

TOWARDS LEARNING MOVEMENT

Perspective Based and Value Driven Capacity
Building Initiatives for **Advocacy and Action**

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*Towards Building Communities of
Resistance and Hope*

*“He has showed you, O man, what is good. And what does
the Lord require of you?
To act justly and to love mercy and to walk humbly with
your God”*

Micah 6 : 8

Foreword

For SBSS, training is one of the important tools through which perspective, values, ideas and actions are evolved among its grass root level social workers, activists and development professional to engage with communities and fulfill their aspirations better. It helps in being relevant, make necessary changes within oneself. In this process, the capacity & capability of each one is increased which is of course an asset to any organization. This process happens to organizations which are in the habit of continuously exploring them and evolving new ways to engage with communities & respond to the external environment in the most appropriate manner.

This understanding and practice has helped SBSS to conceive itself as a learning organization, which facilitates learning from the surrounding environment. This practice has over a period of time helped SBSS to evolve a training methodology which is uniquely characterized by process driven approach, collective learning by fulfilling the given responsibilities in the most expected way. Ongoing practice of collective learning and process driven methodology found to be helping each one in the organization to deal with their professional conflicts, dilemmas, changing the mindsets and influence the decision making process. This happens when

- An individual applies their acquired knowledge and learn from the environment and
- When the organization creates an enabling environment to integrate the learning in the organizational behavior and further into organizational culture

With this realization, SBSS plans to systemize this methodology and make it a regular activity within the organization. The plan is stated in the form of a proposal. This proposal spells out different training programmes, their methodologies, calendar of events and required budget for a period of one year (2009-2010). This training proposal aims to build a bridge between SBSS and all other development partners working in India to strengthen relationship for enhancing development efforts through a development-oriented and learner-centered capacity building process.

Abbreviations

CBO:	Community based organization
CDA:	Communication and documentation Assistant
CE:	Community Enabler
CME:	Church Mission Engagement
CNI:	Church of North India
DBSS:	Diocesan Board of Social Services
DNO:	Do No harm.
DM:	Disaster Mitigation
LCP:	Local Capacity for peace building.
LSG:	Local Self Governance
NGO:	Non Government Organization.
NREGA:	National Rural Employment Guarantee Act
PM:	People's movement.
PME:	Planning Monitoring Evaluation
PO:	People's organization
PODI:	Process oriented development intervention
PRA:	Participatory Rural Appraisal.
RBA:	Right based approach.
RCSA:	Resource center for social action.
SBSS:	Synodical board of social services.
SEZ:	Special Economic zone.
SHG:	Self help group
SSS:	Social Security Schemes.
TBCRH:	Towards building community of Resistance and hope

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1. Background

There is an interesting cycle...how the political class operates in our country. It revolves around the debate on economic growth and reform to achieve double digit growth and then come elections... they talk about the 'Aam Adami' (Common Man). Political class is clever enough to know that ordinary people cannot be persuaded by statistical mirages and numbers. 'Aam Adami' arrives at conclusion by their daily experiences. Distribution of income is viciously against them. Gone are the elections.... the republic is caught in economic debate presented by elites. There is a need to break this cycle and sustain public discourse by spreading movements that can analyze and articulate the present condition. The debate and course of action should aim at 'why poverty and who sustain it' than working on 'measures to improve marginal economic improvement'.

Inability to locate globalisation in a particular system, thoughts and institutions, has posed serious problem for the development process. The ignorant masses are being a slave to market economy and resulting in inadequate measures being taken for eradication of poverty and thus mass mobilisation is required to expose the scandal of poverty.

There are no differences among political class on economic policy. In fact the rights to legislate and govern have been handed over to the market. SEZ is a case in point. This has resulted in public unrest and growing disillusion about political processes. The divide in people and policy increases paradox of development where only a few have control over resources.

The polity and governance in the post-sovereign state denies economic justice as growth never trickles down but gets accumulated among few. Its maximum impact is felt in the unorganised sector and socially excluded community. As identified in the beginning of the perspective plan, Dalits, Tribal, women and children are key focus of SBSS initiatives to enable them to speak out and create required conditions.

The development and transformation of Indian Society for the last six decades has been extremely negative in terms of the progress of the marginalised in India. It just reflects what Paulo Freire had to say about people in poverty. He shares that the dispossessed drift into what he describes "culture of silence". He came to realize that their ignorance and lethargy was the direct product of the whole situation of economic, social and political domination – and of the paternalism – of which they were victims. Rather than being encouraged and equipped to know and respond to the concrete realities of their world, they are kept "submerged" in a situation in which such critical awareness and response are practically impossible.

The term *conscientizacao* refers to learning to perceive social, political and economic contradictions, and to take action against the oppressive elements of reality.

The marginalised and oppressed communities in India, especially the tribal and women have already been swallowed by abysmal “culture of silence” whereby they increasingly accept the ill-effects of development as well as the structural causes of their oppression to which Indian society and institutions are known for...

This disconnect between policy and people, divide in development due to economic injustice, culture of consumption affecting integrity of creation, structural inequality due to social exclusion requires response from community and its accompaniers at the policy and program level . Towards this developing new leadership is a priority for CNI-SBSS.

2. Church of North India Synodical Board of Social Services

CNI SBSS is the development and justice wing of the Church of North India. In response to the spirit and service of Christ, to fulfill the mission agenda of the Church, CNI SBSS is involved in *building communities of resistance and hope*, a response to social realities in the face of neo-liberal globalization that excludes poor and marginalized further.

The prime commitment of SBSS is to *build comprehensive human society of resistance and hope* with the unstinting support of its stakeholder like the Church, Diocesan Board, Communities, Congregations and Resource Sharing Partners. Engaging in *Janyatra* (Peoples Movement) which will lead to *Jan Andolan* (Peoples Movement) where poor would have *Hissadari in Adikar* (ownership over their rights) on the issue of *food security and livelihood, land, tribal identity, indigenous rights and exclusion*. Develop a theological understanding and a basis of *Church Mission Engagement as a central* energizing force. Be in solidarity with the poor to make *people-centered advocacy* as the core strategy there by carving a space for the poor in the change process. Influencing the policy making process by sharing the learning and experience of the poor people and integrating *gender* at all level for being more inclusive.

Presently working with 20 DBSS Partners spread over sixteen states, CNISBSS engages herself with the struggle of more than 1512 villages comprising of 242 Community Based Organization , 11 People Organization, 1813 Self Help Group. CNI-SBSS is supporting and accompanying the marginalized to change policies and practices of institutions and individuals in their favour by joining Peoples Organizations together to be a *Critical Mass* for political process

Towards this SBSS commits herself to

- Build the capacity of the DBSS as a faith based organization and an arm of the church to respond to the peoples need. Encourage, empower and deliver appropriate platform to the congregation to be in mission and solidarity with the poor.
- Build Peoples organization and movement to work for justice and peace to realize Economic Cultural Social and Political rights

- Join the struggle of the dispossessed tribals and landless dalits to restore their dignity, identity and livelihood with gender justice
- Strengthening and building the Resource Centers on Land rights, Dalits rights, Food security and Livelihood issues, Identity and Exclusion and Action Research on contextual theology, mission practice and praxis.
- Develop resource base and partnership with various new mission agencies for the fulfillment of the Gospel and extension of HIS kingdom
- To develop SBSS and DBSS to respond to disaster as a community building effort.

At the central level CNI SBSS aims to influence policy formulation and implementation process to be pro-poor. These campaigns for policy and public advocacy are based on research, studies and experiences gained at grass roots. While being involved in policy, campaign and research, SBSS provides a space for individuals and institutions, social entrepreneurs and activist innovating new ideas and action.

CNI SBSS is also a resource sharing and development support agency working through the CNI Resource centers for Social Actions based at Agra, Pune, Barrackpore and Ranchi. They provide accompaniment support including perspective, vision building, contextual theology and new mission praxis to the DBSS its implementing partners. DBSS are involved in community building on issues of people's concern and enabling to develop people's organization. It is working towards enhancing the capacity of people's movement as an alternative political force.

Vision: "Where there is justice in land, the fields and forest and every living being will dance and sing"

Mission: In the spirit of service and sacrifice of Christ, CNI-SBSS would like to accompany DBSS and its partners to engage with the reference communities, so that they will develop the capacity (skills and assets) to negotiate with the policy makers, realize their rights and emerge as an alternative political force. To move towards this direction, communities should be sensitized socially, politically, economically and culturally and organized to claim their rights over livelihood means and while protecting their identity.

