

Livelihood Visioning and Promotion Strategy: A Training Report

For

**CARE-India, Bihar and its' Partners
Dated: 14-18th July, 2009**



The Livelihood School

**1/20, Second Floor,
Vivekananda Path, North S. K. Puri
Boring Road, Patna**

Context:

The Livelihood School initiated its operations in Bihar with a mandate of strengthening the capacities of people’s institutions and other development agencies including government agencies that are engaged in livelihood promotion through building capacities of their human resources. The Livelihood School provides technical inputs for livelihood promotion mainly through capacity building support and accompaniment support to implement the projects prepared.

CARE is supporting a few NGO partners in Bihar with SHENAL Project. The project talks about integrated approach to development, where livelihood promotion occupies a major portfolio. Livestock and microfinance are the two major intervention dimensions which are in-built within their project proposals. The concerns shared by CARE team was, how these partner agencies could strengthen their teams for interventions for livelihood promotion? At design stage itself, CARE has crafted the issue of livelihood promotion within the proposals.



Participants listen attentively during the program deliberation

The livelihood team of partner agency was found lacking the knowledge and skill of designing livelihood intervention based on the available resources vis-à-vis the existing cropping systems, land holding, existing labour availability, skills and resources and market opportunities.



Therefore, several rounds of discussion were held between the teams of CARE and The Livelihood School, about collaboration. Based on the discussion, CARE and The Livelihood School agreed to work out an agreement to get their project teams get oriented on livelihood issues and learn the tools and techniques to reach to a logical end of identifying the point of livelihood intervention.

Initially the program has been designed for six days with only concepts of livelihood promotion and the tools to identify the livelihood options therein. But with several rounds of discussions The Livelihood School designed a five day Integrated program where the concepts, tools and methods to design a livelihood promotion proposal was conceived, where Livelihood visioning and promotion strategy was discussed. The program was offered from 14th to 18th July 2009 at Seva Kendra, Patna.

Module:

The Livelihood School designed the integrated module on livelihood promotion on the basis of the need by the partner agencies and CARE staff as envisaged during various discussions with CARE-India, Bihar. Effort was put in designing the module with a blend of theory and more of practice. The module helped the participants to equip themselves with basic

understanding of the concept of livelihoods and livelihood promotion process, difference between income generation and livelihood promotion, role of livelihood promoter, livelihood equation and framework. The module intended to enhance the practitioners' knowledge and skills towards identification of appropriate livelihood activity by applying different tools and techniques. A session plan is attached in *Annexure -I*.

The livelihood knowledge exchange sessions were designed to elicit participation by using methodologies like interactive sessions, sub group discussions and group activities, analysis of case studies and analyzing examples from Bihar context. Language used in delivery of the sessions was mostly in Hindi and a bit of English. Training material kit: Resources book on Fundamentals of Livelihood Promotion, reading material on designing a livelihood proposal, a pen, writing pad, and a bag was provided to the participants.

Objectives of the module:

1. Building an understanding on the concept of livelihoods, livelihood promotion and their dynamics
2. Exploring themselves as the facilitators of livelihood promotion for the community as well as conservation of resources
3. Appreciating tools and techniques for profiling the livelihood basket and understanding the importance of resources – forest, farm and non-farm
4. Understanding tools and techniques for identifying intervention points
5. Understanding market and demand condition of forest/farm/non-farm produce dynamics of local economy
6. Developing micro and macro level design of Livelihood Promotion strategies.
7. Appreciating project cycle management in livelihood promotion
8. Building collaboration with other government and non-government initiatives for linking the poor to the value chains

Faculty:

1. Mr Dhruv J Sengupta
2. Dr Suresh Sharma
3. Ms Mahua Roy Choudhury
4. Mr Pradeep Mishra

Report on Integrated FLP for CARE India Bihar

A five-day long “Livelihood promotion and visioning strategy” an integrated module on Livelihood Promotion was organized at Seva Kendra, Kurji, Patna during 14th to 18th July 2009 with financial support from CARE India Bihar. Total of 19 participants attended the programme. The participants were from CARE India and its partner organisations associated with SNEHAL project, Bihar. The list of participants is mentioned in *Appendix II*.

