



**Step by Step Process to Guide**

**Village Convergence  
Facilitators to Strengthen  
Linkages of Women and Girls  
to All Schemes and  
Programmes**



Centre for  
Advocacy and  
Research





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*This module explains the key processes adopted by the Centre for Advocacy and Research (CFAR) to strengthen social inclusion of the most marginalized and vulnerable populations.*

*It enables the learner to get trained and skilled in facilitating convergence of schemes and programmes for, of and by marginalized communities and adapting these processes and strategies in different geographies or with different set of vulnerable and marginalized communities.*





# **SECTION I**

**DEFINING AND ASSESSING EXCLUSION**



# SECTION I

## DEFINING AND ASSESSING INCLUSION

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The first essential step is to strengthen the participants understanding about “inclusion”.

**Ask the participants to reflect on one illustrative example of how 'inclusion' is fostered and enabled**

*You can share the following case study:*

*This is a narrative of exclusion Lakmavva, 55 years, lost her husband 12 years ago in Meeraj. After the death of her husband she moved to Ramadurga Taluk of Belagavi District. Since he died in Meeraj, she was not able to apply for widow pension scheme as she needed to submit the death certificate to avail the scheme. She paid 500 rupees to a middleman when he assured to help her to get the death certificate from Meeraj. After the payment was done, he stopped attending Lakmavva's calls. When she pleaded, he started threatening as he knew that she could not do anything because there was nobody to support her.*

**Discussion points with the participants:**

- ❖ Have we experienced or seen or heard about a similar situation?
- ❖ What are the reasons for Lakmavva's exclusion?
- ❖ Is exclusion the rule?

**Let participants list down the various factors that propel exclusion. (poverty, illiteracy, disability, culture, identities).**

**Classify the Exclusion as:**

- ❖ Political
- ❖ Economic
- ❖ Social
- ❖ Cultural
- ❖ Any other



## *initiate Group Work*

*Divide the participants into smaller groups of 3-4 each.*

### **Task-Trace the Collective Journey of Inclusion**

Let participants share their experience of facilitating “inclusion” or “access to schemes”

Let them re-cap the following steps:

1. Providing information to their peers or beneficiaries
2. Filling the application
3. Forwarding it to the department
4. Doing the necessary follow up
5. Scheme and its benefit reaches the applicant

### ***Ask the participants to do the following***

- ❖ *Explore opportunities and challenges*
- ❖ *Learn from each other about tactics or processes that worked or did not work*
- ❖ *List out Tips on what should be done and what should be avoided*

### **Present a Success Story to illustrate what worked**

#### **Problem**



Mangal Hebhe, 55, residing in Tembhurni taluka, Solapur was told by the doctors that her 4 month old grandson had a congenital heart disease. He required immediate surgery otherwise his life would be danger. She met the Community facilitators and sought their help. The team of facilitators documented her case and started looking at options of getting her grandson treated. The most feasible option was to extend to her the benefit of the Rajeev Gandhi Jeevan Arogyadayi Yojana which meets all expenses for such critical surgeries. However, a further study of the scheme made the team realise that

the surgery for a congenital heart disease was not covered under the scheme.

The team of facilitators started reviewing other schemes and finally located the not so well known scheme of Construction Labour Welfare Card. This was a scheme started by the Central Government to provide financial aid to children of construction labourers so that they could meet some of their immediate educational needs. Besides, it also provided medical insurance for critical illness and surgeries. The team of facilitators got to know that congenital heart disease was covered under it.

Once the scheme was identified, the next step was to get all documents of Mangal and her grandson ready. The most critical document was the yellow ration card meant for BPL families who were entitled for the said scheme. However, the challenge was that the surgery had to be performed within a few days time and processing all formalities for the ration card could take anything between one to four months.

### **Problem Solving**

The team of facilitators met the Food Distribution Officer (FDO), Solapur and shared Mangal's case with him. Jointly with the FDO and the team, a plan was chalked out to expedite the process of providing ration card to Mangal. As a provider, the FDO and his team had to ensure all formalities and compliances including the due diligence is in order and nothing gets compromised. As scheme facilitators, the team had to ensure that the ration card is done, Mangal is enrolled as a beneficiary and the benefits reach her in time.

