GIRD ME

Facilitator Module

On Community development.

WORLD VISION

6, V.O.C Main Road, Kodambakkam, Chennai - 24
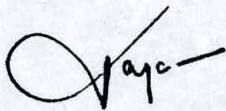
Dear Colleague,

Welcome!

I extend a warm welcome to you to this Development Training Institute, which focuses on equipping our community development coordinators like you. You are at the cutting edge of our ministry. You are the visible partners of transformation for the community. All of us exist to support you and your ministry. All our ministry efforts and expertise converge at your level and gets translated into life changing encounters.

I sincerely trust that this DTI would confirm to you that you are here as an act of obedience to God's call rather than for employment purposes, career path etc. Hoping you would spend time with God to confirm His call for you.

Despite the inconveniences, hardships, personal sacrifices you have been sincerely and faithfully fulfilling the purpose for which you are called. Please take this time of learning as an opportunity to equip yourself, enlarge your vision and enhance your commitment to be a change agent of human transformation.

I hope and wish that this effort would go a long way in helping you to facilitate fullness of life for every child.

Yours sincerely,

Jayakumar Christian
National Director

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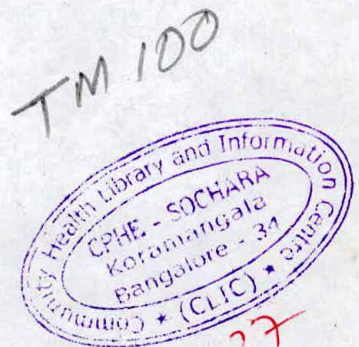
TIME TABLE

DATE	8.30-9.00	9.00-9.30	9.30-10.30	10.30-10.45	10.45-12.43	12.45-1.45	1.45-2.00	2.00-3.00	3.00-3.15	3.15-5.15	Post Session
10th March 2008	"Thy Kingdom come"	• Welcome • Introduction Q. What I value most in others is......	• Objectives • G-IRD ME groups • Commitments • Pretest	TEA	WVI Vision and Mission Cultural traits	LUNCH	CDC Roles & Activities In a humorous way {each day a different group}	WVI Vision and Mission Vision Game	TEA	CDC role WVI Mission and Mission Cultural Traits {100 minutes}	
11th March 2008	A theme reflecting community organisation	GIRD ME Integrity, Responsible risk taking, Dependence on God, Mission Mindedness, Empowering Leadership	Community Organisation		Community Organisation			Community Organisation		Community Organisation	Treasure Hunt {optional}
12th March 2008	Reflections Why Children "Let all children come to me"		Principles for Child Sponsorship		Child Sponsorship key elements			Child Sponsorship key elements		Reversing roles If you were the sponsor what kind of a letter would you expect.	Tharey Zameen Par
13th March 2008	Biblical Reflection on reaching highest quality of service		Mission Quality		Mission Quality			Mission Quality		Mission Quality	
14th March 2008	Biblical Reflections Planning and partnering		Cultural traits applications		CDC Vision Building			Planning for partnership		Sharing plans	

Note : Biblical Reflections will be an add-on Module
GRACE Overview will also have a Facilitator Module and CDC Handbook.

KEY NOTES

FOR

THE FACILITATOR

> "Go with the people:
> Live with them.
> Learn from them.
> Love them
> Start with what they know
> Build with what they have
> But of the best leaders
> When the mob is done, the task
> Accomplished,
> The people will all say,
> We have done this ourselves."
> *Lao Tse*

KEY NOTES FOR THE FACILITATOR

The GIRD ME curriculum needs a Facilitator who leads and moderates every section. The GIRD ME Curriculum is a basic curriculum to energise and focus Community Development Coordinators to coordinate, anchor and partner in translating World Vision's mission in Christian transformation towards jus societies.

Who can fit into this role? A person who strives to follows the key cultural traits of World Vision – GIRD ME which stands for "work with the World Vision's mission of acknowledging Jesus Christ and God and Saviour. Integrity, Responsible risk taking, **Dependence** on God, Mission mindedness, and **empowering** leadership. A person who believes in gender equity, a person who reflects on Biblical perspectives, a person who advocates for the rights of the poor, a person who is an effective communicator and a person who empowers others can facilitate the GIRD ME Module. Anyone who has the subject matter expertise, who can lead, moderate and facilitate. It is important for the facilitator to have gone through a standardised training program conducted by competent organization, so that he or she can answer most of the questions that might arise during the program.

Role of Facilitators

There are three key roles that facilitators using the GIRD ME Modules assume. They are:

a)   Facilitators as Mentors

b)   Facilitator for Life

c)   Facilitator as Partners

Facilitators as mentors:

The Facilitator is truly a 'mentor'

M	–	Mature motivator with mission minded spirit
E	--	Enthusiastic, earnest, encouraging, empowering leadership
N	–	"Never say die" spirit, who believes in capacity of people
T	–	Trustworthy, has integrity, Trusts in God, dependence on God
O	–	Optimistic; open to learn from communities and children
R	–	Realistic, relationship builder, responsible risk taker

- Eph. 6.4b – "Take them by the hand and lead them in the way of the master." (The Message)

Facilitators for Life;

Facilitators are also life affirming. Their every word and deed during the facilitation must be towards building and empowering the Community Development Coordinators to see their role in World Vision's Mission.

- A facilitator of the GIRD ME program is someone who comes to you and says, "I will help you start and finish your race well."

- Col. 1:28 -- "We proclaim him, admonishing and teaching everyone with all wisdom, so that we may present everyone perfect in Christ."

Facilitators as Partners

Facilitators of the GIRD ME program will not use the banking approach where each Community Development Coordinator is an empty account which requires filling. Instead the facilitator is a partner and learns of the CDC experience and helps the CDC build from that experience. In doing so, the CDC and the facilitator form a bond for empowering communities towards World Vision's mission and vision.

Tips to the Facilitator

1. An facilitator must

   - understand community dynamics, poverty and development, the period of childhood and adolescence, how to encourage the children and youth to bloom in full, without forgetting their responsibilities
   - encourage open discussion on community based challenges and ways to address them
   - possess a commitment to reach out to communities with World Vision's Mission
   - demonstrate relationship building with the participants in a way they expect participants to behave with their communities.

2. The facilitator must read the Facilitator module, familiarise himself/herself with the activities and practice the use of verbal and non-verbal communication skills. While discussing something that is judgemental, be conscious of your facial expressions. The facilitator should be confident, and at the same time, take note that the topic is not rushed through. Show seriousness about the myths associated with the topics and explain how these misconceptions cause problems for the children community and community development coordinator.

3. It is important that the facilitator must be non-judgemental while discussing empowerment. Using the rights based approach instead of the beneficiary approach will enable strengthened facilitation. For example, if you are discussing about gender do not use words such as 'detestable' or 'unnatural love' etc.

4. Managing time is critical in conducting the GIRD ME program. If an active discussion diverts the topic, it is the responsibility of the facilitator to skillfully bring them back to focus. The facilitator could say, 'What you are discussing is very important. However, let's continue with the module and you may find the answer later or we will set apart a time for this discussion outside the time-frame of this curriculum."

Paulo Freire summarized the differences between the role of a trainer in banking education and the role of facilitator in problem-posing education.

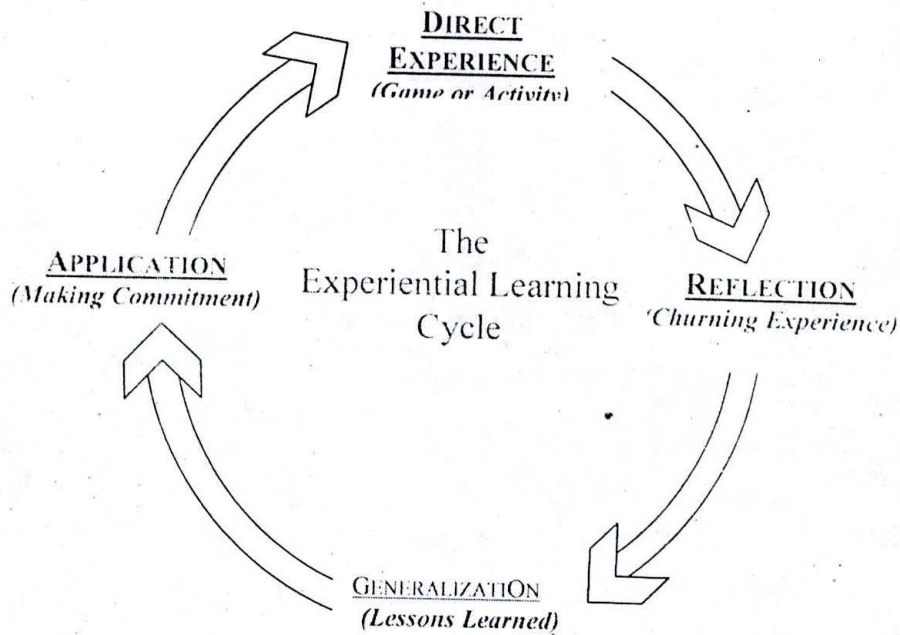| *Banking education*	*Problem-posing education*
• *The teacher talks, passing on information*	• *The participants pose the problem and asks questions.*
• *The pupils sit and listen quietly and act passively*	• *The participants are active, describe their experiences, share ideas analyse and plan.*

Specific instructions to facilitator on the GIRD ME Module

- The GIRD ME Module, which requires five days covers four key modules viz., Vision and Mission, Child Sponsorship, Poverty and Development and Governance and Mission Quality . There are interlinking themes which have acronymed into the word GIRD ME viz., Integrity, Responsible risk taking Dependence on God, Mission mindedness, Empowering Leadership.

- The facilitator must reach the venue in advance and ensure that the volunteers are positioned for distributing hand-outs.

- In case of non-availability of LCD or power failure, the facilitator must be prepared to show the important charts.

- A public address system may be very useful when addressing to more than 50 community development coordinators at a time.

- Load the VCD/DVD indicated before the session starts so that it is ready to play without any delay.

- Keep the hand outs readily stacked or handed over to volunteers before the session begins.

- It will always be useful to have a record of the questions that are asked by the community development coordinators for future compilation of a Frequently Asked Questions Section in the Module.

- It is assumed that the facilitator is familiar with the community development coordinators {CDCs}. However some exercises are provided in the Appendix for increasing the relationship between the facilitator and the CDCs.

- The facilitator must also understand the cultural ethos of the region and make efforts to avoid cultural or religious differences.

- An Educational Pax is provided in a bag which contains all the materials required for the experiential learning games and activities which highlight specific learning.

Using the Experiential Learning Cycle for activities and games in the Module

The exercises used in the GIRD ME curriculum follow an approach similar to the **EXPERIENTIAL LEARNING CYCLE**. Given below is a graphical representation:

DIRECT EXPERIENCE
(Game or Activity)

The Experiential Learning Cycle

REFLECTION
(Churning Experience)

GENERALIZATION
(Lessons Learned)

APPLICATION
(Making Commitment)

Facilitators are encouraged to follow each step in sequence for effective facilitation. The experiential learning cycle is powerful since participants learn from a guided experience given by the facilitator.

The steps for the process are:

DIRECT EXPERIENCE

- The community development coordinators experience an activity that is relevant to the session. This might involve brainstorming, role-play, drawing and story telling, games or problem solving in small group discussions.

- The participants use this experience to generate data for discussion during the next step.

- The facilitator facilitates the activity, explaining why CDC participants will do it (objectives) and gives clear instructions on how to carry out the exercise. He/she should ensure that the activity is understood by each of the participants and also visit small groups working on exercises to see that things are moving in the desired direction.

REFLECTION

The facilitator asks the participants, "*How did you feel while doing ....{ the specified activity} ?*"

- The community development coordinators reflect on the feelings and thoughts the activity evoked in their personal self.
- They share their reactions to the exercise.
- They answer questions related to the activity.
- If the activity was carried out during small-group work, the community development coordinators identify key results to present to all in the group.
- The facilitator helps the participants by explaining the exercise questions and reminding the small group about the time limits.

GENERALISATION

The facilitator asks the key question, "*Does this happen in real life?*"

- The community development coordinators present their work during the discussion period.
- They identify key points that have come out of the activity and their discussion.
- The facilitator helps them to draw general conclusions from the experience and reflection, adding key points to enable World Vision's mission. The trainers' knowledge is especially important.

APPLICATION

The facilitator then connects their answers to the learning desired.

- The community development coordinators think about how the knowledge and skills relate to their own lives.
- The facilitator helps the CDCs think about how they might overcome difficulties in applying knowledge and skills and prepares them for the next experience/activity.
- At the end of the exercise/workshop, the facilitator can help the community development coordinators to think about how to plan follow-up activities to use their new knowledge and skills and to share the information with others.

Although the experiential learning approach is applied the sessions, they can be replicated for other facilitation.. While some of the activities are general, their applications could be relevant in a variety of situations. To enhance community development coordinators' thinking and participation, we have also used a game/puzzle or activity to stress different points depending on the group of community development coordinators.

Module Layout:

Each Module consists of the Specific Objectives for the Module, the time, process, materials and methodology to be used. Key points to be stressed by the end of each Module are given. The Module includes Steps for following the process simply. Materials used are numbered according to the Module cumulatively.

Every morning begins with a half hour prayer and biblical celebration. Mentoring notes for each Biblical sharing is given in this as Module 5. During the next half hour the GIRD ME sharing takes place. The name GIRD ME comes from one of the participatory methodologies used for the Module. CDCs are divided into five groups. Each of the groups deliberates on the sessions of the previous day and come out with their debriefing relating it to Gender, or Biblical Reflections, or their role in Advocacy, or their communication effectiveness or how they will use the learning from the previous day for empowerment of communities. Each group shares their GIRD ME inputs every morning before the reflections. A detail of the GIRD ME facilitation is given before Module 1.

Every noon begins with the CDCs in their GIRD ME groups taking over to perform a skit or role play on an entertaining aspect of their work. The time allotted for this is 15 minutes. This is introduced so that their partnership in the World Vision mission as implementers is strengthened. Every late evening is time allotted for extra films to be screened and relationship building exercises. Each participant is expected to make an Action Plan to incorporate the learning of the day into their work.

The first Module deals with the Introduction of the Module and the Processes for participatory approach. The vision and the mission of World Vision are introduced for enabling the CDCs to cull out their roles. The second Module covers the ways the CDCs could strengthen their role in the Child Sponsorship program. The third Module deals with understanding Poverty and development and focuses on the Community organisation, leadership and linkages that CDCs use to strengthen their ministry and work directly in the communities. The fourth Module deals with strengthening the Mission Quality that CDCs bring to World vision's programs.

Common challenges in facilitation

Facilitators may face the common problems listed below. For greater commitment, alongside each challenge, Biblical reflections are given to empower facilitators to carry on with this ministry. Common challenges are:

a. absence of *prayer* – Psalms 127.1

b. *prioritisation* (Facilitator overloading him/herself) – Acts 6.1-7; Mary & Martha in Luke 10

c. Facilitator not recognising that the GIRD ME Module is a *process requiring patience & perseverance* – Luke 13.6-9: The gardener asked for 1 more year – I will dig around (disciplining) and fertilise (adding value).

d. Recognition that *problems* will occur –Acts 13:5,13: Calm seas can never make experienced sailors.

- Facilitator not seeing the *big picture*

- domination and *power* (Daniel 4.28; 2 Chronicles 26.16) rather than *empowering* (Genesis 50.20; Mark 6.37)

- *pride* on the part of both Facilitator and CDC – Who do we give the glory to?

o can inhibit healing

o can inhibit reconciliation – Acts 15.38-39

End note for Facilitators:

World Vision is blessed with committed experts in each of the Modules of the GIRD ME Curriculum. The Modules developed require their participation in making them meaningful, scaleable and effective in bring about a transformed CDC working towards World Visions mission in the community.

> *To understand*
> *Is to stand under*
> *Which is to look up to*
> *Which is a good way*
> *To understand!*

MODULE 1

VISION AND MISSION

MODULE 1
VISION AND MISSION

Module 1 Overview:

The first Module of the GIRD ME Curriculum focuses on the Mission of World Vision and works at aligning the community development coordinators' personal mission to that of World vision. The Module sets the foundation for the entire GIRD ME Curriculum which aims to empower Community Development Coordinators {CDCs} The Module uses participatory methods including group work, experiential learning games, role plays and presentation-discussions. The cultural traits viz.. Integrity. Responsible risk taking. Dependance on God, Missions mindedness and Empowering Leadership are explained for the CDCs to imbibe them in their work. It ends on a reflective note for enabling personalization and linkages between the cultural traits to be absorbed and practised to reach CDCs personal and World Visions mission.

Module 1 Objectives:

By the end of Module 1 CDCs will:

1. describe their roles in the GIRD ME groups

2. make commitments for effective working during the Workshop

3. complete a pre-test on the GIRD ME Modules core areas

4. describe the CULTURAL TRAITS OF World Vision

5. discuss the vision and mission of World Vision

6. identify their role as CDCs in the vision and mission of World Vision.

Time: 6 hours 30 minutes **Group Size:** 30 – 50

Module Layout

Steps	Exercise or Activity	Method	Time	Materials
1	Introducing the GIRD ME program and participants	Introduction game Welcome address, discussions	25minutes	Balloons Sketch pens String
2.	Pre test	Questioning	15 minutes	Pre-test Questionnaires
3	Objectives of the GIRD ME Module 1	PPT presentation , discussions	5 minutes	PPT 1.1
4.	GIRD ME Groups and Commitments	Group work Individual signatures	15 minutes	Chart paper
5.	Identifying World Vision core values	Group work Discussions PPT presentation	15 minutes	Chart paper PPT 1.2
6.	Vision and Mission of World Vision	Treasure Hunt	15 minutes	Treasure Hunt cards PPT 1.3; PPT 1.4
7.	Understanding World Vision 's mission and vision	Video show, discussions	30 minutes	CD "Why in the World are we here? Why in the world is World vision here?"
8.	Christ and World Vision's mission	Video show and group discussions	1 hour	Video "Why in the world was Christ here?"
9	Linking World Vision mission to CDC roles and responsibilities	Group work	1 hour	Newsprint paper, sketch/marker pens
10.	Vision for Transformational Development	Vision Game	15 minutes	Ball or pen
11	Cultural Traits	Discussions, PPT presentations Group work	1 hour	Chart paper,
12.	Enacting Mission for Transformational Development	Role plays	1 hour	-
13	Sum up and key points	GIRD ME group work	15 minutes	Charts and sketch /marker pens
	TOTAL TIME		6 hours 30 minutes	

Key Messages of Module 1:

1) A program without a vision and mission is like a body without a heart and soul.

