketed. This will facilitate collective growth of all individuals together who are part of the enterprise.



In order to make use of the newly acquired skills gainfully in their village or community, trainees need access to credit to buy working tools and raw materials or to set up a small enterprise.

It is important to involve the relevant institutions, banks, NGOs and micro or small credit institutions while planning and implementing training programme right from the beginning.

### **Formation of Collectives**

This model also looks at making the trained youth into groups that are responsible for their own development. Thus, trainees will be organised into sustainable collectives that will be managed by themselves in association with promoting community based organisation. This will function based on self-help principles which has been promoted and practiced in other community based organisations. Whatever be the nature of the employment, they will be encouraged to be part of the collective.

The collectives may promote internal resource mobilization through saving or investments. They will also function as a unit of local training providers. They also could be looking at mobilizing government schemes for enhancing their livelihoods as well as accessing appropriate government schemes for the welfare of its members.

### **Enhancement of Skills and Livelihood**

Once the youth are engaged in employment, there is a scope for enhancing their skills as well as employment/enterprise. This can also create more job opportunities within the village for which more youth could be trained. This can be done by individual youth or can be facilitated by the collectives of youth as well as community based organisations who have promoted this model.

Skill enhancement and entrepreneurship has been a continued agenda because it gives sustainable growth for the people engaged and motivation for doing more and better for the youth as well as others.



## PROMOTING CONTINUOUS EDUCATION

Along with skill training, this model also envisages providing other extended services essential to support their personality development, business growth and enhancement of social status, that will be continued after the training period.

### Entrepreneurial Development Programme (EDP)

It is widely accepted that entrepreneurial skill is coupled with skill training as a necessity to make the trainee a good entrepreneur. Therefore, EDP takes the priority in the extended services as most of the trainees come from the primary sector which has a different orientation. The EDP will not be a onetime training but an ongoing process of growth.

### Life Skills Development

Life skills are a comprehensive set of universal cognitive and non-cognitive skills and abilities, connecting behavior, attitudes, and knowledge, which youth can develop and retain throughout their lives. Life skills increase young people's well-being and help them to develop into active and productive members of their communities.

Through a good life skills training, one can finer the innate dormant faculties of a human persons and made use of it for a good future.

### Legal awareness and social security

To avoid exploitation and to get decent employment, wages and work atmosphere the model envisages generating awareness on labour laws to trainees during the training itself. The main components may be laws related to child labour, minimum wages, working condition and working hours, working condition for women and night shifts, medical and other health related benefits such as maternity and paternity and other leave, special benefits for the disabled, dependency benefits etc.

Apart from labour laws the experts will provide awareness on social security measures and schemes. They will be updated on social security measures such as health and life insurance, provident fund, gratuity, pension and death benefit, safety of the citizen etc. This will make them informed employees.

### Other Awareness programmes

Youth acquiring and engaging with skills for better livelihood need also to grow as responsible citizens. Therefore, they need to acquire awareness on general aspects of life and become empowered/informed individuals with potentials to contribute effectively to the progress of the community at large. The training opportunity shall also be used for imparting such awareness for the youth on various socially relevant subjects like HIV/AIDS, health, citizen education etc.

The continuous education process of the skilled workers of various subjects referred above can be delivered through the collectives of skilled workers which are formed at community level.

This could be provided by experts from the community or from outside community.

One can think of building the capacities of some of the competent community members in the above areas as they do not have to depend on external persons.





## EXPECTED RESULTS

The aim of community based skill development is to ensure marginalized youth are skilled and engaged in livelihood activities within the community. Some of the expected results are as follows:-

- ◆ A socially responsible and dynamic community-based structure is actively functioning to take care the skill development need of the community.
- ◆ Skill development needs of the community have become part of development agenda of the community.
- ◆ Sustainable associations of skilled youth are engaged in gainful livelihood activities and enhancing them on a regular basis so that more and more income is generated for the youth and more and more employment is created for more youth.
- ◆ The skilled youth has improved resource base or access to resources to meet their investment requirement.
- ◆ The skilled youth are becoming trainers and engaged in training more youth from the village, thus the skill requirements of the community is fulfilled.
- ◆ Thus, the skill training become a continues process of skill development which is sustainable and managed by the people which will contribute to the integrated development of community.
- ◆ This process of skill development becomes a model for others and starts replicating to other villages.



## GUIDING PRINCIPLES

*Community Based Skill Training is a multi-sectoral approach to meet the vocational skills, education, and livelihood needs of marginalized youth. It is a fully comprehensive approach covering all aspects of youth's life and involving many different stakeholders to implement the programme.*

*It emerges from the belief that community is capable of assessing its own needs, deciding its own priorities, identifying its own resources, and achieving its own goals provided opportunities are created and identified.*

*If one has to engage in this empowerment process it is important that they have certain perspectives which are conducive for it.*

*They need to have primarily a concern for the poor and marginalised in the community. Then only they will be able to see the situation and social processes from the side of the poor. Hence, they need to develop a perspective of the poor.*

*Such person believes that each person has the right to have dignified life and continuous growth. It is not only for the privileged in the society.*

*For this, resources are required which are denied for the poor and the marginalised systematically in the society. In fact, the resources are the gift of God and it is meant for all.*

*Basically, the people are the owners of their development. It has to be decided by them and not dictated by some powerful persons in the society. The people are capable of undertaking their development by themselves.*

*Today they have been denied of these opportunities to take them forward. Therefore, all development interventions by others has to be participatory approach taking people into confidence rather than doing it for themselves.*

*For this everyone has to have a critical consciousness through which they will be able to see and understand the situation,*



## PARTICIPATORY NEED ASSESSMENT

### INTRODUCTION

*If the idea of “SCOPE- Skilling Community Owned Promotion and Enhancement” has to be a reality, then we need to facilitate this process right from the beginning of needs assessment and planning. FVTRS has been working on an action-research of SCOPE as an approach for skill development.*

*As part of this we conducted an initial need assessment and planning. For this, we have used PRA methodology and house hold survey. We have also done an assessment of existing CBOs in the targeted area. This document has been mostly developed based on this experience and learning.*

### WHAT IS Participatory Needs Assessment (PNA)

Participatory Needs Assessment is a methodology to enhance the understanding of the community about the reality regarding community development, skilling and employability; participation in planning and the feeling of a greater degree of ownership and responsibility of the community for better outcome and sustainability of the programmes.

It is a methodology of learning social life and local environment with the community. It requires researchers / field workers to act as facilitators to help local people to conduct their own analysis plan and take action accordingly. It is based on the principle that local people are creative and capable and can do their own investigations, analysis, and planning. Hence, the basic concept of PNA is to learn from the community.

Participatory Needs Assessment techniques aim to '**break the silence**' of the vulnerable sections living in rural as well as urban areas, recognize the value of popular collective knowledge, wisdom and legitimize the production of knowledge by the people themselves. The participatory approaches act as catalysts enabling and empowering the people to participate and decide. The participatory needs assessment develops a feeling of a greater degree of ownership and responsibility among the community for better outcome and social acceptance of the programme.

Therefore, the community should be empowered to recognize the data developed during the exercises. The results of the PNA in terms of the findings regarding status, problems, potential and solutions can be recorded for further documentation.

The information collected and documented during PNA will be used for the development of the Skill Development Plan and further studies and assessment.

People in the community know much better than us, so let them explore the opportunities out of their own resources



## SCOPE OF PNA

### *PNA is used:*

- ◆ To understand the socio-economic status and internal-dynamics of the community.
- ◆ To understand present pattern of livelihood engagements, skill levels and the employability.
- ◆ To understand and ascertain the skilling needs of the community.
- ◆ To understand the gaps and opportunities of skilling of the community.
- ◆ To understand the strength of the community in taking up skill development.
- ◆ To develop a consensus within the community on problems, possibilities and requirements in skill development
- ◆ To use for studies of specific topics / themes / issues / concerns etc.

## APPROACH

PNA is an integrated combination of approaches and methods that enable community to share analyze their knowledge of life and conditions, plan, act, monitor and evaluate.

The role of the facilitator is that of a catalyst, who initiate a process within the community to transform their situation which is owned and managed by the people themselves.



### PROCESS

Trained facilitator's set-up a discussion platform with the community to encourage them for a discussion and sharing of the socio-economic developmental issues prevailing in the community. This sets a tune and takes the conversation forward for the Needs Assessment.

As an initial step they are engaged with different tools by the facilitators to understand the social dynamics, of the community resources available as well as their usage, ownership, socio-economic status, household details, livelihood information, education, representation in social and political organisation, distribution by wealth and influence etc.

### LEARNING

Once the Participatory Needs Assessment exercises are done the facilitators have enhanced knowledge- base on the community.

As well the community Gain enhanced knowledge through sharing and discussing.

The process gives a clear Reflection on the problems, causes, constraints and solutions as well as identifies the challenges, opportunities and processes.

### USE

Once the problem, constraints, opportunities and solution to the issues are discussed, the facilitators prepare a draft operational plan which is again analyzed at the community level and finally shaped into a development plan – may it be skill development plan, community development plan, child development plan, etc.

*PNA has a set of tools and techniques - similar with the **Participatory Rural Appraisal (PRA)** -used with communities and groups to gather and analyse information on community resources, problems, potential, needs and opportunities*

## WHY PNA?

PNA aims to '**break the silence**' of the community, recognize the value of popular collective knowledge and wisdom and legitimize the production of knowledge by the people themselves. It enables local communities to conduct their own analysis and to plan and take action for sustainable skill promotion eco-system. Through this exercise the community will be able to consolidate their knowledge. They will:-

- ◆ Understand the local socioeconomic and settlement status
- ◆ Identify potential resources available Map out the community dynamics, and identify the strong and weak bonding with different institutions, stakeholders
- ◆ Able to understand the community livelihood practice, timing and household members Information on social and cultural influence
- ◆ Understand the current employment situation and skilling potential of youth
- ◆ Identify potential community members to lead Skill promotion system and youth for skill training along with identifying the demanding and friendly trades.
- ◆ Understand problems related to skilling youth for employability and mapping out their causes
- ◆ Strengthen the capacity of the community to plan, make decisions, and to take action towards improving youth skill promotion system.
- ◆ Prepare a systematic and site-specific plan – Community-led “**Skill Development Plan**”

## HOW PNA IS CONDUCTED?

### *Tools Used For PNA*

Participatory Needs Assessment involves different exercises using relevant tools similar to that of PRA. Each tool is applied differently and has different purpose.

These tools encourage participation, make it easier for people to express their views and help to organize information in a way that makes it more useful and more accessible to the group that is trying to analyse a given situation.

It is believed that the use of these tools help stimulate the facilitator's ideas about how to gather the kinds of information and will help people get an idea of how the participatory toolkit might be applied. Facilitators who do not have prior experience with PNA but who are interested in applying it are encouraged to contact an experienced practitioner or consult the literature for more extensive information on the correct use of the methodology.

Apart from the household survey, followings are some of the tools suggested to be used during PNA exercise.

- ◆ Historical Timeline
- ◆ Social Mapping
- ◆ Resource Mapping
- ◆ Wealth Ranking
- ◆ Institutional Analysis – Venn Diagram
- ◆ Seasonal Calendar
- ◆ Employment trend analysis
- ◆ Geographical Transect Walk
- ◆ Community Workshop for feed back

The tools have to be customized according to the skill eco system of the target area. The community members and facilitators are to apply these PRA Tools in groups during the PNA Field Exercise.