3. Learning Movement... Building Movement : Introducing Training Programme

Learning is a continuous process and a key value for any organization that would like to impact its environment. Failure in sustaining such values may obliterate relevance of an organization distancing itself from the communities. SBSS believes in the need to develop self renewing properties to respond to the changing environment. This has resulted in transforming CNI SBSS, enhancing its core values and strengthening its character as an accountable, perspective based, vision driven and impact oriented learning organization. Backed by political theology, its perspective embeds a rights based approach. This regards “movement-building” as a core strategy towards ensuring transformative justice.

To progress towards this goal, CNI SBSS has to ensure that its spirit of accompaniment is reflected in its actions and spirit and supported ably by conceptual clarity. SBSS as an organization has to grow as ‘a learning movement working towards building movement’ without being static.

Thus the learning movement is geared towards learning from the organizational history and continuously enhancing the capacity of the implementing partners (DBSS), community, network partners and SBSS.

SBSS realizes and fulfils the vision and mission of CNI through DBSS - its implementing partners. Partners of SBSS are at various levels of maturity, growth and capacity. It demands context specific accompaniment. SBSS’ approach has been of holding a mirror of reflection and thereby assisting self renewal. Effectiveness and deliverability of the DBSS is essential for the working of SBSS. Valuing this partnership SBSS aims at giving emphasis to partnership cooperation, partnership development and partnership enhancement.

Thus SBSS would endeavor to enable the implementing partners to enhance their capacities (conceptual, technical, managerial and financial), systems, skills and processes for effective governance and practices. In turn SBSS needs to consolidate changes by integrating in the PME process. SBSS need to continuously examine its capacity and strengthen herself to meet the environmental challenges and requirements of the program.

Overall Training Objective

- To promote a larger group of committed people and leaders in the field of development, empowerment and movement building
- To enhance the overall performance of activist, development professionals and enablers at the field and NGO level for transformation and change in policy, programme and people
- To develop contextual theology, mission practice and praxis

Process and methodology

The training programmes facilitated by SBSS would be process oriented and participatory in nature. The information would be delivered through a facilitation process where the participants would learn from their surrounding environment i.e. the communities. The process driven approach would be complimented with group exercises where the participants get an opportunity to relate their new-found knowledge and experience with the problems they encounter in their professional life. In the process both the facilitator as well as the participants would be benefiting from and contributing to the exercise.

A variety of methodologies would be used in the training programme but 'Karyashala'¹ would remain the preferred one by SBSS. In this method the participants would experience, enrich and encounter directly with the community and in the process learning things by doing them practically. Apart from that there would be role play, group discussions, group work, input, case study analysis and field work to make the process more enriching.

Application and Admission

The authority of development organization/ our implementing partners (DBSS) may nominate the staff as per the criterion set by SBSS in the training programme. The development organization should send the filled form to SBSS head office either by post or through e-mail. Provision for online registration would be available on the SBSS website.

¹ Please refer to page no. 10 for explanation on 'Karyashala'.

4. Capacity Building Initiatives

A. Karyashala

Rationale

“Karyashala” or workshop as it means, is a process where capacity building goes beyond the class room input sessions. It is a process driven training programme through which both the facilitator and the participant get into praxis. Participants go to the communities in between their class room sessions and link their learning with field realities and reflect it again in the subsequent sessions. This process of sessions followed by field visits takes place more than one time during a particular Karyashala. For making this process effective even the venue is consciously chosen usually close to the geographical location of the communities or in the community itself. This not only empowers the community but the participants also gain practical knowledge and input from their accompaniment.

As SBSS promotes rights based approach and movement building as its key strategy this mode of training becomes imperative to move from *Abhiyaan* → *Aandolan* → *Aadhikaar Main Hissedari!* i.e. the campaigns that SBSS lead would be aimed toward movement building leading to political mobilization. The Karyashalas help in developing a theoretical and a programmatic frame work to analyze the issue.

In SBSS, Karyashalas are designed for enablers, volunteers and activists involved in rights based and development related organizations. SBSS has organized Karyashalas as per the need and the context of the implementing organization.

Objectives

- To broaden the conceptual understanding of rights, movement building, its approaches and strategies.
- To develop framework of analysis for contextual programme planning.

Process/methodology

A strong field exposure is the core process for any Karyashala. It is in the field that the participants get an opportunity to interact with the communities, understand and identify the situation in which they are and examine the cause and reason behind the situation. While doing so the participants try to trace and capture the historical trajectory of the field and area of intervention by interacting with the leaders and community members. This is followed by a Group discussion with the enabler and volunteers who are working in the area. Most of the time participants use different techniques of Participatory rural appraisal like interviews and focus group discussion to collect information when they interact with the community members or the enabler. *Karyashala*, promotes input session and case study analysis for better understanding of concepts and framework. This is done through group work and group discussion.

The presentation always plays a very important part as it helps to evolve conceptual clarity, contextual plan of action and mission praxis and practice.

Duration

5 days including field visit and interface with the community and excluding travel dates.

Participation

A Karyashala would have the participation of 25 persons with gender balance and participation of women is encouraged.

Module	Activities	Output	Outcomes
A. Building Movement			
<p><i>Abhiyan to Adhikar main Hissedari</i> : (journey of CBOs –PO-PM-AFM for political decision making.</p> <p>2 days</p>	<ul style="list-style-type: none"> Understanding and defining the road map CBO-PO-PM-AFM with its parameter. Case study analysis of different CBO,PO,PM and their experiences. 	<ul style="list-style-type: none"> Understanding of the participant on CBO-PO-PM-AFM is enhanced. Participants are equipped to analyze the different structure and their role in the process of movement building and how to scale it up to the next level. Participants identify their role as development worker for proper functioning of CBOs, PO, PM & AFM 	<ul style="list-style-type: none"> Participants skillfully engage in the facilitation process of strengthening of existing organization. Engage in collective mobilization of people for active involvement in the proper functioning of PO.
<p>Scaling up problem to issues</p> <p>1 day</p>	<ul style="list-style-type: none"> Interphase with People’s organization to understand the struggle and the process. 	<ul style="list-style-type: none"> Clarity on process of consolidation of problems to formulate issues and thus community mobilization by the existing CBOs and PO. Enriched with the first hand experience of struggle of PO and CBO led by people them selves. 	<ul style="list-style-type: none"> The learning from community interphase gets demonstrated mobilizing people to formulate issue based CBOs and transform it into PO.

<p>Advocacy & Campaign design</p> <p>1 day</p>	<ul style="list-style-type: none"> • Understanding Advocacy and campaign. • Understanding SBSS 4A approach. • Understanding systems in the process of advocacy. 	<ul style="list-style-type: none"> • Clarity on RBA. • Knowledge enhanced on tools and techniques of advocacy and campaign. • Conceptual understanding on SBSS rights based approach(research and analysis, assistance, capacity building and advocacy) 	<ul style="list-style-type: none"> • Proper tools and system are used by them for campaign. • Future strategies and follow up activities are developed to sustain the campaign for new initiatives.
<p>Design campaign for movement building</p> <p>2 days</p>	<ul style="list-style-type: none"> • Sharing experience and experiment different parameters of CBOs-PO-PM. • Consolidating the understanding emerging from the process and developing a frame work. • Compilation and publication of understanding as resource material. 	<ul style="list-style-type: none"> • Framework and strategy developed to identify the stages of CBOs and PO and initiate the process to strengthen it. • Parameter to understand the stages of CBOS-PO-PM is evolved. • Participants learn the art of managing campaign. 	<ul style="list-style-type: none"> • Learning is demonstrated at the field. • Understanding of the stages of organization as per the parameter and restructuring it to strengthen it.
Total		6 days	
B. Livelihood & Food Security			
i. Livelihood			
<p>Understanding livelihood</p> <p>1 day</p>	<ul style="list-style-type: none"> • Defining and understanding concept & component of livelihood through discussion and inputs. • Understanding the process of analysis of livelihood option and prioritization. 	<ul style="list-style-type: none"> • Participant's conceptual understanding on livelihood from tribal and Dalit perspectives enhanced. • Skill for analyzing the livelihood options through different tools and techniques enhanced. 	<ul style="list-style-type: none"> • Shared understanding on the livelihood emerges among the participant's organization.
<p>Community interphase to analyze livelihood options</p> <p>1 day</p>	<ul style="list-style-type: none"> • Field visit to map out the existing natural resources. • PRA to understand the utilization pattern of existing natural resources. 	<ul style="list-style-type: none"> • Vulnerability context of livelihood understood. • Trends and changes of 	<ul style="list-style-type: none"> • The learning from community interphase gets demonstrated in their profession to identify the context by the participants.