2) World Vision's mission is to follow our Lord and Saviour Jesus Christ in working with the poor and oppressed to promote human transformation, seek justice, and bear witness to the Good News of the kingdom of God

3) CDCs are the **visible partners** of World Vision's work in transformational development, emergency relief, promotion of justice, partnership with Churches, public awareness as their way of being a witness to Jesus Christ

The PROCESS

Step 1	Introducing the GIRD ME program and participants	Introduction game Welcome address, discussions	25minutes	Balloons Sketch pens, one reel of thread Blank wall

Preparation:

a. In the classroom, tie a string alongside one wall of the class room.

b. Cut cotton thread about 2' to 3' randomly for each participant.

Step 1. Process:

a. Welcome the participants and introduce the GIRD ME Program describing the program as one where each CDC will help build their role as partners in World Visions mission and work.

b. Give each participant a balloon and ask them to quickly blow the balloon, tie it up with the thread given, write their names boldly on one side of the balloon and complete the sentence , " *What I value most in others is* ...." on the other side of the balloon {in one word} . After they complete writing the value, tell them to move around the room and select one other person whose value is similar. Ask them to share with this person their name, and where they come from.

c. After 5 minutes, ask each team to share briefly what they valued and the names and origins of the participants with similar values.

d. With their help, get participants to hang the balloons on a string alongside one wall of the room.

e. Sum up by saying that each participant can get to know others during the day. Thank them for their active participation. Ask them to sit in preparation for Step 2

f.

Step 2.	Pre test	Questioning	15 minutes	Pre-test Questionnaires

a. Ensure that each participant gets a Pre-test sheet.

b. Tell participants that this is not strictly an examination but just a way for the facilitators to know where to give more focus during the workshop.

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c. Tell them that they have 10 minutes to complete placing tick marks in the appropriate columns alongside each statement.

d. At the end of 10 minutes collect their papers.

e. Move to Step 3

Step 3	Objectives of the GIRD ME Module 1	PPT presentation discussions	5 minutes	PPT 1.1

a. Screen PPT 1.1 "Objectives of Module 1" and discuss objectives as follows:

By the end of Module 1 CDC participants will: OHP 1.1

- *describe their roles in the GIRD ME groups*
- *make commitments for effective working during the Workshop*
- *complete a pre-test on the GIRD ME Modules core areas*
- *describe the CULTURAL TRAITS OF World Vision*
- *discuss the vision and mission of World Vision*
- *identify their role as CDCs in the vision and mission of World Vision.*

b. Move to Step 4.

Step 4.	GIRD ME Groups and Commitments	Group work Individual signatures	15 minutes	Chart paper

a. Tell participants that if the objectives have to be met, we need their participation. Ask them to count from 1 to 5 and get all the ones to come together the twos' to form another group, so that five groups are formed.

b. Ask them to sit down as five groups and tell them that they will be given five different activities to complete.

c. Write GIRD ME on a chart paper or board and tell them that GIRD ME is a short form {acronym} for God, Integrity, Responsible risk taking, Dependence on God, Mission mindedness, Empowering Leadership. Each group will be asked to prepare their sharing of the previous day's sessions at the end of the day about one of the alphabets of {G}I,R,D,M,E. Explain that the "I' group will share 'integrity' related incident related to the previous day's session. The 'R' group

will relate the previous days learning to a responsible risk taking. The 'D' group will share an example of how the CDC's exhibited dependence on God in their work related to the previous days sessions. The 'M' group will share how they saw a mission mindedness example of the previous days experiences. And the 'E' group will share an example of how the CDCs empowered some person or community to be leaders related to the previous days learning {e.g. on the second day, the 'R' group" will share responsible risk taking regarding World Visions mission.}

d. Ask groups to choose which assignment they would take up. Use first come first serve basis to assign the {G}IRD ME roles for the first time. Then on the board interchange the roles for the next three days so that each group gets a chance to share at least four of the five days experiences using GIRD ME.

Conclude by saying that the name of the Workshop was named GIRD ME to honour their participation in the programme.

e. In order for all participants to participate ask them what commitments they would like to make. Write the word Commitments in bold at the top and their commitments on a chart paper. Use a bigger font for all to be able to read.

A sample Commitments form needs to have the following:

Commitments: During the workshop, I commit to:
Participate openly in discussions   *Use "I" statements*   *Keep discussions confidential.*   *Treat everybody with respect.*   *Agree to disagree, if necessary.*   *Share doubts and fears.*   *Take the risk and share thoughts*   *Keep quiet if I want to pass.*   *Allow others also the opportunity to participate.*   *Help make this experience useful and thought provoking and promising.*   *Respect workshop timings*   *Manage mobile phones professionally*   *Behave onsite and offsite in a professional manner.*

f. When these commitments are written, ask participants to put their signature on the sheet to honour their commitments made.

g. Move to Step. 5

Step 5.	Identifying World Vision core values	Group work Discussions PPT presentation Video : Bob Pierce or Child Labour UNICEF	15 minutes	Chart paper PPT 1.2

a. Ensure that participants are still sitting in their GIRD ME grouping. {Please note that the G is not for grouping. G stands for the mission thrust of World Vision {acknowledging Jesus Christ as Lord and Saviour} while the rest of the five alphabets are the cultural traits of World vision.

b. Ask them what core values mean. Probe what World Visions core values are.

c. Briefly ask participants what is a mission statement? What is the purpose of organizational mission statements? Relate a mission to being the heart of a human body by discussing the following:

A mission statement defines and guides our work- our purpose, whom we serve, what we do, and how we do it. It also defines our uniqueness from other organizations. Without a clear mission statement driving our energy toward a common vision, all our activities are like dust blowing in the wind. But with each of us demonstrating a clear understanding and deep commitment to the mission, and with God's leading, great things are possible!

d. Move to Step 6

| Step 6.	Vision and Mission of World Vision	Treasure Hunt Discussions Film viewing	15 minutes	Treasure Hunt cards PPT 1.2, PPT1.3; PPT 1.4, Film on genesis of World Vision

a. Then ask participants to write down on slips of paper what they think the mission of World Vision is. Give them five minutes to write one word in each slip of paper.

b. Ask them to collect the slips of each person's in their GIRD ME groups separately and see which ones could be included in the mission of World Vision.

c. Tell them that there are more slips kept on a table. They could choose from those slips too.

d. Go around from group to group inspecting what they have written and gathered together.

e. Identify words in the groups which relate to World Vision's Mission while projecting PPT 1.2.' and PPT 1.4 'The Mission of World Vision'

PPT 1.2

WV International...

To follow our Lord and Saviour Jesus Christ in working with the poor and oppressed to promote human transformation, seek justice, and bear witness to the Good News of the kingdom of God.
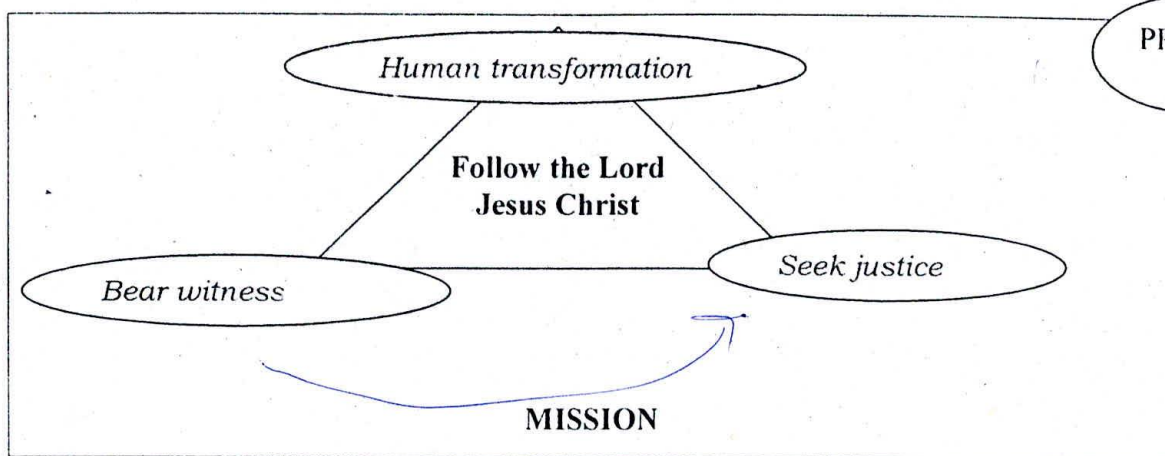
PPT 1.3

f. Go round the room and pick up other points that groups had with them that link to the core values and how World Vision keeps to its mission statement. Put these on a chart and ask them what do these mean to them. Take one or two answers and then project PPT 1.4.

OHP 1.4

World Vision pursues its mission through integrated, ho.. commitment to:

- **Transformational development**
  ... that is community-based and sustainable, focused especially on the needs of children.

- **Emergency relief**
  ... that assists people afflicted by conflict or disaster.

- **Promotion of justice**
  ... that seeks to change unjust structures affecting the poor among whom we work.

- **Partnership with churches**
  ... for social and spiritual transformation

- **Public awareness**
  ... that leads to informed understanding, giving, involvement, and prayer.

- **Witness to Jesus Christ**
  ... by life, deed, word, and sign ... that encourages people to respond to the Gospel.

g. Show the film on the genesis of World vision. Continue by summarising the following points of about how World Vision got its Mission statement

The definition of our mission has grown out of our experience since Bob Pierce first launched the ministry of World Vision in 1950. A major milestone in the World Vision pilgrimage was the development in 1988 of the core values, describing the kind of Christian character to which we aspire as an organization and as individuals.

In 1990, after defining our values, we began to clarify what we believe is God's calling to us as an organization. Through a partnership-wide process with every part of the organization having the opportunity to contribute, a mission statement was approved in September 1992 by the World Vision Council.

Step 7.	Understanding World Vision's mission and vision	Video show, discussions	30 minutes	CD"Why in the World are we here? Why in the world is World vision here?"

a. Screen Part 1 of the video, WHY IN THE WORLD ARE WE HERE? Ask participants to note the history of the mission statement.

b. Encourage each group to share the points they noted about the history of the mission statement.

c. Explain the following after their sharing the film

Our mission statement begins by stating that we are an international partnership of Christians. In World Vision, we are a family, working and serving in 97 countries around the globe. We come from different cultures and speak many languages. We come from many church backgrounds and worship in diverse ways. As diverse as we are and through we have distinct roles and functions, we all follow our Lord and Saviour, Jesus Christ.

The world we live in has increasing pain, suffering, conflict and alienation from the God who created it. All of us are in need of transformation. God has a special concern for the poor and oppressed and calls His followers, including those of us in World Vision, to come alongside them as servants and companions. We become companions in many different ways. For example, it can mean promoting change in rural and urban communities by helping people organize themselves, identify resources, and take collective action. In this way, people discover what it means to work together in communities for a better future.

Our mission also calls us to seek justice. We try to meet this challenge by bringing the plight of the powerless-the hungry, the sick, the homeless, innocent victims of war, the economically destitute, abandoned or exploited women and children-to the attention of those with power and influence.

Whenever we are located in World Vision, we are called to become aware of situations of injustice around us and to discern how God would have us respond. Every country in the world has its own world has its own example of injustice. Who are the powerless in your country? What kinds of injustices do they suffer?

d. Show Picture 1.1 or PPT 1.5. Ask each group to write down their answers as to *who the powerless in our country are*. Write down what kind of injustices they suffer as they share.

e. Continue by discussing the following:

Most central to our Christian faith, our mission statement calls us to bear witness to the Good News of the Kingdom of God. In World Vision, we believe that being Christians, doing Christian service and verbally sharing the Good News about Jesus Christ are inseparable aspects of the Gospel message. As we work in the office or in the field, quality relationships are the key to our Christian testimony.

f. Move to Step 8

Step 8.	Christ and World Vision's mission	Video show and group discussions	1 hour	Video "Why in the world was Christ here?" PPT 1.6

a. Give each GIRD ME group a chart paper and a crayon or colour pens sets.

b. Ask participants in their GIRD ME groups to make some drawings that depict why Christ was here on earth? Give them 15 minutes for their drawings.

c. After 15 minutes, get them to show these drawings to the group and explain their drawings.

d. Screen Part 2 of the video, WHY IN THE WORLD ARE WE HERE?

e. Get participants to discuss the various elements of the mission statement as introduced in the video by asking the following questions:

o *How did you feel viewing this part of the video?*

o   *Have you had an experience that has given you important insights about ministry?*

o   *What do each of these excerpts from the mission statement to you? How do they relate to how you should do your job in World Vision? To how you should live your life?*

f.   Then continue by giving each of the five groups a T-puzzle set from the educational Pax. Ask the groups to make the four pieces of the puzzle into the word 'T'. After about two minutes tell them that you are giving them a clue. Tell them that the T looks like the original cross that Jesus Christ our Saviour was crucified on. When one group has got it, ask them to share their experience by helping other groups to make the T. Ask them what they found difficult. Then share by saying that you found most of them using the traditional ways for making the T. They tried to make the T by piling the main piece either horizontally or vertically. They did not attempt to tilt it towards the base. Relate this experience to the CDCs following traditional ways of doing their work. They may not mind paying the bribe to ensure that services reach the children or communities. However, when we are tilted towards the mission of World Vision and imbibing the cultural trait of integrity, only then can we make the T i.e be wholely working out the mission of World Vision.

Tip for facilitator: The pieces of the T puzzle are fitted as follows:
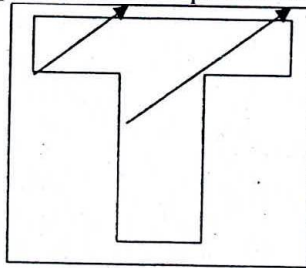
h.   Continue by showing PPT 1.6

"World Vision is an international partnership of Christians... ": ... whose mission is to follow our Lord and Saviour Jesus Christ..."

"... in working with the poor and oppressed...   "
"... to promote human transformation..."
"... seek justice... "
"... and bear witness to the Good News of the Kingdom of God."

PPT 1.6

g. As you are discussing the points on the PPT keep pointing to pictures drawn by the participants which relate to the same.

h. Move to Step 9

9	Linking World Vision mission to CDC roles and responsibilities	Group work	1 hour	Newsprint paper, sketch/marker pens Video Part 3 'Why in the World are we here?'

a. Ask each GIRD ME group to prepare the front page newspaper articles that depicts how they are presently keeping World Visions Mission as part of their work as CDCs. Give them 15 minutes to prepare their articles including advertisements.

b. After 15 minutes ask them to share their newspaper to the group in 3 minutes each.

c. When all groups have completed their presentations, continue with encouraging them and screen Part three of the Video 'Why in the World are we here"

d. Move to Step 10.

Step 10.	Vision for Transformational Development	Vision Game Experiential learning game.	15 minutes	Ball or pen Stop watch

a. Ask all participants to stand in a circle

b. Take a ball or a pen and ask some person to record how long it took for each person in the circle to touch the ball. Pass the ball when the recorder says ' "Start" and when all have received and passed the ball, ask for the time taken.

c. Ask the group if they could come up with ways to reduce the time to touch the ball. Encourage them to come to a consensus and record the time when tried out. Ensure that all participants touched the ball. If they have not touched the ball disqualify that round.

d. Tell them that some groups have done the same task in less than 2 seconds. Get them to replan. {The best plan would be when one person holds the ball and all participants make the effort to touch the ball}.

e. When they succeed in touching the ball in less than two seconds ask them how it was possible. Ask them to share their feelings. Then ask them if this happened in life in general. Then link it up to the following

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In the beginning all of you were not involved with finding a solution to touching the ball quicker. Later as there was more discussions and you realised that all had to touch the ball you became transformed. All of you became alive. Why? When all people were focussed on touching the ball, the time taken was less. Similarly, when all staff is focussed on World Vision's Mission and make it their own, then transformational development is possible.

f.   Move to Step 11

a.   Explain that World Vision and each person in World Vision has developed values and behaviours that each need to reflect in the days and months and years to come, if we need to become an organisation that would be continually transformed and positioned for a new future. Discuss that the cultural traits developed if imbibed by each staff of World Vision is a great opportunity to transform the nation by serving the poor.

b.   Explain that you have acronymed the cultural traits IRD ME and ask them what the core of World Visions mission is. When one of them says, "acknowledging Jesus Christ as God and Saviour" write 'G' in front of 'IRD ME'. Then explain each of the cultural traits using the PPTs 1.7- PPT 1.12

GIRD ME ~ OPERATIONAL DEFINITIONS:

ACRONYMN	EXPANSION	OPERATIONAL DEFINITIONS		
11	**Cultural Traits**	Discussions, PPT presentations Group work	1 hour	Chart paper, PPT 1.7- 1.12
G	God	*The focus of World Vision's mission is acknowledging Jesus Christ as God and Saviour*		PPT 1.7
I	Integrity	*Integrity is a way of life demonstrating truthfulness, transparency and accountability to the fullest extent promoting consistency between what God says and what we do, enabling us to be true stewards of God's sacred trust.*		PPT 1.8
R	Responsible risk taking	*We strive toward excellence by building a God-dependent, joyful environment that encourages creativity, innovation and experimentation without fear, optimising costs and impact on poor and children*		PPT 1.9

D	Dependence on God	*We completely depend on God acknowledging that He is the source of everything, staying connected with Him through disciplined prayer and intentional study of the Word, constantly aligning ourselves to the will of God so that our vision values and behaviour are congruent with His Mission*
M	Mission mindedness	*Our passion for the poor and children flow out of our own intimacy with Christ mirroring His compassion through the mission of World Vision ,expressed through sacrificial living for their sake leading to realization of fulfilment in life.*
E	Empowering leadership at all levels	*We acknowledge that leadership is a call to engage with the staff and community around us to realise our God-given potential by sharing the power that is placed in our hands, mentoring each other, and holding ourselves accountable to the decisions we make.*

(PPT 1.10) (PPT 1.11) (PPT 1.12)

c. Discuss what values are required for the cultural traits to be imbibed. Project PPT 1.13 and discuss that:

in order to reflect the desired organisational culture traits, we all need to intentionally demonstrate the following values:

> ↓ *Constant communion with God*
> ↓ *Mission with passion and sacrifice*
> ↓ *Transparency in relationships and decision making*
> ↓ *Trust in people's potential*
> ↓ *Affirm creativity and innovation*

(PPT 1.13)

d. Ask them to list some behaviour which demonstrates the above values. When one of them has shared any of the below statements write it down on a chart or white board for clarity. Then discuss the rest by describing that in order to reflect the desired organisational culture traits, we all need to intentionally demonstrate the following behaviours:

(PPT 1.14)

> ↓ *Listening to God through means of practicing spiritual disciplines (fasting and prayer and study of the Word of God)*
> ↓ *Investing quality time with poor children and families*
> ↓ *Walking consistently on what God says.*
> ↓ *Encouraging, receiving and giving feedback.*
> ↓ *Engaging leadership and mentoring*
> ↓ *Providing equal opportunities*
> ↓ *Ensuring value based transparent decision making processes and*
> ↓ *relationships*
> ↓ *Creating space for innovation*

e. Clarify doubts arising for just five minutes here and invite them to use the question box for adding more of their questions.

f. Ask participants to look at the Handouts 1.1 to 1.5 in their Handbook and explain that you would like each of the groups to work out these for sharing the next day {(am to 9.30 am}

g. Move to Step 12

Step 12.	Enacting Mission for Transformational Development	Role plays		1 hour	-

a. Ask each GIRD ME group to prepare 3 minute role plays on the following themes given below that answer the following questions attached to each theme:

Theme 1 Transformational Development which answers the questions:

- *Who needs transformational development?*
- *How are people transformed?*
- *What does transformational development have to do with "bearing witness to Jesus Christ and to His Good News of the Kingdom of God"?*

Theme 2: Emergency relief that assists people afflicted by conflict or disaster. Which answers the following questions:

- *What kind of emergency assistance is appropriate for each?*
- *What kinds of activities can help people reconstruct their lives after a disaster?*
- *What kinds of activities can be undertaken to help with emergency relief?*
- *How do these activities relate to transformational development? How do they relate to witnessing to Jesus Christ?*

Theme 3:Promotion of justice ... that seeks to change unjust structures affecting the poor among whom we work that answers the following questions

- *What are the issues and dilemmas apparent from this story? Describe any injustice you detect from this story.*
- *If the development agency mentioned here was World Vision, what should our next steps be?*
- *As we think about injustice, let's identify who the powerless are in your country and community. What kinds of injustice do they suffer?*
- How does World Vision's commitment to justice relate to witnessing to Jesus Christ?

