

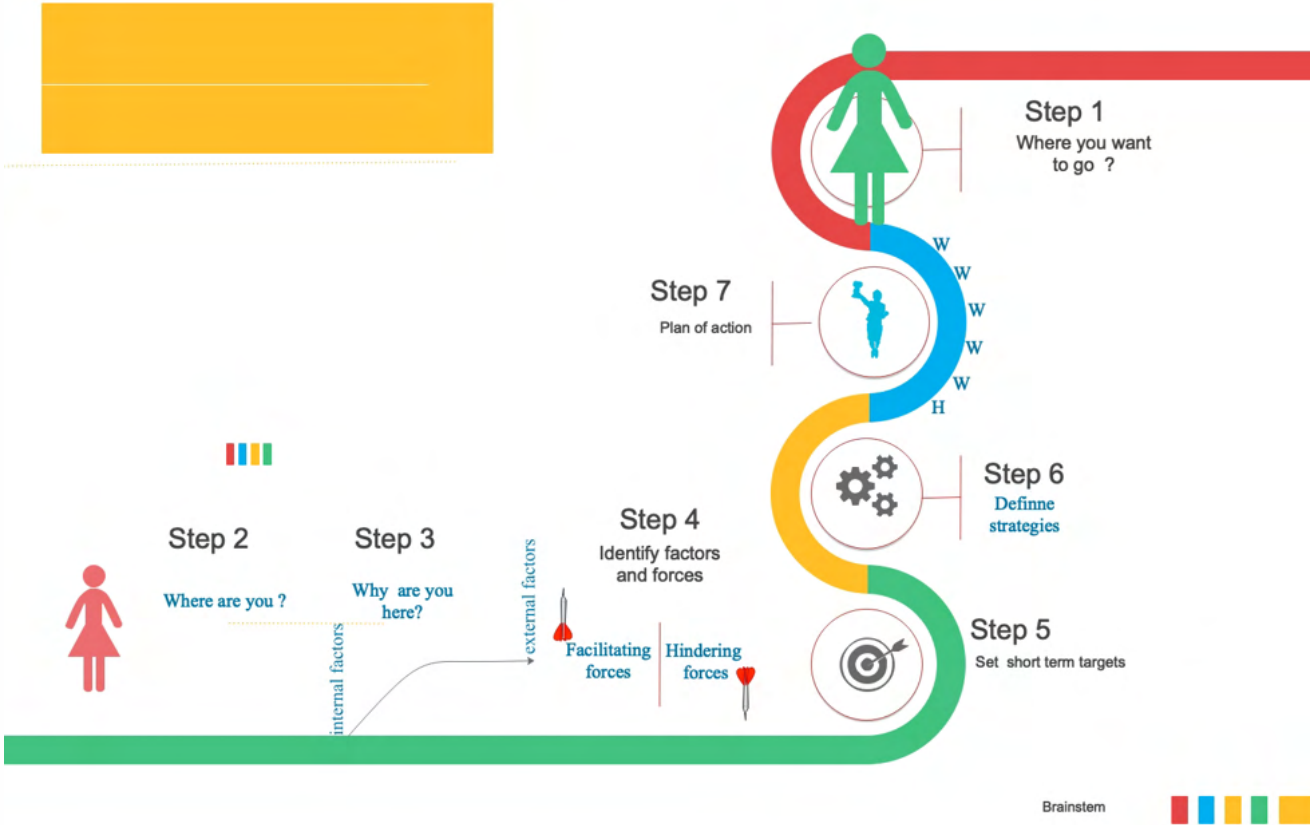
PRACTITIONERS MANUAL

Tools to Create Collective
Vision, Mission , Objectives ,
Strategy and Action Plan for
Women Owned CLFs



Visioning

generates a common goal, hope, and encouragement; offers a possibility for fundamental change; gives people a sense of control; gives a group something to move toward; and generates creative thinking and passion. In moving toward a vision, you will be likely to encounter a number of problems to solve.



A **problem** is something negative to move away from, whereas a vision is something positive to move toward. So remember Visioning is from the future to today. Problem solving is from today to tomorrow.

This CLF Visioning Module , its sessions, and tools are designed by Mr.Mohd Amjad Khan (NRP and Director Brainstem LLP). Brainstem successfully piloted its Cluster Level Federation (CLF) promotion strategy for the first time with the Tripura Rural Livelihood Mission (TRLM) in the year 2018-19 under the guidance of Mrs. Kavita Maria (National Manager IBCB, NMMU) . It was then successfully replicated in similar programs with the SRLMs of Nagaland, Mizoram and Arunachal Pradesh in the North East with the collaboration of NRPs empanelled and subsequently oriented by Brainstem. A major upscaling of the effort was done as part of Brainstem's collaboration with TRIF where the lessons learnt from the North East while promoting CLFs were utilised to nurture and promote more than 150 CLFs in the states of Madhya Pradesh and Uttar Pradesh.

ABOUT THIS PRACTITIONER'S MANUAL

What is the primary objective of this training sequence?

The primary objective of this training sequence is to strengthen the leadership and capacity of a nucleus of women leaders. The sessions that follow aim to equip women leaders to drive change processes that overcome structural inequalities through behavior change, culture change and strategic demands for structural change.

Why focus on women?

Gender based discrimination structures cultural, social, economic and political life across rural India, impeding both economic and social advancements. Mobilizing rural women to address their concerns in a holistic manner, not only transforms the status of women but also changes the material status of the family. By contrast, interventions that focus primarily on men may impact the well being of the family as a unit, but typically do not change the status of women within their households and communities.

How do we ignite change in participants?

This training sequence is built upon the principle that changes in behavior, culture and strategic demands for structural change can happen when an individual ignites their aspiration, self belief and sense of agency. These personal growth cycles or changes are informed by the interaction between an individual and their environment (Lewin 1936). Therefore, the role of the facilitator is to foster an environment and experience that supports participants to unlock their innate capabilities and seek to change their relationship with their external environment. In this engagement the facilitator and the participant are co-creators of change pathways (Freire [include citation year]). Accordingly, this training sequence is designed to engage participants in overcoming inertia and dismantling existing mind sets (stage 1), working through transitions to new ideas (stage 2) and crystallizing and incorporating fundamental growth in aspiration.

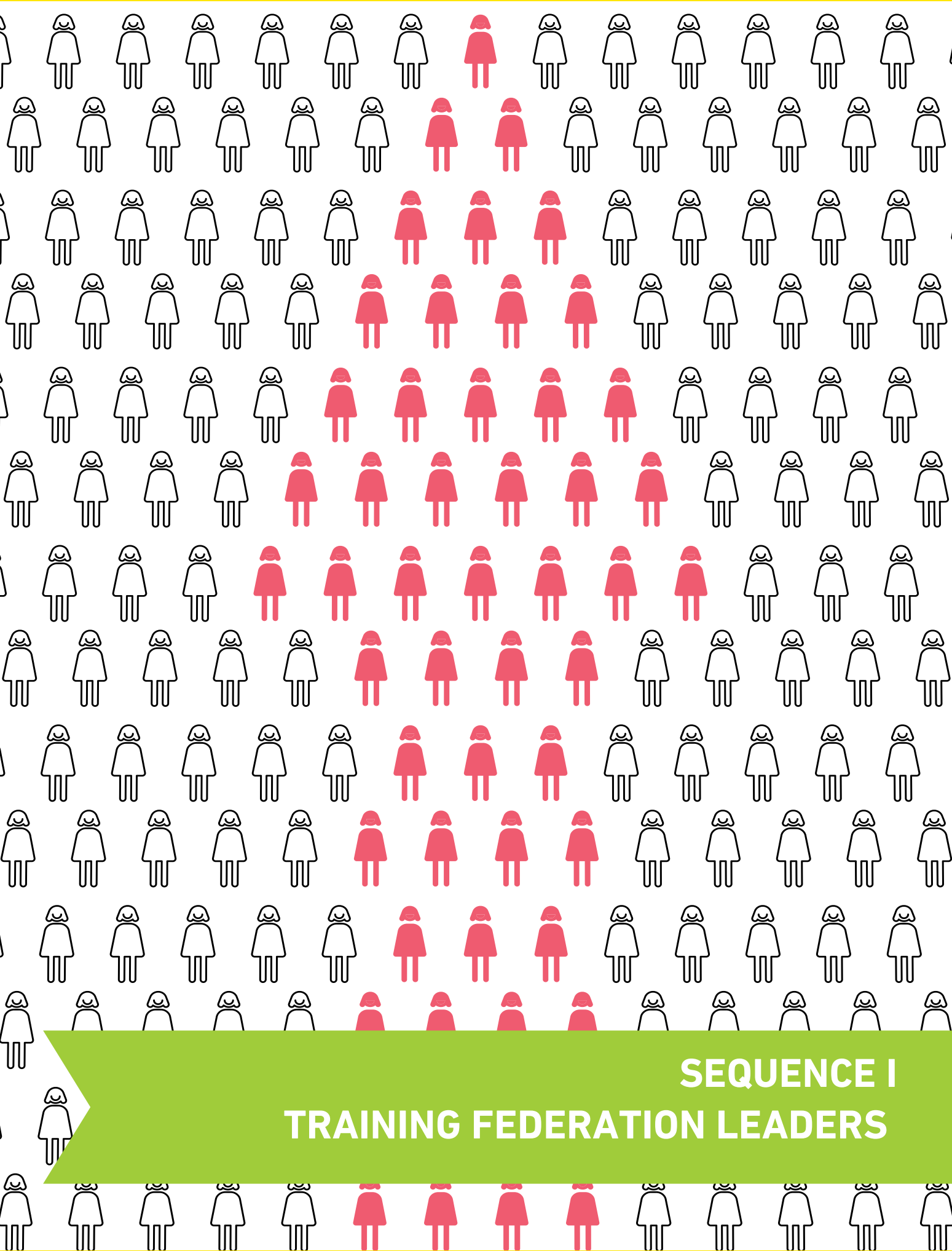
Why is it important to engage primary support groups such as self help groups?

Supportive environments (such as Self Help Groups and other primary support groups) foster an individual's ability to achieve their aspirations, maintain their self-belief and increase their sense of agency. Concrete experiences, followed by reflective observation, abstract conceptualization and experimentation with new behavior facilitates processes of questioning age-old beliefs about one's self and society (Kolb [update year]). Homogeneous spaces for learning and growth are particularly important for marginalized women from disadvantaged communities who may have no other outlets for collective action-reflection processes including supported reflection, conceptualization and experimentation.

What is the role of large collectives such as Federations in driving change processes?

Behavior is intimately connected to not only personal characteristics, but environmental factors and group dynamics as well.

As described by social psychologist, Kurt Lewin: "The whole is greater than the sum of its parts" (Lewin [update year]). Multi-tiered structures of association—for instance, self help groups (SHGs) that together form Federations & foster change in a variety of ways. First, cultural and behavior change requires safe spaces for reflective observation, active experimentation and engagement with alternate practices. SHGs and other primary support groups provide these incubators for change. Second, engaging in a collective links the tasks and futures of each member—driving action and accountability.



SEQUENCE I TRAINING FEDERATION LEADERS

SEQUENCE I

OVERVIEW

MODULES, FORMAT AND OBJECTIVES

TRAINING FEDERATION LEADERS

MODULE	FORMAT	OBJECTIVE
VISION 1: Activate Federation Leadership	2/3-day guided workshop for Federation	Broaden the perspective of Federation leaders. Spark a vision to transform their lives and communities. Context: Reflect on domains of engagement, challenges and drivers for change. Seed: Prepare to engage and mobilize community around vision and goals in each change domain.
VISION 2: Envision and set priorities at the village level	Community meetings conducted by Federation leaders	Envision the transformed village ecosystem. Dimension: Inspire goals in each change domain. Prioritize: Reflect on priority domains for engagement for the community to be taken up by the Federation in 1-2 years. Lead: Enlist volunteers committed to transforming vision into a reality.
VISION 3: Identify federation level priorities	2-day guided workshop for Federation leaders.	Share: Reflect on community priorities, experiences and key learning from inter-phase. Prioritize: Develop Federation priorities based upon community engagement during inter-phase. Transform: Build the capacity of Federation leaders to ignite transformation journey
PLAN 1: Planning for Action	3-day guided workshop for Federation leaders.	Structure: Design Federation structure to realise vision through interventions at multiple levels of engagement (social and cultural, public systems interface) Process: Institute processes for achieving vision and priority areas that engage all members in reflective action. System: Define roles, plan coordinated action and reporting on planned activities at each level (block, village
PLAN 2: Build detailed 1 Year plan	Ongoing support to Federation Executive Committees	Operation: Plan to activate structure, process and systems using 5W-H model.
ROLL-OUT	Supported roll-out	Activate operation plan Reflect Fine tune

DAY 1

Vision Module 1: Activate Federation Leadership

Session	Time	Content	Method
WELCOME & ORIENTATION	65 minutes	Mapping expectations, engaging participants	Individual reflection, group sharing, micro lab
VISION PART 1 Note: This session will be either 60 or 120 minutes depending upon whether the Federation has a vision statement.	60-120 minutes	Deepening Vision statements	Facilitated large group discussion, small-group work, fish bowl discussion
VISION PART 2	140 minutes	Identifying change-dimensions and their indicators	Small group work, large group work, short presentation
Facilitator reflection and preparation for Day 2			

Facilitator Preparation

“Consider the needs of the particular Federation” (Appendix 2 | Page 79). Confirm whether the Federation has a vision. Review Vision Part 1 session notes and decide whether to proceed through Scenario 1 and Scenario 2 (if the Federation does not have a vision); or to skip Scenario 1 and focus on Scenario 2 (if the Federation does have a vision).

Review “Facilitating the fishbowl discussion process” (Appendix 3, page 80). Familiarize yourself with Day 1 session plans. Facilitation processes and activities may be new to you. Ensure that all facilitators are on the same page with regard to how you will set up activities, games and discussions. Distribute facilitation roles among facilitators.

Required Materials

“Vision Map Training Graphic” photocopied from Appendix 1 | Page 78 (1 for each participant).

Facilitators choice: If you would like to model completing the Vision Map Training Graphic in a large group process, copy this template on a large sheet of chart paper ·If the Federation does not have a vision statement and you have decided to complete Vision Part 1, Scenario 1, photocopy “Vision Building Training Graphic” from Appendix 4, page # (1 for each participant) ·Pens (1 for each participant) ·White board or large chart paper for group discussion ·Permanent markers in different colors ·Chart paper for small group discussions (1 piece for every 4 participants)

DAY 2

Vision Module 1: Activate Federation Leadership

Session	Time	Content	Method
CONTEXT PART 1	60 minutes	Understanding current conditions	Facilitated group discussion
COLLABORATIVE PROBLEM SOLVING	60 minutes	Building confidence to engage in collaborative problem solving	Game: The Human Knot
CONTEXT PART 2	60 minutes	Identifying facilitating & hindering forces, internal & external barriers to change	Facilitated group discussion
SEED	120 minutes	Preparing federation leaders for the inter-phase	Facilitated group discussion, individual work

Facilitator Preparation

Preparation for Day 2 will build upon outcomes from Day 1

Prepare for Day 2 once you have finished Day 1 sessions by completing "Guided facilitator reflection and preparation for Day 2" (page 78).

Familiarize yourself with Day 2 session plans. Facilitation processes, group discussion content and activities which may be new to you.

Ensure that all facilitators are on the same page with regard to how you will setup activities, games and discussions. Distribute facilitation roles among facilitators

Required Materials

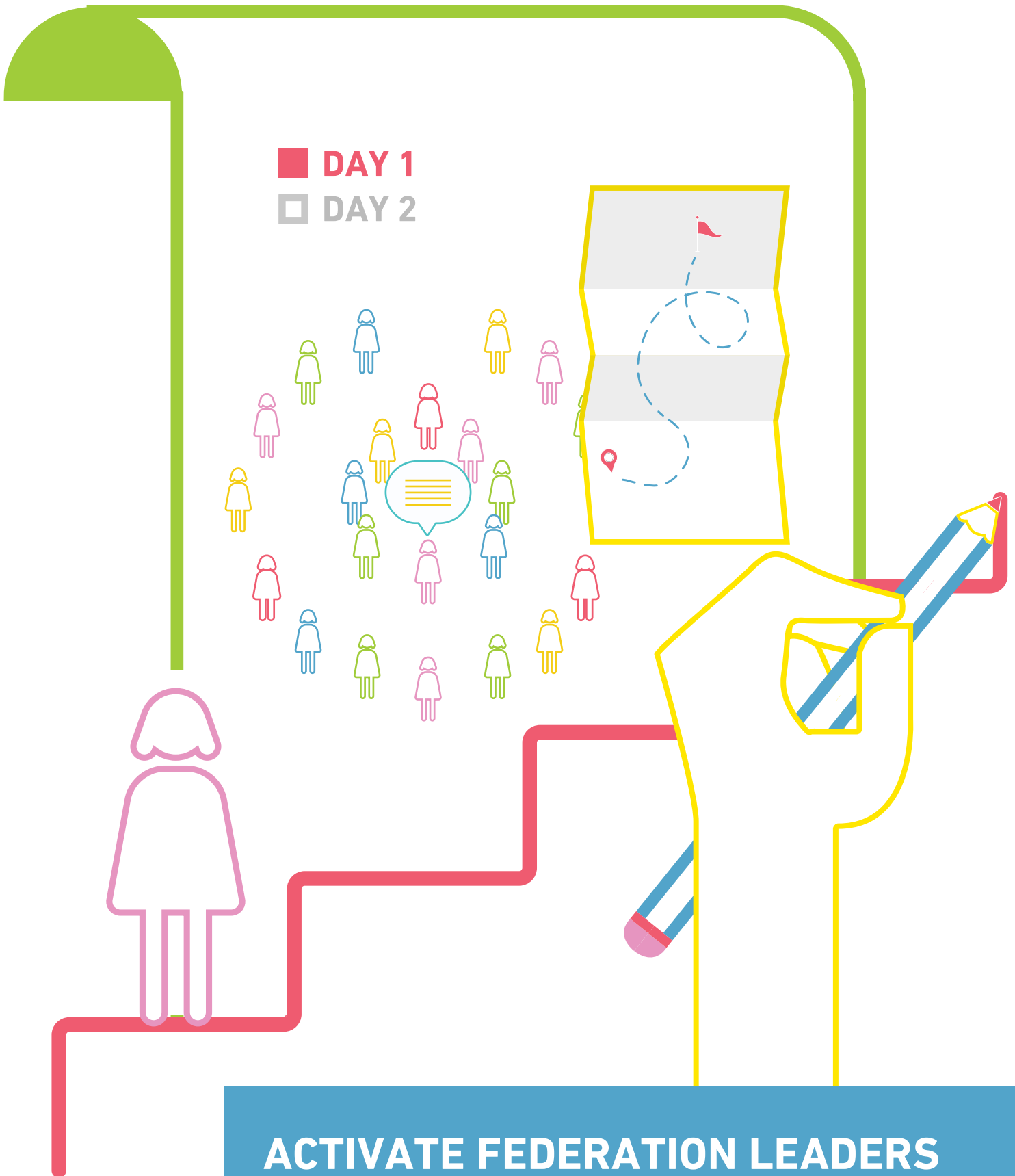
Pens (1 for each participant)

White board or large chart paper for group discussion

Permanent markers in different colors

Chart paper for small group discussions (1 piece for every 4 participants)

Metacards and two sided stickers or tape to post cards on the wall



ACTIVATE FEDERATION LEADERS

Detailed Session Plans

Day 1

Session 1 | Welcome & Orientation (120 minutes)

Welcome All Participants! (Facilitator Presentation -60 Minutes)

Ask about their journey and how they reached the training center.
Inform them about the basic amenities at the training location.