The results of the PRA Tools further reviewed at the PNA Field Exercise and present before community during the Skill Planning Meeting.

## The Participants for PNA

PNA is to be conducted in a specified demarcated geographical area within the proposed intervention area as this will help to collect factual data of the place selected. PNA field exercise should be conducted in a location near the habitation. Or centrally located place of the area. The platform for PNA should be a common place.

The place should have access / easy communication to everyone and should have sufficient space for drawing. Avoid places like religious places, rich / influential person's place, conflicting places, places having bitter history etc. If the period of exercise is during dry season, then an open space in the community is suggested. The community should be consulted about the convenient time and place for conducting the exercise.



PNA is conducted with a group of community members from different geographical points of the area selected from all sections of the households - representatives from different caste, religion, poorest of poor households, area village development committee, different user groups, women groups, youth etc. It will also be good to involve people like ASHA workers, Anganwadi, school teachers etc. who are closely associated with the area and familiar with the households. It is advisable that the total number of participants should be around 15 for every exercise.

Before conducting PNA, the community should be aware of the objective and vision of SCOPE. They should be oriented about the whole process, purpose and steps of the exercise. The orientation shall include the role of each and every team member, individually and together.

Accordingly, the facilitators from the partner organisations prepare for grounding PNA exercise tools. PNA management will be in the hands of community members with the guidance of facilitators. The exercise can be conducted either together as a group or as different groups depending on the types and number of participants as well as the type of exercise. The grouping shall take into account the interest and knowledge of the participants.

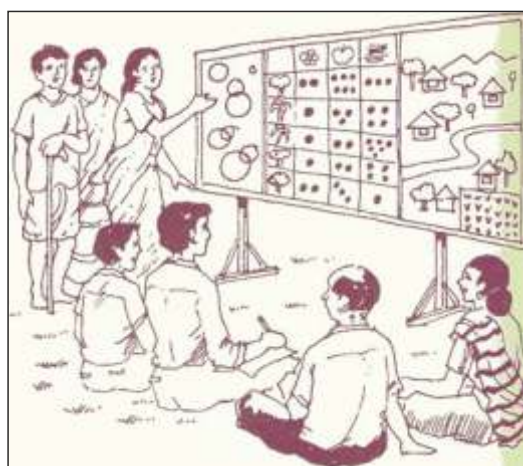
## PNA Facilitators

Facilitators are people who guide discussions among the community members during PNA exercises. Facilitators are not teachers-they are volunteers. Facilitator is a person who enables others to express themselves.

Facilitators help to increase the community capacity to think, to relate, to act and to reflect. He / she also should have the capacity to capture correctly the dynamics and content of the group process and put it back to the people with a perspective.

It is suggested to have three members in the facilitating team. One of the team members is the leader, one is interpreter and one is note taker.

Some of the key volunteers from the local community having adequate knowledge on local employment, skill and livelihood and youth dynamics may be identified as co-facilitators. Most cases representatives from partner NGOs are the facilitators.



### Qualities of a Good Facilitator

- ◆ Facilitator should have clear understanding of the objectives and outcomes of SCOPE model, implementation strategy and process as well as a supporter of participatory development.
- ◆ Facilitator should be the one who has been working with the community, has a strong presence in the community, to whom people like and trust.
- ◆ Should have thorough knowledge of the community and background knowledge of livelihood, skill perspectives and employment practices
- ◆ A good facilitator should encourage the participation of all the members present
- ◆ Facilitator should effectively communicate with the people
- ◆ Throughout the exercise the facilitator should ensure that the enthusiasm of the participants shall be maintained
- ◆ Facilitator should have a good understanding and respect for the community culture, language and social dynamics
- ◆ Facilitator should be conscious about the time
- ◆ She/he should be a good listener and is willing to learn from the community.
- ◆ Facilitator should avoid;
  - ★ *Being judgmental*
  - ★ *Prejudice or possessing a negative attitude towards people*
  - ★ *Using complex terms with community*
  - ★ *Projecting one's own ideas all the time*
  - ★ *Lecturing or teach people*
  - ★ *Imposing ideas*

### Preparation for Field Exercise

Preparation is required before conducting PNA Field Exercises. Good preparation will help to make the PNA Field Exercises go well. Facilitating team should have a planning meeting before conducting a PNA so that the entire team will have uniform understanding of the processes and outcome.

An agenda should be prepared before going for the PNA Field Exercises. The agenda should find time for the following:

- ◆ Welcome to people, introduction to SCOPE, process and purpose of PNA, objective of the day's event, what are expected results of entire exercise and how it is relevant to the Skill Development Plan.
- ◆ Clarification of community role and identification of community key facilitators to facilitate in different tools
- ◆ Making groups - male and female - for few particular exercises like institutional analysis and seasonal employment calendar
- ◆ PNA Field Exercises in groups with facilitators
- ◆ Sharing the results with all participants-up to 1 hour
- ◆ The agenda should include the time allocated for each exercise and the person responsible to conduct the same. What is the time for which activity should be discussed among the facilitators before going for field exercise?
- ◆ Which Facilitators will conduct which exercise should be decided prior to the field movement?
- ◆ The facilitator should be conscious about the usage of time against seriousness and consciousness of the community members.
- ◆ There should be a reserve plan to address and resolve such occasions.
- ◆ The convenient place has to be fixed with the consultation of people.

## Materials

It is advisable that locally available materials are used for different legends and indications. However, it will be good that the team is ready with following materials to be used during the exercise.

- ◆ Area Cadastral Map - the most essential requirement for the PNA
- ◆ Small pieces of colored paper ('score cards') are useful—pictures can be drawn on them or they can be labeled to represent things
- ◆ Different sized round-cut drawing sheets
- ◆ Some Chart paper / flip chart—these are used to record the mapping exercises
- ◆ A4 paper and color pens are needed for note taker to record the discussion
- ◆ Chalk or colored powder - can also be useful for making drawings on the ground

## Tips for Facilitators

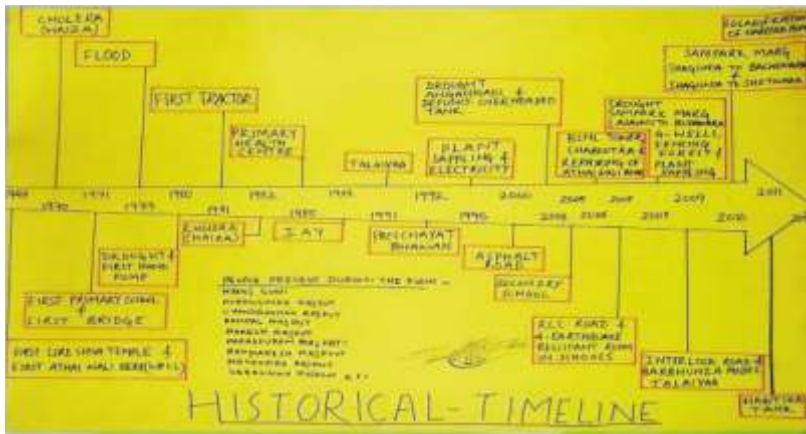
- ◆ Logistical arrangements should consider nearby - accommodations, arrangements for lunch for fieldwork days, sufficient vehicles, portable computers etc.
- ◆ Reports are best written immediately after the fieldwork, based on notes from PNA team members. The final report should be made available to all participants and the local institutions those were involved.
- ◆ Mapping and modeling are good techniques to start with because they involve several people, stimulate much discussion and enthusiasm, provide the PNA team with an overview of the area, and deal with noncontroversial information. The sequencing of the tools can be decided with the people based on the flow of the process.
- ◆ Remember there could be controversial issues and information that will emerge in the exercise. The facilitator should be conscious about it and deal effectively.
- ◆ Once the households are identified during the PNA exercise, then an in-depth-interview can be done.
- ◆ At the end of every day the PNA team should come together to reflect the process of day, to present the results gathered, to evaluate the results and to plan for the next day.





## PNA TOOLS, PURPOSE AND STEPS

### HISTORICAL TIMELINE



#### Purpose

This exercise sets a tune for the participatory planning and generates interest among the community members. The conversational exercise help analyze the history of the community, major incidents, what was the first timers in the community and when. Moreover, this exercise gives the PNA team a detailed idea about the historical trend of the community as well as influential key factors and impact on the life of people. It also,

provides a platform to understand employment, skill and migration status.

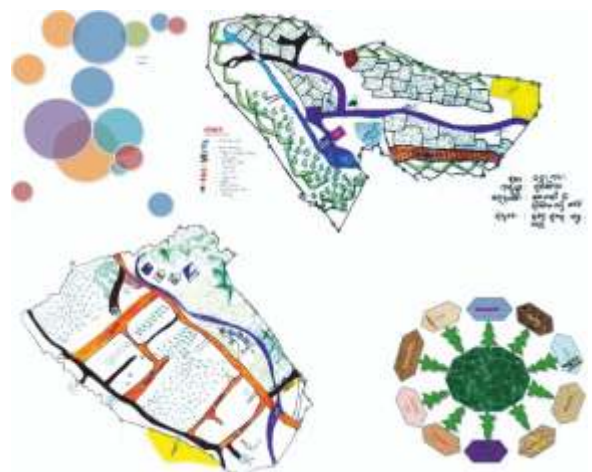
#### Process

The facilitators meet small groups of community members and discuss with them the most important events in the community's past and prepare with the information about historical time line which serves as the base for further work. It is important to involve different groups of the communities to get their usually different perspectives. The time line with basic events can be used for focused discussions on problems, social and technological innovations or on community's history of co operations and activities which helped them to solve in past problems successfully.

Historical Time lines facilitate discussion on positive and negative events and trends in history in the Village or Community that influences and affects to the present living system.

After the community members settled at the PNA venue, identify the most aged person/ elderly person in the group. At the initial stage the facilitator should encourage the identified person to speak about the community. Whole exercise shall focus on the information and analysis on the trends and changes in livelihood, employment and lifestyles.

- ◆ The facilitator can start the conversation by asking few questions like:-
- ◆ Why the community name is like this?
- ◆ Who constituted the community?
- ◆ What was the major incident behind settlement of this community?
- ◆ What is the history?
- ◆ Infrastructure development - years like the year road, school, hospital etc. built,
- ◆ What are the new things happened / introduced in which year?
- ◆ Which year people from the community migrated for the first time?
- ◆ Which year youth from the community had skill training?
- ◆ Apart from agriculture, what are the other employment sectors introduced in which years (year-wise)?



## Tips

- ◆ During the interaction the note-taker should promptly capture all the information with a speed hand.
- ◆ More than one note taker is also advisable to avoid missing of any information. It is obvious that, during the conversation other group member will also start talking and debating, let them participate too; this will help all the group members to open up themselves for other exercises.
- ◆ The facilitator should make questions according to the geographical location and community context.
- ◆ The facilitator should avoid raising any controversial questions which may lead to a non-cooperative attitude. The following framework may be used to report this exercise

S. No.	Year	Important changes/Things happened	Influential Factors (Individuals, Institutions, events etc.)	Impact on the people



## SOCIAL MAPPING

Social Mapping is a visual method to understand the community settlement patterns, infrastructure, and demography, (*types of houses, distribution of different people such as male, female, adult, youth, landed, landless, literate, and illiterate etc.*) together with the social structure, dynamics, influential individuals and groups and organisations of the community.



Social mapping in Participatory Needs Assessment method involves the sketching/drawing of houses and other social facilities and infrastructure (i.e. temple, stores, rice mills, school, pharmacy, trails and roads, water pumps, irrigation and recreation facilities) in a community. These features have usually not been well specified in the overall development and vision setting. It helps to visualize and situate the location of households and other social facilities/infrastructure in a community. It serves as a baseline for planning, implementation, monitoring, and evaluation of community development activities.