Theme 4: Partnership with Churches .....for social and spiritual transformation that answers the following questions

- *What does the "holistic mission of the church" mean?*

- *Is World Vision part of the church? It so, in what way?*
- *How can World Vision be an effective servant to the church in fulfilling its mission?*
- How does this mission commitment relate to witnessing to Jesus Christ?

Theme 5:Public awareness.... that leads to informed understanding, giving, involvement, and prayer that answers the following questions.

- *What does World Vision try to make the public aware of? Why?*
- *"Our mission involves both supporters and the poor and the oppressed." What does this mean?*
- *In what ways does our mission respond to supporters and others in the general public?*
- *How can World Vision understand and show respect for the different world views and complexities of the various countries and cultures in which we work?*

b. Give them 15 minutes for preparation. Go around to also ask them to relate their presentation on their community based. sustainable work focussed on needs of children

c. After 15 minutes ask each group to share their drama. At the end of each of the dramas ask all participants to relate the drama to the theme based questions listed below each theme.

d. Then ask participants to think of all the dramas and reflect on the following questions which are given to each participant as Handout 1.6 given as an Appendix after this Module

e. Give them 15 minutes to complete the Handout 1.6

f. Move to Step 12

Step 12	Sum up and key points	GIRD ME group work	15 minutes	Charts and sketch /marker pens

a. Encourage those that have not completed handout 1.6 to do so in their free time.

b. Ask them to look at Handout 1.7 and encourage them to work out their own Personal Mission and relate it to their work in World Vision.

c. Ask them to feel free to discuss their personal missions with you or members of their GIRD ME group during the free time.

d. Tell them to bring their personal mission statements to the session tomorrow for brief sharing at random.

e. Conclude by saying that the key points from the Module 1 were:

- *A program without a vision and mission is like a body without a heart and soul.*
- *World Vision's mission is to follow our Lord and Saviour Jesus Christ in working with the poor and oppressed to promote human transformation, seek justice, and bear witness to the Good News of the kingdom of God*
- *CDCs are the **visible partners** of World Vision's work in transformational development, emergency relief, promotion of justice, partnership with Churches, public awareness as their way of being a witness to Jesus Christ*
- *To be the true visible partners of World Vision's work it is important for them to practise the cultural traits of the organisation.*

f. Show them Handout 1.8 and ask them to complete their Action Plan taking in their learnings from the day. Tell them that they have to submit this to the facilitator of Module 1 the next day morning by 8.25am.

g. Remind them about their GIRD ME assignments. Tell them they could put up their GIRD ME sharing on charts. Discuss any logistical details. Thank them for their participation and remind them about their commitments and that the workshop begins at 8.30 am the next day.

Samples of the Handouts that participants are expected to complete.

HANDOUT 1.1
RELATING INTEGRITY TO CDC LIFE

Complete the following:

What in the previous day's experiences made you think of integrity?

Can you relate an incident of how you ensured integrity in your work?

HANDOUT 1.2
RELATING RESPONSIBLE RISK TAKING TO CDC LIFE

Complete the following:

What in the previous day's experience made you think of responsible risk taking?

Can you relate an incident of how you took risks responsibly in your work?

HANDOUT 1.3
RELATING DEPENDENCE ON GOD TO CDC LIFE

Complete the following:

What in the previous day's experience help you learn of the need to depend on God?

Can you relate an incident of how you demonstrated dependence on God in your work?

HANDOUT 1.4
RELATING MISSION MINDEDNESS TO CDC LIFE

Complete the following:

What in the previous day's experience helped you learn about mission mindedness?

Can you relate an incident where you demonstrated mission mindedness in your work?

HANDOUT 1.5
RELATING EMPOWERING LEADERSHIP TO CDC LIFE

Complete the following:

What in the previous day's experience helped you learn about empowering leadership?

Can you relate an incident of empowering leadership in your work?

HANDOUT 1.6

Why in the World Am I Here, and What Does All This Have To Do With Me?
Individual Reflection Exercise

These reflection exercises are entirely personal. You will not be asked to share your answers with anybody. Be frank with your self when answering the following questions.

a. *Have you ever written down a mission statement for your own life? If so, do you recall it? Summarize it in writing below.*

b. *Do you believe God has a purpose (mission statement) for your life? If yes, have you recently asked yourself whether God's purpose for your life is being realized?*

Personal Mission Statement Exercise

Think about your goals in life. Begin to develop your own personal mission statement by answering the following questions. Remember that this is a process. If you have never thought about writing your own mission statement before, it will take time. Much prayer and meditation are helpful to discover what is most important to you. The following questions may assist you in this process.

The qualities I value most in others are...
These qualities are important because...
Contentment and fulfilment in life are a result of...
I attain great joy and satisfaction by...
My God-given gifts and talents include...
The person I would most like to be is...
The contributions and achievement I would like to make are...
The significant principles and convictions in my life are...
What I would like people to say about me at the end of my life is...

HOME WORK: HANDOUT 1.7

First Draft of My Personal Mission Statement

WHY IN THE WORLD ARE WE HERE? !

Relationship of My Personal Mission Statement With Your Work in World Vision

Do I see any relation between God's purpose for my life and the World Vision mission statement? If so, in what ways are they related?
Is my present work responsibilities provide me with an opportunity to make a direct or indirect contribution to the mission statement? If so, describe.

FACILITATOR NOTES

MODULE 2

"SPONSORSHIP

FOR TRANSFORMATION"

MODULE 2

"SPONSORSHIP FOR TRANSFORMATION"

Module Overview:

The Module 2, "Sponsorship for Transformation" covers the processes required for the CDC to ensure that the child sponsorship program links to World Visions vision of a 'transformed community'. While most of the facilitation could be through using the PowerPoint projection, group work, debate competition, some games and letter writing competition is also included.

Module Objectives:

By the end of Module 2 on "Sponsorship for Transformation", the participants will:

- Understand sponsorship as a process of transformation
- Identify their own transformation
- Describe connecting role of CDC in the Child-Sponsor transformation process
- Facilitate effective letter writing
- Evaluate their child monitoring processes
- Strengthen child- catalysed change within community empowerment

Time: 6 hours 30 minutes   **Group Size:** 30 - 50

TM 100
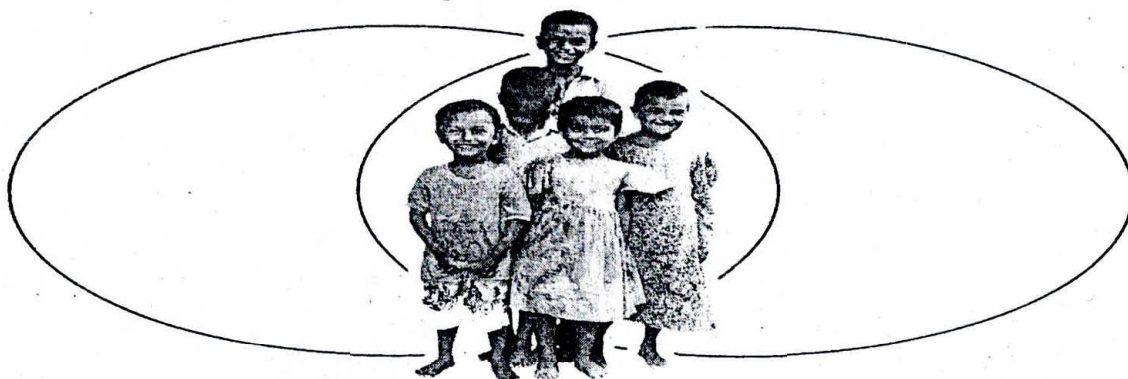
Module Layout

Step	Core areas	Methods	Time	Materials
1.	Introducing 'children'	PPT presentation, discussions	10 minutes	PPT 2.1-2.5
2	Child sponsorship as a transformation process	Triangle game Discussions	20 minutes	Triangle set from educational pax PPT 2.6
3	Impact of sponsorship	Discussions PPT presentation	5 minutes	PPT 2.7-2.9
4	Selection of children for Sponsorship programme - criteria	Group work, discussions	20 minutes	Chart paper and pens
5	Selection of Children-process	Role plays –impromptu PPT presentation and discussions	25 minutes	PPT 2.21, Handout 2.1,
6	Selection of children -challenges in process	Role play impromptu demonstrations, discussions	20 minutes	CH, IL, Photo samples
7	Child Monitoring	Demonstrations, discussions,	1 hour	Picture folder, ADP records IL format, etc
8	The role of letter writing	Debate competition	45 minutes	Prizes for winning group
9	Perspectives in letter writing	Discussions, story telling	10 minutes	A brick, if possible
10	The role of communication e.g. letter writing on sponsors	PPT presenters, experience sharing discussions	5 minutes	PPT 2.14-PPT 2.19
11	Ideal letters	Discussions, comparisons	15 minutes	CDC sample letters, {IL, } annual reports PPT 2.20
12	Ideal letters	Discussions, comparison with existing letters	15 minutes	CDC sample letters, {RL, } annual reports
13	Ideal letters	Discussions, comparison with existing letters Group work	20 minutes	CDC sample letters, {IL} annual reports Five Sample clarification questions
14	Responding to clarifications from sponsors	Discussions, Perspective game	30 minutes	PPT 2.21
15	Responding to clarifications from sponsors	Discussions, Perspective game	20 minutes	PPT 2.22
16	Practising communication	Group work	1 hour	Charts and pen
17	Sum up	Discussions	10 minutes	PPT 2.23
	Total time		**6 hours 30 minutes**	

Key Messages:

- *Sponsorship is for Transformation*
- *Timely and quality communication from children to sponsors supports in building relationship with them*
- *All programmes in the ADP focus especially on the well-being of the children and through the lens of the sponsored children, sponsors will understand how their contribution is making a difference in the life of their sponsored child / family / community.*
- *Child Monitoring is to better understand and support the children, their families and communities as we partner with them in the process of transformation*
- *Update, relevant and real information on child helps to keep, sponsor informed, programme information current and monitor the positive changes in the child's well-being.*

Facilitator tip

Use the PowerPoint presentation as a guide for facilitating this Module

THE SESSION:

Step 1.	Introducing 'children'	PPT presentation, discussions	10 minutes	PPT 2.1-2.5

a. Ask participants for a single word that immediately comes to their mind when you say 'CHILDREN'

b. Write their answers on a white sheet, visible to the participants.

c. Move to PPT 2.1 to 2.5

By the end of Module 2 on "Sponsorship for Transformation", the participants will:

- *Understand sponsorship as a process of transformation*
- *Identify their own transformation*
- *Describe connecting role of CDC in the Child-Sponsor transformation process*
- *Facilitate effective letter writing* communicate
- *Evaluate their child monitoring practices*
- *Strengthen child- catalysed change within community empowerment*

SPONSORSHIP FOR TRANSFORMATION

Mutual Transformation as expressed in our Core Values...

"We are called to serve the neediest people of the earth; to relieve their suffering and to promote the transformation of their condition of life...We seek to facilitate an engagement between <u>the poor and the sponsors that opens both to transformation</u>.

We respect the poor as active participants, not passive recipients, in this Relationship...<u>The need for transformation is common to all</u>."

Sponsorship Policy preamble...

World Vision child sponsorship enhances the quality of World Vision's transformational development and public awareness ministries by providing sponsors, children, and their families and communities with a service that allows sharing of their resources, hopes and experiences in a way that can transform both.

Sponsorship Policy... Principle

Reflecting Christ's love for children, World Vision child sponsorship creates a special relationship between children, their families and communities, and sponsors that contributes to the transformation of all toward fullness of life with dignity, justice, peace and hope.

d. During the presentation link discussions to the following:

- *Link their words for children to describing the objectives of the Module. Read from the slide.*

- *Acknowledge that they may have extensive experience in dealing with the Child Sponsorship programme and hence, the session is meant to be a refresher and a way for CDCs to share their experiences.*

- *Ask them what 'sponsorship' means to them. Write down their words {at least four or five meanings} on a chart.*

- *Let them know that for those who find the session 'old' this is the opportunity to reflect on what they are presently doing and whether it is leading to transformation.*

- *Stress on the words 'transformation' 'dignity' 'justice'. Ask the participants if they have ever heard of the word 'Transformational Development'?. Acknowledge that the words may be big, but what is important is that they understand the meaning.*

— butterfly story?

Step 2	Child sponsorship as a transformation process	Triangle game Discussions	20 minutes	Triangle set from educational pax or 10 coins or 10 pens of the same size PPT 2.6

a. Give two groups the set of 12 wooden sticks and ask them to make a triangle as shown in PPT 2.6

ACTIVITY

```
        *
      *   *
    *   *   *
  *   *   *   *
```

**REVERSE THE TRIANGLE
BY MOVING JUST THREE OF THE PIECES.**

b. Ask them then to reverse the triangle by moving just three of the sticks.

c. If the rest of the groups want to see what's been done, they can come and stand behind the groups involved with the exercise

d. Alternatively they can use coins or pens to make the triangles and try it themselves.

e. When they have succeeded compare the two triangles to the child on one side and the sponsor on the other. The tip of which needs moving is given in the picture below.{Notice that the centre portion is the same in both triangles}
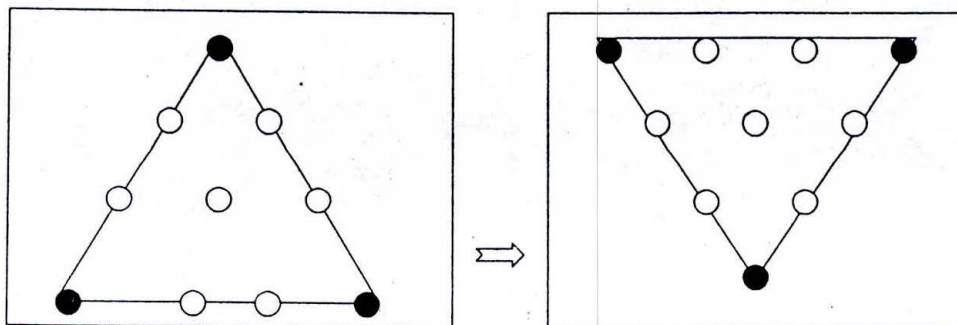
f. Link the three pieces that are being moved to aspects of work done specifically for the child and for the sponsor.

g. Bring their notice to the seven pieces that do not get moved. Ask them to notice how they are the same regardless of the fact that the triangle is upwards or downwards.

h. Link that to the type of activities that bring about transformation in both the child and the families and the sponsors and the CDC..Ask them for examples of which activities they do brings about transformation in all.

i. Move to Step 3

Step 3	Impact of sponsorship	Discussions presentation	PPT	5 minutes	PPT 2.7-2.9

a. Show PPT 2.7 and explain how sponsorship is for transformation of all.

World Vision

Sponsorship is for Transformation

Transformed Sponsors and Donors

Transformed Families and Communities

PPT 2.7

becomes a reality for the children, families, communities and supporters we serve
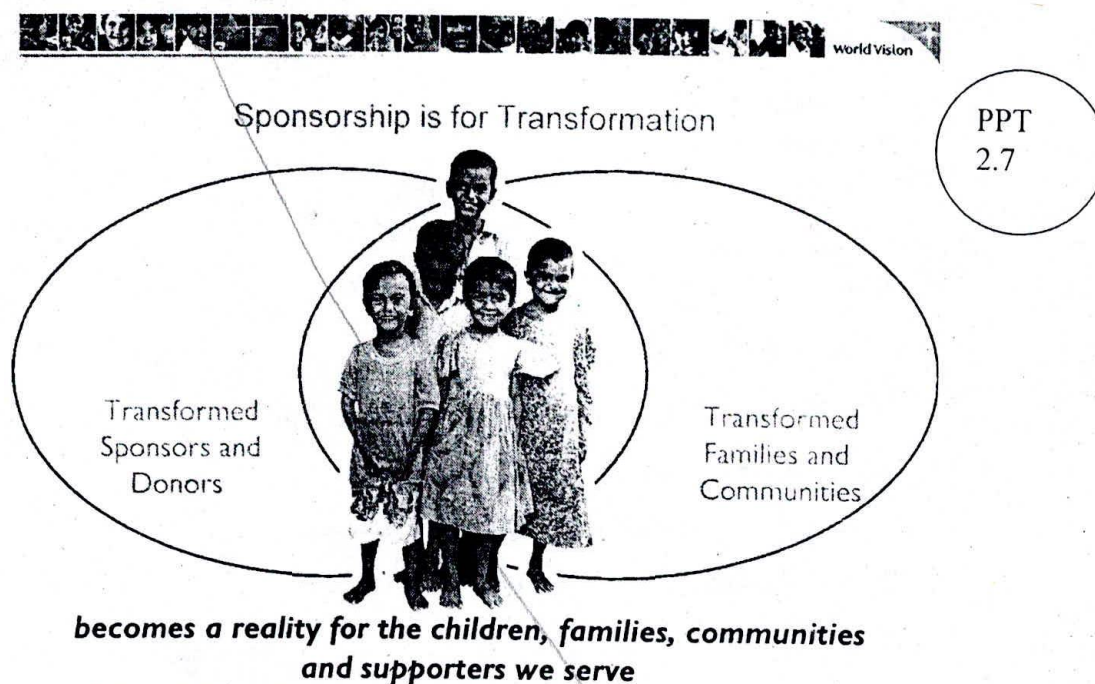
M1.2 Sponsorship is for Transformation | Page 7 of 22
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b. Explain that all it means is that the child sponsorship programme is not just about giving sponsorship to the child. It is about facilitating children to become 'change agents' so that all in the community live lives with dignity.

c. Reinforce by once again linking to the example participants gave for the impact of sponsorship ion their communities. Or ask them for the identifiable changes they have seen in the communities because of their sponsorship programme.

d. Move to the next slides {PPT 2.8 to 2.9} by asking for participants' experiences of the impact sponsorship has had on communities. Continue with discussing that the World Vision sponsorship programme is meaningful because of the special relationship it creates between children, families and communities.