The following steps were undertaken:

- It was decided that the form for ration card and construction labourers welfare card would be filled immediately for her. The form was filled within an hour's time after meeting the FDO
- Next came the task of arranging the documents. She had the voter's card for identity. A lease agreement for her rented house was done immediately that day with her landlord.
- The most critical document was the income certificate as a BPL beneficiary. The tehsildar was roped in and the income certificate was made the very next day.
- On the same day, the Zonal Officer and his colleague went to conduct the house verification visit. There they realised that her house actually fell into a different zone. Immediately, the FDO summoned the concerned zonal officer and he was asked to do the home visit immediately.

- The concerned zonal officer executed this task that day and submitted his report.
- With all formalities over within two days, the ration card was issued on Day three.
- On Day three the form for Construction Labours Welfare Card was submitted to the Revenue Department who enrolled Mangal as a beneficiary and extended the scheme to her.
- Her grandson is now admitted in the hospital and will be operated upon soon.

### Open Discussion

What did you learn from this case study?

- ❖ What is it that really mattered here - the immediate response by the team? Or the response of the FDO?
- ❖ Who do you think played a critical role? List down the role played by the provider and the team
- ❖ What was the turning point and who made it happen?

**Explain:** In the above incident, everything mattered. The immediacy with which the team of facilitators swung into action to the sense of leadership and responsibility to fast track the delivery of the ration card shown by the government officers, every process was significant. However, all actions were founded on the principle of how best to catalyse a Partnership and Convergence.

To effectuate social inclusion, a foundational aspect is creating Partnership - between community and government and Convergence between all government departments.

### *Explain: Key Features*

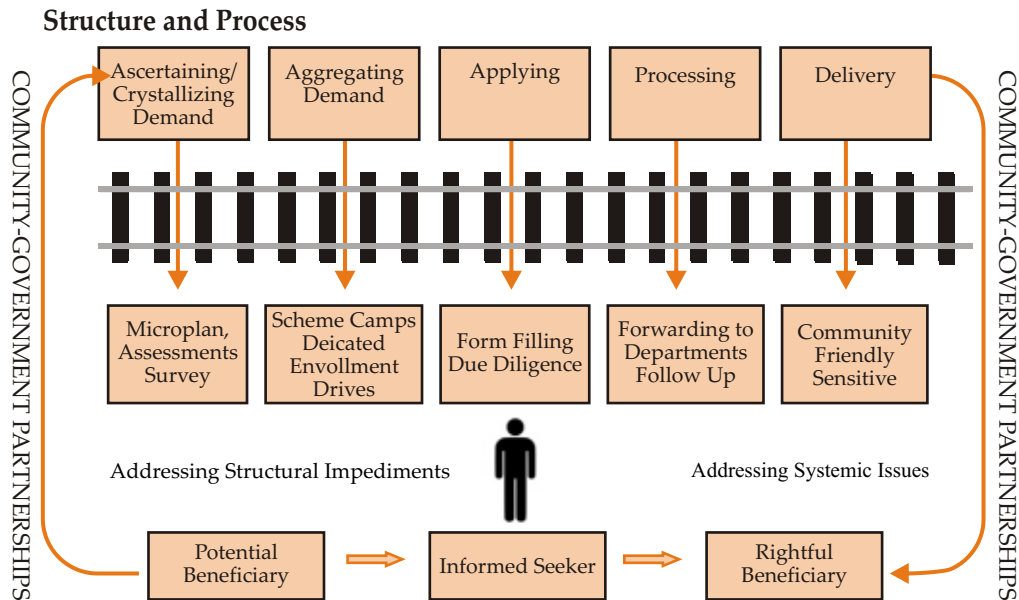
*Using an end to end approach, all members of the community are reached out to, educated and motivated to progress from knowing about the schemes and programmes to demanding it.*

*The entire process comprises of many small steps that starts with applying leading up to the provider learning about or realizing the extent of demand for the scheme, understanding the needs and concerns of the applicant, processing the demand to its final delivery to the applicant*

