



कोयला नियंत्रक संगठन  
**Coal Controller  
Organisation**  
Ministry of Coal, Government of India

# RECLAIM

A Community Development  
Framework

A Practitioners' Guide to Community  
Development in Mine affected regions of India

**R**

**REACH OUT**

**E**

**ENVISION**

**C**

**CO-DESIGN**

**L**

**LOCALISE**

**A**

**ACT**

**I**

**INTEGRATE**

**M**

**MAINTAIN**

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# Preface

The Ministry of Coal has laid the foundation for a more inclusive and people-centred approach to mine closure. The Coal Controller Organisation has developed the RECLAIM Community Development Framework with support from the Heartfulness Institute to guide this transition. It offers a way forward where mining regions can evolve into spaces of resilience, self-reliance, and renewed purpose - shaped by the aspirations of the communities.

The RECLAIM framework is designed to support a future where regions once shaped by extraction become spaces of renewal, dignity, and opportunity.

This framework emerged from extensive engagement with communities in mining-affected areas, as well as ongoing work with district authorities, grassroots organisations, and development professionals. It responds to the growing need for a people-centred model of mine closure that strengthens local institutions, restores natural systems, and enables sustainable livelihoods.

RECLAIM is based on the belief that communities have the knowledge, capacity, and leadership to guide their own development. The framework supports them through each stage of transition, from early engagement to long-term stewardship. It offers practical tools, participatory processes, and strategies that can be tailored to the diverse realities of India's mining landscapes.

This framework is prepared for a wide range of users. It is intended for mining companies, planners, CSR teams, and district administrators and other stakeholders who are shaping mine closure plans and its implementation. It will also be valuable for community leaders, NGOs, Gram Panchayats, SHGs, and youth groups who are leading development efforts on the ground.

By combining policy insight, field experience, and locally rooted knowledge, RECLAIM offers a strong foundation for inclusive, community-driven mine closure. It provides a pathway to ensure that closure becomes a moment of renewal and a step forward in building resilient, equitable, and thriving communities.

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# **INTRODUCTION**

# Reimagining Mine Closure - From Coal to Community

## A Paradigm Shift in Mine Closure

Mine closure is the process of safely shutting down a mining operation once the mineral resources have been fully extracted or mining is no longer economically viable. As this happens, the machines go silent, the workers transition out, and the dust begins to settle. But for the communities left behind, the story doesn't end, it enters a critical new phase. Mine closure is often seen as a technical task: sealing shafts, managing waste, and meeting environmental rules and regulations. Yet for people who have lived in the shadow of the mine, closure can mean much more. It can signal the loss of jobs, identity, and purpose or it can spark the start of a new beginning.

Across the world, the understanding of mine closure is undergoing a significant shift. Once seen as a technical activity focused on land rehabilitation and regulatory compliance, it is now increasingly viewed as a chance to plan for the future - One built on resilience, opportunity, and community strength. This shift asks a simple yet powerful question: how can mine closure create lasting value for the people who remain?

This evolving perspective redefines closure as more than the end of extraction - it becomes a starting point for rebuilding livelihoods, restoring environments, and strengthening community well-being. With the right approach, mine closure can become a stepping stone towards renewal. It is an opportunity to imagine and shape what comes next.

New thinking, supported by international organisations such as the International Council on Mining and Metals (ICMM, 2022), has brought forward the idea that closure should be planned from the beginning and carried out in partnership with communities. It is now understood as a process that must support livelihoods, strengthen governance, restore ecosystems, and leave a foundation for future generations to thrive.

In India too, there has been a growing awareness that mine closure cannot succeed without recognising the role of communities in shaping what follows. Over time, it was recognized that the traditional mine closure plans, which primarily focused on technical and biological reclamation, were not sufficient to fully address the long-term social and economic potential of post-mining landscapes.

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This recognition led to a paradigm shift, placing community engagement and long-term development at the heart of mine closure - transforming it from a technical formality into an opportunity for inclusive and sustainable regional renewal.

Policy frameworks such as the Guidelines issued by Ministry of Coal, District Mineral Foundation (DMF) and the Pradhan Mantri Khanij Kshetra Kalyan Yojana have acknowledged the need to invest in the social and economic development of mining-affected areas. These efforts have begun to shift attention from compensation-based approaches to those that build long-term capacities, strengthen local institutions, and support livelihood transitions. While implementation has varied across states, the intent to link closure with community well-being marks an important step towards more inclusive and grounded planning.

This shift reflects a deeper change in values. Closure is no longer just a technical step at the end of a project. It is a social and ecological responsibility. It is a moment when choices made today can open the way to a more just and sustainable tomorrow.

## **The Indian Context: Advancing Mine Closure in India for a Just Transition**

Coal mine closure in India is governed by the Mines and Minerals (Development and Regulation) Act, 1957. The Ministry of Coal first introduced Mine Closure Guidelines in 2009, laying the groundwork for systematic closure planning. These were later revised in 2013, 2019, and 2020 to address evolving challenges and to integrate closure planning into the entire mining lifecycle, notably through an Office Memorandum dated 29.05.2020.