Mapping Expectations

Ask participants to write their objectives in attending the meeting on a card (10 minutes)

Ask participants to stick their card with written expectations on the wall. Give participants time to read the other cards on the wall. (5 Minutes)

Share objectives and 2-day workshop plan with participants. (5 Minutes)

Micro Lab | Large Group Activity (40 Minutes)

Instruct participants to stand up and follow instructions as you give them
(See instruction sequence on next page).

Read micro lab instruction sequence loudly and clearly.
Participants may ask for clarification.
Do not provide further information. Simply repeat the instruction.

Observe time limits that correspond to each instruction.
Do not give extra time.
If participants run out of time, they should move to the next instruction.

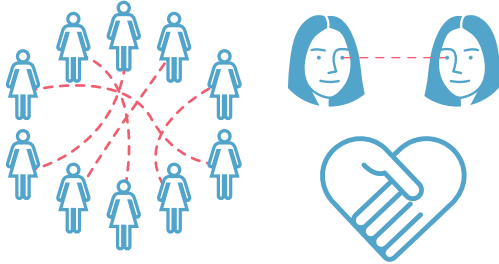
Participants may look for facilitator approval as they give answers.
They may seek validation through eye contact.
Avoid eye contact with participants.

Facilitator note

The micro lab is designed to create an environment where participants can explore their own views and the views of others. This process, designed by Kurt Lewin, combines movement and reflection to focus participants, encourage release of inhibitions and prepare for group engagement during training. The line of micro-lab questions parallels the program structure. Participants will move from more personal questions to questions that prompt macro perspectives. The purpose of this activity is to seed key ideas that will be addressed more thoroughly during the session. This session is not designed to build understanding or awareness. It is an opportunity for participants to articulate their personal views.

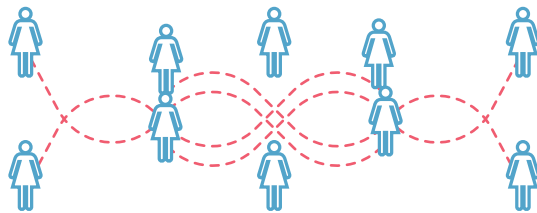
Micro Lab Instruction Sequence

TIME: 1 min



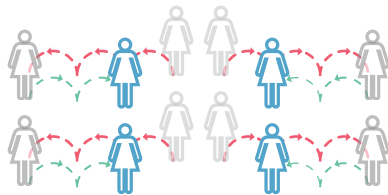
Move around, make eye contact and greet each other without words

TIME: 1 min



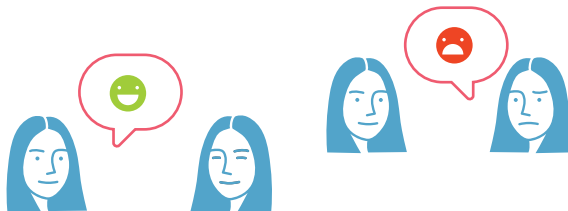
Move around in a zig-zag manner

TIME: 1 min



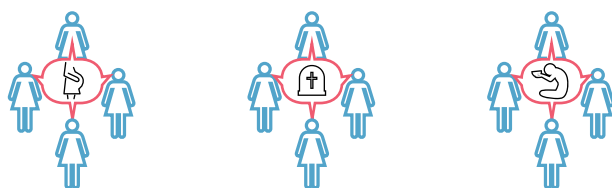
Move 3 jumps backward and two jumps forward

TIME: 2 min



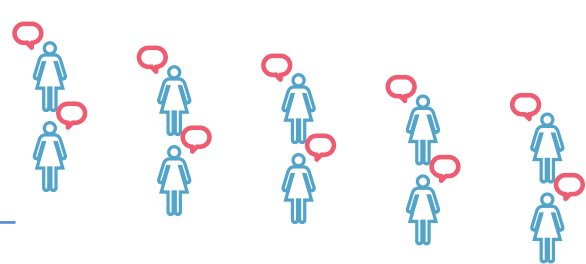
Stop, make pairs, share an incident in the recent past where you learnt a new thing in any training. How did you feel about it?

TIME: 3 min



Form a group of 4, share an incident that impacted you deeply

TIME: 2 min



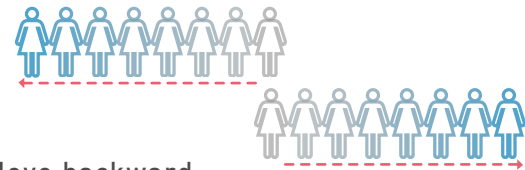
Stop, make pairs, share an interesting event during the last month

TIME: 2 min



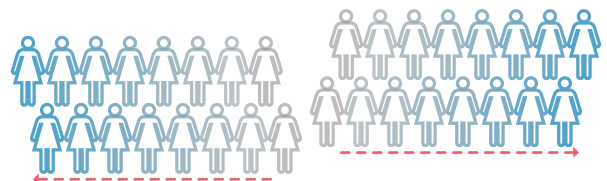
Stop, make pairs, share 2 of the most significant things you have learned during the last month and also share your degree of confidence in sustaining this learning.

TIME: 1 min



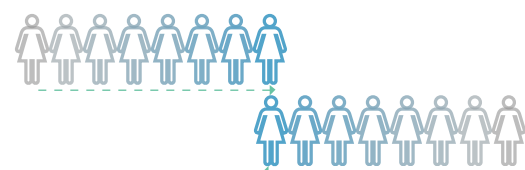
Move backward

TIME: 1 min



Again move backward along with your partner

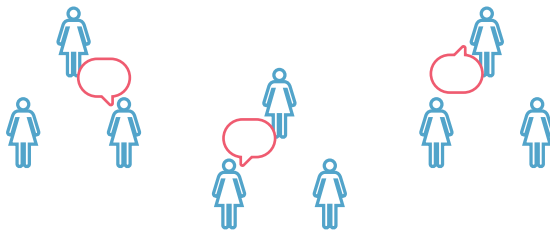
TIME: 1 min



Move forward

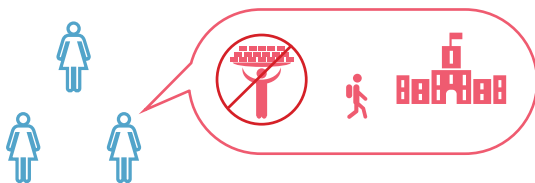
Micro Lab Instruction Sequence

TIME: 3 min



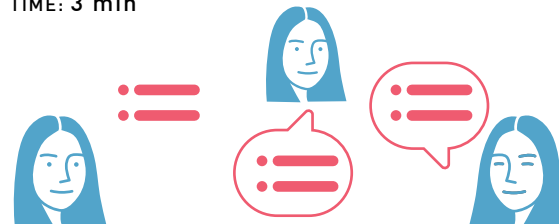
Form a group of 3, share what you believe is the best way come out of poverty

TIME: 3 min



Form a group of 3. Share an effort you made to make someone's life better.

TIME: 3 min



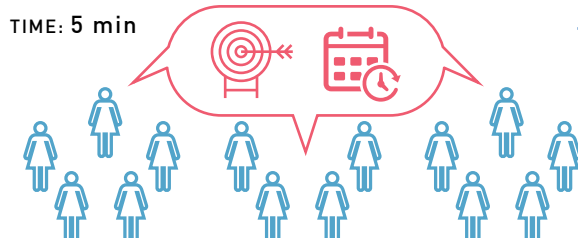
Stop. Form a group of 3. Share 2 of your personal qualities.

TIME: 3 min



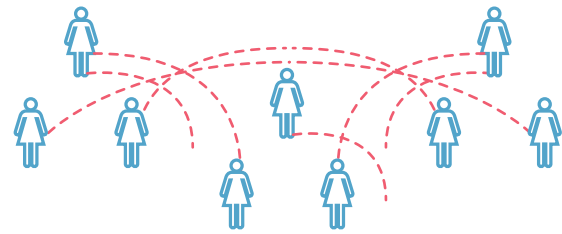
Stop. Form groups of 4. Share, one dream for your village that you hope to achieve.

TIME: 5 min



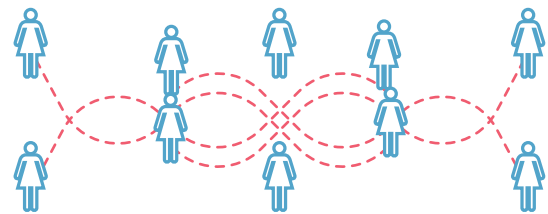
Stop. Make groups of 5. Share what you hope to learn in the next 2 days.

TIME: 1 min



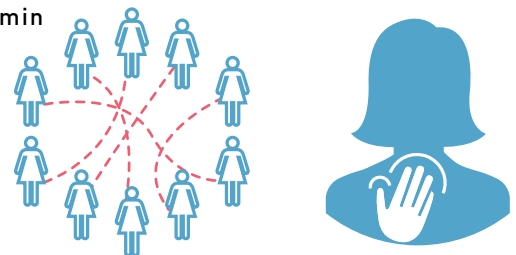
Move around

TIME: 1 min



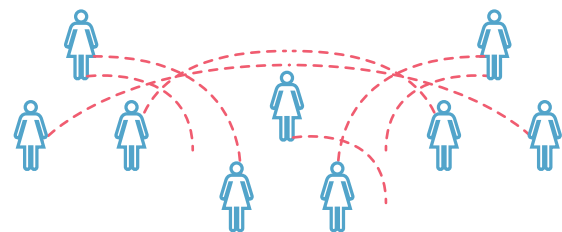
Move around

TIME: 2 min



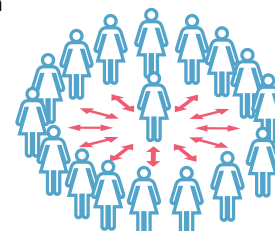
Move around. Make a circle. Pat the back of the person standing on your right side.

TIME: 1 min



Move around

TIME: 5 min



Share with the whole community.

Day 1

Session 2 | Revisiting Unity (30+15 minutes)

Activity 1 - Session Details:

This session is aimed at helping the participants recall the changes that their forums have so far brought into their lives. The facilitator, after dividing the participants into 3 to 4 groups, shall provide the following instructions:

“Please recall the changes that have happened in your lives after becoming a part of SHGs and mobilizing VOs. Each group member shall recall one such change and pick up a piece of thread/wool string and tie it on their fingers.”

This shall be repeated till the group feels that it has exhausted responses and the changes that have been brought about by SHG/VO combine in their lives. Post this the participants would be asked to create a single thread by winding all the thread from each participant fingers and then tied in the nearest window as a symbol of the unity of the women and also their combined strength of similar experiences and benefits.

The facilitator shall sum up the session by sharing that despite coming from different Households SHGs have created a value which is common for all of them and which binds them together. This bond is similar to the combined thread created by the members which is symbolic of the collective experiences as well as the strength of the women and their SHGs and VOs.

Activity 2 - Sharing of Objectives of the training (15 Min)

Session Details: The facilitator shall after having explained which of the expectations would not be relevant for the current training will share the objectives of the trainings. She will also share important details about the trg program like lunch timings tea breaks and opening and closing times of the 3 days.



Day 1

Session 3 | Vision (120 minutes)

A “vision” is an aspirational description of the goals that an organization or federation wants to accomplish in the mid and long-term future. It is intended to serve as a clear guide for choosing current and future courses of action. The following session is designed to develop or revisit and reflect on Federation vision statements. This activity must be executed depending upon whether or not the Federation has a vision statement. If the Federation does not have a vision statement, begin with Scenario 1 followed by Scenario 2. In the case that the Federation has a vision statement, skip Scenario 1 and proceed to Scenario 2.

Scenario : Federation does not have a clearly articulated vision statement

This exercise requires participants to ask a series of core questions that will help them to articulate a collective vision statement.

This process can be supported by the environment creation story (Kamla ki kahani) and “Vision Building Training Graphic” from Appendix 4, page #.

Give each participant a “Vision Building Training Graphic (Appendix 4, page #, **10 minutes**).

Ask each participant to read the vision building questions on their training graphic (reproduced below), think and write their answers on the space in the training graphic (**20 minutes**).

Ask participants to divide themselves into groups of 5.

Ask participants to share their answers and reach a group answer to each question.

Ask participants to fill their group answers on the space in the training graphic.

Bring the small groups together (**30 minutes**).

Ask them to share and discuss their large answers to these questions and make a consensus.

Based upon this discussion, use their answers to write a vision statement (**20 minutes**).

Highlight each key word of the vision statement and ask participants to define each word together (**40 minutes**).

Facilitator note

This session should be conducted in a large, spacious area to encourage expansive visioning. The goal is to unhook participants from their reality and inspire change.

Day 1

Session 3 | Vision Part -2 (120 minutes)

This exercise requires participants to consolidate their vision by reflecting upon real examples of what it would be like to achieve their vision.

Using these concrete examples, this session introduces three core concepts:

1. Dimensions of change refer to thematic areas for intervention.
2. Measuring change through indicators refers to the process of assigning and tracking specific measures of progress.
3. Identifying cross-cutting strategies that will have an impact across dimensions of change. For instance, promoting gender equality, facilitating access to rights + entitlements and securing access to justice are cross cutting strategies that can be applied and pursued across thematic dimensions of change.



Day 1

Session 3 | Vision Part -2 (80 minutes)

Activity 1:

Introducing change dimensions and indicators (40 minutes)

Break participants up into small groups again. Ask participants to work in their small groups to give concrete examples of what it would look like to achieve particular parts of their vision

आप के अनुसार.....सदस्य
कि पहचान निम्नलिखित होगी ?

आप के अनुसार.....परिवार
कि पहचान निम्नलिखित होगी ?

आप के अनुसार.....परिवार
कि पहचान निम्नलिखित होगी ?

Now the facilitator will ask participants to read the document and discuss:

In order to achieve the vision of the federation, what should be the areas of intervention.

(संघ को अपने सदस्यों, उनके परिवारों, तथा अपने गाँव का सपना पूरा करने के लिए किन किन विषयों पे कार्य करना होगा)

Bring the small groups together to facilitate a large group discussion to finalize the change dimensions .

Activity 2:

Prioritizing change dimensions (40 minutes)

Form groups of five and ask each group to choose two dimensions of change they would like to focus on. Follow "Facilitating the fishbowl discussion process" (Appendix 3)

Bring two representatives from each small group into the inner circle of the fishbowl. Since each group is represented, you can run this activity as a closed conversation (see Appendix 3 for details).

Ask each member of the fishbowl inner circle to share the two priority dimensions of change their small group decided to focus on.