Through the team of Community Facilitators, CFAR ensured that the process is grounded in the community and made user-friendly. This helps to generate

## Demonstrate how Convergence was achieved by CFAR at the district level

### ACHIEVING CONVERGENCE THROUGH COMMUNITY FACILITATORS



demand; enables the providers to understand the extent of demand and this further strengthened by formal enumeration and identification of beneficiaries. We can use many ways of assessing demand such as surveys to list out beneficiaries and focus group discussion to identify specific needs

This is followed by initiatives aimed at strengthening the information and understanding of the community members on various schemes through scheme education camps where all providers from the government and field come together to inform and enroll the community members

Then the team facilitates the community member to apply conforming to all the necessary prerequisites of the scheme.

Each and every application that gets submitted passes through the required due diligence process, systematically verifying the application at all stages

The applications are sent to the concerned departments.

Follow up on the status of applications is done and the entire set of processes is tracked and recorded via a MIS

Periodical review meetings (once in a month with the nodal agency - WCD and quarterly along with the District Collector) are done to take stock, address any gaps and fast track the process.





# **SECTION II**

TAKING THE PROCESS OF  
COMMUNITY FACILITATION  
FORWARD



# SECTION II

## TAKING THE PROCESS OF COMMUNITY FACILITATION FORWARD

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### Getting Ready: First Step

Get armed with an in depth information on the schemes, study the scheme in detail; understand the intent, thrust, scope, design and architecture of a scheme.

### How do you do it?

### STEP 1: GET TO KNOW THE SCHEME

Take one scheme, for instance ICDS.

Find out if you know about ICDS program. If yes, what do you know?

Address some common Myths and Misconceptions; example:

*Anganwadi is only for women of BPL households*

*Only service the Anganwadi provides is nutritional supplements*

*Anganwadis are only found in villages*

### Share the Right Information-Example

ICDS is a 100% Universal Scheme.

This means that all services right from immunization, supplementary nutrition to health check and referrals all are provided equally and in a uniform fashion to everyone.

Does it mean that I as a mother of an infant of two children have a right to the scheme? Yes is the answer

### Right to Education

- ❖ What do you know about the RTE Act?
- ❖ Do you know that RTE is a Law?

RTE Law emphasizes that the Right to Education for All children is guaranteed by the State. The State has to implement laws and policies to ensure that all children between 6 -14 get to access education.



Do you agree that access to education must become a right guaranteed by law?

So given this, what do you think the provider should do?

- Implement the Act in letter and spirit
- For this undertake survey, enumeration of school drop outs
- Set up monitoring mechanisms
- Strengthen infrastructure
- Achieve integration with other programmes

What do you think the user should do?

- Become fully informed on the scheme
- Use all provisions to ensure that your child is not denied access
- In case of denial, use grievance redress under the Act *School Management Committee*
- Become part of such monitoring platforms.

#### **Special Category Schemes:**

- Scholarships for ST/ST
- Residential schools
- Loans and Skill development

#### **Reasons**

- They are highly marginalized and denied a level playing field to fight decades of oppression
- Government has to provide for the welfare of all marginalized communities and groups such as SC/ST

**Discuss about the reasons. Can we call it affirmative action?**

**What did the Makers of the Constitution envisage? Discuss**

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## STEP 2: FACILITATING THE EXTENT OF DEMAND AND LEARNING ABOUT THE SEEKERS OF THE SCHEME

### Identifying the beneficiary

Different modes of enumerating populations; they are:

- Census
- Household Survey
- Socio economic and caste census
- ICDS Surveys

### Do the Survey ensure inclusion? Share experiences and insights

How can we develop a community-centred system of identifying beneficiaries? What are the tools or steps one can take?

- Hold Community meetings
- Conduct one to one outreach and interactions
- Set up neighbourhood forums
- Do Household Surveys
- *Any other*

### Discuss each of the methods listed above

## ASCERTAINING DEMAND: A CHECKLIST AND EXAMPLE FOR FACILITATION

Ascertaining demand for a scheme can be facilitated through:

- Community meetings
- Listening exercises with the community aimed at understanding their concerns and experiences.
- Scheme Surveys

### Can we use Micro-Planning? Yes

#### Why

- ❖ To strengthen the engagement with the Scheme and include all
- ❖ Build evidence of gaps and unmet needs

## *Karnataka: Sharing experience of micro-planning*

In Karnataka, the Community representatives shared that many women were not aware of ICDS scheme. To assess the extent of exclusion, a Survey was conducted.