The training programme was academically coordinated by Mr. Dhruv Sengupta, Senior Faculty from The Livelihood School. The other resource persons were: Dr. Suresh Sharma, Associated Dean; Ms. Mahua Roy Choudhury, Senior Faculty Associate and Mr. Pradeep Kumar Mishra, Faculty from The Livelihood School.

Proceedings of the training:

Day 1: 14th July 2009

The programme started with a welcome session by Mr. Rajeev Jha, from CARE-Bihar. Then Mr. Dhruv Sengupta gave an overview of the School and charted out the objectives of the programme. The participants introduced themselves and brought out their expectations from the programme. They were briefed about how much of their expectations would be met in the present training module.

The first theory session was related to concept and definitions of livelihoods. Dr. Suresh Sharma asked the participants what they understand about livelihoods in common parlance. He facilitated listing of various aspects ranging from income, employment, fulfilling of basic needs, and economic activities to things like culture and way of life. Dr. Sharma summarised the findings and shared the term “livelihood” which has a much broader scope including:

- A set of economic activities, involving self-employment and/or wage-employment
 - by using one’s endowments (human and material)
 - to generate adequate resources (cash and non-cash)
 - for meeting the requirements of self and the household
 - usually carried out repeatedly and as such become a way of life
- Ideally, *a livelihood should keep a person meaningfully occupied in a sustainable manner with dignity.*

Livelihoods, therefore, go far beyond the concept of income generation and employment. Through the discussion, the misnomer that livelihood and income generation is one and the same were dispelled. It was clarified that income generation is a small component of livelihood promotion. In this session the characteristics of livelihood promoting organisation and livelihood promoter were also discussed.



A session in progress

The second session dealt with the ways of promoting livelihood choices. Mr. Sengupta charted out the livelihood equation that income is a function of production and price less the cost (variable and fixed), and factored by risk as below:

$$\text{Income} = (\{\text{Production} \times \text{Price}\} - \text{Costs} \{\text{Fixed cost} + \text{Variable cost}\}) \text{Risk}$$

(Note: in this equation risk has been raised only to denote a function, not a power or multiplication).

Thus to enhance income, the promoting organisation (LPO) as a strategy should focus on increasing production i.e. quantity and work towards getting a right price for the producers while cost and risk have to be reduced.

In the third session Ms. Mahua Roy Choudhury discussed about risks. She detailed out the kind of risks that poor generally faces in livelihood interventions. Citing examples of poultry initiatives by PRADAN, she mentioned that one needs to look at the possibilities of risks in livelihood development interventions too.

The last session of the day dealt with the evolutions of livelihood promotion. In this session Mr. Pradeep Mishra started the discussion with the pre-independence approaches of livelihood promotion taking examples of local economy approach by Gandhi, Sriniketan experiment by Rabindranath Tagore, and the interventions by Fr. Bryne. He gave an overview of various types of approaches in the post independence era about contingency approach, citing examples of green revolution, IRDP, white revolution, minimal credit approach. He concluded that the learning from all these has led to the current understanding of a contingency approach which is flexible and comprehensive. Approach of collaboration was also discussed in details.

Following this, the participants were divided into two groups and each group was assigned to read a case study. Case of lift irrigation by PRADAN and case on DHRUVA by BAIF was to be read, discussed and analysed. The task overnight for the participants was to prepare for the subsequent day. Few guided questions for streamlining reading the case were shared by the Anchor.

The learning of the day was to:

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

The day ended with participants' feedback through steering committee meeting. The major feedback for the first day was to rewind the evolution session again and go slow and provide more examples.

Day 2: 15th July 2009

The second day started with the recap of the first day's sessions by the participant. A snapshot on evolution of Livelihood promotion was done as previous days' feedback. This was followed by the group discussion and presentation by participants on the two case studies reading and discussion assigned to them. The first group presented the case of PRADAN in Jharkhand where a lift irrigation project was installed. The second group presented the case of DHRUVA in Gujarat where horticulture and other allied activities were initiated. Mr Sengupta initiated case discussion, bringing out similarities and differences between both the case studies and related the case learning with previous day's learning. Doing so, the stage was set for the next session, the framework.