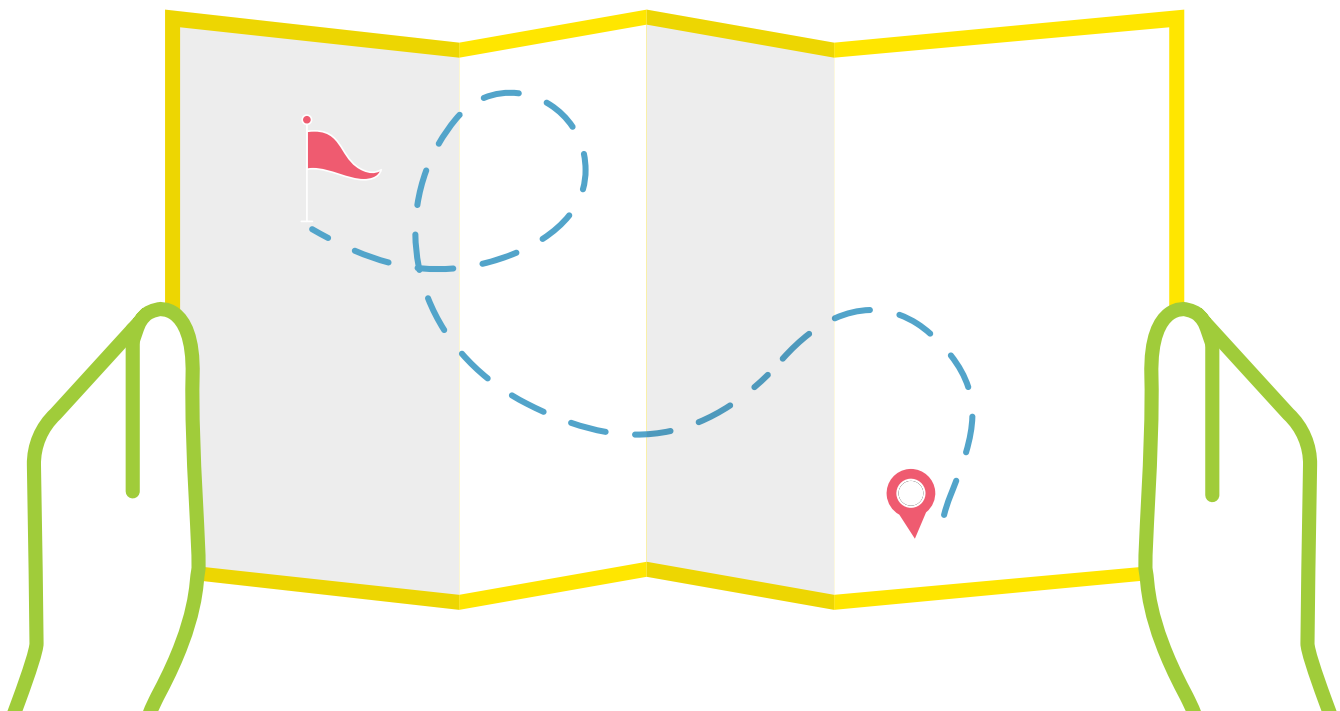
Ask members of the fishbowl inner circle to discuss and decide upon two priority dimensions that the federation will prioritize.

Day 1

Session 3 | Vision Part -2 (60 minutes)

Activity 3: Introducing change measures (30 minutes)

- ➞ Show participants graphics on “Understanding Measurement” (Appendix 5, page #). These include weighing machines, thermometers, stethoscopes, milestones, etc. Ask participants to identify each tool and explain why we use this measuring tool.
- ➞ Ask participants to explain why measurement is important
- ➞ Ask participants to share ideas on how they can measure development in their area.
- ➞ Present “Common Change Indicators” (Appendix 6, page #) in different sectors and the reasoning behind the use of these indicators
- ➞ Ask participants to identify the indicators that correspond with the two priority change dimensions they have selected



Day 1

Facilitator Reflection & Day 2 Preparation

Activity 1:

Prepare comparison table for day 2 | session 1, context part 1

This table will facilitate comparison between the desired state participants identified in previous sessions and the current state in the areas where they live.

·Create a table pre-filled table with the following columns:

Desired state (Indicators presented by participants in the last session)	Perception (To be generated during Day 2, Session 1, Context Part 1)	Reality (Will be presented by the facilitation team)

In the desired state column, write down each indicator chosen by participants to correspond with priority change dimensions identified during Day 1 sessions.

Find data on employment, education, health, nutrition, sanitation and safe drinking water for the particular area. Fill this in the reality column that aligns with the indicators given by participants. This data will be used to reflect real conditions.

Cover each entry in the reality column with a piece of paper so that this information does not influence participant perceptions. You will reveal the information in the reality column for each indicator after perception information is filled in by participants through group discussion.

Familiarity:

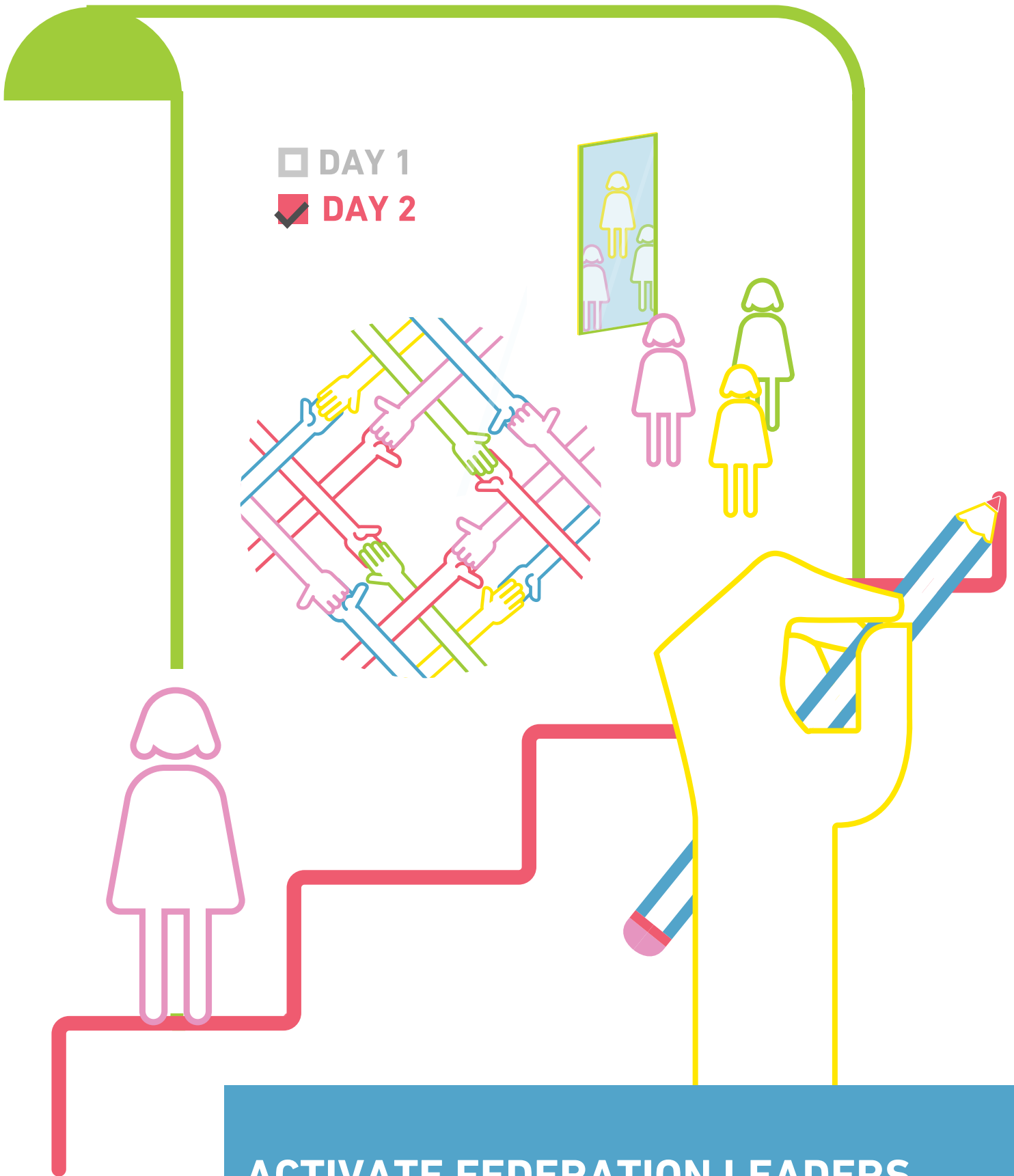
Familiarize yourself with Day 2 session plans. Facilitation processes, group discussion content and activities which may be new to you.

Co-ordinate facilitation:-

Reflect on facilitation of Day 1 sessions.

- What went well?
- What challenges did you face?
- Are there any changes you would like to make as a team to improve facilitation for Day 2 sessions?

·Ensure that all facilitators are on the same page with regard to how you will set up activities, games and discussions. Distribute facilitation roles among facilitators.



ACTIVATE FEDERATION LEADERS

Detailed Session Plans

Day 2

Session 1 | Context Part -1 (60 minutes)

This session aims to enhance the participants' understanding of the need for change in context of the current reality in their area.

During Day 1 of the workshop, participants identified indicators that would show that they had achieved their goals. In the Sample Table (below), these indicators represent the desired state (column 1). In order to help participants understand the extent of change required to achieve the desired state, this exercise compares the desired state to their perceptions and the reality of conditions in their area.

Desired state (Indicators presented by participants in the last session)	Perception (To be generated during Day 2, Session 1, Context Part 1)	Reality (Will be presented by the facilitation team)

Activity 1:

Desired states, perception & reality (60 minutes)

Present the pre-populated table prepared for this session, including: Desired state, Perception & Reality. (See the sample table above). Keep the reality column covered.

For each indicator, ask participants to share their knowledge and opinions on the current state in their area.

For each indicator, after participants share their perceptions, reveal the pre-populated baseline data on the reality of conditions in the area.

Facilitator note

You may find that the participants' perceptions of the level of unemployment, literacy, maternal mortality, access to drinking water and sanitation etc. are optimistic when compared to the reality they face. This may be discouraging to the participants.

However, confronting the magnitude of the challenges in their area is important for participants to set realistic goals and persist despite setbacks.

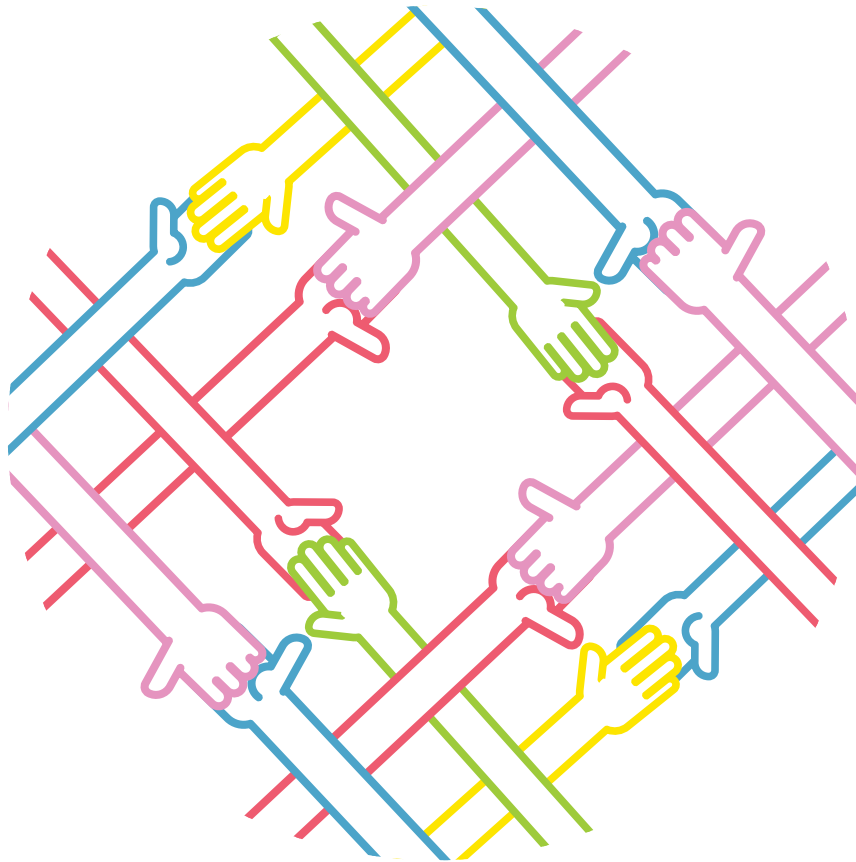
Day 2

Session 2 | Collaborative Problem Solving (60 minutes)

Activity 1:

The Human Knot (40 minutes)

1. Divide the group into teams of 8 to 12 members. Instruct them to form a circle.
Facilitator note: fewer than 8 people per group will not help in achieving the goal of the activity.
2. Instruct each person in the team to raise his or her left hand in the air.
3. Instruct each person to join right hands with another person in the team but it cannot be someone who is standing immediately to the left or right of them. They should not let go.
4. Instruct each person to join their left hand with another person in the team. It cannot be someone who is standing immediately to their left or right. It has to be a different person than the person they have already joined hands with.
5. Instruct the team to untangle themselves without letting go of their joined hands. They may loosen their grips a little to allow for twisting and turning. They are also permitted to step over or under other people.



Day 2

Session 2 | Collaborative Problem Solving (40 minutes)

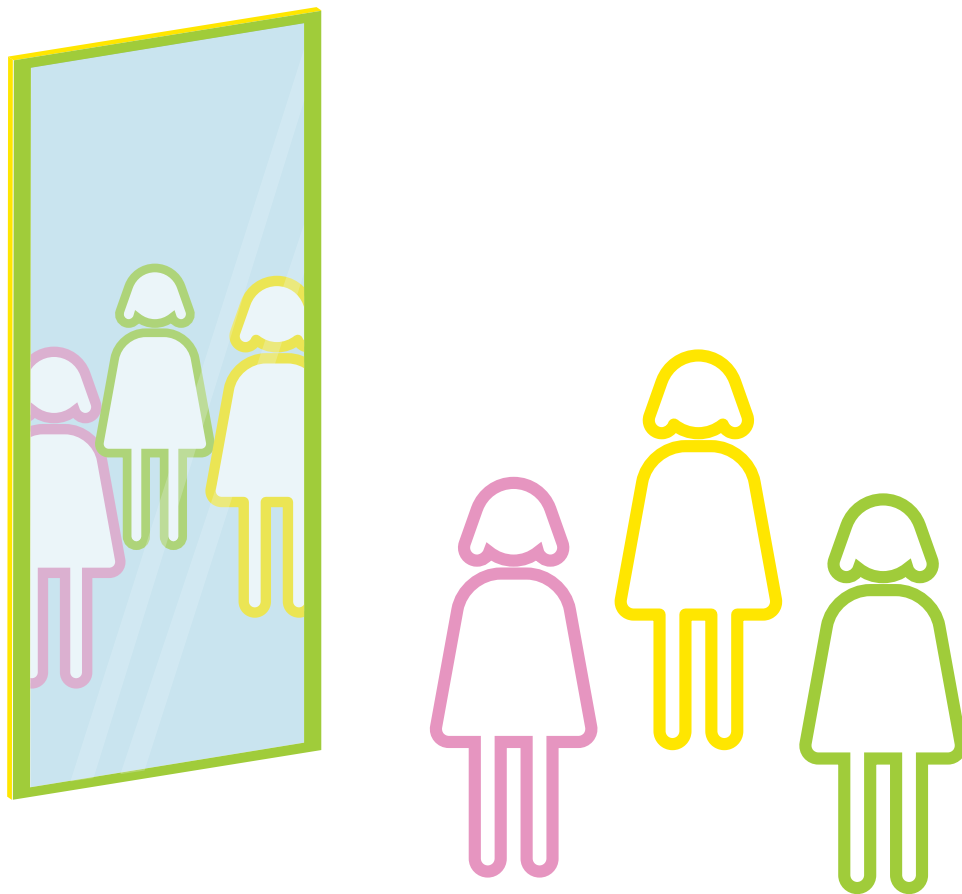
Activity 2: Reflection (40 minutes)

Ask participants how they felt at the beginning when they were knotted together.

Ask participants what types of challenges they faced in the process of untangling.
How did they solve this problem?

How do they feel at the end of the exercise?

The Human Knot game is a metaphor for collaborative problem solving practices. A key instruction in the game is that no hand should be released or, put another way, no individual should be left behind. Emphasize the importance of holding on to one another as they move forward in this transformation journey .



Day 2

Session 3 | Context Part -2 (60 minutes)

This session has two objectives: first, to identify internal and external factors that are responsible for a particular undesirable situation. Without working on that, change is not possible; and second, to distinguish between internal and external facilitating and hindering forces that will help and restrain us from achieving our objective. One must remember internal/external factors will come under restraining forces.

Accordingly, the first part of this session is designed to help participants identify the factors that may hinder change in their particular contexts. Understanding change as a function of the imbalance between facilitating and restraining forces has been pioneered by Kurt Lewin, a renowned social and organizational applied psychologist (Appendix 7).

Activity 1: Internal & external factors

Take one measuring indicator of change dimension (eg. MMR in Health) ask participants what they think are the possible reasons for high MMR in the area.

List down all the reasons.

Ask participants who are responsible for these.

eg. Early marriage, desire of many children, not taking medicine, doctor is not available in primary health centre.

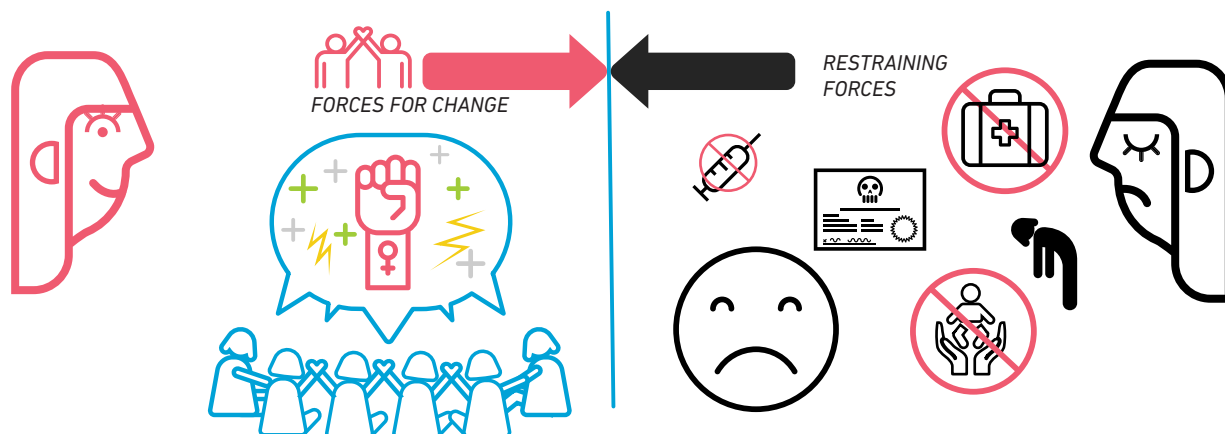
Ask participants to divide all listed reasons into two parts –internal and external reasons.