As no mine closure plans existed for the mines discontinued/ abandoned/ closed before 2009, there arose a need to close these mines in a scientific and structured manner such that they provide benefit to the community, prevent illegal mining, ensure the safety and repurposing of the mined out-land. To address these concerns, the Ministry of Coal issued guidelines dated 28.10.2022, providing an overall framework for the closure of these mines.

As of now, 147 mines have been identified for closure by coal companies. Among these, 88 (pre-2009) mines are marked for temporary/ final closure, with Mine Closure Plans prepared and approved by the respective company boards. For post-2009 mines, Coal India Ltd and SCCL have identified 59 mines for final closure as per approved mine closure plans. [CPI]

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Amid these developments, India is at a critical juncture in reimagining the future of mining and mine closure. Recognizing the profound environmental, social, and economic consequences of coal mining, the Ministry of Coal (MoC), Government of India, has taken a paradigm shift from a narrow focus on technical compliance to a comprehensive, people-centric approach. In a landmark move, the Ministry issued new Guidelines for Mining Plan and Mine Closure Plan on 31st January 2025, underscoring a national commitment to inclusive development, environmental stewardship, and just transition.

The guidelines mark a significant evolution in India's mine closure planning. The new framework explicitly integrates community engagement and development, ecological restoration, health and safety management, repurposing of mine assets, and socio-economic transformation. This signals a fundamental shift in how mine closure is conceptualized and implemented across the country.

The guidelines call for systematic efforts to enhance the quality of life of mining affected communities, including focused investments in skill development, livelihood diversification, and public services. All mining operations are now required to be aligned with robust safety norms, including the preparation of a Safety Management Plan in accordance with the Coal Mines Regulations, 2017, prior to the opening of any mine. These reforms reflect a national commitment to transition from extraction to regeneration in mining regions.

## **Coal Dependency to Community Resilience**

Importantly, the guidelines earmark a minimum of 25% of the five-yearly escrow amount to be utilised for community development and livelihood-related activities. They also mandate that 10% of the Just Transition allocation be directed towards socio-economic transition initiatives in consultation with district authorities, local institutions, and key stakeholders. This ensures that communities are not left behind but are active participants and beneficiaries in the post-mining future.

The guidelines further require structured community engagement, including collaboration with self-help groups and local institutions, to co-create sustainable and locally relevant closure strategies. There is a strong emphasis on establishing a Zone of Impact based on Social Impact Assessment studies, encompassing both directly and indirectly affected areas. District administrations are encouraged to conduct skill mapping exercises, integrate income-generating schemes, and align investments through the District Mineral Foundation (DMF) for long-term impact.

A dedicated Mine Closure Advisory Committees will be constituted to guide and oversee the implementation of community development and livelihood plans. These participatory platforms are expected to foster meaningful consultations and collaborative decision-making, ensuring that the voices of affected communities are not only heard but reflected in closure planning.

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The guidelines also promote the integration of local and indigenous knowledge systems, supporting initiatives in traditional arts and crafts, fruit-bearing plantations, water and wildlife conservation, ecotourism, and the outsourcing of public space management to local communities and project-affected persons. This opens up new avenues for cultural revitalization, ecological resilience, and economic regeneration in post-mining landscapes.

Together, these measures represent a transformative vision for mine closure in India—one that puts people, ecology, and sustainability at the center. The Government of India and the Ministry of Coal have laid a clear pathway for a just transition, setting the stage for mining regions to emerge as hubs of innovation, dignity, and opportunity in a post-coal economy.

## **Aligning with Global Standards and Commitments**

To further meet international benchmarks and sustainability goals, the Coal Controller Organization under the Ministry of Coal, Government of India has introduced a comprehensive framework called “RECLAIM”, which is designed to ensure that the needs, perspectives and insights of people directly and indirectly affected by mining shall be able to shape the decisions that define their futures. The RECLAIM framework draws strength from a range of respected international standards that center communities in mine closure planning. It is grounded in principles of inclusion, long-term responsibility, and shared decision-making.

Key global references include the ICMM’s Integrated Mine Closure Good Practice Guide (2022), which stresses early planning and continuous collaboration with communities, and the International Finance Corporation’s Performance Standards, especially those focused on risk, resettlement, and livelihoods. Both emphasize accountability and sustained support for affected populations. Human rights instruments also guide RECLAIM’s ethos. The UN Declaration on the Rights of Indigenous Peoples and ILO Convention 169 uphold cultural identity, land rights, consent, and participation, values essential for fair and lasting closure.

India’s alignment with the Sustainable Development Goals (SDGs) strengthens this foundation. Goals on poverty reduction, decent work, inequality, climate action, and ecosystem protection all intersect with mine closure outcomes. When done well, closure becomes a tool for regeneration - reviving local economies and restoring landscapes.