> *Transformed families and communities*
>
> *Programs supported by sponsorship focus on the well-being of children by enabling families and communities to improve health, basic education, spiritual and emotional nurture, protection from abuse, violence and exploitation, and development of sustainable livelihoods.*

PPT 2.8

> *Transformed Sponsors and Donors*
>
> *World Vision's relationship with sponsors results over time in changes in values, giving patterns and lifestyles that are consistent with Christ's concern for the poor as well as an enhanced relationship with God.*

PPT 2.9

e. Link to the examples participants shared earlier to highlight that the sponsorship program through this special relationship lead to all people being transformed.

f. Describe 'transformed' as a word to mean that all people live full lives with dignity, justice, peace and hope.

g. Conclude what was discussed in earlier slides by saying that by the words 'all are transformed' it means, not just those who are poor .

> *All includes sponsors and donors too. Then ask them, "Who else?"*
>
> *Listen to their answers and then say, "We are also transformed"*
>
> *Ask two participants to share a way they were transformed through the child sponsorship programme. Repeat key words that participants use during their sharing.*

Ask any one participant to share what exactly they do in the sponsorship program. Write down what they say on a chart such that it is visible to the participants.

Give appreciation for their sharing.

Step 4	Selection of children for Sponsorship programme - criteria	Group work, discussions	20 minutes	Chart paper and pens

a. Move to PPT 2.10.

SELECTION OF CHILDREN
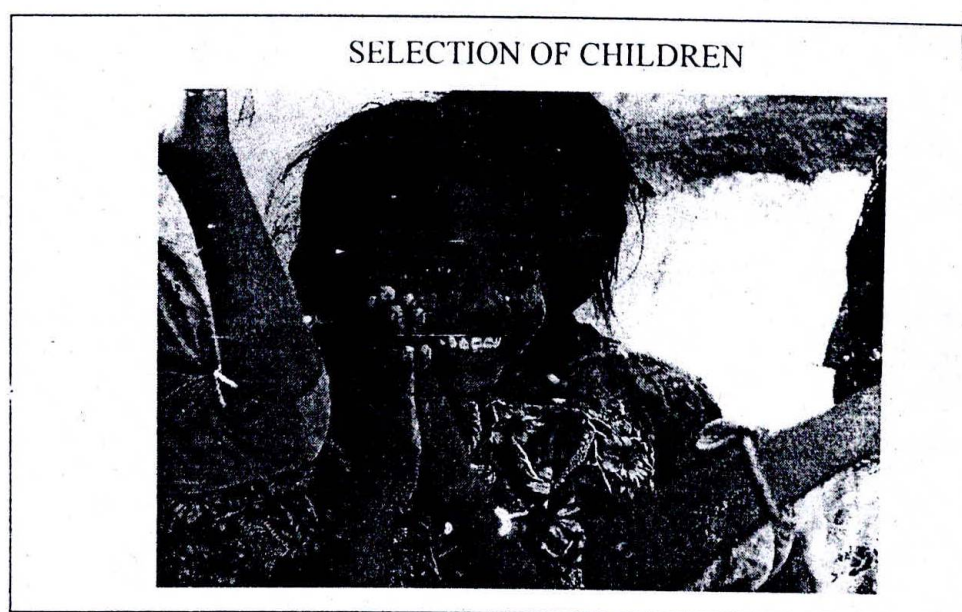
PPT 2.10

b. Ask participants to get into their GIRD ME groups or four or five groups and ask them to make a list of how they select children for the sponsorship programme.

c. Give them sheets of chart paper and ask them to complete writing what they do in their areas. Ask them to write out "How" and "Who" is selected for the child sponsorship programme.

d. Give them 10 minutes for discussion within their groups. After 10 minutes ask them to share their group discussions.

e. Display their charts on a wall close by such that what they have written is visible to all participants.

f. Appreciate them for their sharing of experience

g. Move through the next slide quickly

Step 5	Selection of Children-process	Role plays –impromptu PPT presentation and discussions	25 minutes	PPT 2.21, Handout 2.1,

a. Explain selection of children using PPT 2.11 by discussing the text on it. Give out Handout 2.1

Guidelines for selecting children

- Needy children irrespective of caste, creed or religion.
- Gender Balance; equal no. of girls and boys.
- Orphans/semi orphans, staying in the community with their relatives.
- Children whose father/mother are members of CBO,s.
- Children whose families come under below poverty line (This depends on the per capita income).
- Children below 10 years. Preferably from the age of 0-10 years.
- Children within the approved area of operation with monitoring accessibility.
- Preference to be given to differently abled Children.
- Children not enrolled in another sponsorship agency.
- Children not entered in the sponsorship list (one child for one sponsor)
- Child Registration and Record Management

b. Ask participants to turn to the Handout 2.1 and assess whether all the practice mentioned in the handout is being followed.

c. Link the discussion with the points given by the participants if there is any match in ideas and sharing. If not, then gently let them know that this is the actual process. {The rest of the following slides also give details of the process}

d. Explain the terms 'differently abled, 'child registration and record management'.

e. Ask participants to write on a card how many children they have in their sponsorship programme and how many in each category. Tell them to pin this on a chart.

f. Reinforce that through their sponsorship programme the participants are engaging in a transformation process beyond the children. Ask them to think of what that means.

g. Ask the participants what the process is once they find a child that falls in these categories for sponsorship. Ask them, *"Can you begin sponsorship immediately or is there a procedure?"*

h. Ask for the 'Integrity' group to act out how they enter a house of a prospective sponsor child. And the 'Responsible Risk Taking' group to enact what they would say to the family about the sponsorship programme. {Give no time for the preparation. Tell them it is an impromptu act to be done in two minutes}

i. Once they have enacted their role plays, ask the other groups for feedback. Discuss protocols for greeting the family and talking about the sponsorship programme.

challenge for Sponsor

Step 6	Selection of children -challenges in process	Role play impromptu demonstrations, discussions	20 minutes	CH, IL, Photo samples

a. Ask 'Dependence on God' group to quickly role play how they would deal with a family that expects gifts and medical expenses to be covered because that is what they heard from some-one else. Once again do not give them time to prepare. Encourage them by saying that this is what they are doing everyday. Tell them to demonstrate what they would do in a two minute time limit.

b. Once they have completed their demonstration, show appreciation, take their correct points and the other groups for feedback and continue to complete this discussion.

c. Ask 'Mission Mindedness' group to role play quickly what they would do if the family agrees to the sponsorship support. After they have demonstrated, explain the 'CH' 'IL' and 'Photo" means .

d. Ask the 'E' Group to demonstrate how they would explain to the family about the 'Introductory Letter' to the family.

Step 7	Child Monitoring	Demonstrations, discussions, experience sharing	1 hour	Picture folder, records IL format, etc	AD

a. Display the 'Picture Folder' 'ADP records' and other forms used for getting information.

b. Discuss the importance and need for getting details correctly.

c. Ask the participants for their experience of when details were found to to incorrect and what impact the wrong information had on the child or family or community.

d. Write the words WHY WHAT INDICATORS on three columns on the chart or board.

e. Ask why they monitor, what they monitor and what the selected indicators are for monitoring the child. Write down their answers under each column on a chart or the white board.

f. Find out from participants the INDICATORS used to monitor progress. Get participants to share something funny they experienced about the monitoring process. Allow for two sharing and then bring the facilitation back.

g. Conclude why monitoring is needed by saying that monitoring helps with ensuring the well being of the child and therefore the family and community

h. Then ask if monitoring helps with any body else's well being. Wait for some answers and then conclude by saying that monitoring is not only a sponsorship requirement but also contributes to the well being of the sponsor.

i. Move to the next slide {PPT 2.12}

Step 8	The role of letter writing	Debate competition	45 minutes	Prizes for winning group

PPT 2.12

DEBATE COMPETITION

PROPOSITION: Letter writing is fun

Rules: Inter group competition

- *Each group gets 15 minutes to prepare their presentations*
- *One participant from each group will speak for the proposition and one will speak against*
- *The first speaker gets time for rebuttal*
- *Speakers will be adjudged for clarity, points given, reality experience sharing, creativity and keeping time.*
- *Each speaker gets only a maximum of three minutes*
- *The judges word is final*
- *Prizes will be awarded to the group that wins the competition at the end of the workshop.*

a. Divide participants into their GIRD ME groups. Ask them which is one way that the sponsor and the child are connected. When some-one mentions 'letter' or after five answers say 'letter', write the word 'letter' on the board

b. Ask participants to get into their groups and prepare for a debate competition on the proposition "Writing letters is fun" .Read the rules of the debate competition and end with a happy tone that there is a prize for the best debating group.

c. Arrange for three outside persons to be judges for the debate. They do not need to be technically qualified about sponsorship.

d. When 15 minutes of preparation time is up, rearrange the seating position such that the presenter is facing all the groups.

e. Compere the debate competition using time intelligently not forgetting to give the first speaker rebuttal time.

f. Congratulate each of the teams get the judges to adjudge the best team.

g. Announce that Prizes will be awarded at the end of the workshop.

Step 9	Perspectives in letter writing	Discussions, story telling	10 minutes	A brick, if possible

a. Explain using points from the 'for' presenters of the debate how letter writing could be made more fun.

b. Take some key repetitive points given by the presenters speaking 'against the proposition in the debate. Acknowledge that this is reality for them. Narrate a story below:

PP'
2.1.

> *Two construction workers were carrying bricks. One looked happy and full of life. The other looked tired and sickly. A tourist saw the two of them doing the same work for a long time and wondered why one was happy and the other sad. So he went to both and asked them what they were doing. The happy man replied, "I am building a school. My children can study here later". The sad man replied, "I am carrying bricks. My back-bone is breaking with this heavy load."*

c. Conclude Step 9 by saying that just like bricks is a necessary part for a school to be built. the same way letters are a necessary part for transformation to take place.

Step 10	The role of communication e.g. letter writing on sponsors	PPT presenters, experience sharing discussions	5 minutes	PPT 2.14-PPT 2.19

a. Show PPT 2.14 upto 2.19 explaining the way letter writing impacts the sponsor.

PPT 2.14

What do they expect?
Show Flipchart Virtuous Circle of Sponsor

Sponsorship Journey

It makes a difference to my life too

I want to make a difference

Write to child/send gift
I can touch and feel the difference

See child/community context
I believe I can make a difference

Virtuous circle of sponsorship

I become part of their life

Hear from child
I know I have made a difference

Child becomes part of my life

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PPT 2.15

Reason 2 A **connection** with a real person is established
(Ask different participants to read out the words from the Flipchart)

Why are people drawn to sponsorship?

Connection with a real person

TD Programme

...focused especially on the well-being of children

Transformed Sponsors and Donors

Transformed Families and Communities

Sponsored Children

TD Programme

...focused especially on the well-being of children

Transformed Sponsors and Donors

Transformed Families and Communities

Sponsored children

| Marketing Messages | Service Operations | Programming Child Monitoring |

Use of Funds

Our vision for every child, life in all its fullness,
Our prayer for every heart, the will to make it so

Transformational Ministries - Public Awareness

Sponsor Growth & Retention	Child & Family Well-being	Public Trust
Net Revenue	Ministry Quality	Reduce Risk

| Innovation Acquire&Cultivate | Donor Service Excellence | Child Monitoring &Programming | Performance Accountability |

Effectiveness – "Value adding" effort

Efficiencies – Business Processes

Capacity & Capability – People & Systems

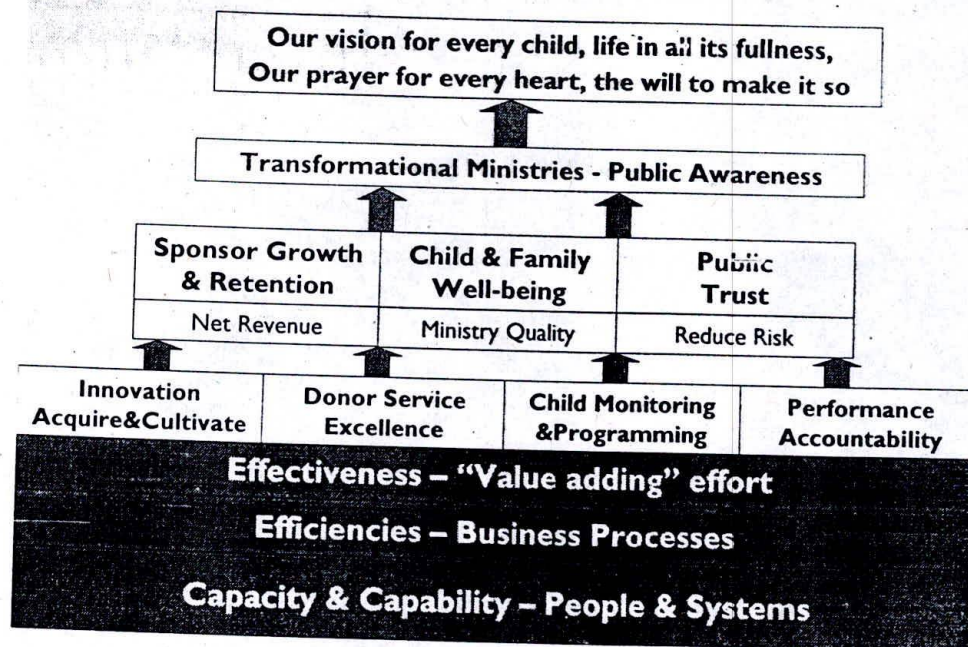*How donors are transformed*

Donors are transformed when they hear about
- *–Project activity that helps children*
- *–How their gifts impact children and communities*
- *But most of all, when they hear about*
   changed lives of children

b.   Discuss the technicalities of how World Vision looks at the sponsorship framework. And the links with the sponsorship for transformation programme.

Step 11	Ideal letters	Discussions, comparison with existing letters	15 minutes	CDC sample letters, {IL, } annual reports PPT 2.20

a.   Begin by explaining that in child sponsorship, we also want children to not just participate in correspondence but to find it **meaningful.** Therefore it is important for CDCs in sponsorship to understand how children of various age groups think, what things catch their attention and what sustain their enthusiasm.

b. Show PPT 2.20 and explain each point on the slide

Introductory Letter check list – 3 types of children group

The words here in blue are only suggestions. the ideas should come from the learners themselves. . Let them refer to the guidelines for Correspondence booklet.

	Help them understand what they are doing	Help them with ideas about what to write/draw	Make it fun for the children
Older children	What do you say to a person you have not met before? You know this person is eager to meet you!	Tell about your daily routine. When do you get up? How do you get to school? What are your chores at home? What do you like to do with your friends? What is it that you like about your friend/ mother/father?	Show interest in the child s daily life
Children who can t write	Ask them, how they feel about having a friend far away whom they can t see	Let them draw something.	Use colourful crayons or get other ideas from Ideas for Correspondence booklet
Very young children	Explain to parents why this relationship is important to the sponsor and that this letter is a chance to start this relationship	Perhaps a parent/ caregiver could write. If child can scribble, let them do this an authentic expression from the child!	Ideas from Ideas for Correspondence booklet.

c. Ask the CDCs if they brought sample of the letters they had written to sponsors.

d. Ask them to check the letters they wrote for whether they had kept this point in mind. If any of the participants answers in the affirmative, ask them to read that sentence out. Respond to the contents of their reading linking it with the content on this slide

e. Continue the discussion about what makes a transforming letter by explaining the contents of this slide.

f. Once again ask participants to compare these points with their sample letters

g. Ask them to check the letters they wrote for whether they had kept these points in mind. If any of the participants answers in the affirmative, ask them to read that sentence out.

Step 12	Ideal letters	Discussions, comparison with existing letters	15minutes	CDC sample letters, {RL, } annual reports

a. Continue the discussion about what makes a transforming reply by explaining the contents of this slide.

b. Once again ask participants to compare these points with their sample letters

c. Ask them to check the letters they wrote for whether they had kept these points in mind. If any of the participants answers in the affirmative, ask them to read that sentence out. Respond to the contents of their reading linking it with the content on this slide

d. Then ask them for any funny situation they experienced with a reply they sent {for example, when the sponsor misunderstood what was written/}.

e. Give two participants a minute to share their experience.

f. Discuss that now that they have an insight into what makes a transformative letter, how could they use the same information for making their annual reports transformative. Listen to two of their answers and add points left out.

Step 13	Ideal letters	Discussions, comparison with existing letters Group work	30 minutes	CDC sample letters, {IL} annual reports Five Sample clarification questions

a. Continue the discussion about what makes a transforming report .

b. Once again ask participants to compare these points with annual reports they write

c. Ask them to check the reports they wrote for whether they had kept these points in mind. Ask them which point was most difficult to keep in mind. {This will be an important time for facilitators to **listen** to the CDCs and their experience without being judgmental.}

d. Thank them for their sharing. Discuss that you do understand their challenges considering the work they do.

e. Explain that sponsors may ask for some clarifications. What kind of clarifications were they asked and how do they answer these?

Give each group a sample clarification question and ask them to come out with a reply to the clarification. Give them 10 minutes to frame their answer.

g. Let each group representative read out the clarification question and the answer given.

