

G. CAPACITY BUILDING

1. The capacity building strategy and action plan of the project primarily aim to build the competence and capability of target poor and their organizations so as to collectively enable them to achieve the project objectives. The capacity building component of the project has been carefully drawn up considering the following key requirements of the project:

- As explained in the chapter 5, the project is implemented through an evolving process strategy, which demands continuous review and incorporation of key learning from the field into capacity building programs.
- Coupled with the pre-determined modules and capacity building programs, it is anticipated that many programs will be demanded during the project implementation.
- The project teams at district and cluster level consists of multi disciplinary skill mix calling for a variety of capacity building programs and hence need to pool resources from various institutions and different functional areas as needed.

2. Specifically the objectives of the capacity building activities are:

- To develop the institutions at all levels of project implementation through establishing and supporting shared principles and “rules of the engagement”, so that they are able to perform in a coordinated and synchronous manner meeting the requirements and service standards of the project.
- To enhance the knowledge base and skills, and influence the attitudes of all project stakeholders at different levels of the project implementation, so that they are able to work as efficient teams and perform effectively the roles and responsibilities vested with them.

G.1 Strategies for Capacity Building

3. The various strategies that could be adopted for building the capacities of the various stakeholders, to meet the above Capacity Building Needs, are as follows:

- ***Gradual scaling up*** – The project is following a phased approach for implementing the project in different batches so as to provide opportunities to learn by experiences. For the subsequent batches of villages, the previous villages will serve as learning grounds for building their capacities.
- ***Experiential learning*** – The capacity building approaches will focus on all opportunities of experiential learning including inter active learning and exposure visits. Reviewing and Sharing of project learning will be an important element of CB strategy.

- **Internalizing capacities locally** – The project will invest on building the capacity of VPRC members, SHG and EAG members so as to empower the community organizations to manage their livelihood affairs by themselves. In addition, the project will help the community identify and develop local resource persons as Para-professionals who will be able to provide a variety of support services to the village community.

4. Capacity building needs of various stakeholders and strategies for capacity building are detailed in Table 7.1.

Table 7.1 – Capacity Building Needs of Project Stakeholders

Project Stakeholder	Critical Capacity Gaps	Capacity Building Strategies	Responsibility and stage of cycle
Village Panchayats	<ul style="list-style-type: none"> • Low social accountability • Supply driven mode of developmental activities • Poor attention on service delivery quality and good governance 	<ul style="list-style-type: none"> • Exposure visits for hands-on-training • Orientation and sensitisation • Giving a role in formation, mentoring and monitoring VPRC activities 	<ul style="list-style-type: none"> • PFT • During capacity building cycle/ start up phase in village development cycle
SHG	<ul style="list-style-type: none"> • Not able to plan productive investments. • Inadequate credit linkage • Inability to maintain regular accounts. • Exclusion of poorest, vulnerable • Access to other services- book keeper, insurance, Para professional etc., • Lack of hand holding support • Lack of opportunity to enhance their skill or acquire new skills 	<ul style="list-style-type: none"> • Strengthening productive investments through improved access to credit. • Providing hand holding and technical support. • Development of Para -professionals • Formation and strengthening the new SHGs • Strengthening linkage higher-level Federations. 	<ul style="list-style-type: none"> • PFT • Capacity building phase
CRPs	<ul style="list-style-type: none"> • Lack of technical knowledge • Poor adherence to service quality standards • Inadequate number of service providers 	<ul style="list-style-type: none"> • Instituting a system of identifying and orienting CRPs on the requirements of the project, so that a pool of resource persons are made available within the community. • Capacity building programs to enhance the capabilities of CRPs. • Arranging handholding, backstopping from advisory groups and resource agencies in the field. 	<ul style="list-style-type: none"> • PFT and DPMU with livelihood support agency
VPRC	<ul style="list-style-type: none"> • Inadequate Leadership • Absence of transparent, downward accountable and inclusive Village institutions. • Lack of collective action • Inability to identify and prioritize village development needs especially for improving 	<ul style="list-style-type: none"> • Development of IEC materials and campaigns for awareness raising and consensus building. • A well illustrated Community Operational Manual detailing the tools, processes and methodologies to guide community to form the VPRC and manage its affairs. 	<ul style="list-style-type: none"> • PFT • Capacity building phase