Dr. Sharma detailed out the livelihood framework. He mentioned that in the



Group discussion in progress

overall livelihood development approach the objective of the intervention, nature of intervention, and its design are important. There are influenced by internal conditions like agency's characteristics (mission, capacity, competence, and legal status), people's livelihood portfolio (portfolio, capacities and coping strategies). External conditions like demand conditions, factor conditions, institutional conditions, and industry conditions play key role in the success of any intervention. He further added that in the factor conditions there are five capitals (natural capital, financial capital, physical capital, social capital, and human capital).

In the post lunch session, Mr. Mishra charted out the stages of livelihood development interventions which are as follows:

- observing the local economy (understanding people, organisation, factor conditions and demand conditions)
- selecting suitable activities for livelihood promotion (triangulation, understanding demand conditions better)
- deciding on intervention (exploring external environment, sub sector analysis)

Ms. Roy Choudhury dealt the first stage of livelihood promotion intervention, i.e. understanding the local economy. She discussed the tool 'portfolio mapping' by which information on the livelihoods of households could be collected in a structured manner. A format was shared towards the end of the session with the participants.



Local market, local vegetables



A typical rural haat

The following session dealt with understanding the demand conditions. Mr. Mishra shared how to gather information on what is coming to the market from outside, and what product is going from the area to outside. This will help in identifying the demand of those produces which could be marketed easily. Knowing local market along



with a tool to understand the vibrancy and the economy of the local market was shared with the participants.

The last session of the day Ms. Roy Choudhury shared the information about triangulation. It was shared that by the time portfolio mapping and market analysis is over, a fair idea of possible livelihood promoting activities could be undertaken would have come up. The triangulation tools were discussed for assessing various livelihood opportunities. Five elements such as favourable factor conditions, favourable demand conditions, suitability to poor, employment generating potential and competency of the organization are assessed on a five point scale to weigh which activity should be taken up. The day ended with feedback of participants.

Learning of the day was to:

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

Day 3: 16th July 2009

The day started with recap of the previous day's sessions. The first session of the day was on a researched tool. Mr. Sengupta detailed out the methods of pinpointing an activity and identifying the intervention point. He elaborated the tool of Exploring External Environment (popularly known as 3E) and told how to understand the overlaying attributes of demand conditions, factor conditions, industry conditions, and institutional conditions. An exercise was carried out to understand this concept taking the example of vegetable growing.

The participants were divided into four groups and each group was asked to prepare five questions to be asked to three key informants within the sub-sector: vegetable growing (farmer, input supplier, and agriculture specialist at Block level). Each group worked out the questions and presented which were discussed and scrutinised by the Faculties in details. It was suggested that clear cut questions should be formulated so that respondent can score accordingly. It was also shared that there is a need to give some background information before one starts asking the questions.

Following to this session, the participants were briefed about the field visit. Three groups were formed. The first group would focus on portfolio mapping, the second group would focus on the market study and analysis, and the third group would conduct the 3-E exercise.



Local market, full with local vegetables

After lunch a field visit was organised to Sadikpur village of Maner block (Patna district) which is located at about 30-35 km away from the city. The participants collected the required information on vegetable growing. The participants were thoroughly engrossed with the data collection. They were asked to tabulate and collate the data collected from the field to be presented next day.

Learning of the day was to:

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

Day 4: 17th July 2009

The fourth day started with recap of the previous day's proceedings. This was followed by presentations by each group on the observations made during the field visit. The findings of the participants were discussed, and the faculties of The Livelihood School suggested how the analyses could be further sharpened.

The next session dealt with the issue of aggregation. Ms. Roy Choudhury shared that livelihood promotion agencies generally follow collective approaches to fetch a better price, to reduce the transportation cost, and also to improve efficiency. Citing the examples of Amul/NDDDB, PRADAN and several other agencies she detailed out the advantages of aggregations and the challenges thereof. Some of the models of aggregates like SHG, producer groups, federation of SHG members etc. and its role in livelihood promotion were shared with the participants.



In the next session, Mr. Sengupta shared the elements of a livelihood intervention project. He discussed the project cycle through which the project starts with conceptualisation (idea statement) the goes through



various stages of project management. He also charted out the Livelihood Promotion Map (L-P Map) and gave an overview of the various sub-plans that has to be prepared for formulating the project.