Step 4	Responding to clarifications from sponsors	Discussions, Perspective game	30 minutes	PPT 2.21

a. Once all have shared how they clarify explain that people are different and may be looking at the same situation differently. Discuss how the word 'integrity' means that all be truthful, without anticipating what the response would be. Discuss 'mission mindedness' as a quality where each one would provide clarifications in a dignified way irrespective of how sponsors are behaving. To explain the difference in perspectives between sponsor and CDC play the following "perspectives game" explained in the box

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Perspectives game:

- *Place two chairs facing each other. Let one of the chairs face a door and the other have its back to the door .Ask for two volunteers.*
- *When the volunteers sit on the chairs facing each other, ask them to describe where the door is for them.*
- *Smile when one answers "in front' and the other answers 'behind'. Look at the participants and say that both are correct Explain that each participant has his or her own perspective depending on from where they are coming from. Explain that similarly the sponsor may have a different perspective and it is not as if always the sponsor is finding fault with the CDC when they ask a query.*

b. After the demonstration of different perspectives share the story on PPT 2.21.

Share the story of **"The Rabbit, Frog & the Fish"**.

(in box with animal cliparts – rabbit, fish, frog) "The Rabbit, Frog & the Fish".

One day Fish was swimming around his world and he heard Frog's voice talking to someone, but couldn't see her. "Who are you talking to?" he asked. Frog suddenly appeared. "I've been talking to Rabbit. He's looking for a new home." "What sort of home?" "He wants rocks to hide behind, sand to dig, and weeds to eat." Fish looked around. He saw rocks, sand and weeds. "Tell him he can live here with me. It's perfect!" "But he can't live here," said Frog. "He'll drown in all the water!" Fish looked puzzled. "What water?" asked Fish.

PPT 2.21

c. Highlight that sometimes, because we live in different worlds we may not even see things that another can see. Just like how the fish could not see the water.

d. The sponsor may be able to see things and therefore is asking for clarifications. Hence discuss with participants the need to be open instead of defensive; communicative instead of angry is very important.

e. Then ask participants who the sponsors are? What kind of people are they?

f. Listen to their answers and ask participants if any of them have met any sponsors. Ask any two that answer in the affirmative to describe the sponsors they met.

g. Ask participants to connect the sponsor's feelings to the feelings expressed during the debate about writing letters not being fun. Connect the sponsor feelings and the CDC feelings to the story about the fish, bird and the rabbit.

a. Ask them to imagine being a sponsor, some-one ordinary, some-one working hard, some-one sacrificing and sending support to a child or children.

Step 15	Responding to clarifications from sponsors	Discussions, Perspective game	20 minutes	PPT 2.22

a. Then say that letter writing can be seen as fun when we see how donors are transformed. Project PPT 2.22

Ignorant of what causes poverty	Awareness of poverty & injustice
Indifference causes poverty	Engagement in causes that help the poor
Self-centered lifestyle	Lifestyle of a global citizen
Weak link between faith & development	Spiritual growth & awareness of the poor

b. Explain each of the points on the slide side ways. Cite real life examples for each

c. Then ask the participants and the resource people in the room, "How many of us are in the left side too… living self centred lifestyles, indifferent? May be we could also think of transformation?"

Step 16	Practising communication	Group work	I hour	Charts and pen

a. Divide participants into groups {The GIRD ME Groups will be convenient}

b. Give them the following five situations and ask them to work out a letter answering the situation

    i. An introductory letter about a child to a new sponsor

    ii. A reply to a sponsor on receipt of first sponsor support

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iii. A reply to a sponsor that has supported a bore well in the village

iv. A reply to a sponsor who wants clarification on why his sponsored child was ill?

v. An annual letter to the sponsor.

c. Give participants 15 minutes to write their letters. After 15 minutes ask them to read the letters. While they are reading, other groups become sponsors to share their feedback of the letter and points for improvement.

d. Organize a prize for the group with the best letter {At this time it will be prudent to give the prize to all participants if all five letters were written well}

e. To conclude the session move to the next slide with key points

Step 17	Sum up	Discussions	10 minutes	PPT 2.23	

Sum up with reading out the key points on PPT 2.23

Key learnings

- Sponsorship is for Transformation
- Timely and quality communication from children to sponsors supports in building relationship with them
- All programmes in the ADP focus especially on the well-being of the children and through the lens of the sponsored children, sponsors will understand how their contribution is making a difference in the life of their sponsored child / family / community.
- Child Monitoring is to better understand and support the children, their families and communities as we partner with them in the process of transformation
- Update, relevant and real information on child helps to keep, sponsor informed, programme information current and monitor the positive changes in the child's well-being.

PPT 2.23

a. Ask them if they had any other key learnings. Ask them to work out their individual action plan for strengthening the Sponsorship for Transformation programme in their areas.

b. Remind them to see how they could practise the CULTURAL TRAITS in the sponsorship programme.

c. Thank them and conclude saying that the CDCs are the most important link for ensuring that children, families, communities, sponsors and World Vision itself is transformed towards enabling the 'kingdom of God' on earth.

SPONSORSHIP FOR TRANSFORMATION

Principles

1. **Sponsorship.** Reflecting Christ's love for children, World Vision child sponsorship creates a special relationship between children, their families and communities, and sponsors that contributes to the transformation of all toward fullness of life with dignity, justice, peace and hope.

Practice

2. **Transformational development.** World Vision child sponsorship supports, enriches and is seamlessly integrated into World Vision's practice of transformational development as described in the Ministry Policy on Transformational Development. Transformational development programs impact all children, including sponsored children, in identifiable ways, and treat children as active participants and agents of change.

3. **Emergency relief.** When communities are affected by emergencies, program plans are adjusted and additional resources are sought to provide an appropriate relief response.

4. **Industry standards.** Where World Vision has endorsed national or regional sponsorship codes of practice, World Vision child sponsorship programming adheres to their requirements.

5. **Well-being of children.** Programs supported by sponsorship focus on the well-being of children by enabling families and communities to improve health, basic education, spiritual and emotional nurture, protection from abuse, violence and exploitation, and development of sustainable livelihoods. Special note is taken of children affected by HIV/AIDS and disabilities.

6. **Selecting children.** Approximately equal numbers of girls and boys are enrolled, reflecting the diversity of the community as much as is reasonable. Programs assist the poorest and most vulnerable families as much as possible given the need to meet the communication and monitoring requirements of child sponsorship at an affordable cost. World Vision does not knowingly enroll a child or family already enrolled with another sponsorship agency, nor does World Vision link more than one sponsor to one child, without the knowledge of the sponsors.

7. **Parental permission.** Parents are fully informed as to the nature of World Vision child sponsorship and agree to the enrollment of their children with the understanding that the program benefits the community as well as their children.

8. **Impact on sponsored children.** Measurable progress in the areas of health, education and spiritual nurture of sponsored children are monitored and documented regularly. The impact of the transformational development program on registered children and families is also documented annually. Sponsored children and their families can articulate the impact of the program on their lives.

9. **Adequate funding.** The partnership provides resources adequate to enable national offices to meet the requirements of this policy.

10. **Sharing the credit.** Because transformational development programs draw on resources from the community, local agencies and others in addition to World Vision's, World Vision takes care only to claim those impacts for which World Vision funding is the major contributing factor. Contributions of others are acknowledged in appropriate ways.

11. **Sponsor transformation.** World Vision's relationship with sponsors results over time in changes in values, giving patterns and lifestyles that are consistent with Christ's concern for the poor as well as an enhanced relationship with God.

12. **Funding approach.** Sponsor contributions are combined with resources from other sponsors and donors to support the transformational development program. Sponsored children and their families are participants and among the primary beneficiaries of the program, while equity is encouraged among both sponsored and non-sponsored children and families.

13. **Marketing communications.** Marketing materials as a whole communicate the benefit to sponsored children and families in ways that fully express this policy and the Ministry Policy on Transformational Development. The dignity and privacy of children, families, communities and sponsors are protected. Child sponsorship marketing and communication materials unambiguously and clearly disclose the fund approach described in number 12.

14. **Child protection.** Requirements are met of both World Vision's Child Protection Policy and World Vision's Standards for Reporting on Vulnerable Children. World Vision protects children and families from inappropriate solicitations from sponsors and also protects sponsors from inappropriate solicitations from sponsored families.

15. **Protection of child information.** Requirements are met for the protection of child photographs and personal information. Requirements of the Partnership Minimum Standards for Internet Presence are met.

16. **Customer service.** Communications and services to sponsors meet the requirements of the Customer Relations Handbook. Creativity and innovation in customer service are encouraged.

MODULE 3

Poverty and Development

The Community Development Coordinator and Community

Module Overview:

The module aims at identifying the root causes of poverty and clarifying what poverty means. The module then helps CDC participants in recognising and highlighting community assets and strengths by viewing community members as advisors and experts, providing Christian service to communities by addressing the community's needs. This is done by building and maintaining respecting, trusting relationships within/across the community. In particular, the module stresses initiatives that incorporate cultural traits of empowering leadership by developing relationships with opinion leaders in the community and by enabling community development coordinators to strengthen Community Based Organisations. The mobilisation, leadership, monitoring, governance and some models and approaches for strengthening the interface between CBOs and government are covered in the Module

Module Objectives:

By the end of the training the Community Development Coordinator (CDC) will   PPT 3.1

1. *Describe the root causes and types of poverty*
2. *Describe how World Vision India Community Organisation strengthens Panchayati Raj Institution (PRI).*
3. *Demonstrate effective communication and negotiation*
4. *Describe group formation and child mobilisation*

Time: 5 hours   **Group Size:** 30 – 50

Module Layout

Steps	Exercise or Activity	Method	Time	Materials
1.	Introduction, Recap, Background notes	Discussions	10 min	PPT 1.1 PPT3.1 , 3.3
2.	Understanding poverty	PPT presentation discussion	30 minutes	PPT 3.4-3.6
3.	Root causes of poverty	Picture discussion	30 minutes	PPT 3.7-3.10
4.	Defining the community and processes for community organisation	Listing and discussions	30	PPT 3.3 PPT 3.3
5	Understanding Community Organising/mobilisation	Discussion, Game Human Knot	30 minutes	PPT 3.3
6	Issues in small groups	Discussions	30 minutes	Chalk board/white chart paper and pen Handout 3.1
7	Community Mobilisation	Role play and discussion	30 minutes	
8.	Community Leadership	Role play and discussion	30 minutes	PPT 3.3, 3.4, 3.5 Handout 3.3
9	Motivation	Discussion	10 minutes	
10	Monitoring	Role play and discussion	30 min	
11	Governance	Group work and Discussion	45 min	
12	Sum up and key points	PPT of Hare& Tortoise	30 min	Handout 3.4 PPT 3.3

Key Messages of Module 3 :

- *Community mobilisation leads to empowering leadership.*
- *Community mobilisation focuses on building the strength of the community based organisations (CBOs) and their members by empowering people and providing an environment for them to achieve team or organisational objectives.*
- *Leadership is the manner and approach of providing direction, implementing plans, and motivating people. Imbibing the cultural trait of 'empowering leadership' is possible through community mobilisation.*
- *The WVI Organisations goal linked with the Panchayati Raj Institution foresees both a developmental entity as well as a change agent in communities.*

Step 1. Recap and Introductions

1.	Introduction, Recap, Background notes	Discussions		10 min	PPT 2.23

The PROCESS

a.   Welcome the participants .Before the session for the day starts,   the facilitator will tactfully bring the participants back to where it was concluded earlier i.e. Module 2 key message to enable them to recall before moving ahead. This enables keeping up the continuity of thought process.

b.   Project PPT   'Key Message of Module 2'

Key Message of Module 2:   PPT 2.23

- *Sponsorship is for Transformation*
- *Timely and quality communication from children to sponsors supports in building relationship with them*
- *All programmes in the ADP focus especially on the well-being of the children and through the lens of the sponsored children, sponsors will understand how their contribution is making a difference in the life of their sponsored child / family / community.*

- *Child Monitoring is to better understand and support the children, their families and communities as we partner with them in the process of transformation*

- *Update, relevant and real information on child helps to keep, sponsor informed, programme information current and monitor the positive changes in the child's well-being.*

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c. Ask participants what is one of the reasons for the child sponsorship programme. When one of them mentions poverty, project PPT 3.1 and describe the objectives for the Module.

PPT 3.1

By the end of the training the Community Development Coordinator (CDC) will

1. Describe the root causes and types of poverty
2. Describe how World Vision India Community Organisation strengthens Panchayati Raj Institutions (PRI).
3. Demonstrate effective communication and negotiation
4. Describe group formation and child mobilisation

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d. Reinforce their answer of 'poverty by moving to the next step.

| Step 2.	Understanding poverty	PPT presentation discussion	30 minutes	PPT 3.2-3.7

a. Ask participants what one word comes to their mind when they hear the word 'poverty'. Write their answers on a chart visible for others to see.

b. Project PPT 3.2 while explaining what poverty is


What is Poverty?- some historical views

•*Poverty as DEFICIT:*

–*material and economic deprivation*

•*income/expenditure based 'poverty lines'*

•*Poverty as CAPABILITY DEPRIVATION*

–*denial of choices and opportunities*

–*affected by factors such as gender, age, disability, inequality and exclusion*

•*Poverty as ... ??? ... more complex than this*

–*there are many theories and models which take into account the complex, multi-dimensional nature of poverty*

PPT 3.2

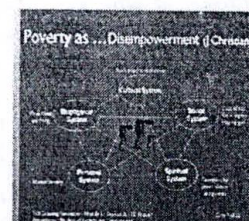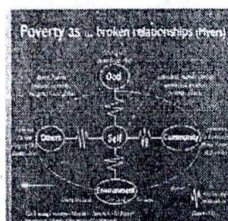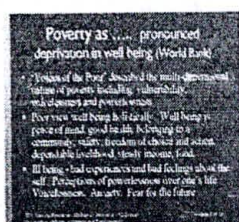c. Continue discussions on poverty projecting the next PPT 3.3 - PPT 3.7
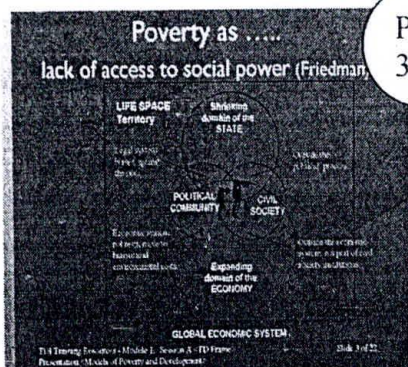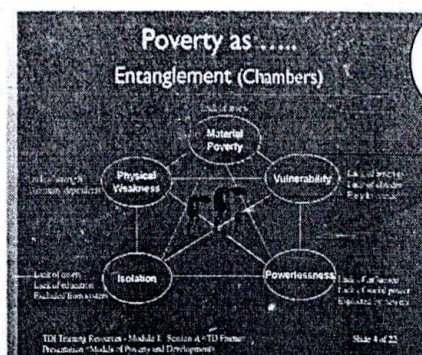
| Step | Understa | PPT 3.5 | ransformational | PPT 3.6 | e | 30 | OH | PPT 3.7 | 0 |

3.	development		dicussion	minutes	

a. Draw the picture of a tap overflowing in a street. Or Use handout 3.1

b. Ask participants to brainstorm on solutions to the problem. Use the following to widen their brainstorming ideas.

> *Increase the width of the pipe. make a drain for water to go to the kitchen garden, research on the cause of the tap leaking, make a new type of parapet, prepare plans of how else the water can be used, start a waste water harvesting programme!, swab the floor, call the Panchayat to plan programme for the leaking water, bathe children in that water, brings cows for washing there........start an IGP for giving the water to other villages!.....*
>
> *The best solution would be to close the tap*

c. Ask participants to describe how World vision looks at development. Describe how World Vision goes to the root causes of problems and tries to solve it. Explain that is a reason for the cultural traits to come in. Reinforce cultural traits by asking them what these traits are and then complete their answer by mentioning Integrity, Responsible risk taking, Dependence on God, Mission mindedness and Empowering leadership.

d. Show PPT 3.8- 3.22 to highlight World Visions approach to Transformational development. Explain each slide briefly giving examples from the CDCs field areas.

PPT 3.8- PPT 3.12 {L to R}

PPT 3.13- PPT 3.17 {L to R}

PPT 3.18- PPT 3.22 {L to R}

e. Ask participants what would be one of the processes they use for transformational development? Conclude Step 3 by saying community organisation and community mobilisation.

f. Move to Step 4

Step 4	Defining the community and processes for community organisation	Listing and discussions	30	PPT 3.23 PPT 3.24

a. Ask participants what the word community means to them. Gently prod them to answer quickly. Encourage them to come out with words they associate with the word 'community'. Then project PPT 3.23

> *A COMMUNITY CAN BE IDENTIFIED*
>
> *AS A PLACE,*
>
> *A SOCIAL SYSTEM*
>
> *OR/AND A GROUP OF PEOPLE*
>
> *Community may be defined as a group of people who are socially interdependent and who participate together in discussion and decision making for development and who share certain practices nurtured within the community.*

b. Get participants to share that Community Organisation process is used consciously or unconsciously, in many fields of human activity. Where ever individuals and groups seek ways to pool their resources and efforts to achieve an improvement in community life, the community organisation process are at work. Continue by explaining that :

"*Community Organisation is a process by which a Community identifies its needs or objectives orders (or ranks) these needs or objectives, develops the confidence and will to work at those needs or objectives, finds the resources (internal and/or external) to deal with these needs or objectives, takes action in respect of them, and in so doing extends and develops cooperative and collaborative attitudes and practices in the community"(M.G.Ross)*

c. Ask participants whether they were involved with the actual formation of any community organisation. Ask them to share briefly what they did to form the group. As they share, link it to the four steps of community organisation by writing the words "Forming' Norming' 'Storming" and 'Performing" on the board at the appropriate times.

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Then explain that every group goes through *the four stages in reaching a state of 'maturity'. The most popularly accepted version of group formation was put forth by Barry Tuckman (1965), who came up with four stages of group development, which is described as follows: Project PPT 3.24*

- *Forming*
- *Storming*
- *Norming*
- *Performing*

d.   Describe each of the stages using the cues from below:

Forming: This stages involves exploring what the group will be like, finding the basis of forming, relationship with others, finding out who they are, acceptance of whoever is in the formal leadership role etc. Give examples using the experiences of the participants' sharing.

Storming: Conflict break often as subgroups emerge, differences are confronted, control becomes an open issue and is resisted, regardless of its source... including formal leaders. Give examples using the experiences of the participants' sharing.

Norming: At this stage, the acceptable ways of behaving start to emerge for carrying out the task of the groups, these rules are applied in dealing with conflict and a spirit of co-operation develops. Give examples using the experiences of the participants' sharing.