### Purpose

- ◆ Understanding community structure, organisations and settlements
- ◆ Understand the trend of household number - whether increasing in years or decreasing
- ◆ Identifying who lives where in the community and reasons for that, family member statistics, landless etc.
- ◆ Mapping out the presence of different social groups
- ◆ Identifying households having - youth from 18-35 years, skilled youth, unskilled youth, school dropouts, vulnerable groups, women as head
- ◆ Know households having members migrated for livelihood, employed in manufacturing and service sector

### Process:

After discussing on the community history and assessing information about different incidents happened in the community, the facilitator should lead the discussion towards the social structure and community dynamics. The PNA facilitator should speak about the participatory mapping and their need. Social maps begin as physical maps of the residential area of a community.

- ◆ Ask participants to select the medium to draw the map using objects such as stones, seeds, sticks, leaves, and coloured powder; on the floor using chalk; or directly onto a large sheet of paper, using pencils and pens. Materials collected locally such as seeds, local stones, pebbles are especially useful in enabling people to map quickly and effectively.



- ◆ Ask the group first to prepare the outline or boundary of the community. Social maps begin as physical maps of the residential area of a community. It might be helpful for them to start by placing a rock or leaf or any representation as a landmark of the place where they are assembled for doing PNA.

- ◆ Ask the group to draw the main connecting roads and sub-roads of the community followed by drawing showing all the households with exact position – “**as is scenario**”. Once the households are mapped, ask the group to show the organisations in the community and their exact location. These may include religious buildings, schools, health centres, traditional healers, places where people frequently meet, community centres, and other public and business buildings. Services or facilities such as irrigation, electricity, water, gas, telephone, and so on should also be marked on the map.
- ◆ Ask the participants to put uniform number for each household–may be HH1, HH2, HH3... This will help in database management, survey and also, to track progress indicator.
- ◆ Once the map is underway, sit back and observe and only intervene if absolutely necessary in order to clarify something or help participants if they get stuck.
- ◆ Once the map is ready ask the participants few questions and indicate those subjects with different legends and colors.

***Some of the relevant questions could be;***

- ◆ What are the approximate boundaries of the community with regard to social interaction and services?
- ◆ How many households are in the community and where are they located? Are living arrangements by nuclear family or extended family?
- ◆ Is the number of households growing or shrinking? Why? (Birth rates, out-migration, immigration, other)
- ◆ What are the main socio-economic groups and where do they live?
- ◆ Religious groups? Ethnic groups?
- ◆ How does access to economic, social, political, and natural resources differ by household or social group?
- ◆ Indicate which are the households having youth within the age group of 18-35. Ask them to use different colors / legends for girls and boys.
- ◆ Indicate which are the households having members undergone skill training
- ◆ Which are the households migrating (use different indicators for stress migration and choice migration)
- ◆ Which are the households having members involved in SHG, youth club, community committee, NGO and other local institutions?
- ◆ What are the institutions / organisations / skill centres in the community?
- ◆ Who uses the community centres? Who uses other available services?
- ◆ Indicate the households associated with the political entities, Government service and salaried in other sectors
- ◆ Which households are headed by females and where are they located?



The map can also be used to identify houses that belong to people from different social categories (*such as ethnicity, female headed-households, and large households*); people with special functions (*such as a community chief*); households with shops or other small businesses; and households with relatives abroad. These categories can all be identified by particular symbols, which should then be explained in a legend.

If the map is being drawn on the ground, once the subjects and legends are done, the PNA team can start making a copy on to paper (*indicating which direction is north*). This process is important because extra information and corrections can often arise as a result. Also, it is important that a copy or permanent record of the map is available if they want it.

Discuss and analyse the results. Ask participants to describe their map and ask questions about anything that is unclear. If there are several different groups, ask each group to present its map to the others for their reactions and comments. Are there any major differences? If so, note these and also whether the differences are resolved.

### Outcome

The major outcome of a social map is that it is a big help in developing a broad understanding for the various facets of social reality, social stratification, demographics, settlements patterns, social infrastructure, etc. The diverse applications of social maps include:

- ◆ Developing a comprehensive understanding of the physical and social aspects of community
- ◆ Collecting demographic and other required information
- ◆ Providing a forum of discussion in high to unravel the various aspects of social life
- ◆ Serving as a monitoring and evaluation tool.

### Tips for Facilitators for data collection.

It is not necessary to develop an absolutely accurate map - the goal is to explore local perceptions about the social and physical structures of a community. The social map produced will only be a snapshot of the current situation. Social mapping is easier when communities are small, but the process becomes much more complex when household numbers are high. It might be necessary to adapt the tool in these contexts.

While doing this exercise the facilitators should be non-biased and non-judgmental. And the facilitator should encourage participation from every corner.

The facilitator should make questions according to the geographical location and community context.

The final map on the paper, later, can be re-scaled to cadastral map and fit in for further documentation



## RESOURCE MAPPING

Resource map is one of the most commonly used methods next to social map in PNA. While the social map focuses on habitation, community facilities, roads, temples, etc., the resource map focuses on the resources in the locality and depicts land, hills, rivers, fields, vegetation, agriculture produces, NTFP, fisheries, animal husbandry, artisanship, etc. which can create resources as well as deplete resources.

Community Resource Mapping facilitates discussion on different resource types and how these are used and shared within the community as well as outside community. Therefore, resource mapping focuses on the availability of resources within the community its usage, scarcity and abundance. This will help us to identify opportunities and propose activities to develop these resources for sustainable income generation through skilled people. This mapping helps community to understand their resources and their potential for use. Also, the discussion results with opportunities and scopes for skill development.

Resource Maps are quite powerful tools, as they take advantage of the community's unparalleled knowledge of their surroundings. Detailed visual representations of the position of resources reflect candid perceptions of local people and are therefore not drawn to scale.

### Purpose

- ◆ Identify and recognize resources in terms of quantity and quality, usage both inside and outside community as well as ownership and accessibility.
- ◆ Identify issues associated with local resources
- ◆ Identify appropriate solutions and opportunities to improve resource management
- ◆ Identify skill development potentials of resources.

The principles followed in setting up the exercise and get going for the social map are similar to be used with a community resource map; it might even be possible and useful to combine both and produce one map showing social and resource aspects of the community.



## Process/Areas

- ◆ Start the exercise on the social map
- ◆ Ask the group to draw key locations / resources in the community e.g. mountains, forests- reserve forest and community forest, river, pond, grazing fields, cultivation land, water sources, etc. and type of production on the social map made by them.
- ◆ Discuss the ownership, productivity, usage, utility, users and revenue of the resources.
- ◆ Ask the group to analyse the present use of the resources and accordingly indicate with different colors and legends
- ◆ Ask them to indicate which resources are private, which are common resources, and which are the resources accessed by which category of people, accordingly, indicate through different colors / legends.
- ◆ Ask the group to inform the process of production, processing, procurement etc. in terms of historical trends and present situation
- ◆ Ask Who makes decision on resource allocation?
- ◆ Ask the group to indicate which the most essential resources are for them and which are of no use.
- ◆ Ask the group to mark the used and unused resources which can be used for sustainable income generation etc.

When the group has prepared the map on the ground, copy the map onto paper with pens of different colours and continue to facilitate discussion between households when finalizing the map on the paper.

The people can sometimes lose interest, so keep them engaged. The results of the Resource Mapping reflect the status, problems, potential and solutions related to resources in the community and can be recorded.

## Outcome

Resource maps have been found especially useful because they provide a focused spatial structure for discussion and analysis.

## The major outcomes of the exercise are:-

- ◆ Community having clear understanding of the topography, terrain and slopes, forest, vegetation and tree species, soil-type, fertility, erosion and depth, type of land and land use, command area, tenure, boundaries and ownership, water bodies, irrigation sources, rivers and drainage, watershed development, various soil and water conservation measures, denuded areas, etc. Agricultural developments, cropping pattern, productivity, etc.
- ◆ The group is aware about the nature, quantity, quality, ownership, accessibility and use of resources available in the community.
- ◆ The group is having clear understanding about the associated issues.
- ◆ The community discussed about possible opportunities to improve resource use.
- ◆ Identify resources that have potentials for skill development.

## Tips for facilitator

- ◆ Apart from the main topic discussion, the facilitators should have an observatory analysis of the resources. The basic aim is to validate the information and restricting missing of any information
- ◆ If a historical perspective is needed or arises and local participants have sufficient time, it might be useful to draw a series of maps to illustrate changes over time. Local participants should be encouraged to build as much of the diagram as possible without interruption and to suggest anything else that should be recorded.
- ◆ The facilitator must be conscious that about the fact that the distinction between the resource and social map may get blurred time and often. This needs to be clarified as and when identified.
- ◆ The final map on the paper, later, can be re-scaled and fit in the Social map for further documentation
- ◆ The facilitator should make questions according to the geographical location and community context.

## WEALTH RANKING

Wealth ranking is a method that determines the economic attributes of households in the community. Wealth ranking facilitates discussions on community perceptions of different classes in the area. It provides information on the relative wealth and well-being of households in the communities. It helps in the determining the social and economic status of households in the communities. The information generated by the wealth ranking exercise will help to identify the poor households in the community to prioritize their involvement in Skill Development Plan implementation. Ranking should be done by the communities themselves.

### Purpose

- ◆ To investigate perceptions of wealth differences and inequalities in a community
- ◆ To identify and understand local indicators and criteria of wealth and well-being
- ◆ To map the relative position of households in a community

The wealth ranking serves as an indicative baseline and as an opportunity to identify right stakeholders, defining their roles and using their resourcefulness for the intervention.

### Process

The Wealth ranking exercise is done after the social mapping. A numbered list is made of all the households in the community (*refer social map household numbering*).

- ◆ Set criteria to define well off, average, poor and poorest of the poor
- ◆ Ask PNA team members to write the household number and name of the household head on separate cards i.e. each household will be having a separate card.
- ◆ Ask the group who have in-depth knowledge on socio-economic status of the household to sort the cards. A number of key informants who know the community and its inhabitants very well are asked to sort the cards in ascending order as per the economic condition. The poorest of the poor will be at the end and the richest household of the community will be on the top.
- ◆ After sorting, ask the informants for a thorough discussion and allow them if they want to change the position of the cards.
- ◆ Assure the informants of confidentiality and do not discuss the ranks of individual families, so as to not cause bad feelings within the community.
- ◆ Refine local criteria and indicators based on the ranking discussion.
- ◆ List the household numbers and divide it in four categories - Well off, Average, Poor and Poorest of the Poor.





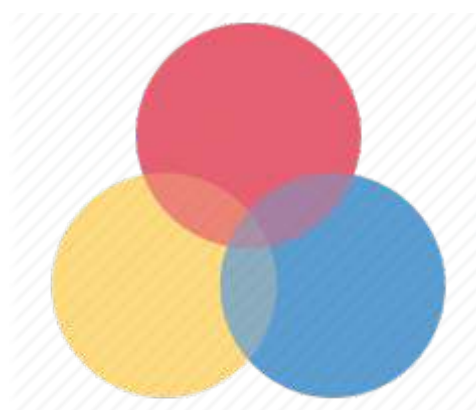
## Outcome

- ◆ The process claims a socio-economic distribution among the community.
- ◆ The exercise identifies the right stakeholders for the programme implementation.