Project Stakeholder	Critical Capacity Gaps	Capacity Building Strategies	Responsibility and stage of cycle
	<p>the livelihoods of poor and vulnerable.</p> <ul style="list-style-type: none"> • Inability to take collective decisions on technology, resource allocation etc. • Inadequate financial management and procurement skills. • Poor negotiating and partnership skills. 	<ul style="list-style-type: none"> • Assistance to PFT for social mobilization, livelihood marketing assistance and handholding support. • Providing support to a range of service providers including technical assistance for appraising the technical proposals. • Providing opportunities for exposure visits and hands-on-learning. • Providing opportunities to develop networks and federations of SHGs and EAGs 	
Social Audit Committee	<ul style="list-style-type: none"> • Lack of monitoring skills • Lack of process audit skills • Lack of financial and procurement audit skills • Lack of conflict resolution skills 	<ul style="list-style-type: none"> • Community Operational Manual • Handholding support by PFT • Exposure visits 	<ul style="list-style-type: none"> • PFT all throughout the Project cycle
EAG	<ul style="list-style-type: none"> • Inadequate business skills and commercial orientation. • No vision on scaling up of economic activities. • Lack of own institutional support for negotiating partnership and market linkages. • Lack of awareness on various support systems. • Lack of technical know how on marketing, product development, product testing, quality assurance etc., • Individualistic initiatives than working in groups. 	<ul style="list-style-type: none"> • Hand holding support through PFT. • Building their capacity on forming federations at village, cluster and district levels. • Building knowledge, skills and attitude in entrepreneurship, business management skills, accounting skills etc., • Building capacity on accessing and using market information. • Promoting partnership and linkages • Arranging handholding, backstopping from advisory groups and resource agencies. 	<ul style="list-style-type: none"> • PFT along with livelihood support agency. • Livelihood implementation phase
PFT	<ul style="list-style-type: none"> • Lack of facilitation skills • Inadequate skills in participatory techniques • Lack of accountability towards village communities • Inappropriate mix of skills 	<ul style="list-style-type: none"> • Hiring developing and fielding composite mix of required skills at village level. • Exposure visits and other hands-on-learning to acquire facilitation skills and accountability towards village community • Building the functional competences. • Developing standardized communication materials, training modules 	<ul style="list-style-type: none"> • CB agency • Start up phase • Specific Functional Training.
DPMU and SPMU	<ul style="list-style-type: none"> • Lack of technical knowledge • Inadequate skill mix • Lack of facilitation skills. • Poor attention on service delivery quality and good governance • Lack of innovative methods, processes and approaches. 	<ul style="list-style-type: none"> • Providing a multi functional skill mix. • Exposure visits • Special programmes on building facilitation skills. • Specification of service standards. 	<ul style="list-style-type: none"> • CB agency • Start up phase • Specific Functional training

G.2 Implementation Arrangements for Capacity Building

5. Village level Capacity Building - Community Based Organisations (CBOs):

The PFT will be responsible for building the capacity of the VP, the VPRC and its sub committees, Social Audit Committee, EAG, SHG and CRPs including providing handholding support.

6. **Book Keepers** : Book Keepers of VPRCs will be trained with special focus on books and record maintenance. Related module will be prepared by concerned specialist at State and District level and the trainings will be imparted through a ToT module pattern.

7. **CRPs / Paraprofessional**: The project will utilize the office bearers and Community Resource Persons identified by the VPRC with the approval of Gramasabha/ Village Assembly from the initial batches of villages whose capacities will be considerably built through the focused capacity building programs as well as on the job training. Para-professionals emerging from the field will be further trained in various identified/demanded skills, that is needed for providing support services to communities and their institutions.

8. The key areas in which Para-professionals will be utilized to provide capacity support in new villages include village communication campaigns, participatory identification of poor, formation and management of VPRC, mobilization of EAG, SACs, Sub committees etc., maintenance of books of accounts, community procurement, preparation of Sub project Proposals and implementation of specific livelihood activities, conflict resolution, social audit etc.

9. The project will institutionalise delivery of capacity building and other support services through CRPs as project is scaled up.

10. Orientation Training will be provided to the following Service Providers:

- Community Reporters
- Community Disability Facilitators
- SHGs and their leaders / Office bearers
- Federations
- Appraisers
- External Resource Persons
- Cultural Teams, PIP Teams
- Multi disciplinary disability teams
- Community Leaders

G.3 Cluster & District level Capacity Building

11. **Induction Training:** (for project functionaries): National Level, State Level and Capacity Building agencies will be identified to organize Induction Programs for the newly recruited functionaries at District and Cluster levels. The CB agencies will recruit a team of full time trainers with required expertise for the project. The CB agencies will sign a performance-linked contract and the payments will be linked to successful achievements of milestones of performance as specified in the contract. The sample ToR of the CB Agency is given in **Attachment – G.1**

12. **Key Tasks of CB Agencies:** The following are the key tasks of CB Agencies:

- Develop capacity building calendar, schedule, feedback etc.
- Develop training modules based on PIP and COM
- Develop training methodology and tools
- Build a database of resource persons and resource institutions and network them for making them available for capacity building programs of the project
- Organize induction exposure visits and hands on training
- Identify areas of further capacity building programs
- Collect feedback on a set of output / outcome indicators for monitoring effectiveness of capacity building activities.
- Revise training modules based on feedback once in three months

13. **Broad Content of Induction Module:** The broad contents of the induction module are:

- Understanding poverty – How TNEPR has a different approach than other development programs in Tamil Nadu and India.
- About the project, details of the project components and the approach it will follow for implementation, down accountability, direct financing to community to manage their own funds, etc.
- Communication - why and how communication is important in the project?
- Social Inclusion - Gender, Tribal, Youth, Vulnerable and Disable....
- Participatory tools and Participatory Identification of poor and disable...
- Institutions (Including federations, Village Poverty Reduction Committee, Social Audit Committee, Gram Panchayat, Gram Sabha, Village Assembly, Self Help Groups, Economic Activity Groups etc.)
- Process-planning, implementation, fund flow, monitoring, social accountability etc.
- Livelihoods - Economic Activity Groups, VPRC Plan – II (Livelihood focus) etc.
- Accounting, Community Procurement, Monitoring and Learning.
- HR & Administration policies, etc.