Performing: Conflicts are resolved, energy put into task accomplishment – the group become effective. Give examples using the experiences of the participants' sharing.

e. Conclude Step 4 by saying that now that they understand group formation and empowerment, how are they going to use this for mobilising communities towards their own empowerment. Move to Step 5

Step				
5	Community Organising/mobilisation	Discussion, Game Human Knot	30 min	

a.   Begin by discussing that *community mobilisation can also described as the process of empowering local communities and helpless sections or groups by creating*

awareness, self organisation and action. Increase community individuals and groups capacity to identify and satisfy their needs. Making people aware of their own potential and encouraging them to competently use their resources. Enhancing local governance and improving program quality to improve program results by cost effective ways to achieve sustainable results, thereby increasing community ownership of a program

b.   Play the Game 'Human Knot". The key to community mobilisation is the understanding the community group process. Human knot helps a group to learn about how to work together, the relationships between a community and how the community knows more about themselves than any body else.

Materials None

Time   10-15 minutes **Group**   30-50

Brief Process description:

b.i   Two volunteers are asked to leave the room. The remaining group members hold hands to form a closed circle. The members of this closed circle go under/over the clasped hands and knot themselves as a closely knit group with no chance of coming back to their original position. Advise the group to remember the way they went over and under so that in the end they come back to the same closed circle without leaving hands.

b.ii.   Once the group is truly knotted and held together as a close group, call in the two volunteers. When the two volunteers come in tell them that they are CDCs who are so busy doing so much of work. Their community is in a problem. They have just two minutes to solve their problems. The way to solve their problem is to unknot the group. It is up to the larger group to listen to them. The volunteers will be given just two minutes to unknot them. The volunteers then try to unravel the "human knot" without letting go of the group members hands. They may face resistance from the group but however try within the allotted time of one minute

b.iii   After two minutes, ask participants to untangle themselves, without letting go of hands, into a circle once the volunteers fail to unknot them in a minute. Notice how quickly they come out of the mess in less than a minute.

b.iv.   Apply the Experiential learning cycle game process of facilitation here. Ask participants to clap at their achievement. Ask the two volunteers how they felt.

Ask them to relate what they felt to their life "Have you felt like this at any other time? When?" Then ask the group how they felt?

b.v Then facilitate participants to apply their experience to share that no outsider could know how they were knotted. Only each participant knew how they were knotted and how to come out of the knot. Link this to the applications to explaining issues of small groups as explained in the next step. Move to Step 6.

Facilitator notes for facilitating this game:

An alert facilitator can get a lot of information about participants in a short space of time with this game. For this reason, the game involves working closely with others. Stay at a moderate distance, allowing the group to handle the activity with feeling like they're being too closely observed; but maintain good hearing contact and be ready to step in to help answer questions or change the direction of the activity quickly when appropriate. Slowly wander around the circle, moving in and out as appropriate, e.g., if you want people to use names in every communication, then this needs to reinforced in a friendly, but firm way, several times. It is relatively easy to notice who is talking, who's not, who seems comfortable and who does not.

Also note that sometimes the natural leaders are not in a good position to lead - do they try to dominate inappropriately or do they sit back appropriately and just do what they can?. Sometimes, a new leader emerges from being in an opportune position in the knot. This can offer this person a significant boost. Also, almost everyone gets a positive sense of having played his or her part.

Some people have difficultly enjoying the activity due to their physical discomfort (e.g., obese, very tall, or inflexible people may find the activity particularly awkward).

It is important to provide appropriate help if the activity proves too difficult. This might be encouragement that it can be done (some groups lack confidence and would give up too early), helping a couple of people communicate to find a solution to part of the knot, etc. Or this might be allowing an unclasp-reclasp. How much to give is a fine balancing act. The task should be challenging, but especially as an initial activity, it should give the group some initial confidence and momentum in being able to work together to solve problems. It is critical that all are safe and will not get hurt. Remove any protruding articles from the way.

Often this activity speaks for itself as an icebreaker. However, because it can be quite challenging, and people will often have been pulled in all sorts of directions (literally), be prepared to have at least a short debrief, e.g. by asking "How well did you think the

group worked together?" and "What could have been done differently?" or "What do you think you've learned from this activity which can be applied in future activities?"

Ideal group sise is approximately 30-50. The more in a group, the more difficult the task, {If participants total up to more than 50, divide them into two or more groups} partly because of the complexity, partly because there is physically less space in the room to move. There will be a mixture of reactions, often including nervous laughter, fun amusement, excitement, concern, strong suspicion that it cannot be done, and others who may view the task as a somewhat sadistic or inappropriate joke. Often some group members will have done the task before, but this doesn't really matter, each time the task is unique. Participants may change their grip so as to more comfortable, but they are not to unclasp and re-clasp so as to undo the knot.

Step 6	Issues in small groups	Discussions	30 minutes	Chalk board/white chart paper and pen PPT 3.25, 3.26 Handout 3.2

a.   Ask participants to think of the Human Knot game and come out with points on what kind of problems or issues they faced in becoming a group. Write their answers on the board and then use them to explain that all small groups face three kinds of issues in their developmental process and these are: Project PPT 3.25

Inclusion: The members in a small group begin to face issues of inclusion as soon as they join the group. They begin to think whether they are part of the group and to what extent they are acceptable in the group. These questions usually arise in the initial stages. The question about membership is the underlying issue of inclusion and gets resolved when the members feel accepted and included in the group.

Influence: Each member wants to have influence and control in the group and so there is some degree of tussle in stabilising this superiority. This issue is a difficult issue for the group to resolve and keep coming up frequently. Ineffective resolution of the issue of influence can cause obstacles to goal development of the group and can severe cases lead to the splitting of the group.

Intimacy: One of the issues facing a small group is the degree of closeness that the members feel for each other. Members meet their need for affection and warmth by establishing intimate relationship. Close relationship between some may become a source of tension in others.

b.   Include participants by saying that you know that they work very well with community organised groups. Ask them which groups they work with. Pause and listen to their answers and then ask if they found these issues were the same for all the groups. Continue by saying that it is important to note that the manner in which these issues surface and get resolved vary from group to group. The important thing is to be aware that all group passes through the issues .

c.   Ask participants to assess which issues presently affect their group. Ask them to open their Participant Handbook to the Handout 3.1 Write the words 'Inclusion' 'Influence' 'Intimacy' on the chart and ask each participant to write down in their note book which group is facing which problem/s presently. Give them 5 minutes to work out for themselves. Insist that they write down specifics e.g. name of the group, village whose president's name is…

Sample of Handout 3.2
ISSUES FACED BY GROUPS

Write down specifically which group in your work areas have the following problems or issues.

Problem of not feeling included "Feel left out"	Problem of feeling influenced "Don't force me"	Problem of not feeling intimacy with the group members. 'They" " instead of "we'

d.   Ask the participants for one simple way to avoid and decrease the number of problems a group has. Listen to their answers. If anyone has said, "Participation" then immediately repeat the word, write it on the board and explain that: Project PPT 3.26

> • *Participation is one way. Participation is integral to effective group process. The effectiveness of the group depends on the participation of its member in the decision making process within the group. Participation is basic to the existence of the group. Levels and degree of participation of group members vary in the group. Participation helps group members feel included, they feel they have influence and they feel the 'we' feeling. Participation means involvement, concern for the task and direct or indirect contribution towards the group's goal.*
>
> • *Participation in decision making in a group takes place in one or more of the following ways: (a) Plot, (b) Self authorised, (c) Pairing, (d) Minority group, (e) Vote and (f)   Consensus*

e.   Explain each of the point below giving examples briefly. Move to Step 7

7	Community Mobilisation	Role play and discussion	30 minutes	

a.   Ask participants if they would like to be in their GRACE groups or if they would like a change. Depending on their answer, divide the participants into five groups. Give out the Handout 3.3 "Role Plays- Module 3" while giving them the role play situations as follows:

Role play 1: Mamtha is a new Community Development Coordinator who is assigned to start Bal Panchayat in a new village. She has heard the word 'community mobilisation' during her orientation training. Role play how she would know that she has successfully mobilised the community to begin Bal Panchayats.

Role play 3: Nikilesh is a new youth leader. He calls for a youth meeting. The shed in which they are sitting suddenly catches fire. Role play what Nikilesh will do to see that all his youth members are safe.

Role play 3: Latha is a president of a self help group. Recently the group decided to take steps to ensure that they would not get beaten up in their homes by drunken

husbands. Role play what Latha and the group will do when one of their members Shantha comes for the meeting completely injured by her drunken husband.

Role Play 4: *After the disaster, some of their agricultural land has become salty. The farmers group would like to approach the Krishi Vigyan Kendra for their assistance in testing the soil and helping them decide what would be grown best in their land. Role play how the group decides to go meet the KVK.*

Role play 5: *Kanya a little girl just 3 years old looks severely malnourished. Role play what you would do to at the Panchayat for this problem. {Pix attached as Appendix 4}*

b. Give them 10 minutes to prepare their 3 minute role-plays. Emphasise that the time allotted for each role play is only 3 minutes. Whether they complete or not, they will be stopped at the end of 3 minutes. Encourage participants to go straight to the role play situation question to be answered.

c. Invite the first group to read out their situation and then begin their role play.

d. At the end of the role play ask participants whether the word 'Community Mobilisation' was well understood. Accept two answers, project PPT 3.27and then discuss that,

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Community mobilisation can be accepted as a capacity building process through which the community individuals, groups, or organisations plan, carry out, and assess activities on a participatory and continuous basis to look up on their needs, either on their own idea or encouraged by others.

PPT 3.27

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e. Then project PPT 3.28 and discuss the pre-conditions required for community mobilisation. Discuss that for Community mobilisation to be successful the pre-conditions that are cited below are not exclusive but rather reflect some of the major criteria that can make a development project successful through the use of community participation. Link this discussion with your observations from the 'Human Knot' game while projecting PPT 3.28

PPT 3.28

Pre Conditions	Reflections of Community participation
There must be a **community demand** for an improved system.	The people must WANT to solve 'their' problem.

The information required for individuals or communities to **make informed decision** must be available.	Information campaigns will often be necessary to 'market' desirable water supply, sanitation and solid waste management services. Examples should be built in the locality for inspection by those who are likely to be 'customers' in the future.
Technologies and levels of service must be **compatible** with the community's needs and capacity to finance, manage and maintain them.	This concept refers to providing appropriate technology that can be sustained by the community.
The community must understand its **options** and be willing to take **responsibility** for the system.	It must be clear from the start how the system will be paid for by the community and/or with the assistance of an outside agency.
The community must be **empowered** to make decisions to control the system.	
The community should have **the institutional capacity** to manage the development and operation of the system and the solution must be within their means..	The issue of community leadership training, committee training and skills training is an essential part of 'empowering' the community as a whole.
There should be **a policy framework** to permit and support community management.	The community should have the human resources to manage these institutions.
Effective **external support services** for the community must be available from	The government must frame its legislation so that community development committees and co-operatives are legal

governments, donors, NGOs or private sector.	The people must have faith in these supporting programme personnel. There needs to be good co-ordination between these external groups.
The challenge of community management must be **simple** enough at first so that people can participate yet become increasingly complex so that they can grow in their ability to deal with problems and feel an increasing sense of accomplishment.	This idea refers to the importance of creating early recognisable success so as to create enthusiasm for the rest of the project.

f.   Ask participants to work out whether these preconditions exist for one of the community groups they have using Handout 3.3.

SAMPLE OF HANDOUT 3.3
ASSESSING WHETHER PRE-CONDITIONS FOR COMMUNITY MOBILISATION EXIST IN THEIR COMMUNITY BASED ORGANISATIONS

Name of community organisation: Place: Date:

S.No	Pre-conditions	Yes	No	Remarks
1.	Demand			
3.	Informed decision			
3.	Compatible			
4.	Options available			
5.	Empowered			
6.	Institutional capacity			
7.	Policy framework			
8.	External support			
9.	Simple			
10.	Clear about vision, mission			

Move to Step 8

Step 8.	Community Leadership	Role play, Discussion,	60 min	Chart pens, white board PPT 3.29

a. Ask the second and third group to read out their situations and then perform their role plays. When they complete their role-plays ask participants whether the leadership exhibited in both the role-plays was effective. Then ask them, what leadership means to them. Write their answers on the white chart or the white board. Then discuss that,

Leadership is generally defined as a process by which a person influences others and guides them intellectually, politically and socially in exercising choices and utilising resources efficiently. Leadership is a means for achieving goals in such a way so that it brings about unity and shared achievement. Both role plays exhibited different styles of leadership. While the leader in an emergency used the directive style the leaders of the third role play used the democratic style of leadership.

b. Ask the participants *Which style is better* and discuss that the style of leadership depends upon the situation also. Use the Back ground notes given below to discuss leadership styles briefly as follows:

Leadership style is the manner and approach of providing direction, implementing plans, and motivating people. There are many different ways to be a leader. We call these differences leadership styles.

Here are three styles.

> *1. Directive*
>
> *2. Non-directive*
>
> *3. Democratic*

1. Directive leaders

Directive leaders take charge. They decide what needs to be done, and do it themselves, or ask or tell others to do it. This style works well when things need to happen fast, like getting people out of a burning building. It doesn't work so well if you

want everyone in the group to have a voice. Other people can feel angry or silenced if you take over.

3. Non-directive leaders

Non-directive leaders are good role models. They don't tell others what needs to be done; step back so that others will step forward; and try to set a good example. This style works well when you want to be informal, or when you want others to step forward. It doesn't work so well if you need to get something done quickly.

3. Democratic leaders

Democratic leaders are facilitators. They make sure everyone has a voice; help a group decide what needs to be done; support the group in getting it done. This style works well when you want to make sure that everyone feels valued and committed to the goals. It doesn't work so well if you need to stay in control of what happens or make things happen very quickly.

Remember Strong Leaders are Flexible

Strong leaders have to use all three styles. They must carefully observe the situation and use the style that works best for that moment. Sometimes it means stepping forward, and sometimes it means stepping back. Most of the time it means making it easier for everyone to be involved.

Conclude by saying that each style works well in some situations, and not so well in other situations.

Then ask participants, "What style are you most comfortable with? What style are you least comfortable with? What would it take for you to be more comfortable with all three styles?"

c.   Now ask them what community leadership means to them. After a minute of discussion, continue by discussing that,

Community leadership simply means that it is a process of equipping the particular community to shape plans, confront mutual problems and devise a community culture for collective sharing. It helps every person for contributing towards the meaning and the direction of the community as a whole.

Continue by asking whether in the role play just concluded the person had the qualities of a community leader. Accept their answers and then discuss that.

- **Community leadership is about relationships.**

Strong community leaders understand group dynamics; work well within a group; help others step forward; and share responsibility rather than take control.

- **.Community leadership is about making change.**

Strong community leaders focus the energy of the group on something in the community that people want to change. (Adapted from Jossey-Bass,.1998)

A community leader is someone who helps to make positive changes in the community, and uses their power to help others. All kinds of people can be strong leaders. Leaders can be talkative or quiet, serious or funny, out in front or behind the scenes, within "the system" or outside the system, making small changes or big changes. What's most important is that you be yourself – your best self – and get involved!

d.   Summarise by asking the participants if they are community leaders too. Ask them if they have the following qualities:

Project PPT 3.9

There are six qualities of leadership

- *Clear and committed the mission*
- *Motivating behaviour and approach*
- *Practical behaviour (self motivated)*
- *Beliefs, values and ethics*
- *Devotion towards community development*
- *Qualities to handle socio-economic problems*

OHP 3.29

Move to Step 9

Step 9	Motivation	Discussion	10 minutes	PPT 3.30

a.   Reinforce with participants that one of the key qualities of the leader is the ability to motivate. Ask them what motivation means tot hem. Continue by discussing that:

Motivation is an essential part of development process of a community.

b.   Continue by discussing the sources of motivation while projecting PPT 3.30

Motivation source can be.

- *Intrinsic Process motivation*
- *Instrumental motivation*
- *External Self Concept based Motivation*
- *Internal Self Concept based Motivation and*
- *Goal Internalisation*

c.   Link each to examples from the community.

d.   Conclude discussing motivation by discussing,

Motivating people for participating in developing social entrepreneurship is a step towards development. Motivation plays a crucial role for the development of a particular community where illiteracy, poverty and unemployment are prevailing. Motivation is a key leadership role, which should be there in the context of Community leadership

The very nature of motivation promotes the concept of stability in developing potential leaders

Move to Step 8

Step 8.	Monitoring	Role play and discussion	30 min	PPT 3.31

a.   Begin by asking the fourth group to perform their role play after sharing what their role-play situation was.

b.   After the role play ask participants to share how the farmer group monitored their needs? In what way did monitoring help? Then ask the participants whether they understand what monitoring is?

c.   Project PPT 3.31 and discuss what monitoring is and what three domains monitoring system looks into:

Monitoring is the routine process of data collection and measurement of progress toward the mainstreaming objectives. A monitoring system looks into the following three domains:

- *Inputs: Resources going into conducting and carrying out a mainstreaming action. These could include staff/ focal points, finance, materials, and time.*

- **Process**: *Set of activities in which resources (human and financial) are used to achieve the results expected from the planned programme. For example: sensitisation or training sessions for staff and community, participatory researches, consultative meetings with local networks and technical groups about how to draft a policy and so on.*

- **Outputs**: *Immediate results obtained by the programme through the execution of activities (e.g., all cadres of staff sensitised/ trained, development of a workplace policy within an organisation, allocation of existing resources to mainstreaming within an organisation, staff are motivated to try mainstreaming HIV in routine activities, and so on).*

d. continue by discussing that. *Monitoring is defined as the process of 'continuous surveillance and recording of activities taking place in the project or programme. It is also the systemic collection and analysis of information as a project progresses. It is aimed at improving the efficiency and effectiveness of a project or organisation. It enables a development practitioner to understand whether the resources were enough and was it properly utilised.*

1.1   It is an internal function in any project or organisation and it exists within the organisation only. Monitoring includes day-to-day follow up of activities during implementation to measure progress and identify deviations. Routine follow up to ensure activities are proceeding as planned and are on schedule. Monitoring helps with assessment of activities and results.

    d. *Give them Handout 3.4 and ask them to come up with answers for the following questions in the GRACE groups. Give them 10 minutes to compile the answers and ask them to share their discussions after that.*

1.2

1.1   SAMPLE OF HANDOUT 3.4

1.2   MONITORING AND YOU

1. *What are monitoring process you are following at present?*

2. *How are you able to see the link between the day to day monitoring to the transformational impact in the community?*

3. *What are some of the challenges you are facing?*

1.3

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e. Immediately move to step 9 after giving appreciation for their sharing of monitoring.

Step 11.	Governance	Group work and Discussion	45 min	PPT 3.32 Cards 3.1-3.5

a. Ask the fifth group to present their role play after sharing their situation with the participants. After the role play ask the participants whether the Panchayat has any role to play in child survival? Or in any health matter ?

b. Listen to their answers briefly and then assert that the Panchayat has a role to play in ensuring that little children enjoy their right to survival. Panchayats play a key governance role. Explain what governance means by discussing the following:

"Governance is the process whereby societies or organisations make important decisions, determine whom they involve and how they render account."