## Tips for the facilitators

- ◆ The facilitators are advised not to be judgmental or biased.
- ◆ Community should be entrusted for undertaking the exercise and distribution of the households according to the sections.
- ◆ It is better that the facilitator along with the community shall develop indicators for different wealth categories.

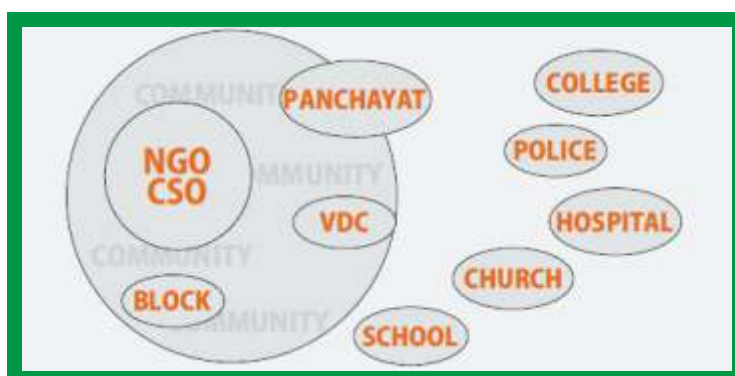
## INSTITUTIONAL ANALYSIS (VENN DIAGRAM)



The Institutional Analysis / Venn diagram exercise help to identify institutions, organisations, groups and important individuals in the locality and outside, as well as the community's view of their importance and relevance to skill development. The institutional relationship diagram also indicates how close the contact of people with the institutions / groups / individuals and help to understand the relationship between those organisations and groups.

## Purpose

- ◆ Identify external and internal organisations/groups/important persons active in the community
- ◆ Mapping out how the different organisations and groups relate to each other in terms of contact, co-operation, flow of information and provision of services
- ◆ Analyse who participate/interact/make use of the local organisations/institutions by gender and wealth
- ◆ To look at the relevance of institutions in terms of skill development



## Process

If time allows then it is good to form three groups- community, women and youth - for conducting this exercise separately. As everybody don't have similar practice and involvement with institutions / organizations / place of meeting, so forming separate group will help identify which institution / organization / place of meeting is priority for which group.

This grouping will also give us the perspective of different groups on same institution/service. For example, youth group might have preference for youth club as a place of meeting, community members might have panchayat/recreation centre as important place and women group might be thinking the community pandal as their priority place.

- ◆ Ask the participants to mention which organisations/institutions/groups/important individual(s) are found in the community and which other ones from elsewhere are working with them. The facilitator should encourage the community also to think of the small and not formal groups.
- ◆ Ask one of the community members to write down all the institutions/ organisations/ groups / important individuals that are mentioned and to give each a symbol which everybody can understand
- ◆ If the exercise is on ground then use colored chalks, if on paper use pencil so that editing can be done or else before conducting this exercise cut different colour drawing sheets in different sized circular sheets.
- ◆ Ask the participants to draw a big circle in the centre of the paper or on the ground that represents them.
- ◆ Ask them to discuss for each organisation how important it is for them. The most important ones are then drawn as a big circle and the less important ones as smaller circles.

- ◆ Ask the participants to compare the sizes of the circles and to adjust them so that the sizes of the circles represent the importance of the institution, organisation, group or Individual.
- ◆ Every organisation/individual/institution should be marked with the symbol.
- ◆ Ask the group to explain, which way they are benefited from the organisation /institution / individuals.
- ◆ Ask them to show the depth of contact, frequency of visit and need between themselves and those institutions by distance between the circles. Institutions which they do not have much contact with should be far away from their own big circle. Institutions those are in close contact with the participants and which, whom they co-operate most, should be very close (*overlapping*). The contact between all other institutions should also be shown by the distance between the circles on the map.
  1. *Distanced circle – no or little contact or cooperation*
  2. *Circles close to each other- only loose contacts exists*
  3. *Touching circles- some contact / cooperation*
  4. *Overlapping circles – close contact / cooperation*



- ◆ Ask the participants to draw lines to show the depth of relationship. Ask them to draw deep line to show good relationship and dotted lines to show broken relationship. As well, as them to show if the relation is from both side or one sided by marking arrow keys.

1. *Deep bold lines – strong relationship*
2. *Dotted lines – broken or poor relationship*
3. *>>>>> - one sided relationship*
4. *<-> - Both way relationship*

- ◆ Ask the participants which institutions/groups are addressing household food security, nutrition, employment and skill development issues. Ask them to discuss in which way they address these issues? Mark the mentioned institutions with a common symbol

- ◆ Ask the group which institutions are only accepting women or men as members. Are there any institutions or groups that do provide services either only for men or only for women? Show the answers by marking the circles with a common symbol for men or women.

- ◆ Ask them to discuss in which organisations poor people do not participate and why. Ask if there are any services of certain organisations from which the poorer people are usually excluded. Mark these institutions on the map by using a symbol for poor. You might also ask if there are other groups of people that usually are excluded from some of these institutions or services.

- ◆ Which are the local group's focuses on livelihood, skill, economic issues (*saving, credit, agriculture, and livestock*), social issues (*health, literacy, religion, tradition, education, sport*).

- ◆ Are their political groups?
- ◆ Who makes important decisions in the community?
- ◆ Only if time and the motivation of the group allows, ask the group to discuss and

document the strength and weaknesses of those institutions which were reported as most important for livelihood, skill and employment.

### Outcome

- ◆ Communities have in-depth knowledge about external and internal organisations/groups active in the community and their interest.
- ◆ Interrelations and dynamics of different organisations and groups are analysed and understand its implications.
- ◆ Clarity on the level of interaction and usage of the community of various local organisations and institutions against various target groups evolved.
- ◆ Utility of these institutions in relation to skill development

### Tips for facilitator

- ◆ Since most of the process in this is depicted in the discussions rather than the pictures, hence during this discussion the facilitator and note-taker should be very careful and attentive. Everything should come on the note.
- ◆ The exercise needs excellent listening skills of the facilitators.
- ◆ The facilitator should make questions according to the geographical location and community context.



## SEASONAL CALENDAR

Seasonal Calendars facilitate discussion on seasonal activities and events related to employment, livelihood and migration. Here, the facilitator should focus on Seasonal Employment Calendar as a method that helps determine the patterns and trends of employment throughout the year in the community. The calendar may be used to collect information on how community allocates their time as well as their labour in various employment activities.

The exercise help plan activities for the youth, capacity building programme for Skill Development Team and identifying appropriate times for imparting skill training.

### Purpose

**The purpose of this exercise to understand: -**

- ◆ Timing and duration of different activities by different groups
- ◆ Seasonal problems and issues related to livelihood and migration
- ◆ Appropriate times to plan activities under Skill Development Plan

### Process

**The seasonal calendar can be drawn on the ground, big chart paper or wall.**

- ◆ Ask the group to draw a matrix and write

### Tips for the facilitator

Go by topic to topic (*also ask few more questions relevant to the geographical location / community*).

The following framework is commonly used to record the seasonality of different activities in which community members are generally engaged in.

Activity	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
Agri.												
NTFP												
Fishing												
Migration												
Festival												

down the names of the month along one axis and put a symbol for each month.

- ◆ It is better to start the discussion within the group from the month they start cultivation (*The purpose of suggesting this is because the is important month for the people. If the people have some other important month in that specific area that can be considered as base month*)

**The facilitator can conduct the exercise with certain question.**

- ◆ Which are the months people being very busy in their conventional livelihood
- ◆ Which are the busiest months for women and men (use separate symbols for both men and women?)
- ◆ Which are the months for NTFP collection
- ◆ Which are the distressed months of the year
- ◆ Which months witness distress migration and choice migration
- ◆ Which are the months of celebrations
- ◆ Which are the months for people especially youth in the age-group of 18-35 get leisure period.
- ◆ which are the months, girls / women are having sufficient free time

### Outcome

- ◆ The participants will have a clear understanding of pattern of engagement of people, especially youth (farming, celebrations, migrations etc.) for different activities by different groups.

## EMPLOYMENT TREND ANALYSIS

Employment Trend Analysis is the exercise for collecting information and attempting to spot the pattern or the trend about employment. Although employment trend analysis is often used to predict future events related to the trends in employment, skill, livelihood practice and migration. This exercise could also be used to estimate shifts in employment and livelihood in the past such as what were the major employment sectors, what are the indigenous skills and status of female participation as well as the trend in migration.

### Purpose

- ◆ Understand the history and development in employment of the target locations.
- ◆ Predict the future movement in employment
- ◆ Study changes in socio-economic patterns, skill and employment as well as behavioral changes due to shift in livelihood practice.
- ◆ Get a brief of what has happened in the past - gives social thinkers / partners / facilitators an idea of what will happen in the future.

### Process

The facilitators may use employment trend analysis as a separate technique to understand people's perceptions and patterns of change in employment sector. It is suggested that the facilitator should initiate the discussion with older people. But later on it should be ensured that other sections of the people also enter into the discussion.

To analyse their perception of shift / changes in employment taking place in their community and in their own lives the following steps may be taken.

Start with a discussion on major changes in the employment history, reasons for the change, advantages and disadvantages of the change in the community that have taken place.

What was the employment pattern in 2000, 2005, 2010 and now? Employment pattern in the sense how many of the community member or what percentage of community members is employed in which sectors etc.

Year	Primary		Secondary		Territory		Nature & reason for change	Trend in Migration
	Male	Female	Male	Female	Male	Female		
2000								
2005								
2010								
2015								
2016								

### *The following questions may be raised to collect the desired information:*

- ◆ What is the trend of employment among youth?
- ◆ What is the trend among female?
- ◆ What is the trend of employment among well-off families?
- ◆ What is the trend of employment in poorest of poor families?
- ◆ What are the visible shifts in employment among the community?
- ◆ What are the effects of this demographic shift in employment?
- ◆ Discuss what prompted these changes.
- ◆ Which according to them was a disaster in employment for the community?
- ◆ Ask whether any of the negative changes can be reversed, and how?
- ◆ Which ones are considered positive and which are negative and why?

The facilitator may encourage the group to speak about the future trend in employment they perceive—focus on youth employment.

There is every possibility that there would be difference of opinion and debate.

Do not interfere. But the facilitator may provide necessary information and draw attention to issues, which have not been discussed at the end, so that fresh discussion may be initiated.

Year	Youth employment	Female employment	Employment in well off families	Employment in poor families	Nature & reason for change	Trend in migration
2000						
2005						
2010						
2015-16						

### Outcome

- ◆ This tool provides a clear picture of employment status, trend and cycle of employment
- ◆ Youth aspiration can be noted from this exercise
- ◆ Causes of demographic shift in occupation can be identified

### Tips for the facilitator

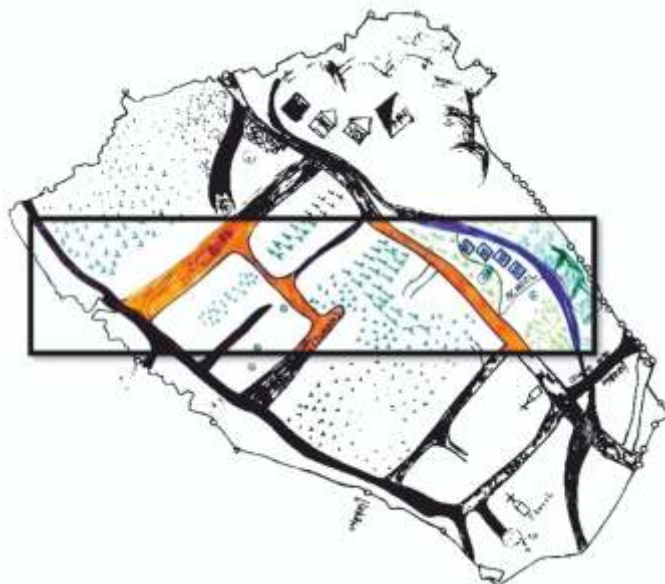
- ◆ The facilitator may take the discussion further – to understand the basic trend of employment in the community.
- ◆ The above table may be used to record the quantitative information and discussion. The qualitative information and details of discussion has to be recorded by the note-taker for further analysis.
- ◆ The facilitators are advised to note the trends and shifts along with the occupational interests of youth



## GEOGRAPHICAL TRANSECT

A transect walk or a series of walks through the designated area with local informants to learn of the range of different condition, problems and opportunities based on the primary objective in each of the area. It shows a cross section of the area as observed by the walk.