### **Conducting a Survey**

#### **Key Steps**

- First brainstorm on the nature of the problem
- Based on the groups' assessment of the problem develop a questionnaire, preferably a pictorial one



Focus on key components; for example on ICDS on Supplementary Nutrition, Immunization, Pre-school, implementation of Protection of Women from Domestic Violence and Stree Shakthi programme. After each component the detailed information of each scheme was to be given to the respondent

- Train and orient the surveyors
- Conduct the Survey

In Bengaluru, the community surveyors conducted the survey in 9 zones of the city.

They decided on the sample and then met each respondent at a convenient time and location. The interview took minimum one hour

The survey reflected on the many issues and concerns they faced while trying to enrol or get the benefits of the ICDS scheme

This included not knowing enough about the scheme; not having confidence in the scheme; no Anganwadi centre around their settlement and constant movement from one locality to another and periodic migration to other towns and districts

#### **Women's Testimonies**

*"I am 5 months pregnant with the second baby and struggling for paying rent, ration and my son's expenditure. One time meal is also difficult for me; last month when I underwent health check up, the doctor told me that I am anaemic and told me to eat more vegetables and drink milk. I am struggling for one time meal, how can I drink milk. The Government doctor treated me well and asked me to come for monthly check up. But I didn't know about the availability of ration in the Anganwadi. People say that the Anganwadi teacher visits every*

house and updates the list of pregnant woman; but the Anganwadi teacher did not share anything with me.” - **Vani, Talagattapur**

“Somebody told me about the nutrition available for small children in the Aanganwadi centre. We have to walk more than 2 km to reach Aanganwadi. One day I went and asked the teacher; she told me to give my name and asked me to come in the next month. When I went the next month, the Aanganwadi teacher was not there and the Ayah did not give any food. We are poor and do not know how to get the benefits. I do not know where to go and ask; the Aanganwadi teacher never visited our house - **Bhavan, Konankunte, Swathi Mahila Sangha**

### **Post Survey: What did the Community Facilitators do?**



Presented the evidence to the Principal Secretary, Department of Women and Child Development (DWCD)

The women explained the findings of the Survey and requested the Principal Secretary to hold information cum enrolment camps in three areas of Bangalore

The women offered to mobilize the community members.

The Principal Secretary immediately directed the ICDS team to facilitate the process of enrolment of the women and their children

He asked the Department to hold Information cum Enrolment Drives.

### **Women's Testimonies:**

“My husband left me when I was 3 months pregnant. My marriage was intercaste and my parents did not accept me when I went to them; then with the help of Community Facilitator, I went to Doddipalya Anganwadi center . The teacher received me and enroled for Take Home Ration. Now I am getting Take Home Ration.” - **Bhagya, Shivakmar, Swamiji Nagar**

“I have 2 children - a boy and girl aged 5 years and two and half years. I am a destitute woman and living in a small hut. When I go for work, there was no place to keep my children. Now I leave my children in the Anganwadi center and they get some nutrititious food in the centre. If there is no centre; I would have suffered a lot. The Aanganwadi worker keeps my daughter also; thanks to her- **Manjula, Bapuji Colony**

*"I have 3 children and my husband is a coolie. My last daughter used to fall ill frequently and the Community Facilitator took her to the Aanganwadi centre and it was found that she is under weight and she was referred to Victoria hospital for health check up. The doctor diagnosed her as malnourished. The Aanganwadi worker helped me to get Rs.750 medical assistance and double nutrition every month, I am very proud of Community Facilitator because it helped my daughter to gain weight and she is healthy now." - Gayathri, Kengeri*

### **Exercise:**

#### **What was the significance of this initiative?**

- It was community led and hence outreach in the community was easy
- It helped to assess the gaps and then create a remedial action to address it as well
- It partnered with the official provider
- It built ownership - of the community and as well as the provider.