Divide the group into 3 sub-groups and give them a new measuring indicator. Then get them to identify reasons for their current situation. Divide those reasons into internal and external factors and present it to the larger group.

माता मृत्यु के कारण	आन्तरिक कारण	✓	बाहरी कारण	✓

Day 2

Session 3 | Context Part -2 (60 minutes)



Activity	Method	Time
Activity 2: Hindering and Facilitating Forces ☞ Explain to all the participants that change is a function of the imbalance between facilitating and restraining forces ☞ To achieve a desired change we need to identify the driving and restraining forces ☞ List all forces and ask - what our strategy should be? To increase or decrease the driving forces , similarly ask the participants about restraining forces ☞ Now ask - how we can increase the driving forces and how the federation can decrease restraining forces ? ☞ How many members should have a vision for change ☞ Who should decide the change dimensions, who should prioritize change dimensions and who should make efforts to bring the desired change ? ☞ Connect this session with the upcoming session "SEED"	Facilitator Interaction	60 MIN.

Facilitator note

At the end of this session the facilitator will help the participants to understand that visioning, identification of change dimension and prioritizing change dimensions are required at an individual member level to increase the driving forces for the federation as a whole.

Day 2

Session 4 | Seed (60 minutes)

The objective of this session is to introduce the inter-phase (Vision Sequence 2) and support participants in planning how they will meet inter-phase objectives. The inter-phase requires leaders to hold community meetings. These meetings aim to achieve the following three objectives:

Vision: Inspire community members to envision the transformed village ecosystem

Dimension: Inspire goals in each change domain.

Priority: Reflect on priority domains for engagement for the community to be taken up by the Federation in 1-2 years.

Lead: Enlist volunteers committed to transforming the vision into a reality.

Activity 1:

Participants design four hour meeting session to achieve the inter-phase objectives

Ask participants to work individually to plan for the community meetings they will facilitate during the inter-phase.

Plans should address the following questions:

How will they conduct their meetings (session plan)?

How many meetings will they hold?

Where and when will they be held?

Circulate among participants to discuss individual plans and support the planning process as needed.



Day 2

Session 4 | Seed (60 minutes)

Activity 2: **Collective Inter-phase Planning**

5 Week Collective Planning

Who:

Who will commit to hold meetings?

What:

What will these meetings cover?

Where:

Where will meetings be held?

Why:

What are the objectives of these meetings?

When:

When will meetings take place?

How:

How are we going to facilitate these meetings?

How:

How will participants ensure that these meetings take place?

Participants should be held accountable for reporting the findings in a timely manner.

Activity 3: **Practicing the designed process**

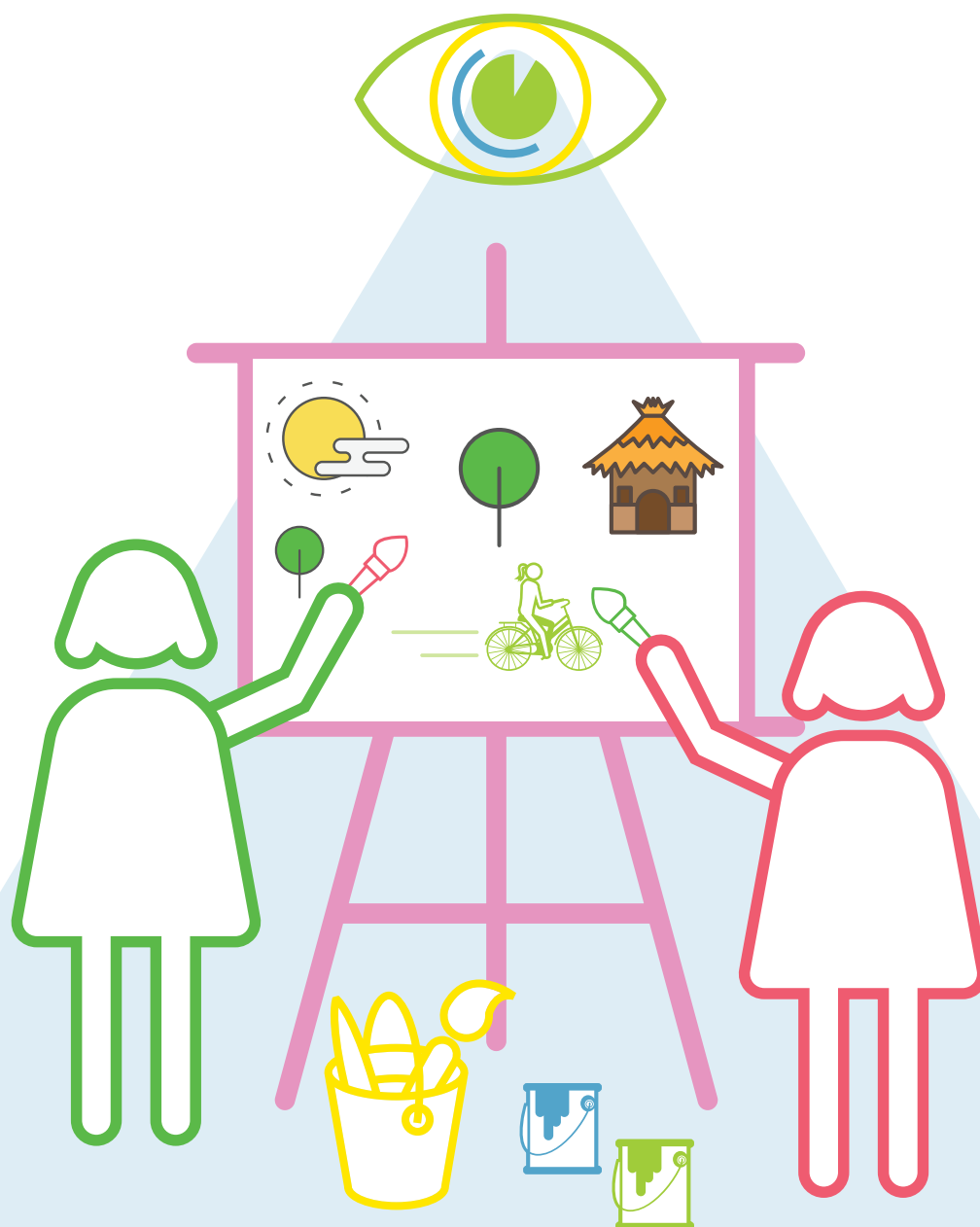
Ask participants to present their plan and run a mock exercise.

Ensure that the designed process works as per plan.

Encourage participants to provide feedback on the mock exercise.

If required share the model process and provide sufficient time for thorough reading to the participants.

Invite questions, queries and help participants to understand the model process.



COMMUNITY VISION MODULE (Day3) Practice and Plan

Envision and set priorities at the village level
(Inter-phase)

COMMUNITY VISION MODULE

Envision and set priorities at the village level

Objective

Vision

Broaden the perspective of community members. Spark a vision for transforming their lives and communities.

Dimension

Inspire goals in each change domain (livelihoods, health, education and rights and entitlements).

Prioritize

Identify priority issues for the community to be taken up by the Federation in 1-2 years.

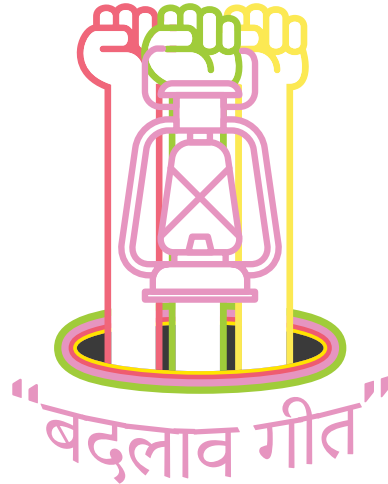
Core principles

Fundamental personal change including aspiration, self confidence and a sense of agency can be fostered through engagement in primary support groups (e.g., self help groups, collectives and other local group formations)

Engagement with primary support groups to spark collective action leverages social mobilization networks

ACTIVITY 1 CREATING A CONDUCTIVE ENVIRONMENT

Facilitator will invite all members to sing the song after that S/he will share the objective of the meeting and required time for the same



सपने जोड़ो बंधन तोड़ो, मिलके आगे बढ़ना है
अभी तो थोड़ी दूर चले है, आगे बहुत निकलना है
खुशहाल हो हर एक घर और शक्तिशाली नारी हो

गाँव हो अपना कैसा सोचो, कैसी अपनी तैयारी हो
बहुत देखा दुसरो को अब तो अपनी बारी हो
हाँथ मिलाओ, साथ मिलाओ मिलके आगे बढ़ना है
अभी तो थोड़ी दूर चले है, आगे बहुत निकलना है
मिलकर हमने समूह बनाया, मिलकर संघ बनाया है
अन्धारा होगा दूर, नया सवेरा आया है
सपने जोड़ो, चुप्पी तोड़ो, मिलकर हाल बदलना है
अभी तो थोड़ी दूर चले है, आगे बहुत निकलना है
अभी तो थोड़ी दूर चले है, आगे बहुत निकलना है

COMMUNITY VISION MODULE

Activity 2

The facilitator will ask the participants:

Why have we formed this Federation?

After listening to the responses of the participants, the facilitator will ask them if they have achieved the objectives of the formation of the federation. After which the facilitator will share the following story.



Kamla was living in a village. She was an active member of an SHG. The SHG decided to select Kamla as a community representative for their federation. Kamla felt happy and enthusiastic. On the day of the Federation meeting, she completed her house work and then got ready. Her village was not very far from the Federation office, but local transportation was not available, she then decided to go to the office on foot. She reached late. All federation members emphasized that she must come on time. The following month she reached late yet again and faced similar complaints from the other Federation members. This time she chose to share her problems with the others. One of the members suggested that she should use a cycle to save time, but she had never ridden a cycle before. She then decided to learn to ride a cycle but did not succeed as she made the repeated error of always looking down at the wheel as opposed to the path ahead.

Kamla had to solve this problem before the next meeting.

Now, raise these questions to the participants

Why could Kamla not ride the cycle?

What would be your suggestions to help solve kamla's problem?

Ask the participants

How can we help?

Can we provide any suggestions to Kamla?

The facilitator will summarize the answers of all the participants and conclude the discussion by emphasizing the suggestion that: is looking forward the first step to moving forward?

Even when children begin learning how to walk, they often fall and cannot walk properly if they are constantly looking at their legs.

So as to achieve the objective of the members, the federation has looked forward and finalized a vision.

MODEL PROCESS

Activity 3 : lets dream

Sub-Group Discussion and sharing Vision

Activity 1- After discussing the importance of Vision , Facilitator will divide the participants into sub-group and distribute the vision template (shown below) or Ask them to write the discussion topic -

1. How would you like to see your self after 5 years
2. How would you like to see your family after 5 years
3. How would you like to see your village after 5 years

Facilitators will help participants understand the topic by repeating the same , its is important to remember that facilitator will not put any other words or example while making them understand the task .

After 45 Minutes , Facilitator will invite sub-group representatives to share the discussion in front of all participants . Facilitators will write the sharing and summarize the same at the end and get the consent of all participants



आप संघ के सभी सदस्यों को
कैसा देखना चाहते है ?



आप सभी सदस्यों के परिवार को
कैसे देखना चाहते है ?



आप अपने गाँव को कैसे देखना
चाहते है ?

MODEL PROCESS

Activity 4: Change Dimensions

Process A-

The facilitator will request all participants to sit in a group and look at the vision that they have shared with quality life indicators of member, family, village.

Now the facilitator will ask the participants:

To achieve the state of desired quality of life, how many change dimensions should the federation work on

Give 25 minutes to discuss and decide .

The facilitator will ask 10 members (at least one members from each participating SHG) to form a fish bowl and collectively decide dimensions of change to achieve the objective of the federation.

Finally, the group will present a list of dimensions and why they are important for achieving our goal

Process B-

The facilitator will write indicators on meta-cards and club them in their respective dimension . (For example -all children to be educated, school functions well, parents support children in education, parents provide equal education opportunities to girls. These could be included in one change dimension that is EDUCATION)

So the facilitator will club all education related quality life indicators in a row similarly s/he will club other dimensions like health, livelihoods, water sanitation and hygiene, etc.

Now the facilitator will ask the participants—

Do you think that these are important dimensions to achieve our desired state ?

Would you like to add or delete any change dimension?

Facilitator will ask participants to select the two most important change dimensions that they are willing to work on.

The facilitator may also use the Chapati exercise to understand the community's priority on change dimensions and Prioritizing Change dimension.

ACTIVITY 5

CREATE HOPE!

कोना कोना रंग हो गुलाल सा,
मेरा गाँव बने खुशहाल सा
विकास का रंग, एक विचार का रंग
जानकारी का रंग, अधिकार का रंग

नयी खेती का रंग, नए ज्ञान का रंग
हरियाली का रंग, खुशहाली का रंग
जहा मौसम हो रोज़ बहार सा, मेरा घर बने खुशहाल सा
कोना कोना रंग हो गुलाल सा, हर सदस्य बने खुशहाल सा
स्वाभिमान का रंग, सम्मान का रंग,
बराबरी का रंग और प्यार का रंग,
जहा मौसम हो रोज़ बहार सा, मेरा घर बने खुशहाल सा
कोना कोना रंग हो गुलाल सा, हर सदस्य बने खुशहाल सा
जानकारी का रंग, अधिकार का रंग
बराबरी का रंग और प्यार का रंग,
विकास का रंग, एक विचार का रंग
खुशी का रंग, उल्लास का रंग
रोज़ नए प्रयास का रंग
खेती का रंग, नए ज्ञान का रंग
स्वाभिमान का रंग, सम्मान का रंग,
कोना कोना रंग हो गुलाल सा, मेरा गाँव बने खुशहाल सा

--Amjad Khan

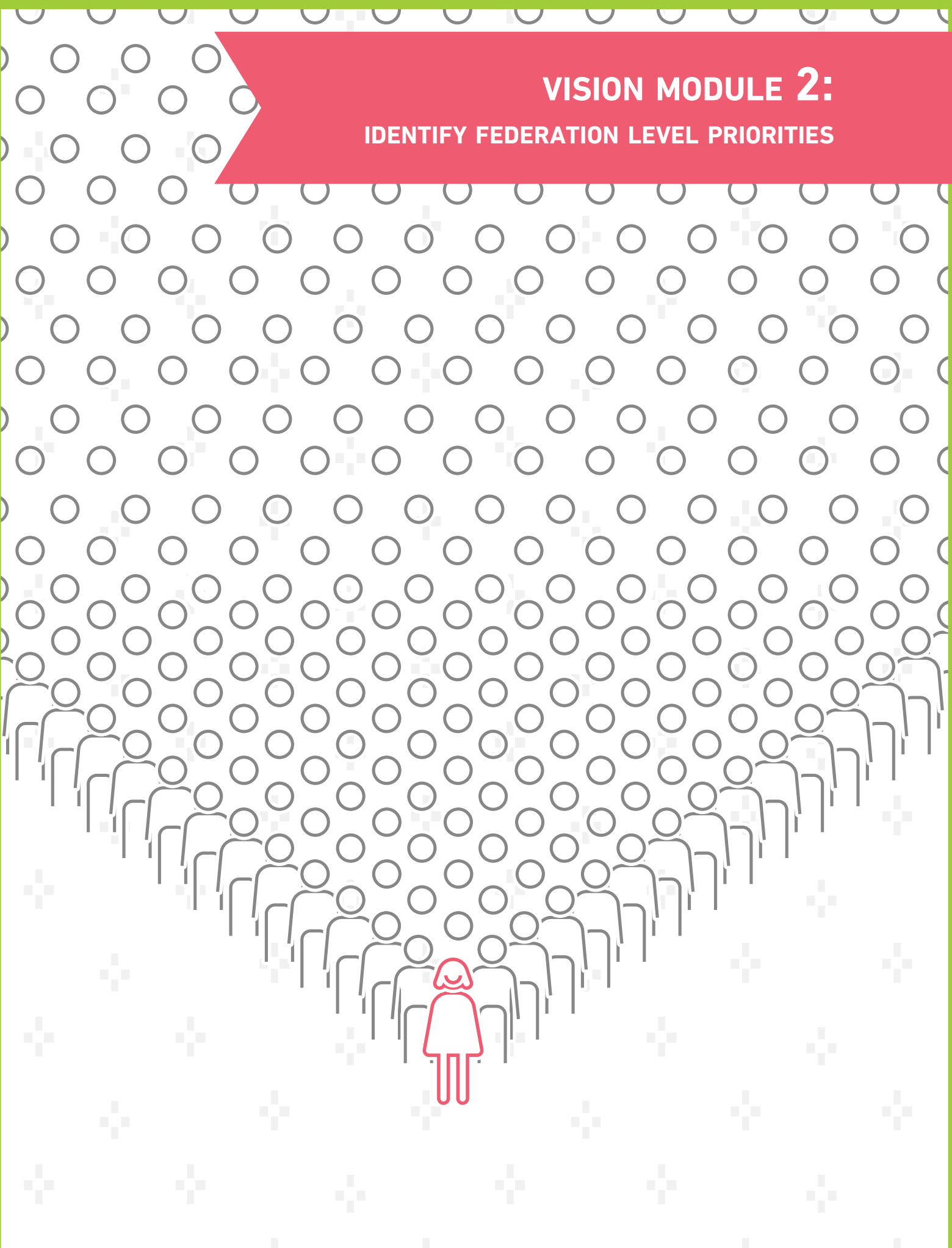
MODEL PROCESS

Activity 6: Documentation and Closing

The facilitator will summarize all the discussions of the day and ask all members to share their insights. The facilitator will subsequently conclude the meeting by thanking all members .
Facilitator will keep all the chart papers with her and write a summery of the discussion .