Transect provides mapping information beyond that collected during the initial exercise / investigation and verifies the information on the sketch map. It adds detail on specific characteristics to the resources that further verifies the group understanding of the area. The transect walk should include more detailed and specific information than the sketch map, such as data on resource use, problems and opportunities.



Please note that the Transect walk may be done in the beginning of the PRA exercise or after completion of social and resource map or may be done at the end of all other exercise.

### Purpose

Transect in the beginning of PRA	Transect after the resource and social map or as the last exercise.
<ul style="list-style-type: none"> <li>• To familiarize the area to the facilitating team.</li> <li>• To create enthusiasm and interest among people</li> <li>• Build rapport with the people and community</li> </ul>	<ul style="list-style-type: none"> <li>• Mapping the status, issues and potential outlined in the Resource Mapping exercise</li> <li>• Identify and view issues associated with local resources</li> <li>• Discuss and visualize practical solutions and opportunities to improve resource use for more gainful employment opportunities.</li> </ul>



## Process

Transect walks are often conducted with Resource Mapping and is an exercise to View, discuss and analyse different resource types. The walk facilitates discussion on the status, problems and potential opportunities of different geographical location and resources available in the community.

- ◆ Review the Resource Map and allow the households to choose a transect route that crosses the majority of land types and resources
- ◆ Nominate one person to act as the ‘**Team Leader**’.
- ◆ Before you leave, prepare a folder with some A4 paper to record information
- ◆ Prepare a simple Matrix on A4 piece of paper
- ◆ In the first column, write all the different places /land types/resources that you will visit serially as per the agreed transect route (*e.g. habitation, cultivation land, hill, forest, river etc.*)
- ◆ In the top row, write the topics that you will discuss (*e.g. uses, status, issues, problems, opportunities and activities*) - these will guide discussion on the Transect Walk
- ◆ Stop when you reach a land type/ resource—ask questions with the households and begin to fill in the Matrix
- ◆ Ask questions about land and resource potential
- ◆ You have finished the Transect Walk once you have viewed and discussed each of the land type/resources
- ◆ Review the results of the Transect Walk and the Community Resource Map with the group

- ◆ Transfer the Transect Walk results (*A4 Matrix*) into Chart paper / news print sized paper for all households to discuss.

## Outcome

Transect walk depicts a cross sectional view of the different agro- ecological zones and provides a comparative assessment of the zones of different parameters and help compare the social and resource map physically

## Tips for Facilitator

- ◆ It is advisable to conduct Transect walk both in the beginning and at the end of all other exercise for better clarity.
- ◆ The facilitator should ensure the note taking is done properly and correctly
- ◆ Ensure participation of the community and use it as a opportunity for simulating the interest of the participants.
- ◆ Ensure that all the group members present for the walk
- ◆ It is suggestive to make special arrangements for People With Disability (*if needed*)
- ◆ Ensure that during the process the community members should be present to witness the reality of the data and validate the things.





## COMMUNITY WORKSHOP

The community workshop at the end of all PNA tools on the last day helps for preparing Skill Development Plan, finalization of trades / activities for youth skill development, finalization of Skill Development Committee-their role, responsibilities, work plan and sustainable strategy.



The end-day workshop is very important, because of community agreement and ownership for the further intervention.

More the involvement of the community for the workshop and participation in plan development more is the ownership towards the programme. At the end of the workshop and consensus is developed among the community about the findings of study.

### Purpose

- ◆ To present the main findings and conclusions of the appraisal before the community
- ◆ To provide an opportunity to the community for discussion of the main findings of the appraisal and leading for a comprehensive Skill Development Plan.
- ◆ To reach a consensus on the way forward and the roles and responsibilities of the community, the community support staff and the project.

### Process

The PNA-field team Leader presents an overview of the activities of the last few days. Each PNA-team member presents the main findings of the PNA exercise facilitated by him or her.

People should discuss among themselves the findings and conclusions of the PNA and identify what actions could be undertaken by themselves (*young, old, men, women, leaders, support staff*) to address some of the identified problems within limits of the local resource base (*human, financial, natural, social, institutional, etc.*)

The facilitator may select an appropriate method to generate in-depth discussion by the people on the findings and come out with their suggestions and opinions.

### Participants

All the facilitators and the community members who have participated in this exercise, ensuring that men and women are equally represented, as well as people from different socio-economic groups, vulnerable communities, PWDs and senior citizens also participate actively.

### Facilitation

All PNA-team leaders, along with the group leaders of the exercise facilitate the community workshop which will be a debriefing of the exercise. Along with the presentation of the findings the following questions could be asked for generating discussions.

## Key Questions

The discussions also may focus the following so that we will get some tips for the future planning.

- ◆ What are the views of the community on the main findings of the appraisal in the context of skill for livelihood, employment, skilling for employment and migration?
- ◆ In anticipation of Skill Development Plan approval and implementation, what actions can the community and the community support staff ensure.
- ◆ What are the external support required and where to get it?
- ◆ What will be the role of community in monitoring and sustainability of the programme?

At the end of the workshop vote of thanks to the community and the PNA team for their commitment and efforts largely contributing to the skill development of the community.



## HOUSEHOLD SURVEY

The PNA exercise helps to identify/mark the houses which are having youth in the age group of 18 – 35 years. Now, we need to get the details of each youth. A household survey is recommended to get the details of each youth.

### Preparation of the tool

The tool for the household survey is an interview schedule. This has to be developed keeping in mind what are the relevant data/information to be collected from each family of the youth. The survey format will have series of questions and each question will have number of options of answers and each answer will have a code to mark the reply/answer from the household. A close ended schedule is preferred for this. This could be pre-tested with minimum of 5-10 persons and finalized. This has to be prepared in the local language. Simultaneously a tabulation format also to be prepared to tabulate all the information/ data collected from each household. The tabulation sheet corresponds to the survey format. The tool should contain profile of individual youth, family, education standard, employment details, skill details; future skill aspirations etc.

### Orientation to staff and volunteers

This format can be utilized by the staff member or even by the community leaders. Whoever is going to collect data need to be oriented on the purpose of SCOPE, data collection and familiarize the format with them. For this purpose, an orientation could be organized for those who are going to involve in data collection process. It is better that persons involved in developing the format is facilitating the orientation. The orientation may focus on filling up the data by marking the relevant code for the answers of each question. It is also good to conduct a mock data collection. So that the facilitator will come to know whether the participants have internalized the questions correctly.

### Data Collection and tabulation

The data collector personally visits the identified houses and gets the data from the youth and that has to be filled by him/her not by the respondent. The data collected need to be compiled in the tabulation format preferably by persons who are associated with data collection process. Before tabulation, all the open-ended questions shall be coded based on the review of responses from few filled in schedules. Compilation of vital data is a process of organizing information by classifying and tabulating vital statistical data into various categories or groups. This data could be analyzed later based on the count as well as correlating between the variables. Based on the analysis the findings and the recommendations could be generated and documented as a separate report.



# ASSESSMENT OF COMMUNITY BASED ORGANISATION (CBOs)

## Introduction

SCOPE is a Community based and community owned intervention for skill development. Therefore, the presence of community based organisation is a prerequisite for intervening with SCOPE approach. Organizing people into groups has wide-range of advantages to elicit community participation and ownership of the process that has been initiated. It provides a platform for the community to act upon issues and development interventions together by themselves based on their decisions.

The success of this approach is based on the capacity of CBOs. Therefore, it is important to understand the present capacity level of community-based structures so that the facilitation of the promoting organisation can be planned appropriately or relevant. Therefore, an assessment of existing CBOs to be done by an external agency.

## Areas for Assessment

The following are the major areas of assessment in terms of its ideological base and values, structure and systems, strategies and programmes and sustainability.

## Value Base

1. Vision Mission of CBO
2. Relevance of the vision and Mission.
3. Level of shared understanding of members about Vision and Mission

## Structure and Systems

1. Number of members in the group
2. Written bye-laws and regulations
3. Adherence to the rules and regulations
4. Office bearers and their roles and responsibilities.
5. Number and type of sub committees and their roles and responsibilities
6. Composition of men and women as office bearers and in sub committees
7. Regularity of holding meetings

8. Percentage of attendance in the meeting
9. Process of conducting the meeting and decision making
10. Maintenance of records

## Strategies

1. Details of saving and loan
2. Details of the activities of the group
3. Awareness among the members about their activities and their role in the implementation.
4. Knowledge level on socio, political and economic issues
5. Do they involve themselves in local issues
6. Their linkage with various institutions, government departments, other CBOs and like-minded NGOs and type of engagement.
7. Major achievements
8. Existing involvement in skill development of the community.

## Sustainability

1. Regular programme
2. Asset base of the organization
3. Changes in the leadership
4. Progressive changes in the perspectives

These parameters could be assessed through focus group discussions, document verification etc. The discussions should be facilitated in such a manner that CBO members will give necessary information's.

It will be good to obtain opinion from the larger community members about the group. The information collected from the CBOs should be further analyzed and a report of the same has to be prepared.

The report should contain the strengths and weakness of the CBOs, ideological base and values, structure and systems, strategies and programmes, sustainability and gaps. It shall also contain some suggestions for increasing the strengths and addressing the weakness.

# BASELINE REPORT

## Introduction

A baseline report provides information on the existing situation and information for required change. It will be helpful for a crucial reference point for assessing changes and impact after the intervention, as it establishes a basis for comparing the situation before and after an intervention and for making inferences as to the effectiveness of the intervention.

Baseline study should be conducted before the actual intervention start so as to serve as a benchmark for examining what change is triggered by the intervention.

A baseline report is a crucial element in research and planning, monitoring and evaluation framework.

Therefore, a baseline report is important for skill development using SCOPE approach where the community plays the vital role of skilling the youth and promotion of employment and enhancement of skill and enterprises.

This report gives us the information on the present status of the community, people and the youth where the programme is implemented.

Therefore, this report can be used to measure the extend of change that happened because of intervention and whether the change is as expected.

## Preparation of Base line report

In SCOPE, three documents are used for the preparation of baseline report. They are the PNA, Household survey, and CBOs assessment reports.

The **PNA report** will give us the clear picture of the community, the profile of the community as well as the youth. It also gives us indications about the potentials of the community as well as issues and challenges. This can be used to assess the changes over the period that has happened because of the intervention.

The **household survey** report gives us detailed and specific information about individual youth who are in the age group of 18 to 35. This can be used to understand the specific changes happened to the youth whom we have trained and participated in the process.