The participants were divided into two groups and were asked to generate the idea statement for Sadikpur. The group members were asked to discuss among themselves and generate the idea statement, objective statement, and the strategy for a project based on the information gathered from the field the previous day (to make things simple both the groups were asked to work on vegetable growing sub-sector). Two groups worked independently and brought out the following two ideas:

- improving the supply chain of vegetable cultivation and selling
- improving the vegetable production through scientific interventions and selling

Two groups presented their findings wherein the Faculties made suggestions on how the project statements and strategies could be rephrased to be specific taking into consideration the SMART. It was also suggested to think out of the box so that innovative ideas could be brought into the project formulation process.

The last session on the fourth day dealt with how to prepare a 'community organisation plan'. Ms. Roy Choudhury shared that, it is important to chart out the details of each step to be undertaken in community organisation and put them in black and white. It should include all aspects of dealing with communities particularly conducting meetings, formation of groups, formation of committees etc, she added.

Learning of the day was to:

- *Participants learnt the need for an aggregation;*
- *Elements of community organization plan*
- *Productivity enhancement plan and marketing plan*

Day 5: 18th July 2009

The last day of the programme started with recap of the previous day. The first session of the day was - production management and productivity enhancement. Mr. Mishra discussed the terminologies associated with production and operations management like capacity, productivity, facility location, inventory, work in progress, product innovation, and process innovation. He added that understanding of production process is important as it brings out opportunities for outsourcing and cost cutting.

In the next session Ms. Roy Choudhury discussed the issues related to



Small group presentation

preparation of human resource plan. She highlighted the importance of understanding the human resource requirement, procedure for hiring people, terms of payment, tenure of appointment, training and capacity building of staff etc.

The next session was on financial sub-plan in which Mr. Mishra discussed the concept of fixed cost, variable cost, and break-even point. The two groups were given the exercise of calculating break even cost of a *lac* bangle unit and vegetable production unit and the findings of the groups were presented which was discussed and the concepts were further clarified. Mr. Sengupta added the issues of bank financing and funding from other agencies and discussed the scope of collaboration with various organisations.

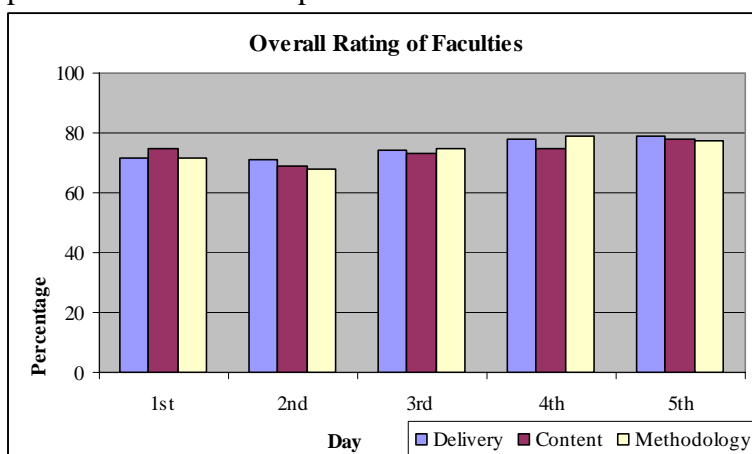
Both the groups were asked to resume their plans and develop the detailed sub-plans. The members of the two groups discussed among them and developed the details and presented the same after lunch. Their plan was discussed and critiqued by the participants and the Faculties suggested how it can be improved further. It was added that in this training programme the exercise is being done in the form of a simulation based on limited data. In real life many things would become clear.

Towards the end Mr. Sengupta synthesised the whole module and replied to various queries by the participants related to the process of livelihood promotion. He told that in real life situation the complex issues would throw a much more challenging but interesting task to formulate such interventions.

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

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

After this the participants were asked to share individual comments about the programme and its' utilisation in the real work scenario. Participants shared one by one that while the initial two days brought conceptual clarity, in the last



Feedback session

days they could actually relate the concepts and tools to their real life situation. Correlating the entire module with the tools and techniques vis-à-vis the theory by the participants was an achievement for the Faculties.

The Faculties in their concluding remarks appreciated the participants that in spite of the logistics arrangements, they have demonstrated very high level of enthusiasm to learn and discuss the issues of critical nature. The programme ended with vote of thanks by CARE India Bihar representatives and certificate of participation were distributed.