RECLAIM translates this vision into action. It enables regions to move forward by placing trust in community leadership, ecological wisdom, and adaptive governance. Mine closure, in this approach, becomes a new beginning shaped by those who live with the land and carry its future with purpose and care.

# Guiding Principles

## **Rooted in Rights, Grounded in Values, Focused on Futures**

RECLAIM is guided by a set of core values that bring meaning and coherence to the idea of mine closure. It is a way of thinking about what kind of future is possible when mining ends. These values shape every aspect of how closure is planned, implemented, and sustained. They draw strength from India's constitutional vision, global commitments to justice, and the lived experiences of communities across mining regions. These principles have always existed in the wisdom of communities, the intent of legislation, and the demands of those who have lived closest to mines. What RECLAIM does is place them at the centre and treat them as the starting point for action. Most of all, they help ensure that the process stays connected to the people and places at the heart of mining transitions.

## **Recognising Rights and Dignity**

RECLAIM places dignity at the centre of closure planning. In many mining areas, people have experienced changes that affected their relationship with land, culture, and livelihoods. The framework responds to this by supporting processes that value the voices of communities and make space for choice, respect, and accountability. It recognises that every person has the right to participate, to be heard, and to shape what comes next. Closure becomes meaningful when it protects these rights and builds relationships of trust.

## **Caring for Land and Environment**

The framework views the environment as part of daily life, not as a separate system. It encourages closure planning that takes care of soil, water, forests, and biodiversity in ways that are practical and long-lasting. This care often begins with people who already understand their ecosystems through farming, grazing, or forest-based knowledge. RECLAIM encourages work that draws on these insights while also using new tools and resources. This creates room for recovery that is rooted, respectful, and responsive to change.

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## **Creating Space for Inclusion**

Each mining region includes a wide range of people with different roles, identities, and experiences. RECLAIM recognises this diversity and encourages closure plans that make room for everyone. This includes women, children, elderly persons, people with disabilities, indigenous communities, vulnerable groups with distinct cultural practices etc.. The framework supports approaches that welcome these perspectives, respond to specific needs, and create opportunities that reach across different groups.

## **Working with Local Institutions**

RECLAIM gives importance to local governance. It supports the idea that decisions are more meaningful when they are shaped close to where people live and work. This includes working with Gram Sabhas, Panchayats, and other community-based institutions that already carry trust. The framework supports clear roles, regular dialogue, and open access to information. When communities are active participants in shaping closure, the outcomes tend to reflect shared priorities more clearly.

## **Thinking Beyond the Present Moment**

Mine closure affects what will be possible in the future. RECLAIM encourages planning that keeps the next generation in view. This includes supporting education, investing in skills, and restoring natural resources that provide for future livelihoods. The framework supports choices that strengthen resilience over time and help younger people feel confident about the future of their regions. Closure becomes stronger when it offers continuity and care across generations.

## **Connecting with Development Efforts**

Closure planning often happens in areas where other rural development programmes are already active. RECLAIM supports the idea of working alongside these efforts rather than apart from them. This may include linking with District Mineral Foundation plans, state livelihood missions, or national programmes on water, health, or employment. When planning connects across systems, it becomes easier to bring together the right support at the right time. It also helps ensure that closure continues to deliver value even after mining is over.

## **Guiding the Process with Care**

These values stay with the framework from beginning to end. They shape how questions are asked, how choices are made, and how progress is reviewed. In the next chapter, the seven steps of the RECLAIM framework will take shape. These principles will remain present throughout as gentle threads holding the work together.

# **Overview of the RECLAIM Framework**

# A People-Centred Model

## Mine Closure and Community Transitions

The RECLAIM framework offers a new way to think about mine closure. The one that begins with people and ends with sustained community wellbeing. It recognises that closure is a social and economic transition that touches every part of a community's life along with environmental reclamation. The framework builds on the Ministry of Coal, Government of India's forward-looking policies and guidelines that promote responsible, regenerative, and community-sensitive mine closure. It also builds on, field experience and global good practices, including guidance from ICMC (2022), the Sustainable Development Goals, and IFC Performance Standards. It has been shaped through conversations with mining-affected communities, planners, and institutions across India.

The name RECLAIM speaks to the spirit of the framework. It reflects a desire to restore balance to ecosystems, while also supporting communities to recover their sense of agency, dignity, and direction. Each letter of RECLAIM represents one step in a process that unfolds through mutual learning, shared responsibility, and collective action.

### "Why the Name "RECLAIM"

The name RECLAIM in environmental terms, suggests restoring damaged land and ecosystems. In social terms, it speaks to the recovery of rights, agency, and self-determined futures by communities affected by mining. Most importantly it serves as an acronym that defines the framework's structure:

<b>R</b>	-	Reach Out
<b>E</b>	-	Envision
<b>C</b>	-	Co-Design
<b>L</b>	-	Localise
<b>A</b>	-	Act
<b>I</b>	-	Integrate
<b>M</b>	-	Maintain

These seven steps represent a full cycle of community development planning in the mine closure context. They are designed to unfold progressively, with each phase preparing the ground for the next. The approach is practical, inclusive, and aligned with the realities of both government institutions and local communities.