The **CBO report** articulate the present capacity level of the organisation in terms of influencing the decisions and implementing them in the community including skill development initiatives. Keeping that information in mind one can plan a capacity enhancement intervention for the CBOs so that they will become more and more empowered and sustainable.

## PREPARATION OF SKILL DEVELOPMENT PLAN

### MARKET ANALYSIS

#### **Market Study**

*A professional, comprehensive market study must be carried out in order to provide concrete data and information to make informed decisions to plan skill training for the youth by the community.*

*A systematic study about the demand and supply of skilled workforce and business opportunities required in the market. It also gives broad knowledge on goods and services required to the community.*

**There are three types of market study that are commonly used. They are:-**

#### **1. Participatory Market Study**

#### **2. Rapid Market study**

#### **3. Mixed method**

#### **Participatory Market Study**

Participatory market study is done by the identified team of the community. Here, the facilitator assists community leaders to identify business opportunities and corresponding needs for the communities. The approach heavily relies on participation of local communities and the study approach is flexible, using a simple tool according to the situation. The facilitators should know the local context and the focus should be on the most relevant information to be collected for starting a business or conducting skill training.

In this case the members of study team are insiders and have a better understanding of their community compared to outsiders. Traditional knowledge and wisdom of the community is utilized. If the outsiders do it normally, they often come with pre-set ideas and tend to ignore coping mechanisms of the community. It is very common that the market situation is bound to change and if local people have done the assessment, it becomes easier for them to adapt to the changes.

Because of involvement of community there will be a risk of rising expectations for more skills and sometimes other than skill training as well. Since they are not expert in study the quality of

the study may be questionable. Community may have pre-set ideas which may not be suitable for the present condition.

#### **Rapid Market study**

Rapid Market Survey is largely conducted by the experts from outside the community and not by community members/the target group e.g. by the experts, training providing institutions, NGOs etc.

The external team has the wealth of experience in market study this helps them to think both divergently and convergent to find the solution. They might have more knowledge about current sophisticated problem-solving models through their periodic training programs. An outsider brings a fresh perspective that the community may not have, and they may give more new ideas for the same problem.

This study is not participatory (target group and community views are not sufficiently reflected) so they may or may not accept the recommendations of outsiders. Outsiders may lack insights of the communities; market dynamics and structures and observers may come with pre-set ideas which may not be suitable to the target group or to the community.

## Surveys

Surveys have advantages and disadvantages and PTNAs based solely on these could be questionable. Surveys are beneficial because many people can be polled in a short period of time. They can be easily analysed and be quite cheap to administer. Surveys can provide first level data which can then be explored deeper with focus groups.

Surveys should take the form of a questionnaire and should include close-ended or open-ended questions, or a series of both. Close-ended questions require the respondent stay within certain parameters set by the person who created the survey.

As the answers are limited, tabulating the data is quite simple. Open-ended questions allow the respondent to provide more feedback and introduce new ideas that may not have been considered initially, although tallying the results may be more difficult. A good option during the creation of a survey would be to include a combination of both close-ended and open-ended questions.

## Focus Group Discussion

Focus groups allow for small group interaction, allowing the network to uncover details about their target audience and their requirements. Brainstorming is encouraged allowing for an exchange of new ideas and what training may be needed.



- ◆ Focus groups need to be carefully planned facilitated discussions that obtain thoughts and views from participants on areas such as:
- ◆ Business challenges faced by target group and the community
- ◆ Target group skill deficiencies and training needs
- ◆ Current training approaches and providers
- ◆ What types of training work best for this target group/community?
- ◆ Challenges in current training provision
- ◆ Community view on skill training and target group willingness to participate
- ◆ Focus groups should also enable the organisation to develop training plan for the community.
- ◆ Review the training needs identified used in other method and to prioritize the same.
- ◆ Identify the most suitable methods of delivery (*classroom, blended, training cum production, linkage etc.*)
- ◆ Assess what resources are available within the community e.g. training venues, training materials, training facilities, resource persons etc



## Individual Interviews

These can be an efficient, flexible and rewarding way of gathering information from the individuals. Interviews must be conducted in a consistent manner and be conducted with precision and accuracy. Data should be collected on the Skill Need of the employment provider, number of requirement and what type of support they can extend to organise skill training. Interview also may be conducted to the target group and community to the community to identify their skill needs.

### Revisiting the Existing Documents

This involves researching and noting what is going on –“getting the feel” of the needs of the sector/region. This may include reviews of sector specific reports, national plans, reviews of industry plans and policy statements.

## Discussions with stakeholders operating in the area

It is often beneficial to consult with professional bodies of the particular sector who have a high-level view of the needs and upcoming skills deficits of that sector.

In order to study the needs of employment providers we have to make the list of industries. Based on this a training needs can be prioritized. The prioritization should be discussed within the community and the target group so that the plan will be SMART.

The choice of methods is depending on the study team, but a systematic plan should be developed for the market study which considers the information available and the accessibility to the study team.





## STAKEHOLDER ANALYSIS

### Introduction

*Stakeholder Analysis is an important technique for stakeholder identification and analyzing their needs and roles in the skill eco-system. It is used to identify all key (primary and secondary) stakeholders who have vested interest in the issues.*

*The aim of stakeholder analysis is to develop a strategic view of the human and institutional landscape and the relationships between different stakeholders and the issues they care most. Stakeholder analysis is an essential part of developing a useful Skill Development Plan.*

*A common method of stakeholder analysis is a 'Stakeholder Matrix'. This is where stakeholders are plotted against variables / perceptions / indicators. This is used in the early stages of programme implementation, with a group developing a stakeholder plan.*

### Purpose

- ◆ Provide a clearer understanding of stakeholders and, as a result, provide insights as to how best to engage or manage them in the implementation process.

### Process

1. Make a list of all stakeholders supposed to be a part of the SCOPE skill eco-system – identification should be done during social mapping and institutional analysis.
2. Write the name of each stakeholder on a post-it notes or index card.
3. Ask the group few questions to score each stakeholder.

Stakeholders identified for the skill development committee	Nature of Influence	Rating of the influence 1-Negative, 2-little, 3-some, 4-significant
Community leaders & CBO representatives (more than 35 years of age) both male and female ( who are already a part of the Community Development Committee or other groups)		
Name 1		
Name 2		
Name 3		
Name 4		
Name 5		
Youth leaders (18-35 who are acquired skill training, employed inside or migrated)		
Name 1		
Name 2		
Name 3		
Name 4		
Name 5		
Vulnerable community (male and female more than 35 years of age – from the PVTG and PWD category, Poorest of poor households)		
Name 1		
Name 2		
Name 3		
Name 4		
Name 5		

4. Rank the stakeholders on the graph, according to one of the criteria on the matrix - 'interest in the project / skill development / youth development' and 'influence on community / society / politics / administration / intuitions' [ criterion can be fixed differently if required as per the geographical location and as-is situation].

INFLUENCE	Significant influence/ importance	10	5	2	1
	Some influence/ importance	11	6	3	4
	Little/no influence/ importance	12	7	8	9
	Negative	13	14	15	16
	SCOPE SKILL COMMITTEE MEMBERS	Negative	Little /no interest for skill and youth development	Some interest for skill and youth development	Significant for skill and youth development
INTEREST FOR SKILL AND YOUTH DEVELOPMENT					

### Outcome

- ◆ The exercise identifies the community members for participatory development plan
- ◆ The exercise illustrates the potential members for the programme implementation

### Tips for the facilitators

- ◆ Put the name of members in the boxes as per their ranking and start analyzing and conduct the discussion.
- ◆ According to the influence and interest mapping the community can identify the committee member, associates and stakeholders.
- ◆ The community members should be entrusted to identify and rank of their own.



## SKILL DEVELOPMENT PLAN

### Introduction

Participatory Needs Assessment (PNA) is a method in SCOPE whereby the community members will be consulted to understand the most important needs and problems of their community. Basically, the PNA conducted to ensure decision making in a democratic manner and encourage discussions among the community members. Therefore, the next step is skill development plan with the community.

### Preparations

- ◆ The facilitating organization must identify convenient place for the meeting.
- ◆ Identify 20-25 representatives from the community and they may constitute CBO members, youth, women, elders and men.
- ◆ Fix date and time for the meeting in consultation with community.
- ◆ Arrange LCD, chart papers, marker pens white board etc. for the meeting.



### Process

- ◆ The facilitator should give brief introduction about the purpose and expected results of the meeting.
- ◆ Brief about the PNA exercise that has been carried out in the villages.

### Presentation of the Base Line report

- ◆ Present the details of base line report to the participants, preferably in PPT. The report should include village details like total households, category of houses, details of population, village resources, details of target families, institution analysis, seasonal calendar, occupation details, skill mapping of youth, employed youth, youth who are aspiring of various skill training, skill requirement of the community, etc.
- ◆ Presentation of the market study
- ◆ Once the presentation of the baseline report is over the findings of the market analyses could be presented to identify appropriate trades.



## General Discussions

After the presentation, the facilitator should facilitate discussion among the participants about the findings of the baselines and the findings of the market study against the proposed skill training in terms of viability of training, trades, scope of employment and remuneration. All these should determine the viability and economics of the trade.

## Group Discussions

The participants can be divided into smaller groups depending on the number of total participants. Each group should be represented by different category of community members and they should go for in-depth discussion on following aspects.

The per capita cost and sharing of the cost may be discussed with people with experience, if needed. However, the first four items have to be decided by the community members.

**Trade:** Viable trades shall be selected by the community based on base line report and market analysis. The participants also can propose new trades which they may think more appropriate for employment.

**Employment Plan:** The participants should assess the market feasibility for the identified trades within the village, outside village and through linkages for employment /self-employment. They should also discuss about the remuneration.

**Training Plan:** The training plan must include various implementation details like resource person to conduct training, materials required, other resources required, monitoring plan etc. Place of training is an important element in the planning. The centre for the training should be convenient to the trainees with minimum requirement according to the trade. The centre also could be identified based on the institutional assessment of PRA report.

**Number of Trainees:** The selection of the trainees should be done purely based on PNA

Trade

Employment Plan

Training plan

Number Trainees

Per capita cost

Cost Sharing

findings. Priority should be given to most marginalized/vulnerable youth in the beginning. Employment opportunity for the trainees should be given priority for selecting number of trainees for specific trades. Refer the market analysis for the selection of number of trainees. It would be advisable to have list of trainees as well.

**Per capita Cost:** This is the unit cost required to train one person in one trade.

**Cost sharing:** It is about how the above cost is shared by community, trainee, trainer, organization, project, leveraging from other sources etc.

Findings of the group discussions have to be presented in a plenary and have to be consolidated and synchronized.



## SKILL DEVELOPMENT TEAM (SDT)

In order to make any programme community based and community owned we need to have a community-based mechanism who will be responsible for carrying out the implementation with the representatives of the community members. It is not possible for all the community members to participate in the process equally. This is the context we need to form a skill development team in the community.

This team could be constituted immediately at the end of community workshop where the

findings of PNA is presented and consensus will be evolved to take the process forward. The formation of SDT in the beginning would help them to get involved in the process right from the beginning including the household survey, market assessment, stakeholder analysis etc.

In case in the absence of any relevant CBOs in the area of intervention, the SDT could be considered as CBO and the skill development initiative their initial activity. In the due course of time SDT could be strengthened so that they will be able to get involved in other development activities of the community.

### Composition

The SDT may be a team of 5 to 10 members selected from the community members.

It must have the representations of various sections of the community like gender, age, caste, CBOs, religion etc.