Group photograph

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List of Participants*Appendix I:*

SL	Name and Designation	Organisation	Address	Phone number
1	Arun Kumar Jha	Nav Jagriti	Rajiv Nagar, Road no: 6 B, Patna	0612-6450863/ 9771942077
2	Satyendra Prasad	Nav Jagriti	Sikatiparsaseru, Chappra, Saran	0612-285246/ 9431473754
3	Dr. Nibha Chaudhury	SEEDS	Kankerbagh Colony, Patna	9431422001
4	Tripurari Singh	Nirdesh	Vill: Majhaulia, PO: Khabara, Muzaffarpur	9835626726
5	Ajay Kumar Ojha	CENCORED	Muzaffarpur	9934247491
6	Dilip Kumar Gupta	IDF	Mithanpur, Near Panitanki Chowk, Muzaffarpur	9334907459
7	Santosh Kumar Singh	IDF	Dhabiya Gali, Mithanpura, Muzaffarpur	9534361361/ 9973694609/ 0621-2249838
8	Kundan Lal Sah	CHARM	North Patel Nagar, Patna	9304817245
9	Pravin Kumar	CDOT	C/O: Ramdahin Singh (Adv), Biharshariff, Nalanda	9835088561/ 9304728282
10	Rajeev Kumar Jha	CARE India (Bihar)	68-A, Patliputra Colony, Patna	9472482555
11	Tulika Jha	CARE India (Bihar)	68-A, Patliputra Colony, Patna	9334780308
12	Parimal Chandra	CARE India (Bihar)	68-A, Patliputra Colony, Patna	9431003053
13	Ajay Kumar	CARE India (Bihar)	68-A, Patliputra Colony, Patna	9431081724
14	Debashish Chowdhury	CARE India (Bihar)	68-A, Patliputra Colony, Patna	9006381103
15	Annie Misra	CARE India (Bihar)	68-A, Patliputra Colony, Patna	9798272171
16	Niraj Kumar Jha	CARE India (Bihar)	68-A, Patliputra Colony, Patna	9334184300
17	Juhee Kumari	CARE India (Bihar)	68-A, Patliputra Colony, Patna	9956077298
18	Sneh Lata	CARE India (Bihar)	68-A, Patliputra Colony, Patna	-

Schedule

Agency	The Livelihood School, Bihar					
Name of Program	Integrated module on livelihood promotion					
Dates of Program	14th to 18th July 2009					
Venue	Seva Kendra, Patna, Bihar					
Duration of module	5 days					
Faculty	Anchor: Dhruv Sengupta(DS), Dr Suresh Sharma (SS), Pradeep Kumar Mishra (PKM), Mahua Roy Choudhury (MRC)					
Topic/Subject	Methodology / Session plan	Start	Session time	Finish	Facilitator	Session Learning Objectives
Day 1 - 14 July 2009						
Personal introductions, Expectations, Module Design and introduction from CARE and their project support	Interactive session	11:00	00:30	11:30	DS	Ice Breaking among the participants; Participants express what they expect from the program and understand what expectations are likely to be met
Concept and definition of livelihoods and livelihood promotion? Is it any different from 'income generation program'? Role of LPO and livelihood promoter	Brainstorming, card sort, interactive discussion	11:30	01:15	12:30	SS	Appreciate key aspects of livelihoods and differentiate between livelihoods and livelihood promotion. Participants understand the relevance of their works with livelihood promotion.
What are the different ways of promoting livelihoods? What are the choices that need to be made?	Interactive discussion	12:30	01:00	13:30	DS	Practice brainstorming on different ways of promoting livelihoods, using livelihood equation.
LUNCH BREAK		13:30	01:00	14:30		
What are the risks that the poor need to be protected against? How do we measure the extent of risk? Production and market risks in a livelihood promotion.	Interactive discussion	14:30	01:15	15:45	MRC	Appreciate various forms and sources of risk; quantifying risk
Tea Break		15:45	00:15	16:00		
Evolution of Livelihood Promotion	Interactive discussion; exercise	16:00	01:15	17:15	PKM	Appreciate the history of livelihood promotion thought
Group forming and case allocation for next day's case discussion; and day's Feedback	Group work	17:15	00:15	17:30	DS	Facilitate next day's case discussion
Day 2 - 15 July 2009						
Recapitulating Day 1		09:00	00:30	09:30	DS	
Tea Break		11:00	00:15	11:15		
What are the factors that influence choice of interventions?	Interactive discussion	11:15	01:45	13:00	SS	Appreciate the aspects that need to be considered in making intervention choices
LUNCH BREAK		13:00	01:00	14:00		
Is there a sequence in applying the learning? Where do we begin?	Lecture	14:00	00:30	14:30	PKM	Appreciate a 'practical' and 'desirable' order in applying the 'contexts' in order to choose an LP intervention