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## **R – Reach Out “Understanding the Community”**

This first step is about entering the community with openness and respect. It involves listening carefully, understanding local histories, and building trust. It helps identify who lives there, what institutions guide their everyday lives, and how mining has shaped their social, economic and ecological world. This step sets the tone for all that follows.

## **E – Envision “Dreaming and Defining the Future”**

Once trust is built, communities begin to imagine what they want their future to look like. This step supports conversations about values, priorities, and shared hopes. It brings together different voices to shape a common vision for life beyond mining, the one that reflects local needs and ambitions.

## **C – Co-Design “Planning Together Strategically”**

With a vision in place, communities and facilitators work together to translate ideas into concrete plans. This step brings clarity to what actions are needed, how they will be delivered, and who will take part. It supports practical decisions that are realistic and based on local and technical knowledge.

## **L – Localize “Adapting to Ground Realities”**

Good plans take root when they fit the context. This step ensures that everything designed is aligned with local governance systems, environmental conditions, and cultural practices. It links the closure process with panchayats, development programs, and community networks already in place.

## **A – Act “Implementing with Participation”**

This is the stage where plans become action. Livelihood programs, environmental work, and service improvements begin to take shape through active participation. Community members are involved as workers, decision-makers, and monitors, helping ensure that early results are visible and meaningful.

## **I – Integrate “Ensuring Sustainability Through Systems”**

To ensure continuity, this step connects closure-related efforts to wider development schemes. It strengthens public systems and supports institutional coordination. It also formalizes systems for monitoring, feedback, and learning, so that the work continues even after external support phases out.

## **M – Maintain “Sustaining Through Localized Leadership”**

The final step focuses on strengthening local ownership. It supports communities to take over services, maintain assets, and lead ongoing development work. This phase brings attention to leadership, knowledge transfer, and long-term stewardship of the outcomes achieved during closure.

**R**

**Reach Out**

# Understanding the Community

## The First Step Toward Meaningful Engagement

Mine closure is not merely a technical or regulatory event; it is a deeply human process. It affects the lives, futures, and identities of communities that have coexisted with the mine for years, often decades. The first step in planning for mine closure is to reach out to these communities with honesty, humility, and intent to listen.

"Reaching Out" is about laying the foundation for mutual trust, open dialogue, and shared ownership of the closure process. It is about understanding people, not just as stakeholders, but as knowledge holders, rights-bearers, and custodians of local futures. The success of all subsequent stages in the RECLAIM Framework depends on how this initial outreach is conducted.

### 1. Entering the Community - First Impressions Matter

The way we first approach a community can define the tone of the entire engagement. This entry must be sensitive, respectful, and well-prepared. Before any data is collected or plans are shared, community members must see us as listeners before planners, and learners before facilitators.

Key actions include -

- **Background preparation** - Understand the cultural, linguistic, and political landscape of the mine-affected village or area. Who are the traditional leaders? What are the key community institutions - Gram Sabha, SHGs, cooperatives, youth or elders' groups?
- **Engaging local intermediaries** - Identify and approach community gatekeepers such as panchayat members, school teachers, health workers, or respected elders - who can vouch for your intent.
- **Respecting protocols** - In tribal or traditional communities, entry often requires observing unwritten but critical protocols. This may include seeking blessings, attending a local event, or simply sitting with elders before initiating discussions.

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## 2. Building Rapport - Listening Before Asking

Rapport-building is a continuous process of showing up consistently, listening actively, and speaking truthfully. Communities are often weary of extractive engagement where outsiders collect information and disappear. To avoid this -

- **Spend time informally** - Join daily activities, attend local events, visit homes, and walk the land. Genuine curiosity creates openness.
- **Listen to stories** - People remember stories more than surveys. Begin by asking about their lives, not your project.
- **Acknowledge emotions** - In mine-affected regions, people may carry trauma, anger, or anxiety. Validating these emotions without defensiveness is crucial.
- **Avoid jargon** - Use local language and metaphors. Share who you are and why you're there, in terms that resonate.

This stage is also the opportunity to understand internal diversities like women, youth, SC/ST groups, migrant workers etc, whose voices may not be heard in collective forums unless deliberately included

## 3. Earning Trust - Transparency and Consent

Trust is earned by what we do, not just what we say. One of the most important ways to show respect is to seek Prior Informed Consent (PIC) before undertaking any formal data collection or engagement.

### What is Prior Informed Consent?

PIC is a principle that ensures communities are informed about the purpose, scope, and potential outcomes of any activity before they agree to participate. It is not a one-time formality, but an ongoing dialogue.

To operationalize this -

- **Share the purpose** - Explain what mine closure means, why community inputs are essential, and how the process will unfold.
- **Explain the tools** - Whether it's a questionnaire, mapping exercise, or a group discussion - describe what information is being sought, how it will be used, and what the community will receive in return.