#### **Discuss why a Survey is important.**

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## **STEP 3: BRINGING THE DEMAND TOGETHER AND FACILITATING INCLUSION IN SCHEMES AND PROGRAMMES**

### **What does this mean?**

#### **Illustrate using the following skit:**

*A meeting in progress at the Community level where information on Ration card is being shared and at this stage the information is very basic. The next day, a few women, seemingly prepared, go to the ration card office and meet one of the clerks. The clerk talks to them and hands over some forms to be filled. The women return to his desk after filling the form. The officer gets irritated as the form is not filled correctly. This puts him off all the more. He asks for some documents - ID and residence proof. The women produce pan card as ID and show electricity bill which is on their land lord's name. The clerk gets further annoyed and spikes their form. His behaviour all this while is also very rude and feeling intimidated, the women return.*

### **Open Discussion**

- ❖ What do you think happened in the skit?
- ❖ Were the women prepared fully?

- ❖ Why was the clerk annoyed? How do we deal with such situations?

### ***A Checklist:***

The first critical step is to ready the community with all the information that is required on the scheme.

The information should be correct and provided in such a way the beneficiary is also motivated and becomes ready for the next step as well - i.e. of applying for the scheme.



Having done that, bring the beneficiary and provider on the same platform and strengthen their understanding of each other and the scheme.

Let the community tell about what they know about the scheme and their expectations from it

Let the officials respond and clarify their stand on the issue

### ***Remove all possible misconceptions on both sides***

In such meetings, the community and the provider come face to face.

The community also presents its dilemmas and concerns pertaining to documentation and other issues.

The provider not only listens to it, but also gets sensitized and ready to address such bottlenecks.

### **Testimony of a beneficiary:**

*"I lost my husband 2 years back. I was somehow eking a living for myself by rolling beedis. Then one day I attended a camp. The camp was on the Pension scheme and a government officer gave all necessary information. He also exhorted all those eligible to come forward and apply for the scheme. I wanted to access the Pension scheme and had*

### ***Scheme Education Camp: Some Steps that can be taken***

*The Community Facilitator visits the women at their door step and invites them for the camp.*

*They fill a Pre Registration form which contains the basic information of the community beneficiary and the entitlements/schemes they are interested to access such as Ppension, Voter ID Card, Ration card, Legal entitlements, etc.*

*In the camp, scheme stalls or kioks are put up where not only the complete information on the specific scheme is provided, but also the beneficiary is enrolled. All this is facilitated by the official provider.*

*no income certificate to produce. At the camp, I raised the issue with the officer. The zonal officer helped me right from filling the form to arranging all required documents including the income certificate.” - Meenakshi Kamble, Solapur*

**Discuss the testimony with the participants and take some feedback on what they have learnt from it.**

### ***Initiate Group Work:***

**Divide the participants into groups and ask them to do a listing of what steps they will take to do a similar initiative in their district.**

#### **Knowing the Provider**

- Take any scheme
- Ask the participants to list out the providers at the village, block and district level
- Mention their attributes- Strengthen and Challenges
- How will you engage with the strengths and challenges?

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## **STEP 4: FACILITATING THE PROCESS OF SCHEME IMPLEMENTATION**

**What do we do after the information is provided and the beneficiary is fully informed?**

#### **Practical Session**

Again, divide the participants into groups and ask them to list out the steps they undertake to make the beneficiary apply for a scheme.

#### **Mock Exercise: Participants to enact the following**

- Obtain the form
- Fill it
- Attach the documents
- Submit it to the concerned department

#### **Do Role Play/Skit to Demonstrate the Process**

A woman from the community applies for the Widow Pension scheme. Her form is

filled correctly and some documents are also attached. The clerk asks for her husband's death certificate. She does not have one. He also wants the income certificate. She does not have that as well. He says that without these two critical documents, her form will not be accepted. She gets disappointed.

### **Open Discussion**

- ❖ What have you learnt from this situation?
- ❖ Is the officer right in asking for all documents?

