

HiMaT Indigenous Leadership and Development Program Team Work Plan



July 2011 – December 2012

Prepared collaboratively by:
the HiMaT Team
of the Karakorum Area Development Organization
Karimabad, GB, Pakistan

With the support of:
Four Worlds Centre for Development Learning
Cochrane, AB, Canada

HiMaT Indigenous Leadership and Development Program Eighteen Months Team Work Plan (July 2011 - December 2012)

The Big Picture

This section outlines the long-range vision, goals and strategy of the HiMaT project and is described here to ensure that the *activities* planned for any given period are in alignment with the overall purposes and directions for which the program was established.

Vision and Purpose

1. To establish and build the capacity of a *Rural Development Learning and Support Centre* herein referred to as the “HiMaT Indigenous Leadership and Development Program” or simply “HiMaT”.
2. The purpose of the HiMaT Centre is to develop and strengthen the capacity of rural communities, institutions and leaders (including women and youth) for sustainable human wellbeing, prosperity and peace in Gilgit-Baltistan, and wherever else the Centre may choose to work.
3. **Goals**¹ – Four critical lines of action will be woven together into a coherent and sustained initiative.
 - a. **Igniting the vision of possibility, hope and the spirit of enterprise**
 - b. **Strengthening and supporting community and area institutions,** governance and development management processes (i.e., VOs, WOs, LSOs and other appropriate institutions)
 - c. **Building needed capacity** of three levels of development actors: individuals, communities and institutions (including volunteer associations and business alliances). The *capacity we seek* to develop is focused on the ability to be, to know and to do what is required to achieve desired development outcomes as set by the communities and their chosen collaborators.
 - d. The HiMaT Centre will become an engine (i.e., a driving mechanism) that stimulates and supports **community and area led development initiatives and projects** at the level of individuals, groups, communities and institutions that help to move participants toward sustainable well-being and prosperity.
4. **Strategies**²
 - a. The establishment and continuous development of a Regional Learning and Support Centre consisting of a mobile team providing training, coaching, linking and ongoing technical support services guided by community-led participatory planning and evaluation processes

¹ For a more detailed description of these goals and what they imply, see Appendix A, “Project Overview” and Appendix B “Generic Proposal”.

² For a more detailed description of these strategies, see Appendix B “Generic Proposal”.

- b. Building and strengthening local and area based institutions (VOs, WOs, LSOs and other appropriate organizations)
- c. Conducting continuous participatory situation analysis, planning, monitoring and evaluation (quarterly cycles of engagement with all stakeholders)
- d. Stimulating and supporting multi-sectoral social and economic development activities
- e. Emphasizing the role of women and girls in the development process
- f. Strengthening motivation and buy-in through “quick-win” processes
- g. Stimulating enterprise development that contributes to financial sustainability of area institutions
- h. Developing strategic partnerships that connect the “top-down” and the “bottom-up”
- i. Building on, strengthening and respecting the cultural foundations of development
- j. Establishing a regional “Community of Practice” (i.e., a learning community) that engages all stakeholders (local, area, regional, individuals, institutions, government, civil society, business) in continuous reflection, learning and improvement of regional development processes

5. Work Plan Components

All project work plans will contain two basic components I. “Breathing Out” – which focuses on the work the team does in the field in supporting and coaching communities, institutions and key individuals involved in the project; and II “Breathing In” – which refers to the internal directed work of building up the HiMaT program team and KADO’s capacity to carry out the long-range goals of the program.

I. Breathing Out

“Breathing out” entails the following categories at work.

- a. **Institutional strengthening and development** - of VOs, WOs, LSOs and other relevant institutions
- b. **Establishing and nurturing constructive linkages and partnerships** between the LSO and such partners as government departments, funders, technical helpers and local and area religious institutions.
- c. **Facilitating, coaching, supporting and promoting prosperity development**, through the support of business and enterprise initiatives, linkages to technical and financial support, value chain development and support in financial management.
- d. **Encouraging and supporting social and cultural development** - including a strong focus on youth, women, community health, and education and training.
- e. **Facilitating quarterly community and area based monitoring and evaluation** - of progress made and the continuous refinement of plans.
- f. **Facilitating quarterly community and area based evaluation and learning experiences** designed to enhance capacity to carry out development plans.

II. Breathing In

This area focuses on developing HiMaT/KADO's internal capacity to be an effective and sustainable RSP (rural support program). The following work areas are fundamental.

- a. **Staff and Board development** - ongoing training and development opportunities for staff to acquire the knowledge, skills, experience profiles, attitudes and values needed to succeed as facilitators of area development and opportunities for KADO senior management and Board members to learn together with staff as the program evolves.
- b. **Curriculum development** - the "learning engine" components of the HiMaT services offered at the LSO and community level involve formal and non-formal training and coaching activities aimed at **building the capacity** of key individuals, institutions and whole communities to succeed in the development process. The HiMaT approach involves a training of trainers approach in each cluster, in which some 60 individuals are trained by the HiMaT team, and then these 60 persons become agents of learning who outreach to their families and fellow community members.

Developing the materials and processes through which this learning will take place and the tools to assist community trainees in their reaching out process is all part of the "curriculum development" work.

- c. **Enterprise development** - this component entails initiating and operating successful business ventures, the profits from which can help to financially support the HiMaT initiative. The long-range goal is to put the HiMaT RSP on a sustainable financial footing.
- d. **Fundraising** - raising donor funding to support the operations and expansion of the HiMaT initiatives is essential to both short and long range development of the Centre. Systematic search for and engagement of potential funders, as well as continuous development of funding applications and follow-up on their progress is all part of the fundraising component of work.
- e. **Establishing and maintaining partnerships and linkages** - many types of collaborative arrangements will be required for success with area Aga Khan agencies such as AKRSP and AKPBS, Gilgit-Baltistan and Pakistan Federal government departments, key development actors working in the area, funders, etc.
- f. **Research and documentation** - a) Research – involves uncovering new knowledge or analyzing available data in new ways that help us to understand the development issues, barriers, challenges and opportunities, and thereby informs our planning and our action; b) Documentation – involves systematic recording of community planning and evaluation processes, and developing comprehensive reports, both internally and to funders and partners needed to advance the work.