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- **Ensure free and voluntary participation** - People must feel that they can say “no” without consequences. Pressure in the form of social or institutional - undermines consent.
  - **Document consent respectfully** - This can be written, oral (recorded), or even symbolic (e.g., a group nod in the Gram Sabha). What matters is clarity, not format.

#### **4. Setting Expectations - Clarity and Continuity**

Communities are often left disillusioned by engagement exercises that promise more than they deliver. Setting clear, realistic expectations is part of ethical outreach.

- **Be honest** - about what you can and cannot do.
- **Share timelines** - When will you return? When will feedback be shared?
- **Clarify your role** - You are not there to fix everything, but to facilitate a just transition.

This also includes identifying how community members can stay informed and involved through village-level notice boards, WhatsApp groups, regular Gram Sabha updates, or shared documentation.

#### **From Outreach to Relationship**

“**Reaching Out**” is not the first step in a checklist, it is the foundation on which all meaningful engagement stands. In the context of mine closure, where futures are uncertain and stakes are high, investing time and care in this early phase enables deeper collaboration and long-term resilience. Only when communities feel seen, heard, and respected will they open up about their concerns, share their aspirations, and participate meaningfully in building post-mining futures.

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## Tools Used in the Reaching Out Phase

The following tools will be used to build a comprehensive understanding of the community, their concerns, and strengths. Each tool will be described in detail in the sections that follow.

### 1. Community Ecosystem Profile

- **Tool 1 – Socio-Demographic Questionnaire** - Captures key demographic, socioeconomic, and livelihood details at the village level. The activity combined with SWOT analysis to list down the tangible and intangible assets of the community facilitates a group-based assessment of the community's strengths, weaknesses, opportunities, and threats. All of this is in the context of mine closure.
- **Tool 2 - Transect Walk and Participatory Village Mapping** - A guided walk across the village to observe the village set-up and infrastructure. A community-drawn map highlighting local landmarks, resources, and mining impact areas.

## Community Ecosystem Profile Tool for Mine Closure Contexts

### Purpose

This tool is designed to understand the current socio-economic, demographic, and infrastructural condition of a village that has been directly or indirectly impacted by mining activities. It is the first step in the "Reach Out" phase of the RECLAIM Framework, helping mine closure teams engage with communities and build a factual foundation for transition planning.

### What is a Community Ecosystem Profiling Tool?

It is a structured exercise that captures the full picture of a village's demographic makeup, livelihood patterns, community groups, access to services, and quality of life with a special focus on mining impacts. It is conducted through a combination of village-level meetings and household visits, and helps identify how the community has evolved around the mine and what their priorities and challenges are during the transition away from mining.

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## **Why is this Tool Important in the Context of Mine Closure?**

- Identifies which sections of the village have been most dependent on mining for their livelihoods.
- Captures changes in population, employment, education, and health status during the mining period.
- Helps understand current stress points and service level gaps (e.g., water access, infrastructure degradation) due to mining or its closure.
- Enables inclusive planning by engaging all groups, especially mine-affected workers, women, youth, tribal communities, and vulnerable sections.
- Provides baseline data for tracking transition progress post-closure.
- Builds trust and transparency between the mining authorities and the community.

## **Two Components of this Tool**

### **1. Socio-Demographic Questionnaire**

A comprehensive village-level data collection tool that records:

- Village details (size, type, gender and age composition)
- Education levels
- Primary and secondary occupations
- Land ownership and usage
- Access to basic services (water, electricity, housing, roads, schools, health centres)
- Past and present involvement in mining (e.g., how many were dependent on mines for work, what kind of work, duration, status after mine closure)
- What are the current livelihood sources in the absence or decline of mining work?

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### Sample Questions for Facilitators:

- How many households had members working in or dependent on the mine?
- What changes in income or employment have occurred since the mine began closure?
- Are there any health concerns linked to mining activities?
- What services were provided by the mining company earlier? Are they still available?

This will help you understand some of the key issues that the communities are facing due to mines and mine closure. Make a list of all the issues stated by the community. Validate the same during the transect walk and village mapping exercise.

## 2. Community Strength Mapping and SWOT Analysis

This participatory exercise helps the entire village reflect on:

- **Strengths:** Community assets, skills, institutions, leadership, traditions, and past successes. List down all tangible and intangible assets.
- **Weaknesses:** Gaps in services, infrastructure, loss of jobs post-mine, marginalized groups, social and family fabric
- **Opportunities:** New employment avenues, local enterprise potential, physical and mental wellness, cognitive skills, government schemes, restoration work, tourism, skill-building
- **Threats:** Loss of income, environmental risks, youth migration, social conflict, institutional vacuum post-mine

### Key Questions for Facilitators:

- What did the mine provide earlier that is missing now?
- What skills or knowledge does the community have that can be used now?
- Are there emerging opportunities from mine closure (e.g., land reclamation, new businesses)?
- What are people worried about the most since the mine was reduced or closed?