	<ul style="list-style-type: none"> Dialogue with the community member to list out options for addressing NRM from livelihood perspectives. 	<p>livelihood and its impact on community understood.</p> <ul style="list-style-type: none"> Skill of identifying livelihood option enhanced. Theoretical inputs reflected with the first hand information and experiences. 	
<p>Campaign design and advocacy</p> <p>1 day</p>	<ul style="list-style-type: none"> Understanding Advocacy and campaign Understanding SBSS' 4A approach. Understanding systems in the process of advocacy to address the livelihood issues. 	<ul style="list-style-type: none"> Clarity on RBA. Knowledge enhanced on tools and techniques of advocacy and campaign and it's utility in addressing livelihoods. Conceptual understanding on SBSS rights based approach(research and analysis, assistance, capacity building and advocacy) 	<ul style="list-style-type: none"> Proper tools and system are used by the participant's organization for campaign. Future strategies and follow up activities are developed to sustain the campaign for new initiatives.
<p>Consolidation of learning enriching conceptual understanding</p> <p>2 days</p>	<ul style="list-style-type: none"> Sharing experience and experiment different livelihood options from field exposure experience. Consolidating the understanding emerge from the process and developing frame work. Campaign design to address the live hood. Compilation of understanding and publication as resource material. 	<ul style="list-style-type: none"> Framework and strategy developed to address the livelihood issues. Participants' skills on designing campaign enhanced. 	<ul style="list-style-type: none"> Livelihood analysis model developed. Learning integrated and demonstrated in organizational mechanism and institutional process. Join campaign at local and higher level planned to address the issues of livelihoods.
Total	5 days		
ii. Social security schemes			
Understanding food security. Whose	<ul style="list-style-type: none"> Defining and understanding 	<ul style="list-style-type: none"> Participant's conceptual 	<ul style="list-style-type: none"> Shared understanding on

<p>security? What security?</p> <p>1 day</p>	<p>concept & component of social security schemes through discussion, inputs.</p> <ul style="list-style-type: none"> • Policy/ Document analysis to understand the different pro poor social security schemes. • Understanding the process of analysis of SSS status at community level. 	<p>understanding on livelihood from tribal and Dalit perspectives enhanced.</p> <ul style="list-style-type: none"> • Participant's skill enhanced for analyzing the status of SSS at the community and the options to adopt. 	<p>the food security issues emerged among the participant's organization.</p>
<p>Situational analysis of implementation status of SSS by community interphase</p> <p>1 day</p>	<ul style="list-style-type: none"> • Field visit to understand the implementation status of SSS. • Focused group discussion and interview to understand the status at the community. • Dialogue with the community member to list out options on how to address the issues of SSS. 	<ul style="list-style-type: none"> • Context and status of implementation status of SSS understood. • Role of systems and politics in the process of implementation of SSS understood. • Skill of identifying structural and functional problem in SSS enhanced. • Theoretical inputs reflected with the first hand information and experiences. 	<ul style="list-style-type: none"> • The learning from community interphase gets demonstrated in their profession to identify the trends and existing problems. .
<p>Campaign design and advocacy</p> <p>1 day</p>	<ul style="list-style-type: none"> • Understanding Advocacy and campaign • Understanding SBSS 4A approach. • Understanding systems in the process of advocacy to address the social security issues. 	<ul style="list-style-type: none"> • Clarity of RBA. • Knowledge enhanced on tools and techniques of advocacy and campaign and it's utility in addressing food security. • Conceptual understanding on SBSS rights based approach(research and analysis, assistance, capacity building and advocacy) 	<ul style="list-style-type: none"> • Proper tools and system are used by participant's organization for campaign. • Future strategies and follow up activities are developed to sustain the campaign for new initiatives.
<p>Consolidation of learning and developing strategy to ensure proper</p>	<ul style="list-style-type: none"> • Sharing experience and analyzing the existing status of SSS. 	<ul style="list-style-type: none"> • Framework and strategy developed to address the proper implementation of 	<ul style="list-style-type: none"> • Learning demonstrated at the field. • Participant

implementation of SSS. 2 days	<ul style="list-style-type: none"> Consolidating the understanding emerge from the process and developing frame work. Compilation of understanding and publication as resource material. 	SSS at community level.	<p>developed people centered plan to ensure the proper implementation of SSS.</p> <ul style="list-style-type: none"> Join campaign at local and higher level planned.
Total	5 days		
iii. NREGA			
Understanding NREGA and its perspective 1 day	<ul style="list-style-type: none"> Defining and understanding perspectives, concept & component of social security schemes through discussion, inputs. Policy/ Document analysis to understand the provision and status of NREG implementation Understanding the tool, techniques & process of analysis of NREGA status at community level. 	<ul style="list-style-type: none"> Participant's conceptual understanding on NREGA and its perspectives enhanced. Participant's skill enhanced for analyzing the status of NREGA at the community. Skill enhanced on the process of identifying the option to address the issues. 	<ul style="list-style-type: none"> Shared understanding on the NREGA issues emerged among the participants organization.
Situational analysis of implementation status of NREGA by community interphase 1 day	<ul style="list-style-type: none"> Field visit to understand the implementation status of NREGA. Focused group discussion and interview to understand the status at the community. Dialogue with the community member to list out option how to address the issues of NREGA.. 	<ul style="list-style-type: none"> Context and status of implementation status of NREGA understood. Role of systems and politics in the process of implementation of NREGA understood. Skill of identifying structural and functional problem in NREGA enhanced. Theoretical inputs reflected with the first hand information and experiences. 	<ul style="list-style-type: none"> The learning from community interphase gets demonstrated in their profession to identify the trends and existing problems related to NREGA.
Campaign design and advocacy 1 day	<ul style="list-style-type: none"> Understanding Advocacy and campaign Understanding SBSS 	<ul style="list-style-type: none"> Clarity of RBA. Knowledge enhanced on tools and techniques of 	<ul style="list-style-type: none"> Proper tools and system are used by participant's organization for

	<p>4A approach.</p> <ul style="list-style-type: none"> Understanding systems in the process of advocacy to address the issues of NREGA. 	<p>advocacy and campaign and it's utility in addressing NREGA.</p> <ul style="list-style-type: none"> Conceptual understanding on SBSS rights based approach(research and analysis, assistance, capacity building and advocacy) 	<p>campaign.</p> <ul style="list-style-type: none"> Future strategies and follow up activities are developed to sustain the campaign for new initiatives. Join campaign at local and higher level planned.
<p>Consolidation of learning and developing strategy to ensure proper implementation of NREGA. 2 days</p>	<ul style="list-style-type: none"> Sharing experience and analyzing the field situation of NREGA implementation. Consolidating the understanding emerge from the process and developing frame work. Compilation of understanding and publication as resource material. 	<ul style="list-style-type: none"> Framework and strategy developed to address the NREGA implementation. 	<ul style="list-style-type: none"> Learning demonstrated at the field. Participant's organization developed People centered plan to address the NREGA with a larger perspectives.
Total	5 days		
iv. SHG to entrepreneurship			
<p>Understanding socio-political, economic dimension of SHG and its gender component 1 day</p>	<ul style="list-style-type: none"> Reflection and input to understand the components of standardization, formalization and professionalization of SHG. SHG case study analysis to understand the socio-political, economic and gender dimension. 	<ul style="list-style-type: none"> Knowledge on the SHG management and process to lead SHG in the direction of entrepreneurship enhanced. Role of SHG in socio-political, economic empowerment is revealed. 	<ul style="list-style-type: none"> Shared understanding on the process and methodology of standardization, formalization and professionalization developed and understood.
<p>Community interphase to understand the role of SHG in ensuring socio-political economic empowerment 1 day</p>	<ul style="list-style-type: none"> Interaction/ time line analysis with the SHG members to understand the role of SHG in community empowerment. Systems analysis of SHG to capture good practices for consolidation. 	<ul style="list-style-type: none"> Development chart of SHG impact in hand. Enhanced knowledge on tools and techniques to understand SHG trends and its impact. Good practices existing in the SHGs are mapped out. 	<ul style="list-style-type: none"> Learning integrated in the programme of intervention to take the SHG towards entrepreneurship Good practices of SHG adopted. The threat transfer in to