VISION MODULE 2:

IDENTIFY FEDERATION LEVEL PRIORITIES



Day 1

Session Overview

Session	Time	Content	Method
WELCOME & ORIENTATION	30 minutes	Sharing meeting objectives	Facilitator Presentation
SHARE & REFLECT	60 minutes	Sharing & reflection on community priorities	Small group work, participant presentations
PRIORITIZE	120 minutes	Determine priority change dimensions	·Small group work, large group work, short presentation
Collective Strength	45+120 minutes	Identifying Strength and mapping strategy	Game , Group Work , Presentation

Facilitator preparation

Facilitator has to request GNGO to collect village level visioning data and finalize the change dimension priority report.

Find village level visioning (inter-phase)

Familiarize yourself with Day 1 session plans. Facilitation processes and activities.

Required Materials

Pens (1 for each participant)

White board or large chart paper for group discussion

Permanent markers in different colors

Chart paper for small group discussions (1 piece for every 4 participants)

Day 2

Session	Time	Content
TRANSFORMATION 1	90 minutes	Understanding change: Internal and external factors influencing change.
TRANSFORMATION 2	90 minutes	Relating multiple forms of discrimination + internal and external barriers to change.
TRANSFORMATION 3	90 minutes	Reflecting on what communities can do on their own, what they can do with external support and what they cannot do
TRANSFORMATION 4 (NO SESSION PLAN)	90 minutes	Incubating change: Fostering strong social support groups through action and reflection.

Facilitator preparation

Familiarize yourself with Day 2 session plans.

Facilitation processes, group discussion content and activities may be new to you.

Ensure that all facilitators are on the same page with regard to how you will set up activities, games and discussions.

Distribute facilitation roles among facilitators.

Required Materials

8 Bottles for Session 1 (Transformation 1) Bottles in the mind game.

The bottles should have some weight. If you are using plastic water bottles, fill them with water.

Metacards and double sided tape for Session 1 (Transformation 1) and 2(Transformation 2)

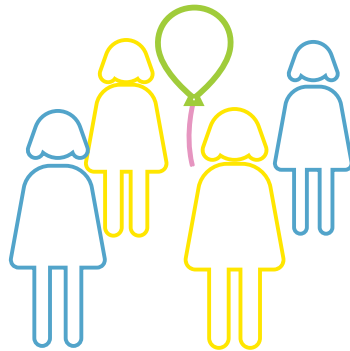
Pens (1 for each participant)

White board or large chart paper for group discussion

Permanent markers in different colors ·Chart paper for small group discussions (1 piece for every 4 participants)

■ DAY 1

□ DAY 2



Our forums



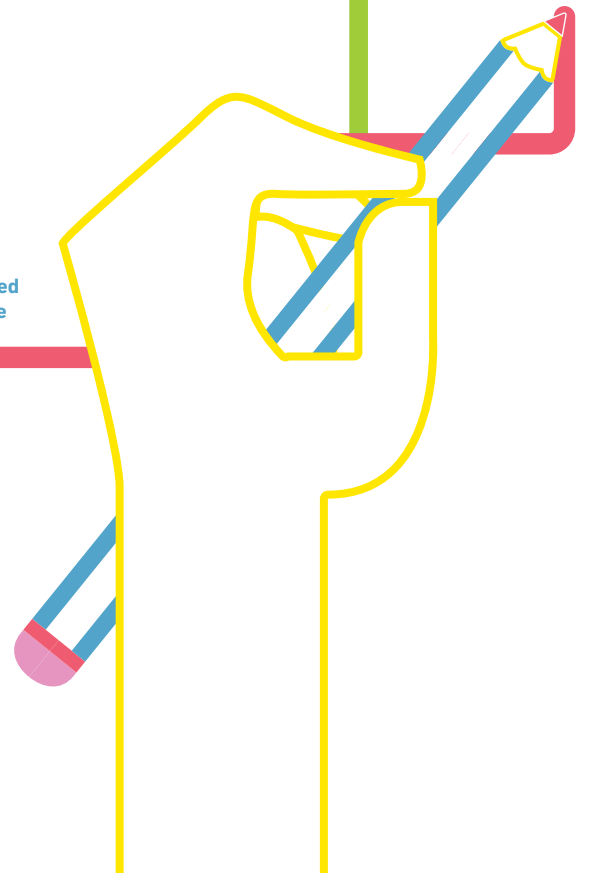
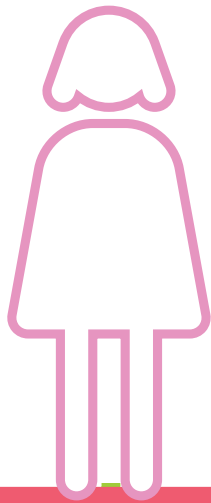
Their Role



Skill required to
perform the role.



Knowledge required
to perform the role



ACTIVATE FEDERATION LEADERS

Detailed Session Plans

Day 1

Session 1 | Welcome & Orientation (20 minutes)

Activity 1: **Welcome and Expectation Mapping**

Ask them about their journey to the training center. Inform them about basic amenities available at the training location. After familiarizing them with their new environment, the facilitator will ask the participants to write their objectives as to why they are attending this meeting on a card provided to them.

Share Meeting Objectives with Participants

Share:

Reflect on community priorities, experiences and key learning from inter-phase.

Prioritize:

Develop federation priorities based upon community engagement during inter-phase.

Transform:

Build the capacity of federation leaders to ignite the transformation journey.

Session 2 | Share & Reflect (60 minutes)

Ask participants to form groups of 4.

Inform the participants that in this session, they will be discussing and answering a series of questions within their small group.

Provide participants with chart paper and markers to write or illustrate their answers. Inform participants that they will present their answers to the larger group.

Give participants 7 minutes for each question and then introduce the next question:

1. What apprehensions did you have before the community meetings? How did you overcome these apprehensions?
2. Share the most satisfying moments from these meetings.
3. How did you feel after completing these meetings?
4. After interacting with a large number of federation members during these meetings, how do you feel about yourself as a leader?

Day 1

Session 3 | Prioritize (120 minutes)

Activity 1:

Present the aggregated results of the change dimension prioritization undertaken by Federation leaders during the inter-phase. Provide activities or discussion points designed to help Federation leaders engage with this prioritization process.

Priority Dimension, Measuring Indicators and their current situation

The Facilitator will ask participant to share the measuring indicators of prioritized change indicators. After carefully listening to the participant's views, S/he will share the current status of related indicators in the area.

The Facilitator will then invite participants to ask any questions or queries they may have on the presentation .

Activity 2:

The Importance of Setting Targets

The Facilitator will summarize the discussions and findings of the previous training sessions with the participants . S/he will share that in the previous module (Phase one training) where they have discussed their vision and the change dimensions.

The participants will then go back to their respective villages and attempt to understand the members views and priority of change dimensions.

We have also shared measuring indicators of these change dimensions and their current status in the local area. What changes would we like to see in these indicators to achieve the vision of our members .

Change Dimension	Measuring Indicators	Current Status	What Changes we would like to see
Livelihoods Health	Annual Income MMR IMR Height and Weight		
Clean water and Sanitation	Toilets per family Drinking water availability		

Day 1

Session 4 | Collective Strength (45 minutes)

Activity 1: **Differentiating Between Goal & Process**

Balloon Game:

The facilitator will organize a “balloon” game which will be followed by a group discussion amongst the participants to understand and appreciate the importance of team effort and joint planning.

Process:

1. The participants are invited to play the game.

A chart with “ Tentative Target” written on it has been pasted on the opposite wall to the side where the two groups are standing.

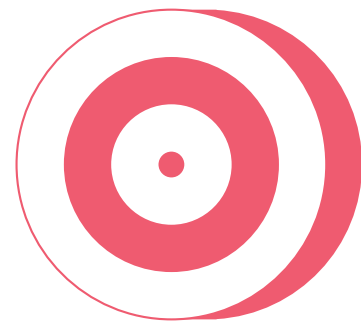
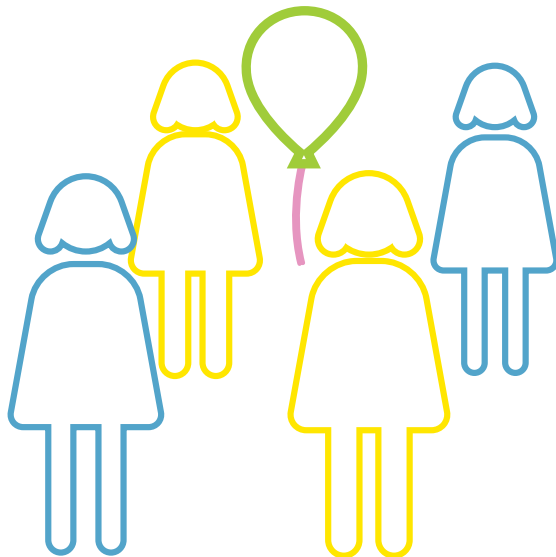
3. The task presented to the various groups is to carry the balloon without using their hands, to the target.

4. After one group has accomplished the task, the following questions would be put to the groups for further discussions

A. How did you feel as a group when you were unsuccessful in the task?

B. What did you change to succeed?

C. What were the facilitating factors in your success?



Day 1 Session 4 | Collective Strength (120 minutes)

Activity 2: Our Strengths & Their Utilization

The facilitator will ask the participants to suggest, what according to them is required for the successful cultivation of paddy.

Record all the suggestions made by the participants. After which the facilitator will read out the suggestions and pose the following questions to the participants :

1. If all these suggestions are implemented what will be the next step?
2. If materials needed are not available what will be our course of action?
3. If there are undesirable elements in the field what would be the way forward?

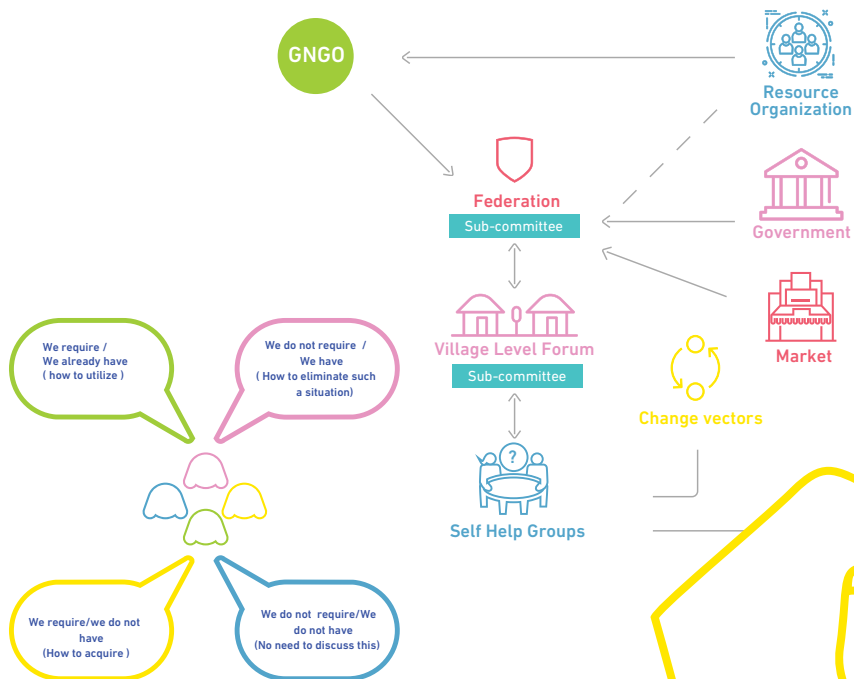
The facilitator will divide the group into three parts and ask them to share what forums they have and how they will use these forums in facilitating change in their community.

The participants will share their thoughts in a collective group setting.

The facilitator will help the group summarize their discussions and make a graphic presentation based on the aforementioned shared thoughts.

 Our forums	 Their Role	 Skill required to perform the role.	 Knowledge required to perform the role

✓ DAY 1
■ DAY 2



ACTIVATE FEDERATION LEADERS

Detailed Session Plans

DAY 2

Vision Module 2: Identify Federation Level Priorities

Facilitator note

Transform Sessions 1-4 to focus on igniting change within individuals and communities including the significant behavioral changes required to address internal barriers which may hinder achieving Federation goals.

As previously discussed, these barriers may be rooted in longstanding behavioral patterns. Accordingly, the transform Sessions that follow help participants to understand where behavior comes from and how to bring about change.

The following ideas are at the center of this theory of change:

1. Behavior is based upon the interaction between a person and their environment.
2. Change in behavior can happen when an individual ignites their aspiration, self-belief and sense of agency.
3. Supportive environments (such as Self Help Groups and other primary support groups) to foster individual ability to achieve their aspirations, maintain their self-belief-and increase their sense of agency.

These spaces for learning and growth are particularly important for marginalized women from disadvantaged communities who may have no other spaces for collective action-reflection processes.

Day 2

Session 1 | Federations Theory of Change (120 minutes)

Facilitator will summarize the previous days sharings + findings and make a chart of roles, skills and knowledge required to perform that role.

Ask participants one by one whether they require this skill, If so, who will help them acquire it.

Present the below matrix and ask the group to discuss amongst themselves and allocate a place in the aforementioned matrix

We require /we have areas without getting support from others.

We require /we do not have areas of support required from others.



Day 2

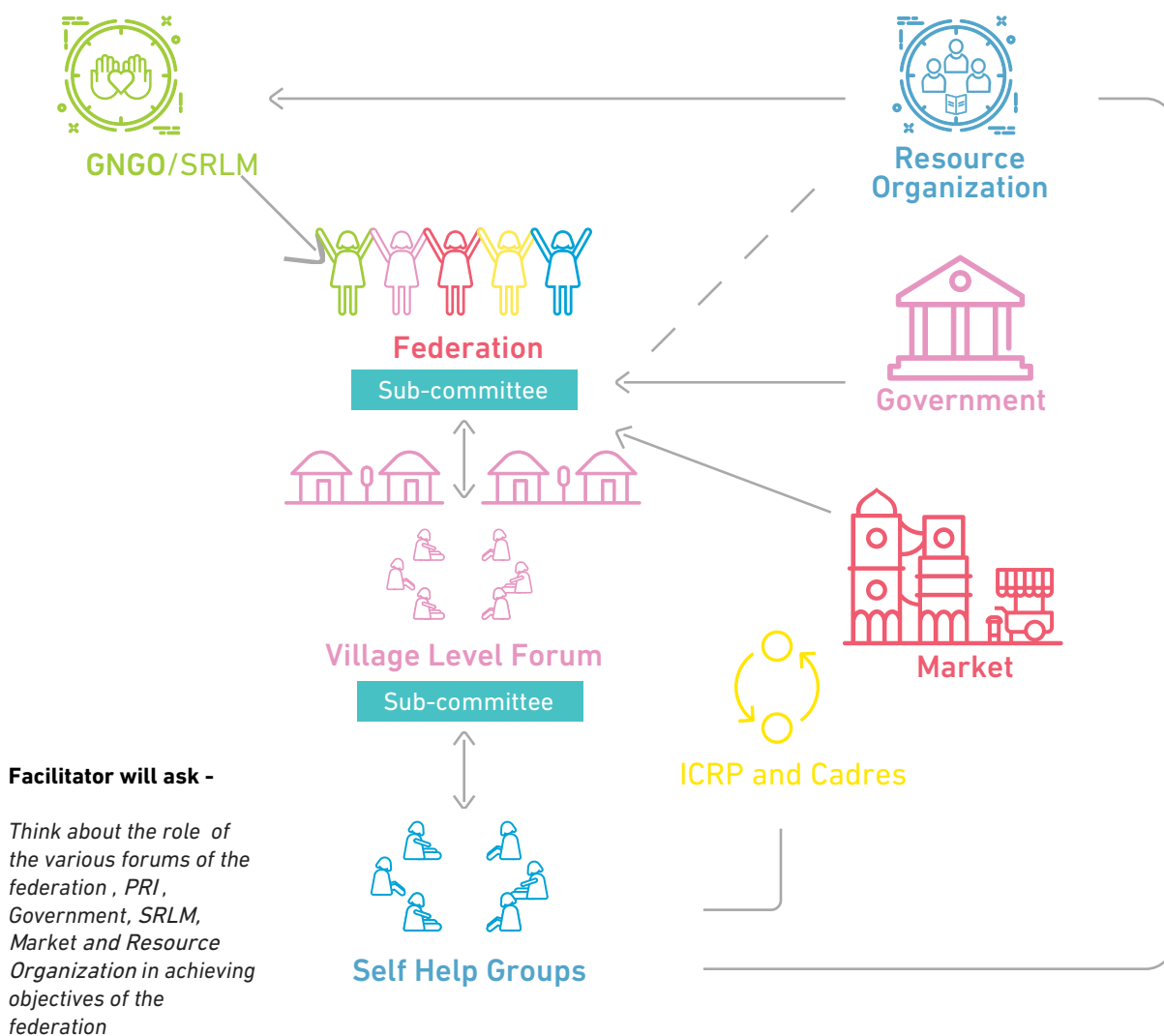
Session 2 | Federations Theory of Change (180 minutes)