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Portfolio Mapping- Structured information collection about the livelihoods of households and their strategies. Area profile - including tools to collect information.	Interactive session; exercise	14:30	01:10	15:40	MRC	Appreciate methodologies for generating household and area profile data relevant for livelihood promotion
Tea Break		15:40	00:10	15:50		
How do we analyse market & market places? What are the specialities of a market for agriculture produces, horticulture, rural services?	Interactive session; exercise	15:50	00:30	16:20	PKM	To understand the relevance of market in livelihood Promotion To introduce method of analysing the local place, to understand key concepts in marketing
On what basis do we choose activities that are likely to be effective in promoting / strengthening large number of livelihoods?	Interactive session; exercise	16:20	01:30	17:50	MRC	Appreciate a methodology for focussed brainstorming
Day 3 - 16 July 2009						
Recapitulating Day 2		09:00	00:30	09:30	DS	
How do we pinpoint an activity and intervention point? And field visit briefing.	Interactive session; exercise; Formulation of Questions	09:30	02:30	12:00	DS	Appreciate a methodology for decision making
LUNCH BREAK		12:00	01:00	13:00		
Field visit to a village of partner organisation. Use tools to generate data.	Exercise and question framing	13:00	03:00	16:00	Faculty Team	To understand the complexities of livelihood intervention in a context and appreciate the use of tools as a systematic way of approaching livelihood promotion
Day 4 - 17 July 2009						
Experiences and learning from the field visit and presentation by the participants	Presentations and feedback	09:00	02:00	11:00	Faculty Team	Data Sharing
What are the advantages of aggregation and how can this be best achieved?	Discussion on caselet on collective procurement and trade	11:00	01:00	12:00	MRC	To appreciate the need for aggregation in a livelihood intervention and to understand a process for achieving the same
What are the elements of a livelihood intervention project? <i>Setting Objectives - Project Idea Statement</i> L-P Map	Exercise in small groups, Consolidation and lecture	12:00	01:00	13:00	DS	To appreciate the uniqueness of a livelihood intervention project, map its various components, and understand the process of sequencing
LUNCH BREAK		13:00	01:00	14:00		
Exercise on setting objective and strategies	Interactive discussion and group exercise	14:00	00:45	17:00	Faculties	Conceptualise the idea of project sequencing in the context of a livelihood intervention
Evolving a <i>community organisation Plan</i>	Group work and consolidation	15:30	01:00	16:30	MRC	Help participants develop a plan for organising community towards aggregation
Day 5 - 18 July 2009						
Recapitulating Day 3-4		09:00	00:30	09:30	DS	

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How do we manage production and productivity enhancement?	Case discussion, consolidation of learnings	09:30	00:30	10:00	SS	Understanding existing production system and its inter-linkages in the livelihood system, Streamlining Production System, Introduction of new technology
How do we manage human resources in a livelihood intervention project?	Interactive sessions and consolidation	10:00	00:30	10:30	DS	To understand the various issues in HR management in a livelihood intervention project
Understanding financial situation of a HH and collective enterprise	Case discussion	10:30	00:30	11:00	PKM	Understanding basic financial concepts and are able to read financial statement
Tea Break		11:00	00:15	11:15		
Developing community organisation plan, production plan, financial plan, HR Plan	Group exercise	12:00	1:00	13:00	Faculties	Help participants prepare a HR plan for a livelihood intervention
LUNCH BREAK		13:00	01:00	14:00		
Continued.....		14:00	01:00	15:00		
Module synthesis and ways forward	Interactive discussion	15:00	00:45	15:45	DS	Participants are able to relate learnings to their field situation and come up with livelihood promotion ideas for their target population
Was the program useful?	Discussion	15:45	00:45	16:30	DS	