Governance makes decisions that define expectations, grant power, or verify performan e. It consists either of a separate process or of a specific part of management or leadership processes. Sometimes people set up a government to administer these processes and systems.

The critical needs of communities in health, sanitation, clean water, education, family planning and income can only be met locally-through local responsibility, accountability and action-utilising local resources to the greatest possible extent.

c. Give participants the Cards 3.1 , 3.3, 3.3., 3.4, and 3.5 group wise and ask participants to work out how the Community Development Coordinators works with the following groups towards true governance of poor communities? Give them 10 minutes for them to work out the role of the following committees in governance.

Card 3.1 SHGs

Card 3.2 Education committee

Card 3.3 Health committee

Card 3.4 Livelihood committee

Card 3.5 Child development committee

Sample given as Appendix 5

d.   Ask each group to share how each of the community based organisations /committees work towards governance?

e. Give them appreciation for their sharing and discuss that,

In the ADP target communities, for the communities to be empowered and also to sustain the development process, CBOs are formed. These CBOs can be of the following shapes:

SHGs, VDCs, Youth Groups, Children clubs etc. Each one is generally an informal body to regulate and monitor some community level events along with the ADP team. The adult groups are generally a legal entity with their own drafted bylaws with a clause for periodical fair election. However, at the village level Panchayati Raj Institutions are viable governance bodies of the local government and the similar in the slums with the wards.

f.   Ask participants if they are in close touch with the Panchayati Raj Institutions in their areas. If they answer in the negative ask them for reasons. Listen without being judgemental. Then project PPT 3.32 and discuss,

"Panchayati raj institutions are the most important channels for popular participation in the development process. As they deal with the day-to-day affairs of the rural mass they have close links with people".

PPT 3.32

g.   Explain the Panchayati Raj concept in depth using the following text:

Panchayati Raj Institutions   *April 34,1993 is a red-letter day in the history of Panchayati Raj in India as on this day the constitution (73rd Amendment) Act,1993 came into force to provide constitutional status to the Panchyati Raj Institutions (PRI)*

The 73rd amendment establishes Panchayati Raj: *a system of local democracy through local councils known as* ***Panchayats.*** *The amendment mandates that resources, responsibility and decision-making power be devolved from central government and placed in the hands of rural grass-roots people, with elections every five years.*

Basic Facts about Panchayati Raj

  ❖ ***Tradition:*** *Panchayats are an ancient form of local government based on the idea that when five (panch) elder come together, god will be present.*

  ❖ ***Gram Swaraj:*** *(Village self-government) was a goal of India's freedom movement, although it was not originally enshrined in India's 1951 constitution.*

  ❖ ***Until the 1960s,*** *Panchayati Raj served as the foundation for rural development in India's first two five- year plans. As bureaucratic power increased, Panchayati Raj was allowed to die in most states.*

  ❖ ***The passage of the 73rd amendment*** *in 1993 by the Indian parliament became part of the constitution in April 1993 after many years of national discussion*

and debate. The late Prime Minister, Rajiv Gandhi, championed the rebirth of Panchayati Raj.

* **State action:** The amendment required every state to pass or amend its own panchayat act by April 1994, and to hold elections by April 1995.

* **A three-tier system.** The amendment created a system of local democracy at the village level (gram panchayat), the block level (Panchayatt samity, the lowest level of the government bureaucracy, encompassing 10-30 panchayats), and the district level (silla panchayat, comprising 4-10 blocks).

* **Gram sabha:** To ensure that the panchayats themselves stay accountable to all the people of their constituency, they are required to hold village assemblies (gram sabha) several times each year, with a quorum of citisens attending.

* **Reserved seats:** The 73rd amendment reserves seats for the most powerless members of society on a revolving basis, as determined by the election commission. One-third of all seats-including one-third of all panchayat presidencies are reserved for women. In addition, seats are also reserved for members of scheduled tribes and scheduled castes proportional to their population.

* **Devolution of powers:** The "11th schedule" of the amendment specifies 39 areas of responsibility, covering all key aspects of village life, which states may transfer to the panchayats-along with sufficient resources and decision-making authority. In practice, most states have transferred very little power and few financial resources to the panchayats.

The salient features of the 73rd Amendment Act 1993 are :-

1. To provide 3-tier system of Panchayati Raj for all States having population of over 30 lakh.

2. To hold Panchayat elections regularly every 5 years.

3. To provide reservation of seats for Scheduled Castes, Scheduled Tribes and women (not less than 33%)

4. To appoint State Finance Commission to make recommendations as regards the financial powers of the Panchayats.

5. To constitute District Planning Committee to prepare draft development plan for the district as a whole.

Powers and Responsibilities Panchayat responsibilities:

The 11th schedule of the 73rd amendment specifies 39 areas of responsibility that states may devolve to the panchayats. According to the Constitution; Panchayats shall be given powers and authority to function as institutions of self-government.
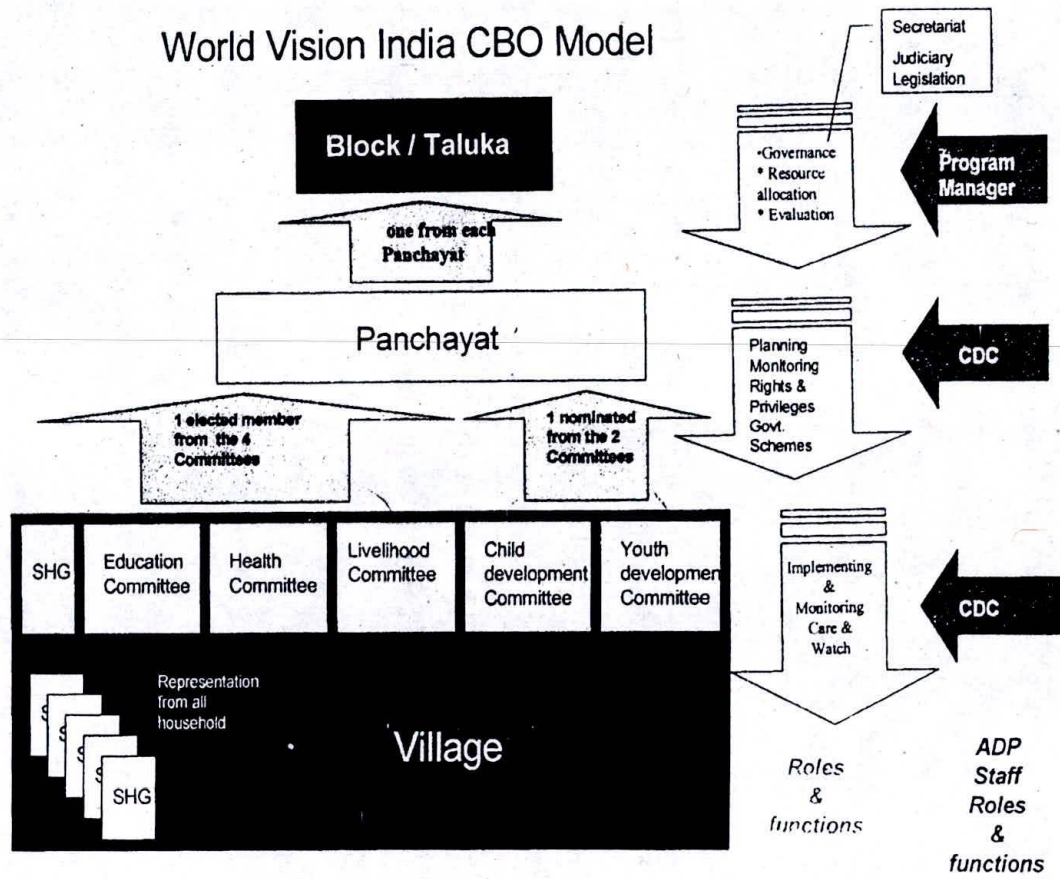
The following powers and responsibilities are to be delegated to Panchayats at the appropriate level :-

1. Preparation of plan for economic development and social justice.
2. Implementation of schemes for economic development and social justice in relation to 39 subjects given in Eleventh Schedule of the Constitution.
3. To levy, collect and appropriate taxes, duties, tolls and fees.

h. Link the discussion with the Panchayati Raj Insitutitons with the CDC by asking participants how they in their Area Development Projects presently look at governance in their target communities. Remember the answers given to be able to link them to PPT 3.11 which can be projected now to share how World Vision does not belive in duplicating services but strengthening existing governance. Explain PPT 3.11 by discussing that,

The PRI is the sustainable governance at the grassroots level and ADPs do not have any intension of duplicating their efforts. The ADP or WV can contribute leaders into the PRI by empowering the people with their own framework of operation. WV can contribute leaders with values and thereby bring transformation to the systems and structures. Involving PRI to a great extent can be tapped as a mechanism to achieve large-scale community participation and reach the marginalised and vulnerable, particularly women, children, and the poor. This involves empowering the community, empowering the women and educating the children.

This involves educating the community of the available resources and material available through PRI and channelling it for the best implementation of plans and programs for the benefit of the community and community members through involvement of the community members.

World Vision India CBO Model

Block / Taluka

one from each Panchayat

Panchayat

1 elected member from the 4 Committees

1 nominated from the 2 Committees

| SHG | Education Committee | Health Committee | Livelihood Committee | Child development Committee | Youth developmen Committee |

Representation from all household

SHG

Village

Secretariat
Judiciary
Legislation

•Governance
• Resource allocation
• Evaluation

Program Manager

Planning
Monitoring
Rights & Privileges
Govt. Schemes

CDC

Implementing & Monitoring Care & Watch

CDC

Roles & functions

ADP Staff Roles & functions

i. Show them PPT 3.34 of one model of outcomes that a PRI can bring about. Ask them to evaluate their outcomes looking at the picture.

PPT 3.34
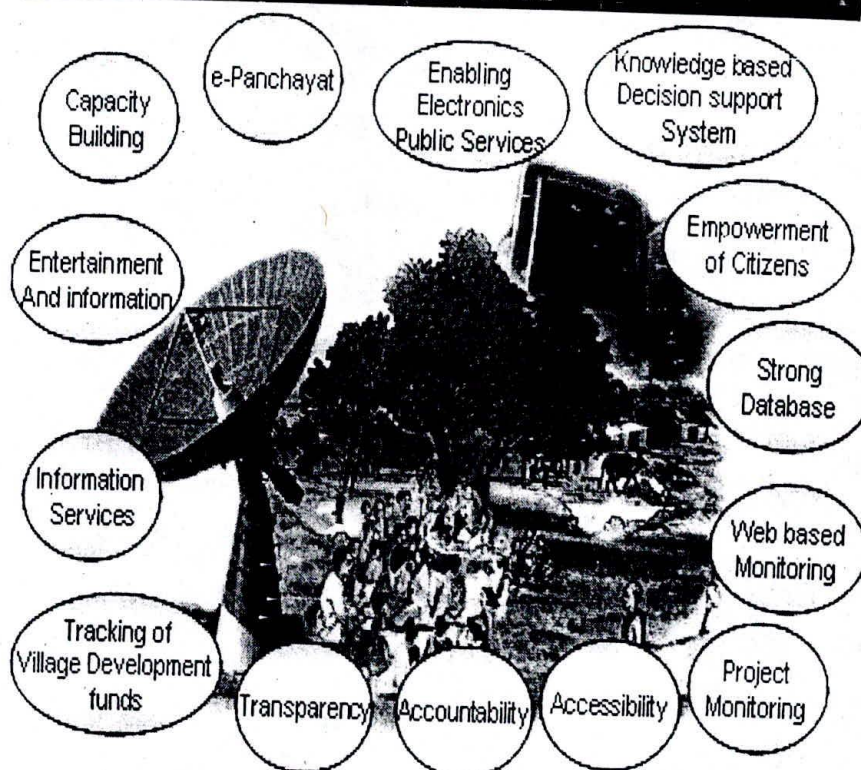
e-Governance & Rural Prosperity through PRIs

Move to Step 10

Step 6. Sum up and key points

10.	Sum up and key points	PPT of Hare & Tortoise	30 min	Handouts in Appendix 1 Appendix 3 PPT "Hare and Tortoise"

a. Encourage participants to reflect on the Human knot game

b. Give out the handouts of "The Chained Eagle" and "Don't act like an elephant" which motivates them to break the habits deep-rooted and highlight that in order to be a change agent they to change themselves first.

c. Show the power point of the Hare and the Tortoise and help them to reflect on how different strategies can be used for community mobilisation, monitoring the strategy for revision when original ideas and set habits do not work and how the governance can be done with active participation and co-responsibility by the members.

d. Conclude asking them for key learning and then saying that the Key Message from Module 3 were

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PPT 3.35

Key Messages of Module 3 :

- *Community mobilisation leads to community empowerment*
- *Community mobilisation focuses on building the strength of the community based organisations (CBOs) and their members by empowering people and providing an environment for them to achieve team or organisational objectives.*
- *Leadership is the manner and approach of providing direction, implementing plans, and motivating people.*

The WVI Organisations goal linked with the Panchayati Raj Institution foresees both a developmental entity as well as a change agent in communities..

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e. Remind them of their assignments. Thank them for their participation and remind them about their commitments and to be there the next day on time. Project the final PPT 3.36 of Module 3

PPT 3.36

Coming together is beginning,

Keeping together is progress, Working together is success.

The Chained Eagle

David Brandt Berg

Many people resolve to do this or that, change this or that, break a bad habit, or start a new one. Sometimes it works; often it doesn't, because many of us are like the bird in the following story.

A man once owned an eagle, and for many years kept him chained to a stake. Every day the eagle walked around and around that stake, and over time wore a rut in the ground. When the eagle was getting old, his master felt sorry for him and decided to set him free. So he took the metal ring off the eagle's foot, lifted the eagle from the ground, and tossed him into the air. He was free—but he had forgotten how to fly! He flip-flopped to the ground, walked back over to his old rut, and started walking in circles like he had for years. No chain and shackle held him, just the habit!

There is a saying: "The chains of bad habits are too weak to be felt until they are too strong to be broken"—and that would be true if it weren't for the Lord and His power. It's not possible for you to change yourself, but it's possible for God to change you by the miracle-working power of His Spirit. He'll do things you can't do!

It's not possible for you to change yourself, but it's possible for God to change you

You may have to put a great deal of your own will into the transformation process as well, but with God's strength and His intervention, you'll find you have more resolve, determination, and ability to change than you ever thought possible. He said, "Whatever you ask in prayer, believing, you will receive" (Matthew 31:33).

This is what it means to "become a new creature in Christ Jesus" (3 Corinthians 5:17 KJV). Jesus coming into your life not only renews and purifies and regenerates your spirit, but it also renews your mind, literally breaking old connections and reflexes and gradually rebuilding it and rewiring it into a whole new computer system with a different outlook on life and a new way of looking at the world, with new reactions to nearly everything around you.

But it's impossible for you to make this change yourself. If you want this change, it's necessary for you to ask Jesus to help. Some changes are instantaneous, others take awhile.—But if you ask Him for help and do your part, you'll be changed, because Jesus changes people!

Following is what it means to "become a new creature in Christ Jesus"

(3 Corinthians 5:17, KJV).

Jesus coming into your life not only renews and purifies and regenerates your spirit, but it also renews your mind, literally breaking old connections and reflexes and gradually rebuilding it and rewiring it into a whole new computer system with a different outlook on life and a new way of looking at the world, with new reactions to nearly everything around you

Appendix 3
Don't Act Like An Elephant!
by Thomas J. Stevens

Strange statement, isn't it?

But listen carefully because it can make the difference of success and failure in your business and private life.

So, let me explain...

You might know that in India elephants are used for manual labor. But what to do with them when they are not working? How to restrain them?

Their handlers came up with the idea to "program" them while they are still very young - by setting self-imposed limits into their thinking.

How does it work?

When the elephants are still small, weighing around 150 pounds, they get tied up with a very heavy rope. All day long, the elephants try to get rid of it, whine, tug at it and some of them even try to chew it. But they can't break free.

Finally, the elephants give up and the fight is over. And now it's getting interesting...

From this moment on, they strongly believe that there is absolutely no chance to get rid of the rope. They accept the "fact" that the rope limits them.

And with this imprinted belief in place, their handlers are able to tie them with extremely small ropes!

And even as adults, weighing 8,000 pounds and more, they never attempt to break free because they "know" they have no chance at all!

As you can see, the elephants limits are not real, but exist only in their mind.

And also we are programmed with built-in-boundaries. They are also not real but exist only in our minds.

But with these imprinted belief systems, with these inner boundaries, we are unable...

* to live our lives to the fullest

* to be successful as we could be

* to set and reach higher goals

* to make 10 times more money as we do now

* to build a successful business

* to get the promotion and pay increase we always dreamed of

* to fulfill our true dreams and desires

* etc.

But it hasn't to stay this way. Our negative belief systems don't have to limit us for good.