### **Take a poll**

Choice before facilitators-

- 1) Seek Self Identification
- 2) Find ways to furnish the proof and documents

### *Share the following case study:*

## ***Ensuring Due Diligence and Fast Tracking it: A Case from Solapur***

In Solapur, the community was desperately trying to access the Sanjay Gandhi Pension Scheme. The Scheme provides Rs 1000 as monthly pension to widows and single women. In Solapur, Maharashtra, various scheme enrolment drives were organized and some 125 community members applied for the Scheme between September 2014-December 2014. However, many applicants could not furnish all the required documents.

The team of facilitators met the Tahasildar, Ms Aruna Gaikwad and discussed the issue with her. The Tahsildhar was well aware of their work and was sensitive towards the community. She made a special case for the women by deeming necessary only three key documents - income certificates, residence proof and the specific proof of disability, age, widowhood and rest were waived off.

For the marginal women, getting these certificates was also a daunting challenge. Again the Tahsildhar stepped in and fast tracked the process of providing income certificate through a special desk. Residence proof was obtained through visits of homes of applicants. Widow Certificate was obtained through the Legal Services Authority who supported them in arranging the death certificate of their husbands.

While 125 income certificates got done in a single day, the rest of the documents required another week's time. Armed with all the required documents, the



applications then took only the next 15 days to sanction Sanjay Gandhi Pension Scheme.

*Discuss with the participants:*

What are the lessons from the above case study?

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## STEP 5: TRACKING AND FOLLOW UP

There are two levels of follow up: One to be done with the provider and one with the beneficiary.

With the provider, the follow up is about - the status of application - whether the application has moved or stuck due to some reason

With the beneficiary - to ensure that she is available for any further enquiry or verification and even available to receive the scheme benefits

### **How to do this?**

Record systematically all processes pertaining to the beneficiary and her application across different phases and processes through forms and registers and later through a systematic MIS.

### **How does this help?**

The MIS helps us to track the entire process- from seeking information as a potential beneficiary, to applying as an informed seeker and finally availing the scheme as a rightful entitlement holder

### *Example of MIS to be created for the Village Facilitation Centres*

The Village Facilitators (VFs) meet the women beneficiaries in the field, hold discussions on issues and inform them of programmes/services or schemes. The women may also visit the Village Facilitation Centres for seeking similar information.

When the Facilitators meet the community, an identification number can be given to each community member. This becomes her unique number through which all information about her and the status of her application can be tracked.

At the first level, the MIS records all basic details of the community member which includes name, age, address and contact number, etc. along with her unique identity number.

Sr. No.	Name	Address	Identity Number
30	C. Soniya	D/O C.Khadarvali, 2-157, Amadagur, Anantapur	ATPV0306
31	G. Sravani	W/O G.Venkatesulu, 1-35, Gonipeta, Penukonda	ATPV0307

If the beneficiary visits the Village Information Centre, the MIS should also reflect the Purpose of her visit. What was the beneficiary seeking? Was she looking for any information on a scheme or a programme? Or was she intending to discuss any personal issues such as Domestic Violence she faced? The MIS can record all these details and also mention how the query got addressed.

If an application for a scheme has been filled, the MIS should mention the name of the scheme applied for, the date of enrollment and where the application or the beneficiary was referred to.

Information/Service Sought by the Beneficiary				
Information	Counseling	Application Field	Application submitted/referred to? Or Linkages to departments /Nodal agencies/health services	
Information sought on - Schemes Pensions, RTE, Education/ICD S/Aadhar/ Subsidy loans or Health Services/ Legal Services	Counseling provided on - Domestic Violence - Sexual Harassment at Work Place - POCSO - Sexual Assault - Denial of Entitlements	Application submitted /forwarded for scheme	Application submitted/referred	Linkages with - Health services, Legal Services
<b>Mention the scheme on which information was sought</b>	<b>Mention what counseling was provided</b>	<b>Application submitted for which scheme</b>	<b>Mention Department</b>	<b>Mention where the beneficiary was referred</b>

Follow up			
First Follow up		Second Follow up	
Date	Remarks (Status of the Application)		Remarks (Status of the Application)
Mention Date of Follow up	Sanctioned/ Not Sanctioned	Mention Date of Follow up	Sanctioned/Not Sanctioned

Finally, the MIS also tracks the follow-up. It records all activities post the submission of the application to the concerned department. This information is updated regularly by the Facilitators.