	<ul style="list-style-type: none"> SWOT analysis of the process of SHG to entrepreneurship. 		opportunity.
Campaign design and advocacy 1 day	<ul style="list-style-type: none"> Understanding standardization, formalization and professionalization initiatives needed to lead the SHG toward entrepreneurship. Understanding SBSS 4A approach to facilitate the process. Practicing campaign design to develop a plan of action incorporating standardization, formalization and professionalization. 	<ul style="list-style-type: none"> Knowledge enhanced on tools and techniques of advocacy and campaign and it's utility in leading the SHG towards entrepreneurship. Conceptual understanding on SBSS rights based approach (research and analysis, assistance, capacity building and advocacy) enhanced. 	<ul style="list-style-type: none"> Proper tools and system are used by participant's organization for campaign to lead the SHG towards entrepreneurship Future strategies and follow up activities are developed to sustain the campaign for new initiatives. Join campaign at local and higher level planned.
Consolidation of learning and developing strategy to mobilize the SHG to move towards Mahila Adhikar Manch. 2 days	<ul style="list-style-type: none"> Sharing experience and analyzing the role of SHG in socio-political, economic empowerment of community. Consolidating the understanding emerge from the process and developing frame work to strengthen the SHG towards Mahila Adhikar Manch. Compilation of understanding and publication as resource material. 	<ul style="list-style-type: none"> Framework and strategy developed to initiate the process of strengthening SHG and moving towards Mahila Adhikar Manch. 	<ul style="list-style-type: none"> Learning demonstrated at the field by the participant's organization.
Total	5 days		
C. Local self governance in ensuring right of the peoples			
Conceptual understanding of LSG. 1day	<ul style="list-style-type: none"> Sharing and analyzing the three tire panchayati raj system. Input on it role and function and historical background. 	<ul style="list-style-type: none"> Participants enhance their knowledge and perspectives on PRI. Understand the importance, role and function of existing PRI systems. 	<ul style="list-style-type: none"> Shared understanding on the LSG from right based perspective developed and understood.
Community interphase to understand the role	<ul style="list-style-type: none"> Interaction with the community 	<ul style="list-style-type: none"> Functional status of PRI specially gram 	<ul style="list-style-type: none"> Learning integrated in the

and functioning of local self government in policy implementation. 1 day	<ul style="list-style-type: none"> members to understand their knowledge and attitude about the gram sabha and panchayat. Trend analysis to identify the role of panchayat in bringing development project to the village benefiting the vulnerable groups. 	<p>sabha and gram panchayat in hand.</p> <ul style="list-style-type: none"> The knowledge and attitude of the community members towards the system and structure identified. 	programme of intervention to ensure functionality of LSG in the participant's intervention area.
Campaign design and advocacy	<ul style="list-style-type: none"> Understanding Advocacy and campaign Understanding SBSS 4A approach. Understanding systems in the process of advocacy to ensure proper functioning of LSG. 	<ul style="list-style-type: none"> Clarity of RBA. Knowledge enhanced on tools and techniques of advocacy and campaign and it's utility in addressing LSG. Conceptual understanding on SBSS rights based approach(research and analysis, assistance, capacity building and advocacy) 	<ul style="list-style-type: none"> Proper tools and system are used by participant's organization for campaign. Future strategies and follow up activities are developed to sustain the campaign for new initiatives.
Consolidation of learning and developing strategy for ensuring proper functioning of LSG. 2 days	<ul style="list-style-type: none"> Sharing experience and analyzing the role of LSG in ensuring right of the peoples. Consolidating the understanding emerge from the process and developing frame work. Compilation of understanding and publication as resource material. 	<ul style="list-style-type: none"> Framework and strategy developed to mobilize and strengthen the local Self Governance. Parameter for functional non functional gram Sabha developed. 	<ul style="list-style-type: none"> Learning demonstrated at the field. People centered plan developed by the participants' organization towards sensitization and strengthening of LSG.
Total	5 days		
D. Church Mission Engagement			
Perspective and mission understanding of CME and different module of CME 2 days	<ul style="list-style-type: none"> Perspective building exercise. Time line analysis to understand the organizational perspective to 	<ul style="list-style-type: none"> Perspective and conceptual understanding of the participant enhanced. Organizational perspectives and role 	<ul style="list-style-type: none"> Participant's congregation takes the perspective to engage with the community

	<ul style="list-style-type: none"> engage in CME. Theological and conceptual input to understand the church role in the process of community buildings. 	<ul style="list-style-type: none"> in mobilizing the congregation understood by the participants. The process of identifying, equipping and supporting& sustaining understood by the participants. 	<ul style="list-style-type: none"> building initiatives.
<p>Community interphase to understand the identified problem. 1 day</p>	<ul style="list-style-type: none"> Exposure to the congregation involved in the process. Dialogue with the victims to understand the burden of the problems. Interphase with the community and congregation members to understand the struggle and the process initiated by them 	<ul style="list-style-type: none"> Developed clarity on the issues and struggle of peoples. The attitude of participant towards the issues and role of church alters. 	<ul style="list-style-type: none"> Congregation sensitized and motivated to take the mission agenda of Christ.
<p>Consolidation of learning and identifying issues. 1 day</p>	<ul style="list-style-type: none"> Sharing experience and analyzing the role of congregation in the existing situation. Consolidating the understanding emerge from the process and developing frame work. Compilation of understanding and publication as resource material. 	<ul style="list-style-type: none"> Framework and strategy developed to facilitate the CME process at congregation level Different models along with their parameters are defined by the participants. 	<ul style="list-style-type: none"> Learning demonstrated at the field. Congregation plan evolved to adopt the model of CME.
<p>Campaign designing and strategy development. 1 day.</p>	<ul style="list-style-type: none"> Sharing SBSS 4A approach to facilitate the process. Practicing campaign design to develop a plan of action for three different model of CME. 	<ul style="list-style-type: none"> Conceptual understanding on SBSS rights based approach (research and analysis, assistance, capacity building and advocacy)enhanced. Guideline of action plan evolved. 	<ul style="list-style-type: none"> Congregation level action plan developed to initiate campaign. Join campaign at local and higher level planned.
Total	5 days		

E. Climate Change

(i) Integrity of creation

<p>Understanding climate change and its different dimension. 2 days.</p>	<ul style="list-style-type: none"> • Input and reflection on the climate change concept. • Study the livelihood pattern through time line and trend analysis to assess the impact of climate change. • Case study analysis to understand the adaptation and mitigation measures adopted in different part. 	<ul style="list-style-type: none"> • Participants understand the burden of climate change and its impact. 	<ul style="list-style-type: none"> • Shared understanding on the climate change and the mitigation and adaptation measures.
<p>Community interphase to understand the adaptation and mitigation measures to address climate change. 1 day</p>	<ul style="list-style-type: none"> • Interphase with the community to understand their knowledge and attitudes towards the climate change. • Capturing organizational and community intervention to address climate change from adaptation and mitigation angles. 	<ul style="list-style-type: none"> • Understand the adaptation and mitigation measures and its role in community mobilization 	<ul style="list-style-type: none"> • Climate changes adaptation and mitigation measures adopted by the participants' organization and integrated.
<p>Consolidation and enriching learning. 2 days</p>	<ul style="list-style-type: none"> • Analysis of theoretical inputs along with field work experiences. • Consolidating the understanding emerged from the process and developing framework. • Compilation of understanding and publication 	<ul style="list-style-type: none"> • Experience sharing and developing conceptual understanding in participatory ways • Frame work and strategy developed to integrate the adaptation and mitigation measures in the community 	<ul style="list-style-type: none"> • Learning demonstrated at the field by addressing climate change by the participants' organization. • Joint campaign developed to address the climate change aspect.