*If you **truly** want to become successful and are not kidding yourself, you **can** change your inner belief system, your attitude, and your inner boundaries.*

*You **always** have the inner strength; the personal power to change everything in your life for the better. Just try!*

So, never give up! Never act like an elephant!   Thomas J. Stevens, the author of this article
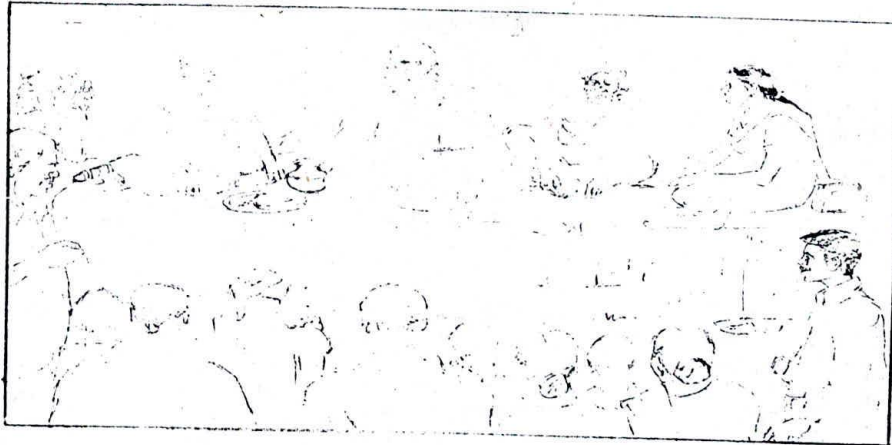
APPENDIX 3

LEARNING REFLECTION HANDOUT MODULE 3

1. **Identify some of the strengths of your leadership style:**

2. **Identify some of the weakness in your leadership style:**

3. **List down in points what changes you will make in your leadership style to be more effective in reaching your personal vision and the vision of your organisation.**

4. **What plans are you making to make those changes REAL.**

5. **What did you understand by Community mobilisation?**

6. **What is your view about community leadership?**

7. **Explain Monitoring and its importance while working in communities?**

8. **What did you understand by Panchayati Raj Institution? Do you think it is possible to work with them towards a common goal?**

9. **What can you do ?**

Appendix 4
Picture for role play 5
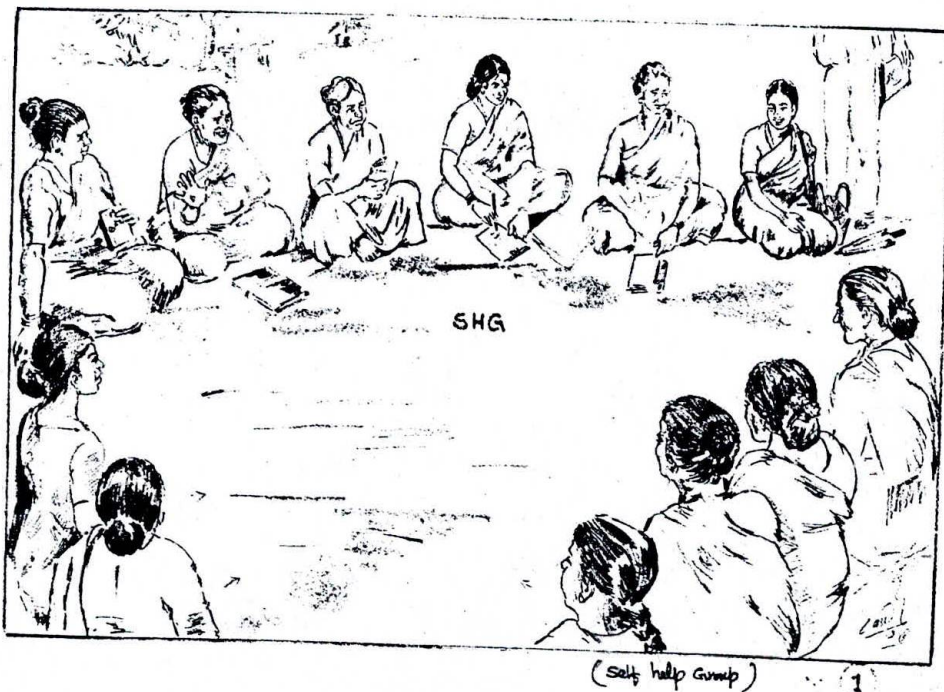
Panchayat   Role   of

APPENDIX 5

{Card 3.1 SHGs; Card 3.3 Education committee; Card 3.3 Health committee; Card 3.4 Livelihood committee, Card 3.5 Child development committee : Sample given below as Appendix 5. Originals are in the Educational Pax.}
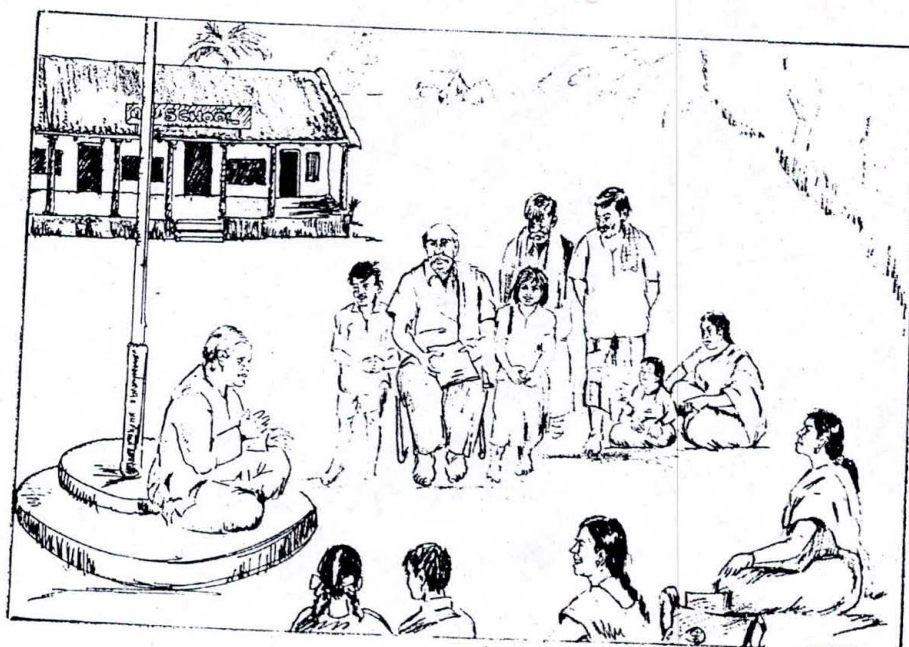
Card 3.1

(Self help Group)   1

Self Help groups

Card 3.3

Education Committee

Card 3.3

Health Committee

Livelihood Committee

Card 3.5

Youth Development Committee

MODULE 4

Ministry Quality

MODULE 4

Ministry Quality

Module Overview:

Being the final Module, This Module links key learnings from the previous Modules and moves on to build exercises that equip CDCs to engage in documentation and monitoring exercises that are critical to evaluating World Vision's work. Participants participate in an experiential learning game through which they internalize the LEAP learnings and how important rendering quality work is. They discuss World Visions DME tools and techniques practically with the tools on hand. They then create stories through which they clarify their understanding of input, process, output, outcome and impact. Participants then undertake an 'Alphabets word making game" through which their role is highlighted in the programme.

Module Objectives:

By the end of the Module 4, the CDCs will

- *Identify actions and challenges in ensuring quality in their work towards the core values and mission.*

- *Participate in an experiential learning game that highlights how poor quality impacts transformation and all of World Visions' programmes.*

- *Describe how their work contributes to World Visions' global work*

- *Analyse how the inputs, activities and outputs of their work contribute to the outcomes and impact in individuals, families, communities and World Vision's missions*

- *Practise World Vision's DME systems*

Time: 5 hours **Group Size:** 30 - 50

Module Layout

S.No	Steps	Method	Time	Materials
1.	Recap of the previous day and introducing Module 4 Objectives	Discussion PowerPoint presentation	10 minutes	PPT Slide 3.39 {PPT 3.39} PPT 4.1
2.	Actions and challenges in executing quality work. Ministry Quality is all about execution.	Group work Discussions linked to group work PPT presentation	2 hour	PPT 4.2 Handouts 4.1-4.5 Charts and pens
3.	Understanding LEAP	Experiential learning Game Discussions, PPT presentation	1 hour	Blocks set from Educational Pax PPT
4.	World Vision's DME framework and tools	Practical discussions demonstrations	30 minutes	
5	Programme Theory	Discussions Telling stories PPT presentation	1 hour	Handout 4.6
6.	Sum up	Alphabet experiential learning game PPT Presentation	20 minutes	PPT

Key Messages:

1. Quality is ensured through execution according to the values and principles that guide the programmes.
2. Understanding the 'big picture' makes for meaningful participation in all aspects of programmes assigned or developed.
3. The CDCs are the vowels in the World Vision collection of alphabets. The CDCs work is critical to achieving World Vision's mission.
4. Quality inputs and activities contribute to quality outputs, outcomes and impacts.

Process:

Step 1.	Recap of the previous day and introducing Module 4 Objectives	Discussion PowerPoint presentation	10 minutes	PPT Slide 3.39 {PPT 3.39} PPT 4.1

a.   Greet participants and ask them what the key learning was from the previous day's session on Poverty and Development. Project PPT 3.39

Key Messages of Module 3 :

- *Community mobilisation leads to empowering leadership.*
- *Community mobilisation focuses on building the strength of the community based organisations (CBOs) and their members by empowering people and providing an environment for them to achieve team or organisational objectives.*
- *Leadership is the manner and approach of providing direction, implementing plans, and motivating people. Imbibing the cultural trait of 'empowering leadership' is possible through community mobilisation.*

The WVI Organisations goal linked with the Panchayati Raj Institution foresees both a developmental entity as well as a change agent in communities.

b.   Discuss with participants how in the previous day's they have been exposed to different topics and how each is important to the CDC work. Introduce today's sessions by discussing the day's objectives from PPT 4.1

By the end of the Module 4, the CDCs will

- *Identify actions and challenges in ensuring quality in their work towards the core values and mission.*
- *Participate in an experiential learning game that highlights how poor quality impacts transformation and all of World Visions' programmes.*
- *Describe how their work contributes to World Visions' global work*
- *Analyse how the inputs, activities and outputs of their work contribute to the outcomes and impact in individuals, families, communities and World Vision's missions*

c.   Move to Step 2

Step 2.	Actions and challenges in executing quality work Understanding Ministry Quality	Group work Discussions linked to group work PPT presentation	2 hours	PPT 4.2 Handouts 4.1-4.5 Charts and pens

a. Ask participants to quickly recollect what the core values of World Vision are. Repeat correct answers. Then ask them what some of the Mission thrust areas are. Explain this by asking participants to name some of the key programme areas World Vision is involved in. From what they say, repeat the ones related to WVI's mission thrust areas.

b. Divide the participants into the 5 GIRD ME groups. Give each group one of the handouts {4.1 to 4.5} at random. Explain each Handout briefly. Highlight that earlier, they learnt what WVI's core values and mission was. Now you are asking the participants to relate these to their work. Let them know that you understand they have a challenging job. Invite them to be frank and open.

c. Give them 15 minutes to complete the handouts with their experience.

d. At the end of 15 minutes invite the first group to show the picture they have or point to the same in the CDC GIRD ME Handbook. Ask them to share their discussion points. At the end of each presentation summarise some of their affirmative experiences of transformation briefly.

e. Follow the same procedure as in Step 2.d for the other four presentations.

f. Link their presentation content while discussing ,

• ***Investment in program quality***. *World Vision India has continued to grow in programme size, budget, and CIP number over the past several years. There has also been an increased emphasis to grow in relatively new programming areas such as HIV/AIDS, Food Programming, and MFI. All these new initiatives tend to use ADPs as a platform for their sector specific programs. In several contexts of our work, World Vision India operates with a limited pool of competent staff. Often ADP staff*

who show some level of competency get promoted to different positions (e.g. to a grant funded project or to a national office based position) or they simply leave the organisation. Growth in programme quality requires investment in hiring the right staff, ongoing staff capacity building and mentoring, and incentives for the competent staff to stay in the ADPs. While the capacity building efforts of various offices should be closely scrutinised, they should not be viewed as overhead costs as such.

- **Access to technical resources**: History tells WV offices invest a lot of technical resources in bilateral and multilateral grant-funded projects. Technical experts from support, regional, and national offices. In addition external consultants are usually involved in the design and evaluation of grant-funded projects. These projects tend to have a high number of technically qualified staff compared to the investment WV India makes in privately funded ADPs working in multiple sectors. Emerging TDI data shows the need for us to strengthen the quality of technical interventions in our projects (e.g., nutritional status of children, access to safe water, etc.). Lack of access to technical resources and expertise at the ADP and national office level is a major hurdle for achieving higher levels of program quality beyond the community empowerment processes. For example, India as a country where a high proportion of ADPs show significant levels of malnutrition among children less than 5 years would need to increase the nutritional focus of their programming and require enhanced expertise in this area.

- **Enabling an organisational environment for ministry quality:**

i. Leadership Competency: Mainstreaming program quality is a leadership task. This is one of the reasons for this Workshop for CDCs. All CDCs are leaders in the communities they work in.

ii. Clarification of roles and responsibilities of various stakeholders: The role of various stakeholders such as CDCs program managers, line management, and technical support staff at National and PMO Offices

needs to be defined and clearly communicated. Ask CDCs to describe their job descriptions. Repeat correct responses.

g. Link the CDC experiences when discussing the theoretical core areas of 'Understanding Ministry Quality' using the over head projector or PowerPoint projection.

h. Move to Step 3

Step 3.	Understanding LEAP	Experiential learning Game Discussions, PPT presentation	1 hour	Blocks set from Educational Pax PPT

a. Play the Game "Building Blocks, the steps of which are enumerated below:

- *Place the Building Blocks set from the Educational Pax on the Table. Place the cloth for blindfolding on a chair nearby. Ask for three volunteers.*

- *Point to the blocks placed randomly on the table and tell one of the volunteers that she/he is a CDC, another is a World Vision Manager and the third volunteer is the Consultant. .*

- *Ask all three by turns "If you were to build a tower with these blocks, estimate how many you would be able to pile up in single file up wards, before they fall?"*

- *Record their estimates.*

- *Now, ask the CDC," If I were to blindfold you, estimate how many blocks you would be able to pile up without any falling? Then ask the Manager and Consultant how many blocks would the CDC be able to pile up without any falling?*

- *Record the answers (normal and blindfolded) on the board or on a sheet of paper visible to the participants.*

- *Now, blindfold the CDC and ask him/her to begin piling the blocks. The Manager and Consultant can guide, encourage and give directions to the CDC in piling the blocks but cannot touch the blocks physically.   Count and record the number of blocks piled before they fell.*

b. Note whether the blocks piled up were more or less than the CDCs and others estimated. Ask the CDC how he or she managed to pile up the blocks. Link what the CDC says to the detail to quality that the CDC focussed on. Discuss how, if the CDC did not ensure that each block was kept aligned perfectly with the previous one, if that quality was not maintained, the blocks could not have been piled up. Discuss how the CDCs mind, hands, whole body were focussed on quality of work during the game. Sum up with saying that for reaching heights quality is essential. Link to need for quality at every step. Discuss practicalities *e.g. the pressure on CDCs to deliver high quality design documents and reports and to respond to communications in a timely manner could affect their ability to build and maintain relationships with the people they serve.*

E.g. *.A design developed on the basis of the overall needs of the whole community could stand in the way of a project responding to the immediate needs of individual sponsored children. We should recognise that it is not always possible to aim for high quality in all variables of program quality. What is important to define and aim for is, acceptable levels of quality in relation to its different variables while ensuring the fundamentals of transformational development processes are not compromised.* It may be useful to discuss the TD frame here briefly.

c. Ask the consultant and Manager how they contributed to the CDC success. Link what they did to mentoring; supporting and ensuring quality was kept. Discuss how the focus on quality is higher when the CDC still has to reach the estimated numbers given by them. Discuss how the focus on quality changes once the CDC reaches the estimations given by them. Reinforce how CDC was allowed time and space to build their competencies, apply them in their work and reflect. The same principle can be applied to their work in order to continue to improve.

d. Discuss the blocks. Ask the group if one block would have made the tower. Discuss how each block place with quality is critical to making the tower. Link these discussions with the LEAP theory.

e. Discuss the theoretical aspects of LEAP using the PowerPoint or PPT presentation.

f. Ask for clarifications at the end of the step.

g. Move to Step 4

Step 4.	World vision's DME framework and tools	Practical discussions demonstrations	30 minutes	World Vision's records

a. First begin by sharing about the needs for Assessment, **Design or Redesign**, Implementation **and Monitoring, Evaluation, Reflection** and **Transition**

b. Then introduce some key records required for the CDC to maintain and explain what needs to be recorded, why

c. Conclude by showing the CDC the importance of entering comprehensive correct information and the impact that information has on the overall World Vision's programs and mission.

5	Programme Theory	Discussions Telling stories with creative solutions and impacts PPT presentation	1 hour	Handout 4.6

a. Divide the participants into five groups. Give each group the following handout 4.6

b. Ask each group to narrate a story {of five minutes duration} which explains an input in the work of a CDC, activities done, what the outputs outcomes were and what happened next. Story needs to be interesting, real and empowering. The activities need to relate to work the CDC does. Explain that the impact of what happens would be beyond the CDC and the community. Give the groups 15 minutes to prepare their stories.

c. At the end of each story highlight and reinforce what in the story were the input, process, output, outcome and impact. Link to key information on World Vision's DME thrusts.

d. Move to Step 6

6.	Sum up	Alphabet experiential learning game PPT Presentation	20 minutes	PPT

a. Give each group the Alphabet set from the Educational Pax. Ask each group to make as many words as they can with the alphabets given in the two minutes time given.

b. Participants will try and not be able to make any words.

c. Ask them why they found it difficult to make words, considering there were so many alphabets given.

d. Link their answers to the fact that no vowels were given to them.

e. Link the role of the CDC as vowels for word formation. The job description of the CDC can be discussed in great detail here in such a way that the facilitator highlights their importance in delivering the services at community level for enabling World Visions to live by the mission and values it strives for.

f. Conclude by asking participants what the key messages from the Module were. Encourage them to look at ways to imbibe the Cultural Traits in this Module too.

g. Project PPT and discuss the slide

Key Messages:

- *Quality is ensured through execution according to the values and principles that guide the programmes.*
- *Understanding the 'big picture' makes for meaningful participation in all aspects of programmes assigned or developed.*
- *The CDCs are the vowels in the World Vision collection of alphabets. The CDCs work is critical to achieving World Vision's mission.*
- *Quality inputs and activities contribute to quality outputs, outcomes and impacts.*

Feedback form

Dear COLLEAGUE

Thank you very much for your help with reviewing the GIRD ME CURRICULUM FOR Community Development Coordinators PACKAGE which contains the following
1. A Facilitator Module.
2. A Participants' Handbook
3. An Educational Pax.

Here are some general issues we hope you will think about as you look at the materials:
- what material is **missing** from the MODULES

- what material is **unclear**, or **not relevant**, or **not to the point**

- **Are the methods, stories and examples helpful and realistic**, and if you have a suggestion for a story, or a story you can share that would convey a message better (We expect the material to be more fully illustrated in the final versions.)

- **what other parts of the** MODULES **should be illustrated** to make them clearer

Objectives of each of the books are given separately. In each book:

1. Does the overall content in line with the objectives?

2. Are the exercises, methods used clear?

3. What is your opinion of the "in verbatim" explanations given in areas of the modules?

4. What is good about the MODULES?

5. What do you think is most important take home learning that the CDCs will get at the end of each Session? Is it aligning with the key messages included?

6. Are the exercises and facilitation content gender and rights-sensitive?

7. Give us your opinion on ways this GIRD ME CURRICULUM PACKAGE can be used for TRANSFORMATION aspiring to WORLD VISIONS MISSION

8. Any other comments

SIGNATURE

102

	FOR	Against
1.	I = 3+½	3
2.	5	2
3.	3	2
4.	3	2
5.		

- Expression of feelings
- build relationship / love
- relay infos a low cost
- Spoken stars better from child
-

- Mobiles should be use
- children dont want to write
- Raise the query