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## Expected Duration To Complete The Exercise:

- Socio-Demographic Survey: **1 to 2 days** (based on village size)
- Community Strength & SWOT Mapping: **Half-day to 1 day**
- Compilation and Review: **Half-day**

## Who Should Participate?

- Village Panchayat Members
- Mine-Affected Workers
- SHGs and Women Leaders
- Youth and School Teachers
- ASHA/Anganwadi Workers
- Elders and Traditional Leaders
- CBOs/NGOs involved in mining-related work
- Representatives from SC, ST, and vulnerable groups

## Step-by-Step Process

### Step 1: Prepare for the Exercise

- Form a facilitation team (include local volunteers or community mobilisers if available).
- Meet with the Panchayat to explain the process and fix dates.
- Announce the exercise across the village and encourage full participation.
- Collect materials: questionnaires, clipboards, pens, charts, markers, large paper.

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## **Step 2: Conduct the Socio-Demographic Survey**

- Divide into teams and start facilitating the meeting.
- Start with an introduction explaining this is part of mine closure planning.
- Ask questions sensitively, especially on income loss, health, or job displacement.
- Note mine-specific details (nature of work, duration, post-closure impact).

## **Step 3: Compile Socio-Demographic Data**

- Tally household data and village level data and prepare a basic summary.
- Highlight: total population, percentage previously dependent on mines, primary sources of income now, school enrolment, health coverage, migration patterns.

## **Step 4: Conduct Community Strength & SWOT Mapping**

- Facilitate a village-level group meeting for the next exercise.
- Refer to the Asset mapping tool to list tangible and intangible assets.
- Include diverse voices to ensure gender and caste inclusion.
- Draw a 4-quadrant SWOT grid on chart paper or blackboard.
- Guide discussion step-by-step, from strengths to threats.
- Encourage reflection on how mining supported or harmed the village.

## **Step 5: Compile and Finalise SWOT Map**

- Confirm each point with the group.
- Take a clear photograph or reproduce in documentation sheets.
- Identify items that may be explored further in follow-up exercises.

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## **Step 6: Review Both Sets of Findings Together**

- Organise a feedback session with key village stakeholders.
- Reflect on what the data reveals about mine closure readiness.
- Discuss how this information will feed into later RECLAIM phases (e.g., envisioning, co-design).



# Tool-1

## Community Ecosystem Profiling

SECTION	DIMENSIONS	OPTION	INPUTS	DESCRIPTION	
<b>Section 1: Basic Village Information</b>	Name of the Mine	Text			
	Mine Affected Villages	Text			
	Panchayat Name	Text			
	Block/Taluk	Text			
	District	Text			
	Date of Meeting	Date			
	Facilitator Name(s)	Text			
	Participants - Men	Number			
	Participants - Women	Number			
	Participants - Youth	Number			
	Participants - SC/ST	Number			
	Key Participants Present	Sarpanch		<input type="checkbox"/>	
		Ward Member(s)		<input type="checkbox"/>	
		SHG Leader(s)		<input type="checkbox"/>	
		School Teacher		<input type="checkbox"/>	
		ASHA/Health Worker		<input type="checkbox"/>	
		Mine Workers		<input type="checkbox"/>	
		Youth Group		<input type="checkbox"/>	
		NGO/CBO		<input type="checkbox"/>	
Women's Group			<input type="checkbox"/>		
Others: _____					

SECTION	DIMENSIONS	OPTION	INPUTS	DESCRIPTION	
<b>Section 2: Demographic &amp; Social Profile</b>	Total Households	Number			
	Estimated Population	Number			
	Caste Composition - SC/ST/OBC/General	Percentage			
	Languages Spoken	Text			
	Vulnerable Groups	Widows of mine workers		<input type="checkbox"/>	
		Landless families		<input type="checkbox"/>	
		Elderly alone		<input type="checkbox"/>	
		Disabled		<input type="checkbox"/>	
		Migrant returnees		<input type="checkbox"/>	
		Tribal families		<input type="checkbox"/>	
		SHG Leader(s)		<input type="checkbox"/>	
		School Teacher		<input type="checkbox"/>	
		ASHA/Health Worker		<input type="checkbox"/>	
		Mine Workers		<input type="checkbox"/>	
		Youth Group		<input type="checkbox"/>	
		NGO/CBO		<input type="checkbox"/>	
		Women's Group		<input type="checkbox"/>	
		Others: _____			
		NGO/CBO		<input type="checkbox"/>	
		Women's Group		<input type="checkbox"/>	
Others: _____					

SECTION	DIMENSIONS	OPTION	INPUTS	DESCRIPTION
<b>Section 3: Livelihood &amp; Mine Dependency</b>	Main Occupation A	Text		
	Main Occupation B	Text		
	Main Occupation C	Text		
	Mining Dependency	<25%	<input type="checkbox"/>	
		25–50%	<input type="checkbox"/>	
		50–75%	<input type="checkbox"/>	
		>75%	<input type="checkbox"/>	
	Types of Mining Work	Direct employment	<input type="checkbox"/>	
		Transport	<input type="checkbox"/>	
		Loading	<input type="checkbox"/>	
		Water supply	<input type="checkbox"/>	
		Shops/Services	<input type="checkbox"/>	
		Contractual work	<input type="checkbox"/>	
		Informal labour	<input type="checkbox"/>	
		Other: _____	<input type="checkbox"/>	
		Effects of Mine Closure	Unemployment	<input type="checkbox"/>
	Out-migration		<input type="checkbox"/>	
	Wage fall		<input type="checkbox"/>	
	Shift to agri/daily wage		<input type="checkbox"/>	
	Household debt		<input type="checkbox"/>	
School dropout	<input type="checkbox"/>			