### *Initiate Group Work:*

**Ask the participants to devise a simple MIS tool that they can use to track the follow up with the beneficiary and as well as the provider.**

## **STEP 6: FACILITATING GRIEVANCE REDRESS**

### *Problem*

*A poor woman's husband died 5 years ago. A middleman approaches her assuring her that he will help her to get widow pension. She has no other documents except voter card and pays Rs 1000 to him but after that he does not come back*

### **Brainstorm on the following:**

1. Do you feel marginal communities face similar problems in accessing pension scheme?
2. What are your experiences?
3. Share experiences of success and setbacks
4. List out the bottlenecks you faced in getting Pension

### **Problem Solving**

Grievance Redress means that the provider comes face to face with the beneficiary and is legally bound to address grievances

- ❖ Are you aware of any grievance redress mechanisms? Have you accessed any of it?

- ❖ Do you agree such mechanisms work?
- ❖ What grievance redress mechanisms can you create at district level?

### **Case Study:**

#### ***USING PENSION ADALAT TO ENSURE COMMUNITY INCLUSION IN PENSION: THE CASE OF KARNATAKA***

*A woman from the marginal community visits Tahasildhar office for Manaswini pension and the officials tells her to get documents which she doesn't have. Finally she loses interest in the scheme. Then she is informed by the Community Facilitator a Pension Adalat will be organized in collaboration with Pension Department. She attends the Adalat and applies for the Pension scheme and after 3 months she gets the order copy for Pension.*

What does the Role Play show?

*Pension is the one scheme where most of the marginal and poor women needed and support their family. But it is one of the most difficult schemes to access.*

The Community Facilitators met the Principal Secretary, Revenue Department and requested him to hold Pension Adalats organized by Directorate of Social Security and Pension, Revenue Department to sort out the grievances aired by the community. The Principal Secretary responded immediately and directed Deputy Commissioner to take the necessary steps.

The Directorate of Social Security and Pension sent all the dates and venues of Pension Adalats being organized by Tahasildhar to the Community Facilitators

The Community was mobilized to attend the Pension Adalat.

At the Adalats, the community presented their concerns and challenges in accessing the Pension benefits.

The officials explained each Pension scheme in detail and the documents required for applying.

The officials verified each application and the required documents were attested and the applications were accepted on the spot.

**What happens after receiving the application and what happens if the applicant lacks some documents? Let us look at this example again to see what was done.**

To address the difficulties faced by the community:

The District Legal Services Authority (DLSA) supported the women in securing documents like death certificate via the court

To do this they appointed women advocates to guide the community in filing complaints and get the court order.

This enabled the Bruhat Bengaluru Mahanagara Palike (BBMP) to furnish the Non Availability Certificate (NAC) and enabled the women to apply for the death certificate

At the gram panchayat level, the Community Facilitators helped the women to get Residential certificate so that they can apply for Aadhar card.

Through Aadhar number and Residential certificate, Caste and Income certificates were obtained.

**The Karnataka Sakala Services Act** which provides guarantee of services to citizens in the State of Karnataka with a stipulated time limit, instructed the Directorate of Social Security and Pension to not only to address the grievance but also to sanction the Pension scheme to marginal communities on priority basis.

***Community Testimony:***

*“My husband passed away in 2004 and since then I was trying to apply for Pension. I did not have proper documentation. At the Pension Adalats, I met the Tahasildhar to whom I explained my problem. He took my application and also arranged for the documentation that was required. Now for the last 6 months I am getting Rs.500 Pension every month. - Vijaya Kumari, Jyothi Mahila Sangha*

***Exercise:***

**What grievance redress mechanisms can you create at district level?** Ask the participants to work in groups and present.

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***TAKING FORWARD THE LEARNINGS:***

*Conclude the training by asking the participants to do an action plan on how they envisage taking this forward*





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