	or resources materials.	building initiatives.	
Total	5 days		
(ii) Disaster Preparedness and Mitigation.			
Understand disaster and its different dimension 2 days	<ul style="list-style-type: none"> • Input and reflection on the disaster and disaster preparedness. • Case study analysis to understand the disaster preparedness and its utility. 	<ul style="list-style-type: none"> • Participants understand the different dimension of disaster and preparedness measures. 	<ul style="list-style-type: none"> • Shared understanding on disaster and organizational stand to address from preparedness angle developed.
Community interphase to understand impact of disaster and preparedness measures. 1 day	<ul style="list-style-type: none"> • Interphase with the community to understand knowledge and attitudes towards the disaster. • Capturing organizational and community preparedness measures to handled the situation of disaster. 	<ul style="list-style-type: none"> • Enhanced skills on disaster preparedness measures. 	<ul style="list-style-type: none"> • Preparedness measures adopted by the participant's organization and integrated to address the disaster in the intervention areas.
Consolidation and enriching learning. 2 days	<ul style="list-style-type: none"> • Analysis of theoretical inputs along with field work experiences. • Consolidating the understanding emerged from the process and developing framework. Compilation of understanding and publication or resources materials 	<ul style="list-style-type: none"> • Experience sharing and developing conceptual understanding in participatory ways • Frame work and strategy developed with preparedness measures to address the disaster. 	<ul style="list-style-type: none"> • Learning demonstrated at the field by addressing disaster prepaid measures by the participants' organization. • Joint campaign developed to promote the disaster preparedness.
Total	5 days		
Understanding Gender Aspect			
Module	Activities	Output	Outcomes
Understanding gender perspectives	<ul style="list-style-type: none"> • Conceptual understanding 	<ul style="list-style-type: none"> • Participant's conceptual 	<ul style="list-style-type: none"> • Shared understanding on

<p>1 day</p>	<p>gender mainstreaming in programme and policy.</p> <ul style="list-style-type: none"> • Inputs and reflection on protecting and promoting women rights. • Understanding promotion of women's leadership in congregation and community. 	<p>understanding on genders, gender discrimination, and women's empowerment is enhanced.</p>	<p>the mainstreaming gender emerges among the participants' organization.</p>
<p>Community interphase to understand gender component in community and in community building process.</p> <p>1 day</p>	<ul style="list-style-type: none"> • Field visit to map out the existing system and practices discriminating gender. • Dialogue with the women's based CBOs to understand women atrocities, status of women and their struggles. • Interaction with the Peoples organization leaders to understand women's role and participation in movement building. 	<ul style="list-style-type: none"> • Vulnerability context of women understood. • Trends and changes of attitude of community towards gender aspect understood. • Skill of identifying gender discrimination causes and option to address the problem. • Theoretical inputs reflected with the first hand information and experiences. 	<ul style="list-style-type: none"> • Demonstrate the learning from community interphase by identifying the context by the participants.
<p>Advocacy & Campaign design</p> <p>1 day</p>	<ul style="list-style-type: none"> • Understanding Advocacy and campaign. • Understanding SBSS 4A approach used in scaling SHG in to Mahila Adhikar Manch 	<ul style="list-style-type: none"> • Clarity of RBA. • Knowledge enhanced on tools and techniques of advocacy and campaign. • Conceptual understanding on SBSS rights based approach(research and analysis, assistance, capacity building and advocacy). • Concept of SHG to Mahila Adhikar Manch understood. 	<ul style="list-style-type: none"> • Proper tools and system are used by them for campaign. • Future strategies and follow up activities are developed to sustain the campaign for new initiatives.
<p>Design campaign for movement building</p> <p>2 days</p>	<ul style="list-style-type: none"> • Sharing experience and Consolidating the understanding emerging from the 	<ul style="list-style-type: none"> • Framework and strategy developed to address the livelihood issues. 	<ul style="list-style-type: none"> • Gender analysis model developed. • Learning

	process and developing frame work. <ul style="list-style-type: none"> • Campaign design to address the Gender issues. • Compilation of understanding and publication as resource material. 	<ul style="list-style-type: none"> • Participants' skills on designing campaign enhanced. 	integrated and demonstrated in organizational mechanism and institutional process. <ul style="list-style-type: none"> • Joint campaign at local and higher level planned to address the issues of gender discrimination and women's right.
Total	5 days		

B. Process Oriented Development Intervention

Rationale

CNI SBSS like many other Civil Society Organisations has gone through many development paradigms; like from welfare to rights based. Whatever may be the paradigm the principal approach was always based on 'projects'; off late it is realized that development process based on projects and completing tasks do not yield desired results. To overcome this SBSS shifted from 'project mode' to 'mission mode' where the emphasis is given to process oriented approach. In this process the emphasis is given to building perspectives, developing the self for a collective learning and engagement with the communities.

To integrate the new process and learning and to develop wider ownership towards the new leaders and social entrepreneurs SBSS required to go through an induction orientation process where the newly recruited staff of the DBSS and SBSS could understand and internalizes the organizational perspective, ethos and process. With this objective in mind SBSS organizes **Process Oriented Development Intervention** (PODI) to integrate the organizational learning into an organizational culture.

Objectives

- To develop a shared understanding on the organizational perspective, its vision, mission and approach
- To experience, internalize and contextualize the relevance of organization perspective, vision, mission and approach
- To enhance the knowledge and skill and to facilitate the movement building process.

Process/ Methodology

Process Oriented Development Intervention (PODI) is a critical pedagogy which helps the partaker to strengthen their values and ideology, to develop a strong perspective, to evolve proper tools, techniques and professional skills to engage with the communities. For SBSS, Process-driven work is important and highly relevant to the organizational environment, as it helps in understanding each other, taking collective decisions despite differences and working together. This contributes to the progress of and growth of our organization and self. The process is exercised at a deeper level through learning and unlearning, dissenting and agreeing, doubting and confirming etc., we involve in these processes by asking some fundamental questions in the beginning itself like who am I?, where am I?, what am I supposed to do? And how am I going to do them? These rudimentary, yet important questions, if answered individually, unfolds each individual's lead to collective decision-making, developing organic inter-personal relationship, trusting each other unconditionally, creating space for each other etc. Thus process defines our action and role play in harmony with that of the other, keeping or visualizing the larger picture in mind.

The twenty days process oriented development intervention emphasizes on addressing the individual, understanding the community, the issues and the tools and techniques needed to initiate movement building. The whole process of training is divided into 6 modules that are reflected in the frame work. The process follows the methodology mentioned below.

Facilitation is done by drawing ideas from the participants and synthesizing it into a framework.

- Karayashala- going to the field and interacting with the reference communities
- Input session
- Games
- Group work and group discussion

Duration

It's a 20 day programme which includes the class room sessions and practical exposure to have a real life experience.

Participants

This induction orientation programme is mainly designed for the newly appointed staff in the project; they may be the Programme Coordinator or the Communication & Documentation Assistant (CDA). This programme gives the opportunity to widen the understanding on the organizational perspective as well as equip the participants with professional techniques to carry forward the Mission agenda of our Lord.

Module	Activities	Output	Outcomes
Understanding self 3 days	Human lab process: <ul style="list-style-type: none"> • Understanding own personality (who am I?) • Johari window exercise • Understanding perception(exercise) • Importance of communication 	<ul style="list-style-type: none"> • Process helps in understanding oneself better. • Participant understands individual self is not only determined by his responsibility but also by the personality which is usually ignored by individuals when defining their self. • Participant understands self is not static and it can be improved by disclosing oneself and incorporating the feedback from others. • Understand Anger is a powerful element and source of energy within an individual which could be controlled rather than suppressed and used for constructive purpose. 	<ul style="list-style-type: none"> • Process of exploring and developing own self begins. • Personal and professional development of the participants.
Building perspective 2 days	<ul style="list-style-type: none"> • Understanding purpose of life. • Understanding organizational perspectives. • Visualizing personal mission statement. • Experiencing organizational vision building process. • Identifying own role in organizational development process. 	<ul style="list-style-type: none"> • Understand the process of developing organizational vision and mission statement. • Understand the mandate: organizational values, vision and mission. • Understand the process of developing personal vision and mission statements. • Understand why am I within the organization? My calling and my responsibilities. 	<ul style="list-style-type: none"> • The newly recruited staffs' Perspective understanding enhanced. • New staffs adjust to the new working environment and identify their roles in the process of movement building.
Scaling up problem to issues 5 days	<ul style="list-style-type: none"> • Knowing tools to understand community and its problems.(PRA, LCP) • Understanding the database system (different tools use in data base.) 	<ul style="list-style-type: none"> • Knowledge on different tools and techniques of PRA enhanced. • Clarity on LCP and its component as planning tools. • Develop clarity and common understanding on different tools used for data base system. 	<ul style="list-style-type: none"> • Proper tools and techniques adopted by the participants at the field for community mobilization. • Database system practices