SECTION	DIMENSIONS	OPTION	INPUTS	DESCRIPTION
	Alternative Income Source	MGNREGS	<input type="checkbox"/>	
		Farming	<input type="checkbox"/>	
		Microenterprises	<input type="checkbox"/>	
		Government schemes	<input type="checkbox"/>	
		Skill training	<input type="checkbox"/>	
		Migration	<input type="checkbox"/>	
		Forest produce	<input type="checkbox"/>	
		Other: _____		
	Ongoing Mining-linked Work	Yes / No		
	If Yes, Description	Text		

SECTION	DIMENSIONS	OPTION	INPUTS	DESCRIPTION
<b>Section 4: Infrastructure &amp; Basic Services</b>	<b>Facility</b>	<b>Present (✓/X)</b>	<b>Working Well (✓/X)</b>	<b>Comments</b>
	Primary/ Secondary Schools			
	Anganwadi Centre			
	PHC/Sub-Centre			
	Drinking Water			
	Electricity Supply			
	Toilets (Household)			
	Public Transport			
	Road Condition			
	Markets/Shops			
	Bank/Post Office			
	Government Clinics/Hospitals			

SECTION	DIMENSIONS	OPTION	INPUTS	DESCRIPTION	
<b>Section 5: Land, Natural Resources, Environment</b>	Main Land Use	Agriculture	<input type="checkbox"/>		
		Forest	<input type="checkbox"/>		
		Pasture	<input type="checkbox"/>		
		Mining	<input type="checkbox"/>		
		Other: _____			
	Access to Cultivable Land	Yes			
		No			
		Some do			
	Mining Impacts	Agri productivity	<input type="checkbox"/>		
		Water	<input type="checkbox"/>		
		Forest/Grazing	<input type="checkbox"/>		
		Soil	<input type="checkbox"/>		
		Air/Dust	<input type="checkbox"/>		
		Health	<input type="checkbox"/>		
		Common land	<input type="checkbox"/>		
		Visible Mine Damage	Open pits	<input type="checkbox"/>	
			Waste dumps	<input type="checkbox"/>	
			Unsafe structures	<input type="checkbox"/>	
	Contaminated water		<input type="checkbox"/>		
	Noise/Dust		<input type="checkbox"/>		
	Other: _____	<input type="checkbox"/>			

SECTION	DIMENSIONS	OPTION	INPUTS	DESCRIPTION
<b>Section 6: Health and Education Impacts</b>	Common Health Issues	Breathing	<input type="checkbox"/>	
		Skin	<input type="checkbox"/>	
		Joint pain	<input type="checkbox"/>	
		Accidents	<input type="checkbox"/>	
		TB/Chronic	<input type="checkbox"/>	
		Waterborne	<input type="checkbox"/>	
		Other: _____	<input type="checkbox"/>	
	Are Healthcare Services Sufficient?	Yes	<input type="checkbox"/>	
		No	<input type="checkbox"/>	
		Partially	<input type="checkbox"/>	
	School Attendance Trend	Increased	<input type="checkbox"/>	
		Decreased	<input type="checkbox"/>	
		Same	<input type="checkbox"/>	
		Don't know	<input type="checkbox"/>	

SECTION	DIMENSIONS	OPTION	INPUTS	DESCRIPTION
<b>Section 7: Community Priorities &amp; Voice</b>	Top Concern A	Text		
	Top Concern B	Text		
	Top Concern C	Text		
	Urgent Support	Skill training	<input type="checkbox"/>	
		Water/Infra	<input type="checkbox"/>	
		Livelihood projects	<input type="checkbox"/>	
		Pension/Compensation	<input type="checkbox"/>	
		Land Reclamation	<input type="checkbox"/>	
		Health care	<input type="checkbox"/>	
		Other: _____		
	Active Groups	Yes	<input type="checkbox"/>	
		No	<input type="checkbox"/>	
		Needs support	<input type="checkbox"/>	

SECTION	DIMENSIONS	OPTION	INPUTS	DESCRIPTION
<b>Section 8: Key Issues</b>				

SECTION	DIMENSION	ASSET 1	ASSET 2	ASSET 3	ASSET 4
<b>Section 9: SWOT Analysis</b>	Strengths				
	Weaknesses				
	Opportunities				
	Threats				

---

## 2. Transect Walk and Village Mapping Tool

### What is a Village Mapping Tool?

This tool combines two powerful participatory methods like **Transect Walk** and **Village Mapping** into a single exercise that helps the community visually and physically understand their village's layout, resources, infrastructure, and problem areas.