The number of persons as well as the teams can be decided according to the geographical coverage. Based on this it can have various level apex body. However, it would be advisable that there shall also be a structure at the panchayat level (PRI).

The presence of the staff of the partner organisation shall be for the purpose of facilitating the process rather than influencing and prescribing solutions, suggestions and decision.

The PRI members, active politicians, government servants, religious leaders etc. are to be considered as service providers for effective implementation of the peoples plans, instead of SDT member.

### Structure

SDT, whatever may be the level, shall have a convener who will be responsible for the conduct of the meeting.

There can be more office bearers depending on the need and growth of the SDT.

*(For Example, there may be a secretary to maintain the documents and registers, treasurer if SDT is handling resources, persons responsible for various functions).*

### Roles and functions

- ◆ Conducting regular meeting at all levels. More than the periodicity the regularity is important.
- ◆ Maintaining the registers and various documents like minutes book, SDP, attendance register, report of the activities etc.
- ◆ Engaging in discussion with community leaders, family members and the youth on a regular basis.
- ◆ Maintaining good rapport with other stakeholders like employers, banks etc.

### Market assessment for the selection of trades

- ◆ Conducting studies in this regard. The methodology of the study could be decided based on the scope and time of the study.
- ◆ It can emerge from ones feeling or experience.
- ◆ The SDT need to look at the feasibility and relevance
- ◆ The possibility of gainful employment shall be another aspect of analysis.
- ◆ They can also consider the utility of the trades to the community and the community members. Thus, they will finalize the trades

### Selection of trainees

- ◆ Setting criteria for selection
- ◆ Engaging in discussion with community leaders, family members and the youth
- ◆ Counseling/ motivation of youth for training.
- ◆ Motivating more youth for skill training who are not interested in training at present.

### Developing Skill Training Plan (SDP)

- ◆ Documenting the plan in the following format

Trade

Number of trainees

Training plan

Employment plan

Unit cost

Cost sharing

Person responsible from SDT

- ◆ Developing and implementing plan
- ◆ Develop a monitoring plan for the SDP
- ◆ The plan need not be a onetime plan. Whenever one gets an idea that can be analysed using the above frame work and add to the plan that is already there.
- ◆ Periodic assessment of the SDP and taking appropriate decisions.

### Organising training

- ◆ Identifying suitable place/venue and willing trainers/institutes
- ◆ Facilitating admission and ensuring other facilities for the trainees
- ◆ Organising resources for the training.

### Monitoring

- ◆ Monitoring the trainees, like regular attendance, performance etc.
- ◆ Monitoring the training. This is done with the trainer or institute as it is applicable.
- ◆ Resolving issues during the training and between the trainees and trainers.



## Employment

- ◆ Negotiating with the employers for placement of the trainees
- ◆ Monitoring employment of the trainee in terms his attendance, performance relationship with the employer, facilities at the employment place etc.
- ◆ Organising resources for setting up self-employment.
- ◆ Assisting in establishing enterprises
- ◆ Helping the youth in marketing
- ◆ Ensuring community support for availing the services of the enterprises started by the youth.
- ◆ Regular accompaniment support to the youth to make the enterprises a success.
- ◆ Along with this the SDT also can understand the progress that the enterprise is making as well as issues that are facing. The SDT my help them to resolve the issues.
- ◆ They can also see the emerging enhancement needs of the youth as well as the emerging job opportunities.

## Forming collectives and strengthening

- ◆ Establishing the need of forming collectives of the trained youth and motivating the trainees to join them.
- ◆ Ensure regular meetings and functioning of the collectives of the trained youth.

- ◆ Instituting sustainability measures within the collectives so that they become self-reliant.
- ◆ Facilitate internal resource mobilisation by the collectives through regular savings for investment in enterprises development.
- ◆ Encouraging youth to be trainers to train more youth from the community.
- ◆ Identify/Attending to enhancement requirements both in terms of skills and livelihood engagement.
- ◆ Facilitating linkages and accessing schemes for the benefit of the youth. It may be welfare schemes, enhancement of skills and livelihood.
- ◆ Organise life skill training, EDP training, other awareness programmes and facilitate further education.
- ◆ Promoting enterprises with potential for more jobs
- ◆ Facilitating inter village linkages of the collectives for further empowerment.

## Documentation

- ◆ Maintaining a database of the trainings, trainees, other stakeholders and their stake, employment, enhancement and other results.



### Network of SDT (PRI level)

All the SDTs that have been described above can be considered as SDT at the ward levels. It shall be federated at the PRI level as well as Block level as it grows.

**Members:** The representatives of the ward level SDTs maintaining the representation for all the categories of the people mentioned earlier. Two members of the PRIs also shall be the members of the SDT at PRI level.

**Functions:** Assess and monitor the progress of the work of the SDTs. Provide useful suggestions for improvement. Assist in the marketing of the products of the workers. Extend services to the SDT and skilled workers so that they will be able to function better.

Create a team of trainers for Life Skills and EDP with the SDT members who can provide training in the local dialects. Link between the SDT and the higher level bodies. It shall be a subsidiary (*working under the panchayat*) of the PRI. They shall meet at least once in three months.

### Block Level as well as District level Skill Development Resource Centers

**Members:** Government Officer in-charge of Skill Development, employment officer, representatives from potential employers, representatives from SDTs, Training providers.

**Functions:** The major role will be assisting the lower level structures

Periodic skill gap analysis, supporting implementation of Panchayat level plan, facilitate information generation and dissemination, database management, employment support, identifying and engaging skill training partners, facilitating life skill and EDP training for the skilled workers, facilitating resource support for the skilled workers, organise market fairs and employment fairs.

These structures also shall meet every three months.





## ROLE OF FACILITATING ORGANIZATION

Now the role of the promoting NGO is facilitation so that the SDT will be function properly and become stronger in the due course of time so that they will become self-reliant in their management and programmes. Here NGO means the person (Staff) of the NGO who is interacting with the SDT regularly.

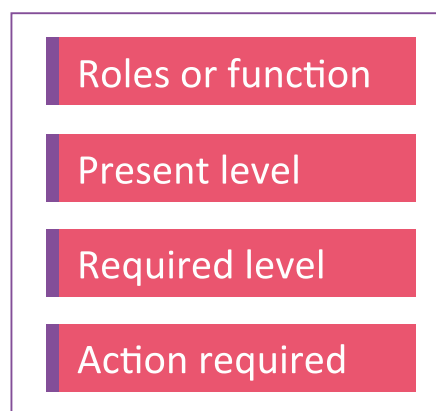
Basically, facilitation means providing continuous support, encouragement, mentoring, guidance, assisting in establishing linkages, reaching information to the group.

***This can be done in the following manner.***

- ◆ Facilitate the formation of the SDT and structuring it.
- ◆ Ensure that regular functioning of the SDT and the structures at different levels.
- ◆ Facilitating reflective discussion within SDT for planning, monitoring, assessment, on issues – not a solution provider
- ◆ Build up linkages of the SDT with other service providers
- ◆ Strengthen and diversify leadership within the SDT.
- ◆ Updating the skills of the leaders
- ◆ Learning about the changes happening to the people, perspectives and attitudes.
- ◆ Sorting out relational and structural issues.
- ◆ Ensuring that mechanisms and processes are introduced so that the structures remain vibrant and sensitive to the issues of the people.
- ◆ Facilitate asset creation and assist in resource mobilisation
- ◆ Identify and conduct appropriate capacity building programmes so that they will be able to discharge their functions

effectively. Use the following framework for identifying the type support to be provided.

- ◆ Conducting periodic market surveys where SDT cannot reach out.
- ◆ Become a constant learner, thus take up the research and knowledge management role.



Finally, we shall ensure that the SDT are empowered with appropriate institutional capacities and processes and they become systematic in their functioning and programme development and implementation.

In other words, they will become increasingly independent in their management. Thus, the SDT will grow as sustainable people's structure with capabilities, persons and resources.

Ultimately it shall become a part of the PRI like MGNREGA team, NRLM team etc. however we shall ensure that SDT have empowered so much so they shall not be hijacked by the political powers and governance structures.

To put it briefly initially the NGO may take a leadership role. Gradually it will become a facilitator and latter a learner on behalf of the SDT.

The NGO shall be conscious about tis role shift in different phases of the growth of the SDT.

## PARTICIPATORY NEEDS ASSESSMENT REPORTING FORMAT

**Introduction**

*(Mention about the community, Existing nature of the NGO in the community, Context of the PNA in the village (Why))*

**Methodology**

*(Processes followed in conducting the PNA along with details of the persons involved)*

**BACKGROUND OF THE COMMUNITY**

*[This section includes the geographical zone, boundary, basic introduction to the socio-political information, census, communications, etc]*

**LIVELIHOOD, EMPLOYMENT AND MIGRATION SCENARIO**

*[This is the context of skill development initiative. The section speaks of community livelihood practice, general occupations and major sources of income. This section also includes the present status of the youth unemployment, migration and root causes. Why, the partner organisation feels of implementing a skill development model at this location, what is the need?]*

**Findings****HISTORICAL TREND**

*[Write-up on the tool, why this tool was essential, process followed from starting to end. History of the community; why the community is named like this; who came here first; what are some major events and issues; what are new changes in community's; etc]*

S. No.	Year	Important changes/Things happened	Influential Factors (Individuals, Institutions, events etc.)	Impact on the people

**Analysis****SOCIAL MAPPING**

*[Write-up on the tool, process followed, why this tool was essential, what this tool reflected, what went best, what didn't go well, what happened which was not anticipated, how was the participation and articulation of the community, what was the learning etc]*

**Demography**

*[Write-up on the population]*

### Households and social category wise population details (Census data / AWC Record)

Total HH	Population			Category wise population								
				SC			ST			Gen		
	Male	Female	Tot	Male	Fem	Tot	Male	Fem	Tot	Male	Fem	Tot

[Add few lines about the habitation, living style, and trend of household settlement –whether increasing or decreasing, what is the decision making process prevailing in the community, social dynamics, etc.]

### Distribution of households- economic category ( Panchayat Register / AWC)

Economic category	ST( No. of HHs)	SC( No. of HHs)	Others( No. of HHs)	Total( No. of Hhs)
BPL				
APL				
NFSA				

[add two lines on economic category, average income and expenditure of the people]

### Distribution of households having youth within the age group of 18-35

HH category	Number of HHs	Male	Female	Total
ST				
SC				
Others				

[Write-up on youth, a small phrase on dropout, their practice of spending time, their behavioral aspects, trend etc.]

### Occupation

[Write-up – about the general trend of livelihood, occupational analysis, trend of parental occupation and major sources of income etc.]

### Occupation wise distribution of the households

Sl no	Occupation providing major source of income	No. of HHs involved
1	Occupation-1	
2	Occupation-2	
3	Occupation-3	

## Migration

[write-up migration causes of migration etc. A special focus to the youth migration, their behavioural change – deviant behaviour etc.]

### Household migration status

Category	Seasonal Migration	Long-term migration	Stress migration	Total Hhs
ST				
SC				
Others				

### Identification of Primary Households ( Key participants)

[write-up on selection criterions]

	Number of HHs	Total number of youth (18-35)	
		Male	Female
SC			
Others			

## RESOURCE MAPPING

[write-up on the tool, process followed from beginning to the end, what went well, what was not anticipated, what was the learning etc]

### Resources available and use / assessability by different groups / categories

[Write-up on what are the resources available, which resources are abundant, which are scarce, which are very important resources for women and which are essential for youth income generation, which are not having equal rights of use, etc.]