Our strengths & their utilization

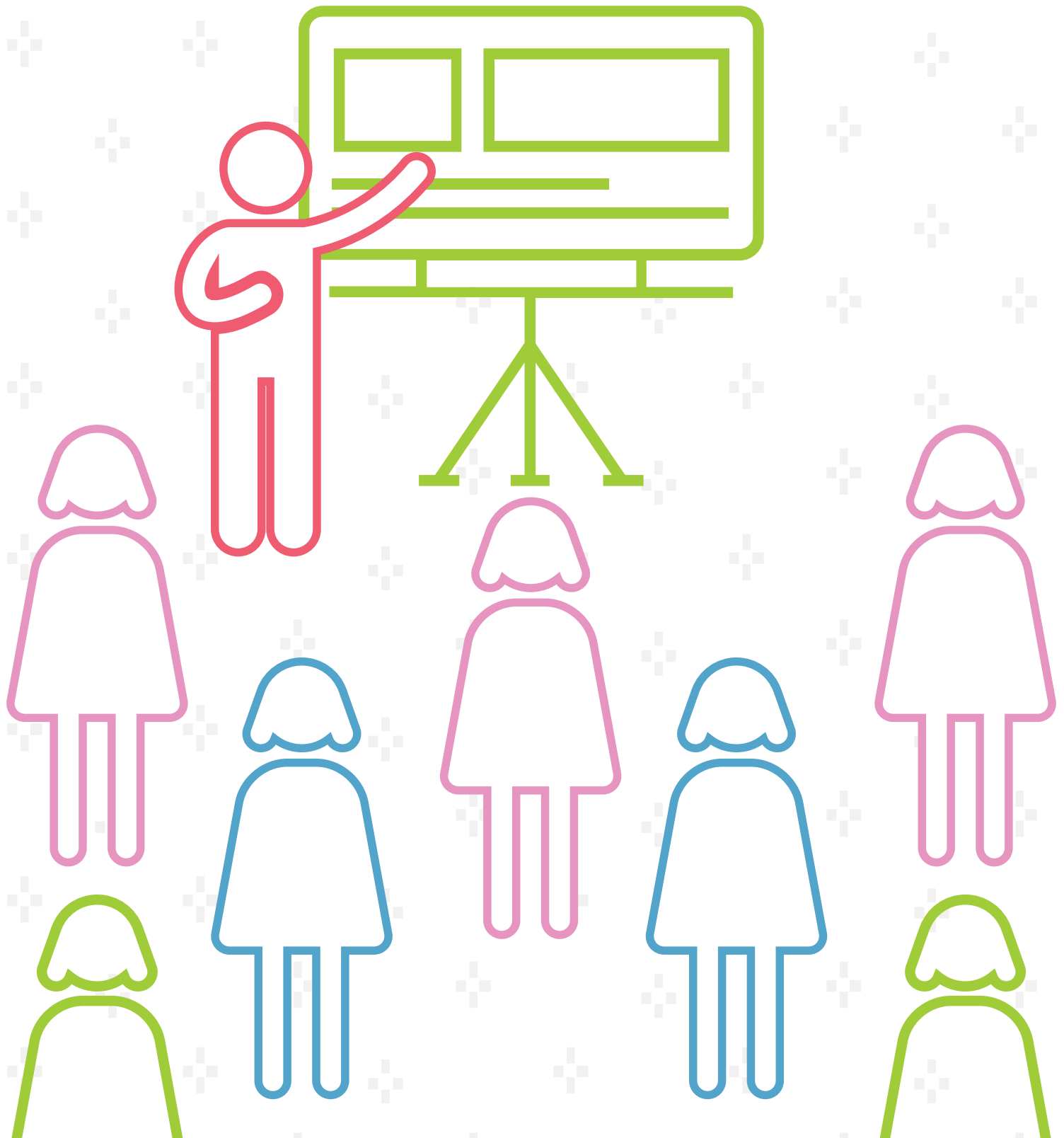
Facilitator will summarize as shown below

Forums		They have	They need to acquire
Their role	Skill required		
	Knowledge required		

How change will be facilitated



VISION MODULE 3: TRAINING



Vision Module 3

Day 1

Module Objectives:

At the end of the training the CLF leaders would go back with:

1. An enhanced understanding about their skills and knowledge required for doing justice to their roles and addressing the expectations of the membership from the governance.
2. Having articulated a vision statement for the Federation
3. Having identified the important stakeholders and their relationships with the forums (SHG, VLO and Federation)
4. Having mapped the domains of the three forums for SHG members interests (SHG, VLO and Federation)

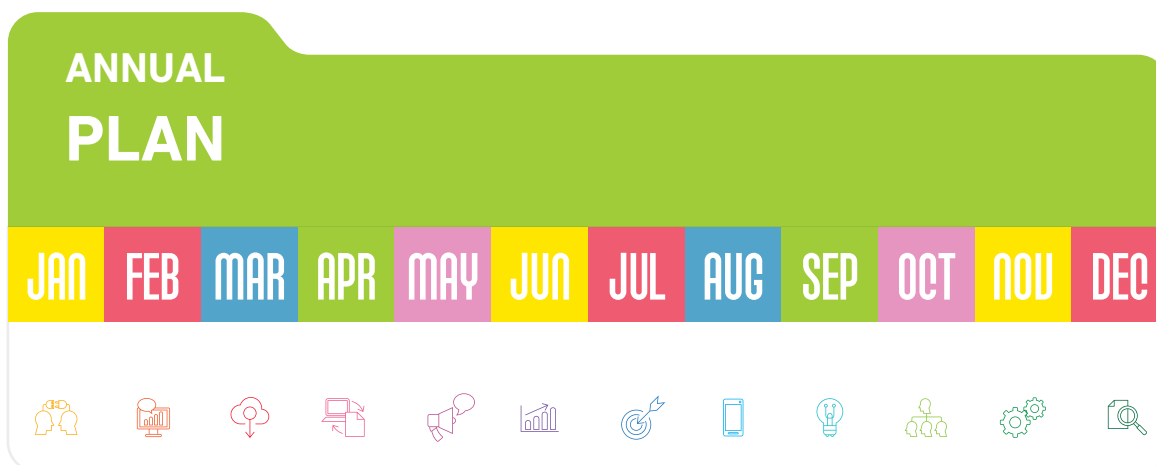
Pre training preparations:

1. Collecting all the charts from the previous trainings on role skills required and skills needed as well as knowledge required and needed for performing the roles optimally.
2. Small lego figurines of women need to be prepared numbering at least 100. Each lego should have a base on which it can be made to stand upright. The height of the lego figurine can be of around 3 to 4 inches with a width of around 2 inches.
3. Logistics like previous trainings for eg stay arrangements, Laptops, LCD projector charts markers etc.
4. At least four large sized brown sheets which can be pasted together to form a larger brown sheet at least of the size 10 feet X 10 feet.

Session 1: Remembering the last training

Session Details:

The facilitator shall ask the participants what they recall from the last meeting and try and start from the last session which was on the skills and knowledge needed and what they currently have. Please allow the participants freedom to share whatever they recall and whichever order they remember. If there are discrepancies encourage the group itself to contribute to the correct flow of events and their learnings. Also focus on sharing learnings from each activity. Once this is achieved s/he should introduce the next chart which is in fact a continuation of the last table from the previous training.



Day 1 Session 1

Activity 2: Expectation mapping

Ask them about their journey to the training center. Inform them about basic amenities available at the training location.

After familiarizing them with their new environment, the facilitator will ask the participants to write their objectives as to why they are attending this meeting on a card provided to them.

The Facilitator will give the participants a 10 minute period to write their expectations , then S/he will ask the participants to stick the cards with their written expectations on a wall.

Give the participants a 5 minute time period to read the other cards on the wall.

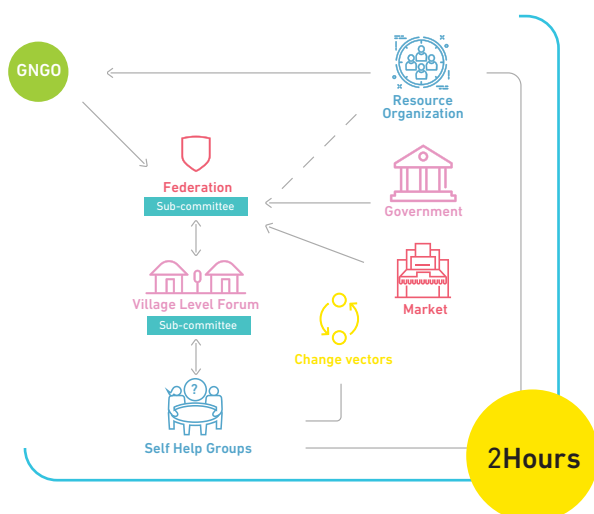
The facilitator will then share objectives and a 2-day workshop plan with the participants .

Session 2. Our theory on how we plan to bring about change

Facilitator will ask participants to draw their grassroot engagements and map out the stakeholders and their role in achieving the goal of the federation.

Ask the leader to explain their change engagement and importance of various stakeholders.

Ask them to define roles, responsibilities of various forums, what preparation is required to perform the role and what results are we expecting from these forums.



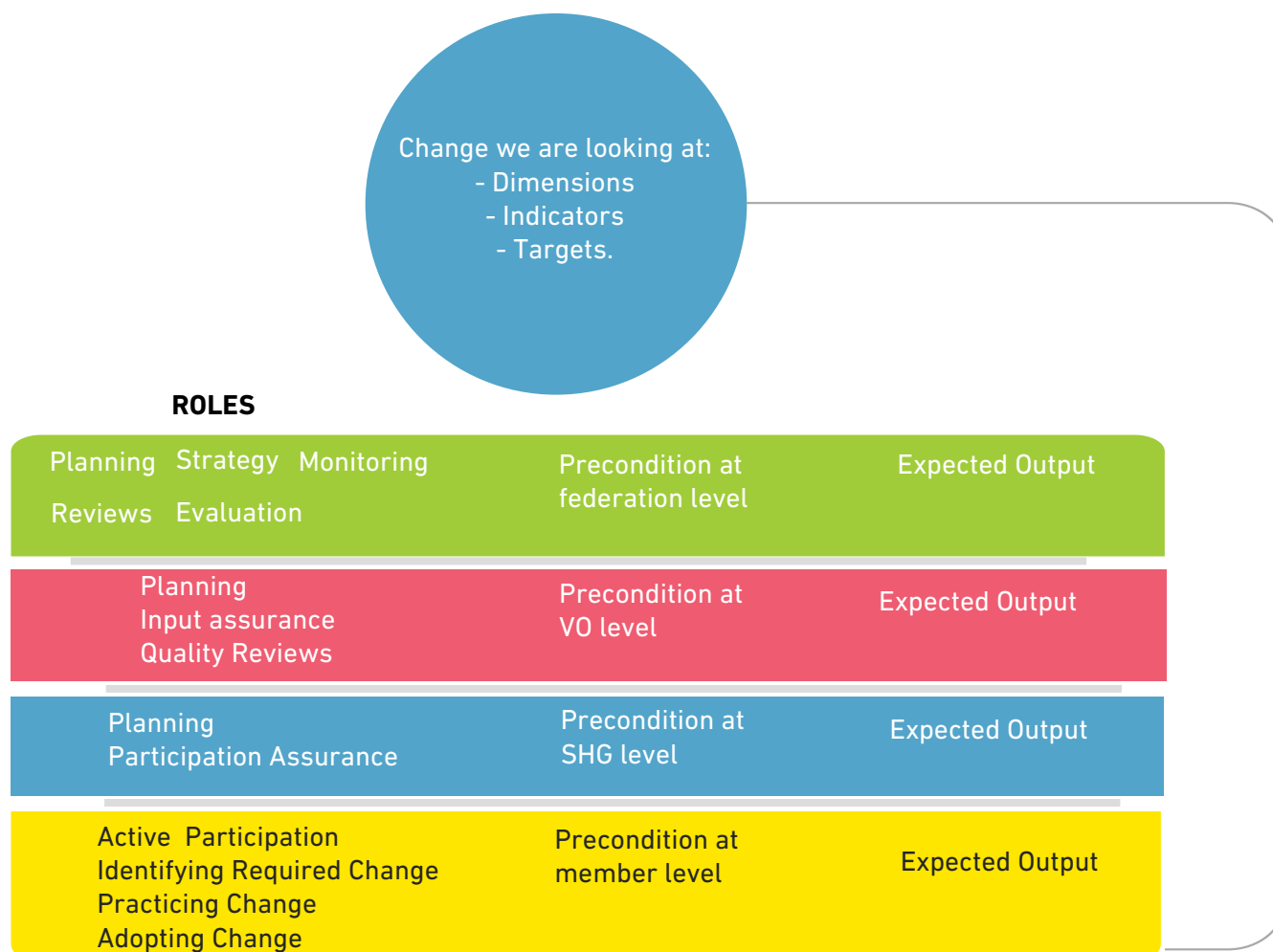
Forums	Their Role	Task To Perform Their Role	Preparations	What Should Be The Result

Facilitator note

If all participants are not literate, then ask each of them what their expectations are . The facilitator must then note down all expectations on a board after which a literate participant will be invited to summarize all points mentioned. Please allow the leaders enough time to brainstorm while filling up the table often reminding them to generate consensus and rechecking whether everyone agrees or not. This is an important intervention on the part of the facilitator.

Vision Module 3 (6 Hours)

Session 3: Planning for the future II



Ask these questions and make the group understand the important processes at various levels:

- 1. How will they be performing their role?**
- 2. What Precondition is required to perform the roles**
- 3. What is required to be done at each level to achieve the pre-condition?**
- 3. For what purpose is aggregation required? How will we aggregate? Facilitator will provide a big brown chart (10*10 feet) and ask participants to present their shared thoughts.**

The facilitator before the session with the help of the co-facilitator will paste the following charts for everyone to see and for reference. It should be pasted in a position where everyone can see the charts

1. The Dimensions finalized
2. Their targets for each of the prioritized dimensions and
3. Their indicators as discussed in the previous training

Using their decisions from the above mentioned charts the leaders group would be given another task. They need to fill up the following chart.

The roles would come from the group work from the previous training where they were finalised for each of the forums. For every role the pre conditions need to be discussed and finalized. For eg if the role of the SHG is ensuring participation of the members then the Pre conditions would be existence of norms, existence of penal norms, administration of penal norms for attendance, listening to everyone, allowing everyone to express their ideas and feelings, an atmosphere of fearlessness and the Expected Results would be High participation, better decision making, unity, strength etc. The facilitator will have to help the group intensively to understand the concept and then fill up the charts. If they want to fill it in their local language the facilitator should encourage them to do the same.

Balancing the balls Game:

This game requires a long rope at least 30 feet in length and tennis ball. The participants would be asked to choose their partners to form their own two member teams. 4 buckets would be placed about 3 feet from each other in a straight line and the partners would have to stand on two ends of the buckets. The partners will hold the rope in two parallel lines in a manner that the ball is balanced and rolled on them and they are able to choose which bucket they would drop the ball into. The first bucket will be of 25 Points the second bucket would be of 50 Points, the third 75 points and the fourth one would be 100 points. Each team shall get 5 attempts and the cumulative score would be kept track of. The winner pair should be given a prize at the end of the game.

Session 4: Articulating our Vision statement

Session Details

This session involves the articulation of the vision statement by the leaders group. The group would be asked to look at the chart of the finalized dimensions and as a group create a statement which tells anyone from the outside world as well as to their own SHG members what the CLF wants to do in the coming years. This has to be explained clearly and the participants have to be encouraged to create a vision statement in their own language. Once this is done the facilitator should ask them to write down the Vision statement in the top 1/4th space in the brown sheet (Dimensions 10feet X 10feet). After the statement is formulated the facilitator would ask them to read out for the whole group to listen and ratify it.

Session 5: Knowing ourselves, our collaborators and mapping domains

Session Details

This session will follow the articulation of vision statement. In this session, the participants would be given the set of 100 women legos and asked to arrange them in a manner so that they symbolize the three forums ie SHG VLO and CLF/BLF. Once this is done the participants would be asked to write down the different roles and tasks of the forums in meta cards and place them in by the side of the concerned forum. Once this is done the leaders would be asked to identify the various stakeholders and their positioning vis a vis the forums.

For eg giving loans to members would be placed besides the SHG, Monitoring loans would again be placed besides the SHG, Coordinating with the village council or Panchayat would be placed besides the VLO and coordinating with District level or block level authorities would be placed besides the Federation (CLF/BLF).

Module : Planning with Resource Organisations I (Agriculture livelihoods)

Objective of the training:

At the end of the training the participants (EC members of the CLF) shall go back with:

1. Enhanced understanding of agriculture and its role in bringing about transformative change in the lives of the villagers.
2. Enhanced understanding about what needs to be done (Aim) to bring about farm prosperity.
3. Enhanced opportunity to evolve an understanding and commitment to how (strategy) the same can be achieved.

Preparations before the training:

1. The charts depicting the vision should be prepared before hand.
2. The results frameworks as prepared by the CLF EC needs to be depicted in charts for ready reference in this meeting.
3. The facilitator should essentially go through these charts before initiating the meeting process.
4. A chart needs to be prepared for carrying out the analysis on potential to upscale vs. remunerative potential of livelihood activities.

Session 1: Introduction to participants

Session Objective:

1. Helping the participants and invited resource persons get familiarized with each other
2. It will also help in breaking the ice as there will be some unfamiliar faces in the meeting/ training

Process

After introduction to the EC members the president shall initiate the discussion to share the important detail about the CLF with the invited resource persons.

The president and the other Office bearers will ensure that the resource persons are fully apprised of whatever important decisions and discussions which have taken place in the CLF regarding its vision and strategy for achieving the same.

Session 2 : Exploring Agriculture as a sustainable livelihood option

Session Objective:

1. This session should help the participants to explore why agriculture is important in bringing about sustainable changes in the lives of rural populace in their operational area.
2. Helping the EC members conduct an analysis based on the remunerativeness of livelihood initiatives and the potential to impact at scale.