	<ul style="list-style-type: none"> Community interphase to understand the different dimension of community. Analysis of field visit experience to define community; understand the different stake holder in the community, linking the problem in to issues. Analysis of issues, how to elevate an issue. 	<ul style="list-style-type: none"> Participants gain knowledge of the technical support required and provided by the organization for community building initiatives. Clarity on process of consolidation of problems to formulate issues and thus community mobilization. 	<p>properly at the organizational level for advocacy initiatives and planning.</p> <ul style="list-style-type: none"> Rapport with the community enhanced. Productive engagement of the staffs in the community mobilization.
<p>Learning to build a movement</p> <p>5 days</p>	<ul style="list-style-type: none"> Understanding and defining the road map CBO-PO-PM- AFM with its parameter. Interphase with People's organization to understand the struggle and the process. Input on movement building. 	<ul style="list-style-type: none"> Understanding of the participant on CBO-PO-PM-AFM enhanced. Newly recruited staff equipped to analyze the different structure and its role in the process of movement building and how to scale it up to next level. Identifies his role as development worker for proper functioning of CBOs, PO, PM, / 	<ul style="list-style-type: none"> The staffs skillfully engage in the facilitation process of strengthening of existing organization. Engage in collective mobilization of peoples for active involvement in the proper functioning of PO.
<p>Advocacy & Campaign design</p> <p>2 days</p>	<ul style="list-style-type: none"> Understanding Advocacy and campaign. Understanding SBSS 4A approach. Understanding systems in the process of advocacy. Design a campaign. 	<ul style="list-style-type: none"> Clarity of RBA. Knowledge enhanced on tools and techniques of advocacy and campaign. Conceptual understanding on SBSS rights based approach(research and analysis, assistance, capacity building and advocacy) Staffs learn the art of managing campaign. 	<ul style="list-style-type: none"> Proper tools and system are used by them for campaigns. Future strategies and follow up activities are developed to sustain the campaign for new initiatives.
<p>Accounting and documentation</p> <p>2 days</p>	<ul style="list-style-type: none"> Understand and internalize the Program Management in 	<ul style="list-style-type: none"> Understand the existing system developed for fund flow and financial procedures. 	<ul style="list-style-type: none"> Contribute toward enhanced accountability and

	<p>the CNI SBSS and DBSS context</p> <ul style="list-style-type: none"> • Monthly statement of Expenditure in CRM module. • Programme design • Monthly compile report. • Programme ledger • PARAM- web based PME system • Interphase with DBSS to understand the system adopted and practiced at office and community. 	<ul style="list-style-type: none"> • Properly follow the financial and reporting system. 	<p>transparency.</p> <ul style="list-style-type: none"> • Easy and smooth functioning of partnership ensured.
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C. Ecumenical Enrichment Programme

Rationale

To carry forward the mission of the Church and sustain the change process in the community, leadership within the community and church needs to be identified, developed and supported. Leadership is a process where individuals with vision and values supported by adequate tools and appropriate techniques initiate and strengthen the change process. Exposure and experience with realities gives opportunity to develop the theological perspective and redefines our mission engagement. The proposed fellowship intends to give an interface with the actual struggle of liberation providing necessary insight for the future leaders. It is important to enhance their skills and knowledge by direct exposure to the issues and concerns and the struggles of the people. The participants would experience and encounter issues and context of the community and would develop new models of community entrepreneurship and mission engagement. This fellowship programme is designed to facilitate the process of learning through experiencing the reality of life in different situation.

Objectives

- To equip the trainees with tools and techniques for analyzing the context and community.
- To enhance their capacity to identify and understand the problem of the poor and respond accordingly.
- To promote the holistic mission of the church in the larger context.

Process/ Methodology

The fellowship programme process would be at 3 levels. There would be a 10 days programme to experience ecumenism, 30 days programme to enrich ecumenism and 3 months programme to encounter ecumenism. The fellowship process would include action learning praxis, developing mentor-mentee relationship, exposure to the field and support for initiatives like researches and reviews. The fellowship programme will begin with an induction at the central level to familiarize the fellows with the vision, approach and perspective of the organization along with the context and the issues the organization is involved in. The fellows would then be sent to assigned diocese where they will experience the life of the marginalized community in their socio- political context. Based on their contextual experienced they will identify the area of their study in consultation with the field guide and submit a synopsis of their study by the end of the first week. They would be required to link the relevance of gospel in that context and relate and translate the theological learning into praxis. They would also be participating in different program activity of PO/DBSS/SBSS. All the fellows would be encouraged to write their daily journal, which will be compiled and used as future documentation and publication of SBSS. The fellows at the end of the module will return to their respective resource centre to write their final report and clarify their doubts and queries. A feedback process would be initiated at the RCSA for sharing of their experiences and learning.

Participants

The participants would include student from the theological college, social work institute, pastors as well as young activist in development sector. There would be a criterion for selecting and short listing the participants based on commitment and values, age, language known, interest attitude and leadership skill. The participants would be selected by a panel through interview and group discussion.

Willing candidates from the social, educational institutions, particularly theological students from seminaries in India and those overseas who are interested to understand the South Asian context particularly the Indian context would be given preference.

Duration

There are 3 modules, a 10 days module for experiencing ecumenism, 30 days module for enriching ecumenism and 3 month model for encountering ecumenism.

Leadership for Social Entrepreneurship(Fellowship Programme)			
Experiencing ecumenism (10 days)			
Ecumenism and leadership 2 days	<ul style="list-style-type: none"> Understanding organizational perspective and mission. Understanding community and its struggle. 	<ul style="list-style-type: none"> The plight of the people and the relevance of church as an institution to bring justice will be understood. 	<ul style="list-style-type: none"> SBSS vision and mission will be interpreted in a wider circle.

<p>Mission exposures to experience ecumenism</p> <p>6 days</p>	<ul style="list-style-type: none"> • Going to the people staying with them. • Listening to the experiences of the peoples and community based organization leaders their situation and struggle. • Participating in the rural congregational worship. • Interacting with the congregation leaders and members. 	<ul style="list-style-type: none"> • The candidate will enrich with the knowledge of people's struggle. • Exposed to learn from the people who are the free mentor who enrich with knowledge and skills. 	<ul style="list-style-type: none"> • Develop pro poor perspective in their understanding. 	
<p>Consolidating learning and initiating change process.</p> <p>2 days</p>	<ul style="list-style-type: none"> • Case study preparation. • Report presentation • Sharing experience with the SBSS and institution from where they belong. • Contextualization of theology and developing mission praxis. • Identifying her/his role in mission engagement. 	<ul style="list-style-type: none"> • Experience shared among larger group. • Contextual theology developed • Mission praxis and practices developed. 	<ul style="list-style-type: none"> • Candidate motivated to support the struggle directly or indirectly in his life time. • Participants take stand for the poor marginalized, dalit and tribal wherever they get an opportunity. 	
	<p>10 days</p>			
<p>Enriching Ecumenism (30 days)</p>				
<p>Ecumenism and leadership</p> <p>5 days</p>	<ul style="list-style-type: none"> • Understanding organizational perspective and mission. • Understanding community and its struggle. • Learning the tools and techniques of social analysis. 	<ul style="list-style-type: none"> • The plight of the people and the relevance of church as an institution to bring justice will be understood. 	<ul style="list-style-type: none"> • SBSS vision and mission will be interpreted in a wider circle. • Candidates apply the tools and techniques while dealing with the community issues. 	

	<ul style="list-style-type: none"> • Understanding the tools and techniques of designing campaign and its management. • Understand the roles and function of PO and issues. • Understanding different module of CME. 		
<p>Mission exposures to enriching ecumenism</p> <p>20 days</p>	<ul style="list-style-type: none"> • Going to the people staying with them. • Engage with the existing people's organization and understanding the process of movement building. • Be with the rural congregation pastors and help him in leading the worship. • Conducting capacity building programme of community leaders and congregation members. 	<ul style="list-style-type: none"> • The candidate will enrich with the knowledge of peoples struggle. • Exposure helps in learning from the people who act as the free mentor enriched with knowledge and skills. 	<ul style="list-style-type: none"> • Develop pro poor perspective in their understanding
<p>Consolidating learning and initiating change process.</p> <p>5 days</p>	<ul style="list-style-type: none"> • Case study preparation. • Seminar for sharing experience • Report presentation. • Contextualization of theology and developing mission praxis. • Liturgy 	<ul style="list-style-type: none"> • Experience shared among larger group. • Contextual theology developed 	<ul style="list-style-type: none"> • Candidate motivated to support the struggle directly or indirectly in his life.