Sl no	Resource available	Abundant or Scarce ?	Ownership	Present use	Benefits / supports
1					
2					
.....					

### Major assessability of resources by youth / which can be useful for income generation and employment creation

[write-up on the resources assessed by youth, what are the benefits etc]

Sl no	Resources	Ownership	Usefulness

[write-up on the resources having opportunities for employment and income generation – but in controversy / problem]

## INSTITUTIONAL ANALYSIS

[write-up on the tool, grouping and process followed, what went well, what didn't go as per the plan, what was not anticipated and learning etc]

List of internal and external institutions / organisations/ groups active in the community (ascending order as per the importance and degree of assessibility - finding of the tool)

[write-up on different institutions / organisations/ groups active in the community , how they are benefited to the community, why they are important, what are the frequency of assessibility, which organisation is having major impact on the community etc]

Sl no	Name of the institutions / organisations/ groups	Activity / role / service

### **List of the organisations assessed by women**

[write-up on which are the organisations important for women, why]

Sl no	Name of the institutions / organisations/ groups	Activity / role / service

### **List of organisations associated with employment creation, income generation and livelihood**

[write-up on which are the units associated with employment, income and livelihood. how they are benefiting, what id the trend of employment through these units, what are the constraints, which organisations are supporting for skill enhancement, which units impart skill training, which are the units helping for food security and livelihood enhancement and how etc.]

Sl no	Name of the institutions / organisations/ groups	Activity / role / service

### **List of the organisation important for youth**

[Write-up on which are the organisations important for youth, their frequency of assessibility, why they are important for them, what are the benefits they are getting from those organisations and their motivational level]

Sl no	Name of the institutions / organisations/ groups	Activity / role / service

**List of the influential units / groups/ members in the community**

[write-up on the influencing unit /group and why they are so]

Sl no	Name of the institutions / organisations/ groups	Activity / role / service

**WEALTH RANKING**

[write-up on the tool, process followed, local indicators fixed for ranking, what went well, what was people's perception, what went wrong, what came out etc.]

**Rank Sheet**

[write-up on ranking exercise, and identifying the youth under ranking]

Number of HH	Poorest of poor	Marginal	Average	Well-off
ST				
SC				
Others				

**SEASONAL CALENDAR**

[write-up on the tool, process followed, what went well, what went wrong, what was not anticipated etc, how was the participation and grouping process]

**Employment Calendar**

[write-up on employment months of the years, which are the busiest months and which months people don't have any work etc.]

Month	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Employment												
Employment												
Employment												
Employment												
Employment												

**Migration Calendar**

[write-up on the issue of migration among the community, which months are distressed month are the community is forced for migration, which are the months people do choice migration, their causes and the rate of migration etc]

Migration	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Distressed												
Choice												

### Youth Activity Calendar

[write-up on youth activity in different months, which are the months youth are engaged and which are the months youth don't have any work etc]

Activity	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
No/Low activity												
Activity 1												
Activity 2												
Activity 3												
Activity 4												
Activity etc												

### Rituals / celebration calendar

[write-up on different rituals and celebration, marriage in the community in different months]

Festivals and Celebration	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec

### CONCLUSIVE ANALYSIS

(A detailed list of youth aspirations - prioritised focussed on skill enhancement, how this can be addressed, what are the constraints, what are the opportunities etc can be added after the in-depth household / Key Informant Interview. This will help in developing a holistic "community owned skill development plan")

### TOOL FOR HOUSEHOLD SURVEY FORMAT

No.

House No.

#### HOUSEHOLD INFORMATION SHEET

Name of the organization	
Name of the village:	
Name of the Taluk	
Name of the GP	
Name of the District	
Name of the state	

**Data Collection Date:****1. Name of the head of the family:**

Gender: (Male/Female)

**2. Family Details:**

Type of house – 1- Pucca /2- Semi pucca or 3- Kuchha	Family type –1- joint or 2- nuclear	1-APL/2- BPL/3- Below BPL	Caste 1-SC/2-ST/3-OBC 4-General	Number of members in the family	male	Female	Annual Income

**3. Details of the youth 18-35 years (Add more columns if needed)****HOUSEHOLD INFORMATION SHEET**

	PERSON1	PERSON2	PERSON 3	PERSON 4	PERSON 5
NAME					
SEX					
EDUCATION					
AGE					
OCCUPATION					
ANNUAL INCOME					
MEMBERSHIP IN SOCIAL ORGANIZATIONS (SHG, COOPERATIVE, YOUTH GROUPS, FARMERS CLUB, ETC.)					
<b>Vulnerability</b>					
1-Single Women					
2-Divorced					
3-Widow					
4-Orphan					
5-PWD					
6-Single Parent					
7-Conflict with law					
8-Transgender					
9-HIV infected/affected					
10-Any other					



#### 4. Skill mapping of the persons within the age group of 18 to 35 years

	PERSON1	PERSON2	PERSON 3	PERSON 4
NAME				
TRADE NAMES				
EMPLOYMENT (Y/N)				
IF Employed (FULL TIME/PART TIME)				
SELF EMPLOYED (FULL TIME/PART TIME)				
INCOME MONTHLY				
Reason for Changing the Trade, If any				

#### 5. MAPPING OF UNSKILLED YOUTH

If un-skilled -

AREAS	PERSON 1	PERSON 2	PERSON 3	PERSON 4
Name				
ATTEMPTS MADE FOR TRAINING (0, 1, 2, 3, .....)				
CONSTRAINTS FACED IN RELATION TO SKILL TRAINING				
PRESENT EMPLOYMENT				
INCOME MONTHLY (Amt)				
INTERESTED TO UNDERGO ANY TRAINING (Y/N)				
If Yes, Field of Skill Training interest				

#### 6. Migration Status

AREAS	PERSON 1	PERSON 2	PERSON 3	PERSON 4
Name				
Do you Migrate (Y/N)				
If yes Purpose				
Period (No. of month)				

Name of the interviewer				
Name of the respondent				
Overall impression of the interviewer on the socio-economic condition of the family.				

## VILLAGE INFORMATION SHEET

Background information for individual villages. Do add columns as requirement.

Name of the village	
Name of the GP	
Name of the Block	
Name of the district	
Name of the State	

### Demographic details

Total population	
Total household	
Total male	
Total female	
Total no of youth	
Area per square kms	

### Guidance note

- ◆ Kindly focus on the five sections that are given below.
- ◆ Please consider the points given in the brackets under each section as some of areas that needs to be brought under that section while documenting.
- ◆ Provide data, instances, examples to substantiate the statements.
- ◆ Please do not go for detailed survey for this.
- ◆ Use the available and existing data which are accessible to you.
- ◆ Give Sources of information as annexure.

### 1. Social situation

*(Geographical location of the village, Religion-Caste profile and mutual relationship between them, relationship with neighbouring locations, Educational status and facilities, Vocational training facilities, health facilities and practices, Infrastructure and communication, Gender equation, Presence of most vulnerable population like widows, differentially abled, third gender, Single women etc.)*

### 2. Economic profile

*(Source of major livelihood generation, Occupational profile of the people, Income status, indebtedness, Asset holding pattern in the family, Expenditure pattern, mode of Savings, Financial institutions and other source, land holding pattern, agricultural practices, crop pattern, marketing practices and facilities, consumption pattern, Grain Storage facilities, live -stock, Instances and nature of migration, Seasonal occupation of people, Presence of nearby industries)*

### 3. Political profile

*(Decision making bodies and processes in the village, Major influencers, Major political parties, Political participation of the people, Role of women in politics, Family decision makers.)*

#### 4. Cultural systems

*(Major religions and places of worship, Celebrations and festivals, traditions, rituals and beliefs.)*

#### 5. Environmental systems

*(Land profile and distribution, usage of land, Seasons, Rain fall pattern, Sources of water availability, Irrigation practices, Water use pattern, Lowest and highest temperature, presence of nearby industries.)*

(Please attach the outline map of each proposed village)

**Name of the Recorder -**

**Name of the Organisation -**

### TOOL FOR ASSESSMENT OF THE COMMUNITY BASED ORGANIZATIONS (CBO's)

#### ***Guidelines for the Assessment Team***

#### **Objective of the Assessment**

Community based Organizations are one of the key stakeholders of SCOPE Model of Skill development. The success of this model depends on the capacity of the communities to identify the skill gap, plan, implement and monitor the skill training in their communities.

In an effort to make the community based organizations(CBOs) to plan, implement, monitor and evaluate the Community owned skill training model, this assessment is carried out to understand the existing capacities of the CBOs and to identify the key areas that need to be strengthened so that they are able to own the skill building process for their community.

#### **Assessment Team**

It is recommended that this assessment is carried out by an external team supported by promoting organisation.

#### **Process of Assessment**

In order to ensure the assessment more objective and effective, the following procedure is suggested.

1. An orientation is provided to the FVTRS research team on the different criteria of assessment and the importance of that variable for the overall success of SCOPE Model.
2. A group discussion is arranged by the partner for SHG, Youth Club, Farmers Association or any other CBO (one in each category).
3. After the initial talks by the partner, the assessment team spends at least one hour with each CBO and interact with them to assess the different criteria keeping in mind the purpose of this assessment.

## CBO ASSESSMENT TOOL

**Associating Partner:**

**No. of years of Existence in the present Community:**

**No. of CBO's promoted by the Partner:**

Type of CBOs	No of CBOs	No of members	Reach of the CBO - Total no of villages represented by each CBO (if it is a federation)	Level of federations

### Assessment Criteria

#### 1. Vision and mission

*(To assess the clarity of objectives and shared vision)*

- ◆ Purpose behind forming the Community based organization?
- ◆ Shared understanding of vision and mission?

#### 2. Organizational Capacity

*(To assess the overall functioning and the governance)*

- ◆ Regularity of the meetings
- ◆ Attendance in the meetings
- ◆ Regularity in maintenance of record
- ◆ Mode of meetings and decision making process (Who facilitates the meeting?)
- ◆ Leadership of the groups and rotation of leadership.
- ◆ Relevance of agenda (refer minutes of the meetings)
- ◆ Regular planning and implementation
- ◆ Social inclusion of membership
- ◆ Use of thrift and credit
- ◆ Percentage of loan repayment
- ◆ Written by-laws

#### 3. Programs

*(To assess the capacity to plan, implement and monitor programs independently)*

- ◆ Major areas of intervention in chronological order
- ◆ Major achievements.
- ◆ Relevance of activities with respect to the vision.
- ◆ Sharing cost of the activities.
- ◆ Extent of participation of the people.

#### 4. Sustainability

*(To assess the ability to function independently and continue to fulfill the mission of the CBO)*

- ◆ Year of formation of CBO
- ◆ Year of formation of federation
- ◆ Registrations
- ◆ Increase in membership
- ◆ Increase in savings.
- ◆ Assets created both movable and immovable.
- ◆ No of Regular activities.
- ◆ Group can hold meetings without help from NGO?
- ◆ Group can maintain records without help from NGO?

#### 5. Networks, Linkages and Influence

*(To assess ability to negotiate with line departments and influence)*

- ◆ Membership in other networks.
- ◆ Participation in Grama sabhas
- ◆ Linkage with other networks.
- ◆ Linkage with line departments.
- ◆ Recognition and awards
- ◆ Group has negotiating power with banks and village institutions?
- ◆ Group is able to demand services from NGO/Project?
- ◆ Community members seek the help of the group?

# PHOTO GALLERY



# PHOTO GALLERY





## SKILL INDIA - Making Underprivileged Youth Employable



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