Session Details:

The facilitator would ask the EC members to share with the following trigger-query: *“how any SHG members are there in their area”*. The second trigger-query to them would be *“how many of them they think would be able to earn at least Rs 1,00,000 from their existing livelihood activities”*

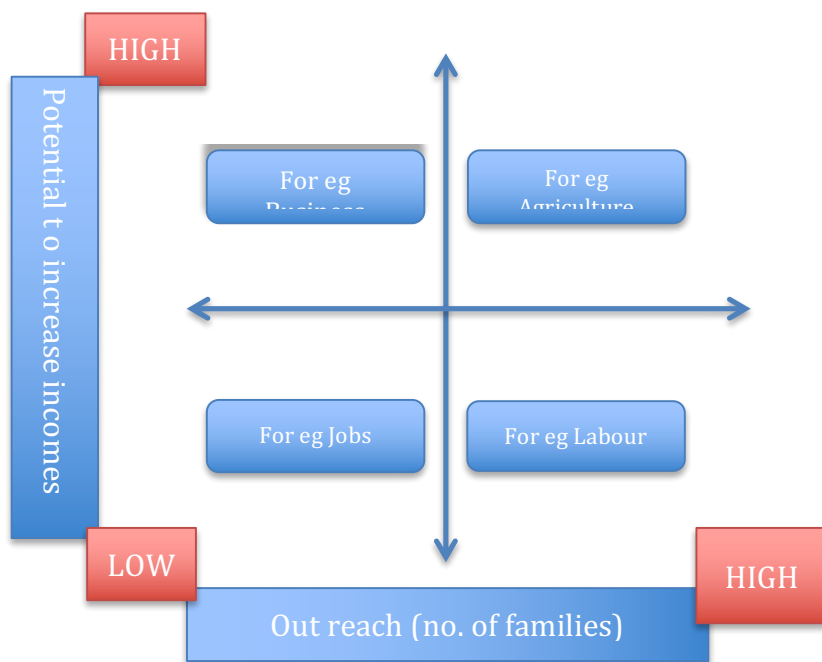
After receiving responses them (wherein they would most surely say that very few of the SHG members in their CLF would be able to earn Rs 1,00,000) the facilitator would present the third trigger-query to the EC members, *“Do you want to see a majority of the members in your CLFs to earn what you have envisioned in your livelihoods vision?”* For the same an understanding has to be developed about the current livelihood practices in the community. We will fill up this chart⁹ as part of developing an understanding about the same.

Sl. No.	Sources of inflow	Coverage (in term of members %)	Average income

Once this is done the facilitator would first ask an open question to ascertain whether everyone agrees to what has been put in the chart. In case if there is any disagreement the facilitator should try and resolve it before

going onto the next session. After resolving all doubts and clarifications regarding the table, the facilitator would ask the participants to consider the following table to analyse the different kinds of livelihoods which had been mentioned. The major points on which the analysis should be done are two fold: Firstly the possibilities of growth (productivity, income, competition, market availability etc) and secondly the outreach of the particular livelihood activity (no of families who can take up the activity, skills to be acquired etc). The

⁹ The blank chart has to be prepared beforehand for the analysis of livelihoods.



following matrix can be used to categorise the livelihood options which had been mentioned in the previous table.

The participants would then plot each of the identified livelihoods activities into one of the 4 quadrants. There are 2 possible scenarios which may come out of the discussions with specific reference to agriculture's positioning in the quadrant. They are:

Scenario 1: When agriculture is not placed in the high potential to increase incomes and high participating families. In this case the facilitator would have to initiate a discussion to understand the participants frame of reference and experience base don which they have put agriculture the other quadrants and not the fourth as shown in the illustration. After listening to their explanations the facilitator would try and help them in understanding the possibilities in agriculture and the changes in approach that is required both to understand agriculture and in practicing it. The facilitator can also take recourse to any resource films which can come very handy in explaining the remunerativeness and the high potential in increasing the numbers of participating families.

Scenario 2: Second scenario would be the one where the participants would put it in the correct quadrant as shown in the illustration. At this point the facilitator would ask about *"the external and the internal factors which are responsible for the current status"*. The facilitator would make a list of the factors which the participants are able to delineate and then consolidate and share with the group with his/her own inputs for the group to consolidate their lessons.

Session 3 : How to bring about a change in agriculture

Session Objectives:

1. Helping the participants to explore what can be the possible solutions to resolving the current crises in agriculture

Session Details:

The facilitator would share three important factors in agriculture:

1. Land (*khet*)
2. Crop (*kheti*)
3. Farmer (*khetihar*)

The participants would be divided into 3 different groups and each group would be assigned one topic from the three mentioned above in the following manner:

Case 1: How a land can be transformed

Case 2: Any practice of farming

Case 3: A hope less farmer (who is struggling to source appropriate guidance)

The groups would then be assigned the task of preparing a story of a farmer who is able to bring about a change in his/her life. Provide the group about half an hour to prepare the same and ask them to present the same. Post the presentation and an open session to discuss the different perspective on the story the facilitator would then ask the progressive farmers¹⁰ of the village to share their stories, experiences as well as the pivotal change factors in their lives as well the change in their lives (incomes, standard of living etc).

Once the sharing is complete the facilitator would ask the three groups to sit and discuss amongst themselves as to what do they need to do as CLF representatives to see all families to experience change like the progressive farmers. Towards the same the facilitator would prepare a chart¹¹ for the participants to discuss and record what their strategy would be for ensuring more vitality in the agriculture sector in the village.

S.No	Change dimensions in agriculture	How will it be achieved (Strategy)	Milestones to be achieved	Timelines	Responsible person(s) for each of the strategy	Indicators for assessing success	What support would they require	Expectations from a Resource organisation

¹⁰ As preparations for this training the progressive farmers will have to be requested to attend as resource persons. The facilitator would have to ensure that the farmers are briefed about the objective of the meeting so that they are prepared to share critical factors.

¹¹ The provided chart would have to be prepared before-hand by the facilitator for display and use in the meeting.

Module : Planning with Resource Organisations II (Public Health)

Objective of the training:

At the end of the training the participants (EC members of the CLF) shall go back with:

1. Enhanced understanding of Public health, its concept and the govt machinery for public health delivery.
2. Enhanced understanding about what needs to be done (Aim) to address challenges faced by the community in dimension of health, sustainably.
3. Enhanced opportunity to evolve an understanding and commitment to how (strategy) achieve the same.

Preparations before the training:

1. The charts depicting the vision as well as the change vectors should be prepared before hand.
2. The results frameworks as prepared by the CLF EC in their previous strategic meetings needs to be depicted in charts for ready reference in this meeting.
3. The facilitator should essentially go through these charts before initiating the meeting process.

Session 1: Introduction to participants

Session Objective:

3. Helping the participants and invited resource persons get familiarized with each other
4. It will also help in breaking the ice as there will be some unfamiliar faces in the meeting/training

Session 2: Introduction to the Health vertical and related decisions of the CLF

Session Objective:

1. The session would see the sharing of the decisions taken by the CLF regarding the health vertical and its deliverables.
2. The Resource persons shall get an understanding of what all has been discussed in the previous iterations of the CLF as far as promotion of livelihoods amongst its members is concerned.

Session Details:

The CLF president on invitation by the resource person shall share what they have finalized as their results framework in health.¹³ Apart from this detailed presentation on the results framework the leaders shall also talk about the facilitative conditions which they think they need. They would then present which ones out of the mentioned facilitative conditions they already have and which ones they would required assistance in acquiring.¹⁴

Session 3 : Orientation of the CLF leaders on health and related issues and concepts

Session Objectives:

At the end of the session the participants would:

1. Understand what is public health and the related issues with public health
2. Understand the behavior of basic parameters of measuring success in public health efforts by the CLF in their own area district and state in comparison to other developed areas in the country
3. Gain a clearer understanding of the Govt health machinery and how it provides services to the rural areas.

¹² As mentioned earlier it would be helpful to prepare charts which talk about the Vision the change vectors and the results frameworks which have been previously discussed by the EC members in their previous ideation meetings.

¹³ It would be advisable to prepare this sheet before the meeting so that the leaders are able to articulate accurately. This will also save time for the resource organisation representative in understanding the content of the vertical.

Session Details:

Upon invitation by the CLF president the Resource organisation representative shall start off by introducing health by a related Powerpoint Presentation (Annexure....).

The presentation shall talk about the basic constituents of good health and then talk about gender and its relationship with various indicators of public health. This is done to enhance the awareness of the CLF Leaders towards health its indicators the variations in the indicators across urban rural areas and across gender and their present status in the country state and district. The resource person will introduce the social economic and cultural reasons behind the performance of the indicators and try and get responses from the gathered leaders about the relevance of the same in their own areas. The facilitator shall, then, through another powerpoint presentation (Annexure.....) would share about the health machinery, its multiple levels and nodes with the kind of services they provides at the village/panchayat, Block/Cluster and the district level.

Session 4: Articulating what the CLF can do to supplement the existing formal health machinery

Session Objectives:

At the end of the session the participants would:

1. Understand what communities can do to supplement the health machinery and also address needs articulated by members in their vision statement.
2. Prepare and Finalise strategies and plans for the same with inputs from the resource persons.

¹⁴ The EC leaders should be helped in preparing the format for the discussion on what kind of facilitative and assistance maybe required and which ones they have and which they don't possess as of now.

Session Details:

The resource person with the help of a ppt will share what communities can do to address health issues and also supplement the access to services provided by the health machinery. They would also share successful case studies for the same and how similar organisations have planned and implemented health initiatives collectively. They would also share the dos and donts that such collective initiatives need to keep in mind. After the discussion the CLF leaders would start planning their health initiatives using the following table. Objectives segment would detail out the objectives/deliverables which the CLF has kept for it self in the coming year. The same can be refined with the help from the resource organisation representative so that it is SMART. Task would be the steps that need to be done to

S. No	Objectives	Tasks	Sub Tasks	Responsible person	Indicator	Timelines

achieve the same which can further be divided into sub tasks for better definition of what needs to be done. Finally indicators would be the numbers which would inform the CLF about the progress for each task with timelines finalised for each and every sub task. In cases where there are tasks which will be done repeatedly frequencies can be written in the timelines section.

This final document shall be preserved for review and action in the subsequent meetings and also for evaluation of the work at the end of 6 months and then, finally, at the end of the year in the AGM.

Module : Planning with Resource organisations (Education)

Introduction to the Training:

The training is aimed at helping the trainees (CLF EC members) to articulate and become oriented about the challenges in the education delivery system of the govt machinery. The training aims to create an environment where doubts regarding community action to improve education delivery especially to underserved communities are articulated as well strategies and plans are drawn out to address the challenges facing quality education delivery to the community.

Objective (s) of the training:

At the end of the training the participants would go back with:

1. An enhanced perspective on education and its importance.
2. Enhanced understanding of status of education in their respective areas
3. Having collectively identified areas of improvement
4. Having enhanced appreciation and understanding about the role of parents and other significant stakeholders;
5. Having an enhanced appreciation and understanding of the role of VO in addressing the issues around education.
6. Having understood the process of setting goals and reviewing them in their Federation.

Session 1: Introduction to participants

Session Objective:

- Helping the participants and invited resource persons get familiarized with each other
- It will also help in breaking the ice as there will be some unfamiliar faces in the meeting/training

Process:

The meeting shall be preceded by the regular prayer of the CLF. The president shall call the meeting to order and explain to the EC members the purpose of the meeting and will also introduce the resource persons and then continue with the round of introductions wherein all the EC members shall introduce themselves and finally the round shall end with introduction from the facilitators and the resource persons.

Session 2: Introduction to the CLF

Session Objective:

- Helping the attendees understand and recall what had been ideated before this meeting for eg the vision the results framework etc.
- Enhance the understanding of the resource persons on what the organisation has ideated thus far on various crucial aspects like vision, change vectors, results frameworks etc.

Process

After introduction to the EC members the president shall initiate the discussion to share the important detail about the CLF with the invited resource persons. These details would typically be the following:

- The Vision statement¹
- The Change vectors where they want to bring about a change
- The results framework for each of the change vectors that they (EC members) have finalized.

The president and the other Office bearers will ensure that the resource persons are fully apprised of whatever important decisions and discussions which have taken place in the CLF regarding its vision and strategy for achieving the same.

Session 3: Introduction to the Education vertical and related decisions of the CLF

Session Objective:

1. The session would see the sharing of the decisions taken by the CLF regarding the education vertical and its deliverables.
2. The Resource persons shall get an understanding of what all has been discussed in the previous iterations of the CLF as far as promotion of livelihoods amongst its members is concerned.

Session Details:

The CLF president on invitation by the resource person shall share what they have finalized as their results framework in education.² Apart from this detailed presentation on the results framework the leaders shall also talk about the facilitative conditions which they think they need. They would then present which ones out of the mentioned facilitative conditions they already have and which ones they would required assistance in acquiring.³

Session 4: Orientation of the CLF leaders on Education and related issues and concepts

Session Objectives:

At the end of the session the participants would

- Develop an enhanced understanding about the importance of education in their lives
- Identify the challenges in receiving quality education in their community

Session Details:

This session would be done using the technique of story telling using cards/flipcharts/Power-point presentations (*the facilitator may decide the tool based on the size of the group*). The facilitator will share the story using the tool and then put forward the following questions as a trigger to initiate discussions around issues around education in their villages/communities. The trigger questions are as follows:

1. Are there similar stories near you or in your own communities/villages
2. What according to you are the advantages of receiving quality education
3. How can education help in providing a perspective and direction to life.
4. What could be our role as parents in the delivery of quality education

The facilitator would have to facilitate the discussions on these triggers so that the lessons from the picture stories (*about the importance of quality education, the challenges faced and the possible roles*) can be reinforced.

¹ As mentioned earlier it would be helpful to prepare charts which talk about the Vision the change vectors and the results frameworks which have been previously discussed by the EC members in their previous ideation meetings.

² It would be advisable to prepare this sheet before the meeting so that the leaders are able to articulate accurately. This will also save time for the resource organisation representative in understanding the content of the vertical.

³ The EC leaders should be helped in preparing the format for the discussion on what kind of facilitative and assistance maybe required and which ones they have and which they don't possess as of now.

Session 5: Enhancing understanding about a “good” school.

Session Objectives:

At the end of the session the participants would:

1. Understand what is “good” school
2. Understand the features of a effective school in the community
3. Get introduced to the role of the parents in ensuring the effectiveness of a local school in the village

Session Details:

The session would begin with the facilitator showing a series of 4 pictures to the gathered leaders. These are pictures have been provided in the box as illustration no..... While showing these pictures the facilitator would ask the following open-ended trigger questions for the group to deliberate.

- What is your opinion about the pictures shown?
- Do they represent the situation in the local schools of your villages?
- What is your experience about the schools in your village?
- What is your awareness about the levels of learning of the children who go to these schools?
- What your awareness about the quality of mid day meals being served in the schools? How regularly is it served?
- Do the children get to eat adequately in the mid day meals?
- Are the teachers’ attendance regular?
- What is the relationship between the Teacher school Management committee and the VO or the BERC/BEO

Post this the leaders would be presented with a tool to rate the status of education in their respective village schools.

Post this rating the facilitator will then share the baseline data (*which has been collected before the training*) and ask the leaders to compare the same with their own rating and see where it matches and where it differs.

The session would conclude with the facilitator summarizing the discussions about the status of education and schools in their respective villages.



Pic card 1



Pic card 2



Pic card 3



Pic card 4

Session 6: Understanding resource allocation in school

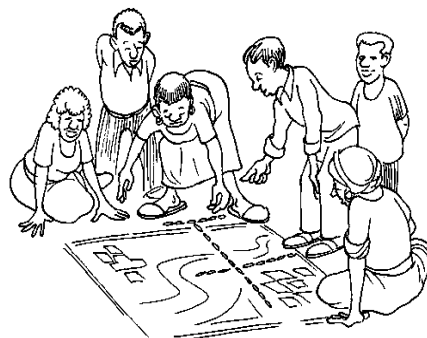
Session Objectives:

At the end of the session the participants would:

- Understand about the resource allocations to schools.
- Understand the inequalities in resource allocation and the reasons thereof

Session Details:

The facilitator would first divide the leaders into 3 groups in 60:20:20 ratio. The larger group would be given inferior quality resources like unsharpened pencils, bad quality colour pencils/worn out crayons, incomplete pencil boxes etc. One of the smaller groups in contrast would be given sharpened pencils, sketch pens, new crayons, complete pencil boxes new erasers etc. The third group would play the role of observers. The task for the two groups would be to create a picture of the most important landmark in their block. The facilitator shall provide the groups with 45 minutes to finish their drawing.



After finishing the third group would rate the drawings. There are 2 possible scenarios:

- A. **Scenario 1:** The larger group makes an inferior picture in comparison to the smaller group (who have better resources). In this scenario the facilitator shall help the group understand that how unequal distribution of resource leads to a inferior product. The same discussion can then be taken ahead. The facilitators will keep the discussion open, so that the participants are able to reflect on their views as much as possible. And then, the facilitator will eventually steer the discussion towards the existing system of education and help the leaders understand the role of inequality in the distribution of resources.
- B. **Scenario 2:** The larger group makes a better picture than the smaller group with better resources. The observations of the “observers” would come handy to establish the point that despite inequalities and disadvantages the group owing to its sheer teamwork and collective effort was able to bring out a better outcome than what was inevitable with unequal resource distribution. Often the strength of people/community comes out with innovative solutions

Facilitator's note:

The facilitator should try and help the leaders understand what kind of inequalities exist in education and the resource allocations to different areas in the blocks as well as in the districts. The facilitator should also help the leaders in understanding and appreciating how by the dint of collective action they can address it. What are the possible options in addressing the same. Another point to be highlighted in this session is the indifferent treatment by the facilitator to the larger group. This can be used by the leaders to understand the eskewed relationship between the learners – the parent – the teacher – the authority. The discussion in turn can lead to the leaders appreciating what options are there for them to address this eskewed relation. The discussion will also highlight how the community's engagement (PTA, SMC, Bal Sabha, Shikshak Diwas, etc) with the school can improve its conditions.

and a lot of resilience to overcome the daily inequality in their life. In a similar fashion as in the scenario1, facilitator will link the outcome of the activity with the education system of the areas and try to elicit as much response(s) possible from the participants so that they are able to understand and internalise the learnings from the session.