14. **Functional Trainings (for project functionaries) :** As regard to the Functional Trainings the plan of action will be prepared in due consultation with the concerned specialist by keeping the project cycle as yard stick. The time-to-time functional training needs will be identified and will be planned. Though the Functional Training should be demand driven, in the initial phase in order to ensure the effective ness, trainings will be provided in supply driven manner. The Functional Training will be provided in all sectors of the project to the concerned functionaries.

15. **Orientation for Line Departments:** Orientation about TNVKP will be imparted to line department officials at district and block level.

G.4. State, District and Cluster level Trainings

16. **Skill Building Trainings:** National Level and State Level Capacity Building agencies will be identified to organize Thematic Training Programs for State, District and Cluster Unit. The main thematic areas are

- Training on Service rules, Financial rules and Office procedures
- Training on ToT skills
- Monitoring and Evaluation
- Computer training
- Documentation
- Personal growth for professional effectiveness
- Demand Driven Training if any

17. **G4.2 Exposure Visits:** State Specialist for Capacity Building will arrange the cross learning by visiting the villages of TNVKP targeted villages / blocks or out-side the state to know the best practices, internalizing non-negotiable principles, championing project philosophy for the Village Panchayat , VPRC, SAC, members and CRPs.

G.5 Manuals and Reference Books

18. The Project Implementation Plan will be the basic document for capacity building activities up to the district level. COM will be the key resource module for all capacity building activities at the cluster and village level. Each chapter of the COM will serve as capacity building module. The programs will include training sessions, workshops, and hands on learning as well as exposure visits to neighbouring and other villages to learn from success stories

19. The project due to its evolving nature and to integrate the learning on the ground in to capacity building programs, will revise the Community Operational Manual every six months, consequently, the capacity building materials will also be revised to reflect the emergent capacity building needs.

20. SHG facilitation package, EAG and VPRC book keeping module, Disability training module and Financial and Administrative rules will also be used as references.

21. In addition to this, report card system shall be adopted in order to obtain feed back from the stakeholders on training imparted. This would enable the project to further improve/modify the capacity building plan.

G.6 Staffing for Capacity Building

22. The project will deploy experienced capacity building specialists at various levels to coordinate and monitor the capacity building activities as detailed in Table 7.2 below:

Table 7.2 - Staffing for Capacity Building

Level	Name of Position
SPMU	Specialist, Capacity Building
DPMU	Assistant Project Manager, Capacity Building and Communication
Cluster Level- PFT	Facilitator - Social Mobilization and Capacity Building

G.7. Planning, Monitoring & Implementation of CB Activities

23. **Planning:** Capacity Building programs for Project will be planned in a phased manner that is the plan for the state and the plan for district. The plan for the state will be prepared by inviting all APM – Capacity Building and DPMs along with State Specialists at TNVKS head quarter in order to finalize the training calendar for every 6 months.

24. **Monitoring & Implementation of CB Activities:** Once the plan is drafted at district level the same will be forwarded to the state office. The implementation of training plan at district level will be monitored during monthly review meetings. However, the State Specialist will conduct an concurrent monitoring of community level training programmes and evaluate the progress on the basis of results achieved by the districts as proposed in their plans. The monitoring indicators are given in Table 7.3.

Table 7.3 Monitoring Indicators for evaluating effectiveness of Capacity Building Programs

Stakeholder Group	Monitoring Indicators
SPMU	<ul style="list-style-type: none"> • Percentage of SPMU members receiving positive scores from DPMU Team members • Number of COM revisions • Number of suggestions for revising capacity building strategy
DPMU	<ul style="list-style-type: none"> • Percentage of DPMU members receiving positive scores from PFT • Number of suggestions for revising training modules, Capacity Building Plan
PFT	<ul style="list-style-type: none"> • Percentage of PFT members receiving positive scores from VPRC, EAG, SAC office bearers • Number of VPRCs formed, VPRC Plans finalized, VPRC Fund installments released • Successful implementation of VPRC Plans • Number of EAGs formed, number of Livelihood Sub Project Proposals finalized, number of Livelihood Fund financing agreement signed, number of EAGs successfully accessing the second installment of Livelihood Fund • Number of Para-professionals identified and trained

25. The project has prepared the CB action plan till June 2007, which is given in **Attachment G.2.**