	<ul style="list-style-type: none"> development. Identifying his role in mission engagement. 		
Encountering Ecumenism (90 days)			
<p>Ecumenism and leadership</p> <p>5 days</p>	<ul style="list-style-type: none"> Understanding organizational perspective and mission. Understanding community and its struggle. Learning the tools and techniques of social analysis. Understanding the tools and techniques of designing campaign and its management. Understand the roles and function of PO and issues. Understanding different module of CME. 	<ul style="list-style-type: none"> The plight of the people and the relevance of church as an institution to bring justice will be understood. 	<ul style="list-style-type: none"> SBSS vision and mission will be interpreted in a wider circle.
<p>Mission exposures to encounter ecumenism</p> <p>80 days</p>	<ul style="list-style-type: none"> Going to the people staying with them. Engage with the existing people's organization and understanding the process of movement building. Be with the rural congregation pastors and help him in leading the worship. Conducting capacity building 	<ul style="list-style-type: none"> The candidate will enrich with the knowledge of people's struggle. Exposed to learn from the people who are the free mentor who enrich with knowledge and skills. 	<ul style="list-style-type: none"> Develop pro poor perspective in their understanding The experience helped and guide the participants to broader their horizons, values and perspectives.

	<p>programme of community leaders and congregation members.</p> <ul style="list-style-type: none"> • Conducting participatory planning and developing agenda for PO. • Initiating short duration campaign to address the local problems. 		
<p>Consolidating learning and initiating change process.</p> <p>5 days</p>	<ul style="list-style-type: none"> • Case study preparation. • Seminar for sharing experience • Report presentation. • Contextualization of theology and developing mission praxis. • Liturgy development. • Identifying his role in mission engagement. 	<ul style="list-style-type: none"> • Experience shared among larger group. • Contextual theology developed 	<ul style="list-style-type: none"> • Candidate motivated to support the struggle directly or indirectly in his life.

D. Local Capacity for Peace Building

Rationale

"Conflict, those that occurs within the countries is characterized by inter-group division and by connection between warring groups. In spite of their best effort to maintain nonpartisanship in relation to the warring sides, international aid agencies inevitably affect these inter group divider and connector. On one hand, they can exacerbate, reinforce, or prolong conflict by feeding into worsening inter group dividers or by ignoring and undermining inter-group connector. On the other hand their assistance can also help reduce inter-group divider and/ or build on and strengthen the connectors between people of different sides of a conflict."

Enhancing local capacity for Peace: Do No Harm by Mary B Anderson

Though CNI SBSS' political theology inspires us to fight against structural poverty, discrimination and injustice; the core value remains non-violence or "Do No Harm" (DNH) approach. It has been observed that in many of the development projects we see structured conflict and violence resulting from various socio-political and economic reasons. In such context, all our assistance becomes an integral part of the conflict

and tension. Thus the process of ensuring justice and peace becomes quite complex and it requires comprehensive analysis and alternative strategies to respond to the situation effectively. Towards pursuing its vision “where there is justice in the land, fields and forest; every living being will dance and sing,” CNI-SBSS has adopted ‘Do No Harm’ (DNH) approach in its development interventions.

The Local Capacities for Peace (LCP) is an Initiative taken in South East Asia and India to integrate the LCP or DNH (Do No Harm approach) in the planning, implementation, monitoring and evaluation of activities and projects of the partner organizations. The DNH approach talks about the identification and promotion of local capacities for peace (connectors) in society and the fact that the one who is working in a conflict situation should also know the sources of tension (dividers) in the community. In this regard “Local Capacities for Peace” or “Do No Harm” approach framework is a comprehensive tool to take up situational analysis of the context of conflict and find out options for alternative interventions in the project area.

Objectives

- To build Environment for LCP process in the Organization
- To build LCP Leadership within the Organization and the community
- To mainstream or Integrate LCP with the planning process of Organizational Project

Process/ Methodology

Introduction and propagation of LCP/ DNH approach among senior and middle level management in the CNI-SBSS and others development organization to develop clarity on concept, perspective and framework. A proper plan would be evolved to build up the required leadership within the organization and the projects. Emphasis would be given to build up leadership at grass root levels among partner organizations. This will help in building and strengthening a facilitating team consisting of grassroots workers at its partner’s organizations. The process would also include developing the perspective of the facilitators and the leaders to help them to identify their role as peace makers and contribute towards peace building at the community level. There will be major interventions in order to integrate LCP as analyzing tool in project planning process and its implementation at grass roots level.

Participants

Participants would be from middle management as well as grass root enablers from the community. Gender balance would be given due preference. Women participants will be encouraged

Duration

The module is for 9 days with 3 major programmes. Each programme is of 3 days and it would be done within a quarterly interval.

Module	Activities	Output	Outcomes
Perspective and conceptual understanding of LCP. 3 days	<ul style="list-style-type: none"> • Understanding LCP background. • Case study analysis to understand assistance project setting. • Identifying divider, tension, and capacities. • Identifying connector and local capacities for programme. • Understanding resource transfer and implicit ethical message. • Option game and programming alternatives. 	<ul style="list-style-type: none"> • Participant gets familiarized with the entire LCP tools. • Participants engage in brain storming process to identify the impact of assistance project on conflict. • Understand the mandate: organizational values, vision and mission in establishing peace at community. 	<ul style="list-style-type: none"> • Perspective and conceptual understanding of the participant enhanced and reflected in their intervention. • All the intervention analyzed and understood from LCP perspectives.
Leadership development for peace building. 3 days	<ul style="list-style-type: none"> • Understanding Social analysis. • Community interphase to understand the conflict. • Team building exercise to promote leadership in local capacity. 	<ul style="list-style-type: none"> • Collaborative learning of participant and community member ensured. • Participant provided with practical tools to analyze in a systematic way the context of conflict. 	<ul style="list-style-type: none"> • LCP trainers emerge at organization and community level. • Context of conflict analyzed by them in the field systematically and options will be identified to address the situation of conflict. • The process of peace building initiated by the trained leader at the community level.
Integrating LCP in organizational PME process. 3 days	<ul style="list-style-type: none"> • Collection of case study related to conflict and organizational role. • Trends analysis to identify the LCP components in PME. • Information sharing with the organization whose case 	<ul style="list-style-type: none"> • Participant will be aware of existing conflict situation at the community level and the role of organization in establishing peace. • Participant organization will develop IEC material context specific to 	<ul style="list-style-type: none"> • Road map and strategic frame work for the LCP integration developed. • LCP component integrated and ensured in the whole process of planning, monitoring, evaluation of organization.

	study has been analyzed. <ul style="list-style-type: none"> • Developing IEC material for awareness building. 	update the community about the existing conflict situation.	
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E. Partnership Enhancement and Programme Governance

Rationale

SBSS values partnership, therefore enhancing the managerial skills, transparency, accountability and cooperation of the partner / implementing organization is an important prerogative of this development cooperation. SBSS wants the partner and the implementing organization to strengthen their operations, delivery mechanism and governance level to manage their own systems and processes effectively. For this SBSS gives importance to staff friendly information systems, financial accountability and knowledge management. For developing an effective partner organization SBSS insists on strengthening the process, strategy and structure of the organization so that it can make an impact on the environment. Good governance practices, reliable managerial systems and procedures, smooth flow of fund and dependable financial and programmatic systems and practices are the key determinants. For enhanced organizational performance, SBSS emphasizes on committed and professional staff that have the capacity to recap the value, sustain it and develop ownership among larger constituencies.

Objectives

- To develop skills and attitude to initiate changes within individual, groups and organizational behavior, and enabling them to incorporate the techniques to further organization development.
- To broaden the conceptual understanding and competencies on good governance and familiarizing with the process of establishing and promoting good governance in an organizational set up.

Process/ Methodology

Mere input sessions or attending workshops or training is not sufficient to strengthen partnership and governance. Thus the process would include experiencing the organizational culture, observing, listening to the institutional memories from senior colleagues and reading the history of the organization. SBSS emphasizes on the process of developing a **mission mode** for project development in order to enhance partnership relation. Emphasis would be given to having a strong **ideological stand** based on vision and perspectives. This is achieved by undertaking campaigns where programmes are **self propelling** and impact oriented. For organizational development the essence would be to initiate **a change process in an organization, consolidating it and to integrating it into an organizational culture.** While undertaking these processes **new models of accompaniment, roles and**

structures would be developed. This would be complimented by evolving delivery mechanisms both financial and programmatic for good governance.

Duration

Project cycle management is a 5 days process but Organizational development would be a continuous process but will require at least facilitation for 20 days in a year. For developing good governance the module duration would be for 5 days

Participants

The participants would include senior and mid-level staff of the organization that has about 3-5 years experiences in development sector. Women participants are encouraged and special attention would be given on gender balance.