The facilitators will de-brief the session highlighting the existing conditions of the primary school in the village based on the previous discussions. Facilitator will ask the participants to speak what are the factors contributing to the poor quality of education for their children...*(s/he will club and categorise them on the white-board – internal and external factor)* Finally the facilitator will ask each group to explore out the possible options to resolve this situation. For eg How our children can get proper support, facilities, inputs, opportunities? What role can we play in ensuring the same? What role do other stakeholders play in ensuring quality education for our children? How can we influence them to play their roles effectively and efficiently?

Session 7: Providing a supportive and enabling environment for the child

Session Objectives:

At the end of the session the participants would:

- Understand the importance of a supportive environment for the child
- Understand how to provide an empowering and a supporting environment to the child of school going age.

Session Details:

This session would involve open house discussions with the leaders on certain open ended triggers. The facilitator would ask the questions and facilitate the group to explore each one of the triggers and generate options for action.

- How does the day in the life of a child look like? *(The facilitator will draw a pie-chart of the time spent by a child in each space)*
- How much time does he/she spend in the school?
- Where does he/she spend his/her time in the remaining part of the day?
- What does child already know before he/she formally joins a school?
- Where does the child's learning happen – school, home, community or all?

The facilitator will draw on the earlier discussions related to learning and education. The discussion will be further facilitated towards highlighting the importance of spaces other than school in developing the child's learning process which in turn has an impact on the child's education. The facilitator will close the discussion with the following question: *"What are some of those things you may want to bring in schools, in its surroundings in order to improve the education in the village?"*

The leaders can be divided into small groups of 5 to 6 participants to discuss and share their thoughts in the plenary. The same can be recorded by the facilitator and kept for records.

Session 8: Culmination and Immersion

Session Objectives:

At the end of the session the participants would:

- Finalize a goal for improving education in their respective villages and in their cluster.
- Prepare an action plan for their CLF.

Session Details:

The facilitator will now bring forth the vision statement which had been finalized for education. The following questions can be asked to help the leaders to culminate their discussions in this meeting into a plan of action.

- A. For your children to get better quality education what kind of changes are necessary?
- B. What changes would you want to bring in the eco-system parents and community to bring about the envisioned change?

The participants will be asked to form two groups and then discuss amongst themselves the previous triggers and consolidate the same in a plenary. The same group will then make a poster about the same and present in the plenary explaining what kind of changes they would want to see in education. The poster can highlight features like high enrolment, regular attendance, good infrastructure, regular teachers, teachers behaving well with children, parents supporting the school and the children, etc.

1. Facilitator will list all factors (supporting links/drivers which need to fix) and categorize into internal and external drivers of change. The activities that they will list to bring change are SMC, PTA, off classroom support, SDP, school-community events, etc.
2. Facilitator will further take the discussion to how these factors can be achieved and elaborate on the individual and collective efforts required. For example:
 - What is parents' role?
 - What is community's role?
 - What are the roles of various community institutions (SHG, VO & CV)?
3. Facilitator will work with the group to design an action plan to improve education in their village. The facilitator will engage the group in questions like
 - How it will happen in whole cluster/block?
 - What activity CLF-VO-CV will do by them totally or to some extent?
 - Where they need some external support (listing out areas where CV, VO and federation members require training on skills, understanding, and perceptions)
 - How and when RNGO can participate in VO/CLF meeting?

Note: The facilitator will also ensure that the VO continues to have discussions on education at every meeting. The facilitator will institute the process of making a meeting calendar, recording minutes, information sharing note. The VO meetings should also include discussions on CV work and the support needed for her.

Post all these process the CLF and their respective member VLOs and SHGs would be able to prepare their long term and short term plan and also have the necessary results framework as well as the necessary methods through their regular meetings to monitor the progress of the plans. Their plans would then be assimilated at the regional level workshop with the PRI Representatives as well as the Govt officials of different line departments.

Module for Village Organisation Annual Planning

Pre Module Preparations:

1. This is a follow up to the visioning process done with the VOs
2. The vision charts must be brought to the meeting for use. The facilitator has to ensure the continuity from the visioning exercise.
3. White board, markers, charts etc should be there in plenty for use by the gathered members
4. At least 70 percent attendance is required. The mobilisation and the messages should be sent to the leaders in appropriate measure to ensure then same.
5. There should be one co-facilitator with the main facilitator to help with the logistical arrangements.
6. The CLF targets chart also needs to be brought to the meeting for guiding the VOs
7. The Block level district and state important indicator list (for the finalized dimensions) needs to be brought along too
8. Some balloons for the Balloon game and also 8 semi circular pipes of 3 feet length and a tennis ball.

Module Objectives

At the end of the meeting the Governing board of the VO should go back with:

1. Revisited the vision which they had finalized for themselves
2. Enhanced understanding of the planning framework for preparing the annual plan
3. Enhanced clarity on what their targets and the corresponding plans for achieving the same for the current year.

Process details:

Session 1:

This session is aimed at breaking the ice as well as initiating the reflection process on the previous visioning done by the VO during their last AGM. The facilitator shall introduce herself and request the participants to introduce her by answering the following pointers

- ☞ Her Name
- ☞ Her SHGs name and
- ☞ Her Role in the VO (GB member/office bearer/Sub committee member etc)

Care should be taken that everyone is given adequate time and space to talk about herself. The facilitator will then ask the participants whether they remember what

they had done in the previous AGM organized (visioning meeting). The trigger questions can be the following:

- ☞ Do you remember the last AGM or visioning meeting?
- ☞ What all do you recall from the meeting?
- ☞ How did you feel doing that meeting with all the SHG members?
- ☞ Which dimensions did you finalise as your priority areas in the meeting?
- ☞ Does this seem familiar to your decisions?
- ☞ What were the reasons for prioritizing the dimensions (referring to the old chart)

Session 2: Target setting for each of the dimensions

The facilitator would then paste the CLF prioritized dimensions and target sheet for the VO to see and explain to them explicitly that this is only for reference and guidance and not to take decisions. The facilitator would then play the **Balloon game** to help the participants recall the importance of Objectives vis a vis process (strategy)

Once the game is finished the facilitator will start sharing the importance of indicators in life. She can do so by talking about various measuring devices which are used in daily life (thermometer, weighing scales, speedometer, stethoscope etc) and asking the participants to share what similarities they see in each of these items. Once they are facilitated to the point that these are all measuring devices which tell us the progress of any aspect of life. Some more life examples can be shared with them like a infants progress and what tells us the movement of the infant in terms of health and vaccinations? Another example could be a school going child and her education how can we tell whether the child is in the right track. After this the facilitator can introduce the concept of Indicators and their importance in life and for the VO. The facilitator. For practice sake, the facilitator may ask the participants that what could be the possible indicators for measuring

Balloon Game

The participants to be divided into 2 to 3 teams. Each team would asked to take the balloon from the start point to the "objective" without physically touching the balloon and without letting it touch the ground.

If the teams succeed in the first few attempts ask the follow-up questions. If they are finding it difficult even after a few attempts shorten the distance thereby making it easier for them. The following questions need to be asked after at least 2 teams are able to get the balloon to its Objective

- ☞ *What were the reasons of your first failures?*
- ☞ *What changes did you make in your strategy after initial failures?*
- ☞ *How did that help?*
- ☞ *What are your learnings from the game?*

The facilitator should help the leaders understand that processes can change with time and periodic reviews but objectives do not change once set.

the performance of SHGs in a VO. Using the example the facilitators can illustrate how indicators are set.

Post this the facilitator will share the performance(s) of the block, district and state in key indicators of the priority dimensions. For eg coverage of full immunisation for children under the age 5 years, no of families with availability of safe drinking water, no of births under TBAs/Hospitals etc. in health, Dropouts in class 6th and in class 8th, literacy rates male and female etc in Education; per capita income etc for livelihoods, nos of families who have participated in VLO led livelihoods in the last year and Attendance reg, meeting reg., savings reg., repayment regularity etc in SHG maintenance. Once this is shared the facilitator would ask the VO EC members to start setting goals for themselves for the next year. The same can be done in a Sub Group Activity (SGA) and then consolidation in a plenary.

Session 3: Planning the year

The session can begin with a game of pipe and balls for helping the participants break the monotony as well as appreciate coordination which is needed amongst various component of an organisation or a team. After the game the facilitator would introduce a simple concept of project management with the following items:

The Pipe and ball game

The facilitator would have to prepare a set of 8 semi-circular PVC pipes of the length of about 2 feet. The participants should be divided into a minimum of two teams with each team having at least 8 to 12 participants. The task given to the team would be take a ball from the START to the FINISH line using the pipes and without letting it fall to the ground. The team doing it first would win the race. The team which drops the ball would have to go back to the START position and start the race again.

☞ Objective

☞ Plan

- *What (our actions)*
- *Who (responsible team/person)*
- *How (How it would be done)*
- *When (timelines)*

☞ Monitoring Plans

- Indicators (what do we check?)
- Source of information (Where do we get the reqd. information?)
- Responsible person (Who brings the info to the VO?)
- Timelines of getting the info

☞ Review mechanism

- Responsible person(Who does it?)
- Process (how do we do it?)
- Periodicity of review (When do we do it?)

The facilitator can introduce this with the help of charts and then ask each of the relevant sub-committees to take up the related dimension for eg the Monitoring Sub committee and Assets verification sub-committee members can take up the dimension of SHG maintenance and finalise the charts for the same.

The sub committees should be given about an hour to finish the same with some facilitators there for each sub committee. Once completed the charts would be presented in the plenary in from of the Office bearers and the facilitators. All doubts should be addressed in this sessions so that the planning can be finalized and ratified by the whole VO.

Session 4: Epilogue

This session aims at helping the participants consolidate what they have learnt and also gain clarity on what they need to convey to their respective SHGs regarding the VO plans. The facilitator would request the President and Secretary to consolidate the decisions and finalise the plans and share it with the rest of the group. Once this is done the facilitator would ask the representatives as to what all they would want to share with their respective groups when they go back to their SHGs as well as how the information would be shared with the CLF in the Monthly CLF meeting. The same would be then minuted by the Record keeper and then the meeting would be closed. The facilitator should also correlate the plans with the meeting process and make sure that the VO Members do not have any confusion regarding this.

Facilitator's note: Please request the CLF manager to ensure that the sharing has been done with the SHGs in the next meeting of the VO.

VISION DOCUMENT PREPARATION

DEFINING VISION, MISSION, OBJECTIVES, STRATEGIES, AND ACTION PLAN

What is the purpose of CLF? How will they achieve it? The **VMOSA** process helps their initiative develop a blueprint for moving from dreams to actions to positive outcomes for community. VMOSA gives both direction and structure to CLF initiative. This is the document we are going to produce after completing 3 training and 3 inter-phases with CLF leaders and community members.

VISION - Their vision is their dream, a picture of the ideal conditions for their community. As a unifying statement for their effort, it also reminds them what they are striving to reach and guides important decisions. A vision statement should be a few short phrases or a sentence that conveys their hopes for the future. Catchy phrases such as "Healthy women," "safe neighbourhoods" and "Education for all" illustrate the common characteristics of a vision statement. Help them to Craft a statement that is:

- Understood and shared by members of the community
- Broad enough to include a diverse variety of perspectives
- Inspiring and uplifting
- Easy to communicate

MISSION - Mission statement is more specific than vision. As the next step in the action planning process, it expresses the "what and how" of their effort, describing what their CLF is going to do to make their vision a reality. An example of a mission statement: "Our mission is to develop a safe and healthy neighbourhood through collaborative planning, community action, and community participation.". While their vision statement inspires people to dream, their mission statement should inspire them to action. Make it concise, outcome-oriented, and inclusive.

OBJECTIVES - Objectives are the specific, measurable steps that will help them achieve their mission. Help them to Develop objectives that are SMART+C: specific, measurable, achievable (eventually), relevant to their mission, and timed (with a date for completion.) An example of an objective would be: "By the year (x), 90 percent of the women of the CLF will be free of anaemia." The +C reminds you to add another important quality to your goals: make them challenging.

STRATEGIES

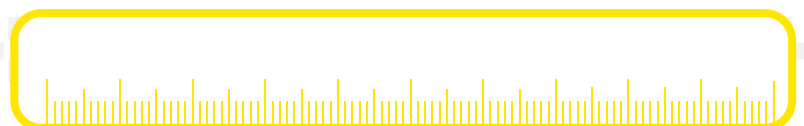
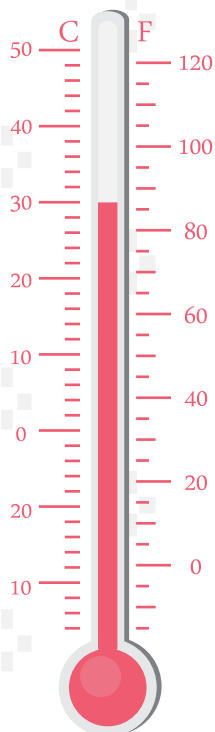
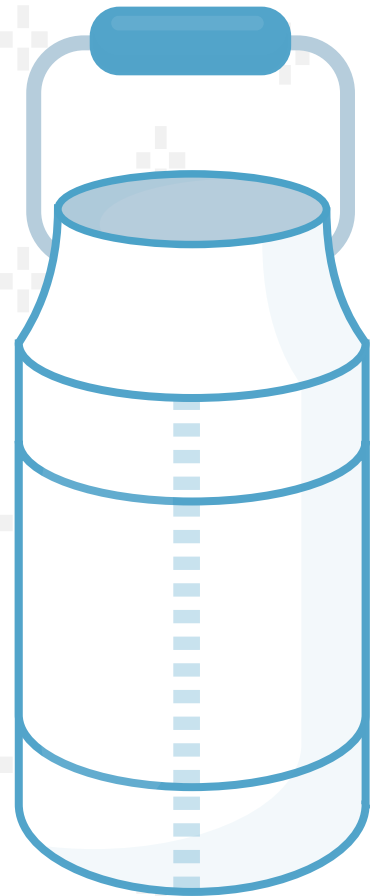
Strategies explain how their CLF will reach its objectives. Broad approaches for making change include advocacy, coalition building, community development, education, networking and policy or legislative change. Specific strategies guide an intervention in more detail. To promote the health of children, they might also enhance people's skills (offer training), modify opportunities (Credits), or change the consequences of efforts (provide incentives for community members to volunteer as youth mentors).

ACTION PLAN

Their action plan specifies in detail who will do what, by when, to make what changes happen. It may also note the resources needed, potential barriers or resistance, and collaborators or communication lines that need to be active. An action plan guides you to your dream through "do-able" steps. You can rely on this plan to know what actions you should take day by day.

1. मुख्य पृष्ठ - दूरदृष्टि पत्र २०२५ , संकुल का नाम (बैकग्राउंड में संकुल की फोटो जिसमें गाँव में VISIONING किया जा रहा हो)
2. CONTENT PAGE (विषय-क्रम, विषय-सूची)
विषय- पृष्ठ संख्या
 1. संकुल का परिचय -
 2. दूरदृष्टि निर्माण की प्रक्रिया एवं चरण -
 3. विकास के आयाम एवं उनकी आज की स्थिति
 4. संकल्पना एवं अभियान २०२५
 - 4.1 - दूरदृष्टि
 - 4.2 - अभियान
 - 4.3 - लक्ष्य
 5. हमारी रणनीति -
विकास के आयाम एवं(आंतरिक सहायक शक्ति/आंतरिक बाधक शक्ति) - (बाहरी सहायक शक्ति/बाहरी बाधक शक्ति)
बाह्यप्रयास - संगठन-सहयोगी संस्थाएँ-सरकार- बाज़ार
आंतरिक प्रयास - समुदाय, संगठन, समितियाँ, सदस्य
6. कार्ययोजना वर्ष २०२१-२२
 - 6.1 - सामुदायिक विकास योजना
 - 6.2 - आयाम आधारित योजना
 - 6.3 - संकुल व्यापार योजना
 - 6.4 - सामुदायिक प्रयास योजना
 - 6.5 - प्रशिक्षण योजना
7. वित्तीय योजना २१-२२

MEASURING TOOLS



APPENDIX 1

Desired state (Indicators presented by participants in the last session)	Perception (To be generated during Day 2, Session 1, Context Part 1)	Reality (Will be presented by the facilitation team)

APPENDIX 2

[illegible]



आप संघ के सभी सदस्यों को
कैसा देखना चाहते हैं ?



आप सभी सदस्यों के परिवार
को कैसे देखना चाहते हैं ?



आप अपने गाँव को कैसे देखना
चाहते हैं ?

APPENDIX 4

Change Dimension	Measuring Indicators	Current Status	What Changes we would like to see
Livelihoods Health	Annual Income MMR IMR Height and Weight		
Clean water and Sanitation	Toilets per family Drinking water availability		

APPENDIX 5



Our forums



Their Role



Skill required to perform the role.



Knowledge required to perform the role

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Forums		They have	They need to acquire
THEIR ROLE	Skill required		
	Knowledge required		

APPENDIX 7

[illegible]