Module	Activities	Output	Outcomes
A. Project cycle Management			
Situational analysis: participatory research 2 days	<ul style="list-style-type: none"> Understanding participatory action research through analyzing experience. Presentation and analysis of various tools and techniques of PRA and its utility. Input on importance or research in planning and advocacy initiatives and discussion. 	<ul style="list-style-type: none"> Developed clarity, capacity knowledge on the tools of research. Participants understand the difference between research and action research and its importance in empowering community. 	<ul style="list-style-type: none"> Planning is vision based, with strong perspectives. Applied in the community building initiatives by the staffs to empower and mobilize the community.
Community interphase to understand the PME process. 1 day	<ul style="list-style-type: none"> Applying different tools (PRA) for collecting data at the community. Consolidating data and presenting the process to the larger group. Understanding and analyzing 	<ul style="list-style-type: none"> The theoretical learning will be demonstrated at the field to understand its relevance. Monitoring and evaluation tools adopted by the organization in mobilizing community gathered 	<ul style="list-style-type: none"> Applying the learnt tools in day to day activities. Community will get empowered on the process of PME.

	the monitoring PME tools adopted by the organization during the field visit and presentation.	analyzed and understood.	
Consolidation of learning enriching conceptual understanding 2 days	<ul style="list-style-type: none"> • Sharing experience and experimenting different aspects of tools and techniques from field exposure experience. • Consolidating the understanding emerge from the process and developing frame work. • Compilation of understanding and publication as resource material. 	<ul style="list-style-type: none"> • Framework and strategy developed to initiate and undertake action research, participatory planning, monitoring and evaluation. 	<ul style="list-style-type: none"> • Learning demonstrated at the field. • People centered plan developed by the participant in their intervention.
B. Organizational Development Process			
Consolidating change and enhancing learning 20 days	<ul style="list-style-type: none"> • conceptual understanding of Development organization its purpose and existence • leadership development through Human process lab • Develop the role perception of individuals in organizational set up • Developing 	<ul style="list-style-type: none"> • Participants become aware of the vision, mission, shifts and approach of the organization change. • Staff leadership is developed • Staff facilitation improves • Role clarity is developed • Structure and functional clarity is evolved 	<ul style="list-style-type: none"> • organizational sustainability is enhances • Organizational accountability and transparency is enhanced • Ethical values are cultured and preserved. • Commitment level of the staff is enhanced. • staff morals and confidence strengthens

	organizational structure		
Good Governance for Transparency and Accountability			
Financial policy and management systems 3 days	<ul style="list-style-type: none"> Understand and internalize the Program & financial Management systems of organization from the experience of CNI SBSS and DBSS. 	<ul style="list-style-type: none"> Understand the existing system developed for fund flow and financial procedures. Properly follow the financial and reporting system. 	<ul style="list-style-type: none"> Contribute toward enhanced accountability and transparency. Easy and smooth functioning of programme and finance systems.
Interphase with the practicing organization. 2 days	<ul style="list-style-type: none"> Discussion with the organization members practices the existing systems and procedures. Capture the good practices adopted by the organization. 	<ul style="list-style-type: none"> The strength and weakness of the existing systems understood. Importance and benefit of adopting functioning system understood by the participants. 	<ul style="list-style-type: none"> Application of the learnt systems and procedures in day to day activities. Organizations adopt the programmatic and financial management system.
Consolidation and learning, enriching conceptual understanding.	<ul style="list-style-type: none"> Sharing experience and tests the utility of the programmatic and financial systems from field exposure experience. Consolidating the understanding emerging from the process and developing frame work. Compilation of understanding and publication as resource material. 	<ul style="list-style-type: none"> Systems and practices identified and designed to adopt in the organizational function. 	<ul style="list-style-type: none"> Learning demonstrated at the field. Smooth functioning of the organization due to adoption of the learned financial and programmatic systems

6. Training Calendar

Module	specific programme	Dates	Duration	Venue	Participants
Karyashalas	Building Movement		6 days	RCSA Pune	25
	Livelihood and Food Security		5 days	RCSA Agra	25
	Social Security Schemes		5 days	RCSA Barrackpur	25
	NREGA		5 days	RCSA Ranchi	25
	SHG to Entrepreneurship		5 days	RCSA Barrackpur	25
	Local Self Governance for Ensuring Rights		5 days	RCSA Pune	25
	Church Mission Engagement		5 days	RCSA Agra	25
	Integrity of creation		5 days	RCSA Pune	25
	Disaster Mitigation and Adaptation			RCSA Pune	25
	Understanding Gender Aspect		5 days	RCSA Agra	25
Process Oriented Development Intervention			20 days	RCSA Barrackpur	30
Fellowship Programme	Experiencing		10 days	RCSA Barrackpur	20
	Enriching		30 days	RCSA Barrackpur	15
	Encounter		90 days	RCSA Barrackpur	10
Local Capacity or Peace			9 days	Delhi	25
Partnership Enhancement and Programme Governance	Project cycle management		5 days	Delhi	20
	Organizational Development Process		20 days	Delhi	20
	Good Governance for Transparency And Accountability		5 days	Delhi	20

6. TRAINING MANAGEMENT, MONITORING, EVALUATION AND REPORTING

Management

A resource team is selected from the SBSS resource centers for every training programme. These facilitators are champions of the modules that they are addressing. In some cases facilitators are selected from the projects of SBSS as well as from outside. Each and every training course is managed by a full time Coordinator. The coordinator is selected from among the Facilitating Members. In order to overcome language problems training is conducted in both national languages i.e. Hindi as well as English

Monitoring

Monitoring is one of the processes of ensuring the quality of training as per standard set. The Coordinator and the Facilitators are responsible to ensure the quality of training, quality of reading materials including translations and interpretation.

Evaluation

In the beginning of the each course, pre-assessment is conducted to evaluate the participants' knowledge and skills on the particular course. In most of the case they are asked to write their expectations and their objective for attending the training. On completion of the course, post-assessment is also conducted to assess the participants' learning, development and changes happened during the training period. In addition, mid-term evaluation is also accomplished to assess the learning progress of the sessions facilitated. At the beginning of the day, review of the previous day's sessions, and at the end of the day, review of the day's session is a regular practice which is inbuilt in the session outline. Also, feedback process is adopted to assess the immediate learning and find out the gaps between objectives and the achievement which lead to ensuring effective learning.

Reporting

At the end of each course, a training report is prepared that includes the number of participants including sex, analysis of pre and post assessment, course evaluation result, feedback and recommendations from the participants, and the opinion and recommendations of the coordinators and facilitators/resource persons involved in the particular training course. Daily report is written by the participants as well as by one of the facilitators, which are consolidated at the end of the training. The report of the training is shared with the participants within a month.

7. Financial Allocation

Church of North India Synodical Board of Social Services

Training programme proposal

Budget out lay for one year

Sl. No	Training	Programme	Participants	Days	Exposure	Unit cost	Cost calculation	Total Budget
A	Karyashala	Building movement	25	6	1	1323	1323x25x6x1	198450
		Livelihood	25	5	1	1323	1323x25x5x1	165375
		Food Security	25	5	1	1323	1323x25x5x1	165375
		NREGA	25	5	1	1323	1323x25x5x1	165375
		SHG to Entrepreneurship	25	6	1	1323	1323x25x6x1	198450
		Local Self Government	25	6	1	1323	1323x25x6x1	198450
		CME	25	6	1	1323	1323x25x6x1	198450
		Integrity of Creation	25	6	1	1323	1323x25x6x1	198450
		Disator Management	25	6	1	1323	1323x25x6x1	198450
		Understanding Gender Aspect	25	5	1	1323	1323x25x5x1	165375
	Sub total							1852200
B	PODI		30	20	2	1100	1100x30x20x2	1320000
	Sub Total							1320000
C	Fellowship Programme	Experiencing Ecumenism		10	1	1350	1350x10x10x1	135000
		Enriching Ecumenism	15	30	1	1350	1350x10x10x1	405000
		Encountering Ecumenism	10	90	1	1350	1350x10x10x1	675000
	Sub Total							1215000
D	Local capacity for Peace		25	9	1	1212	1212x25x9x1	272700
	Sub Total							272700
E	Partnership Enhancement	Project Cycle Management	20	5	1	1323	1323x25x6x1	132300
		OD	20	20	1	1323	1323x25x6x1	529200
		Good governance	20	5	1	1323	1323x25x6x1	132300
	sub total							793800
	Grand total							5453700