Through this activity, villagers collectively walk-through key parts of the village to make observations followed by a common gathering place to draw maps (on paper or the ground) to capture insights about land use, housing, water sources, roads, social services, and areas affected by mining or environmental issues. It brings to light the real picture of the village, as seen and shared by those who live in it.

### Why is this important?

- Encourages active participation by all groups like elders, youth, women, SHGs, farmers, and panchayat.
- Builds a shared understanding of the physical and social layout of the village.
- Helps identify both assets and gaps in infrastructure, services, and environmental conditions.
- Generates a community-owned baseline for planning transitions beyond mining.
- Encourages inclusion of voices from all corners of the village, especially underrepresented groups.

### Expected Duration To Complete The Exercise:

Expected Time: 3 to 4 hours total

- 1.5–2 hours for transect walk
- 1–2 hours for village mapping, discussion, and finalization

Duration may vary based on village size and participation level

---

## Step-by-Step Process for Using the Tool

### Step 1: Gather the Community

- Form a diverse group of members including
  - Elders, women, youth, SHG members, farmers, and panchayat members.
- Choose a time when most people are free (weekends, mornings or evenings).
- Required materials:
  - Chart paper or open ground area
  - Colored markers, chalk, rangoli powder, sticks, stones
  - Notebook or mobile for taking notes

### Step 2: Explain the Purpose

- Use clear language: *“We are going to walk through our village to make observations and draw a map of what we see. This will help us understand the strengths and problems in different areas so we can make better plans for the future.”*

### Step 3: Conduct the Transect Walk

- Refer to the Transect walk tool to map important features of the village.
- Walk through different parts of the village along with a mixed group of village volunteers (e.g., housing areas, agricultural land, forest patches, water sources, schools, mining-affected zones).
- At each location, discuss:
  - What exists here and works well? (e.g. handpumps, borewells, ponds, etc)
  - What problems exist? (e.g., drainage issues, poor road)
  - Who uses this area most?
  - Take detailed notes or voice recordings.

---

## Step 4: Draw the Village Map

- After the walk, gather again at a common place in the village and:
  - Create a visual map of the village using symbols, colors, and drawings.
  - Include features like:
    - Houses, schools, anganwadi, health centres
    - Roads, drainage, handpumps, ponds, fields
    - Agriculture land, forests, water sources
    - Areas impacted by mining – stress points around the village
- Mark where conditions are **good**, where **problems** exist, and where **improvements** are possible.
- Use community knowledge to validate location and accuracy.

## Step 5: Discuss & Finalize

- Encourage discussion:
  - “Do we all agree with the map?”
  - “What did we miss?”
  - “What surprised us during the walk?”
- Modify the map if needed based on group feedback.
- Highlight key findings (e.g., places without toilets, unsafe paths, unused common land).

## Step 6: Record & Store the Output

- Take clear photographs and video graphs of the final map.
- Write down: Main observations, Critical gaps, Opportunities for reuse or development
- Keep the records safe (digital and physical) for future planning.



# Tool-2

## Transect Walk & Village Mapping

<b>Name of the Mine</b>			
<b>Name of the Mine of Villages</b>			
<b>Date of Mapping Exercise</b>			
<b>Facilitators</b>			
<b>Participants (list groups)</b>	<input type="checkbox"/> Elders <input type="checkbox"/> Women <input type="checkbox"/> Youth <input type="checkbox"/> SHGs <input type="checkbox"/> Panchayat <input type="checkbox"/> Farmers <input type="checkbox"/> Others: _____		
<b>Materials Used</b>	<input type="checkbox"/> Ground <input type="checkbox"/> Chart Paper <input type="checkbox"/> Rangoli Powder <input type="checkbox"/> Stones/Sticks <input type="checkbox"/> Markers <input type="checkbox"/> Others: _____		
<b>Location of Map (Photo/Sketch)</b>	<i>(Insert photo or paste sketch here)</i>		

SOURCE	SECTION	TYPE	OPTIONS	ISSUE NOTED (YES/NO)	REMARKS	PHOTOS
Transect Walk	Housing Type	Observation	Pucca Kachcha Mixed			
	Road Condition	Observation	Pucca Kachcha Mixed			
	Drainage System	Observation	Open Closed None			
	Street Lighting	Observation	Present Partial Absent			
	Waste Disposal	Observation	Collected Open Dumping Burning			

SOURCE	SECTION	TYPE	OPTIONS	ISSUE NOTED (YES/NO)	REMARKS	PHOTOS
	Sanitation Infrastructure	Observation	Individual Toilets Community Toilets Public Toilets Open Defecation			
	Commercial Infrastructure	Observation	Shops, MSMEs, Alternative Businesses			
	Public Institutions	Observation	<input type="checkbox"/> School <input type="checkbox"/> Temple <input type="checkbox"/> Health Centre			
	Water Bodies	Observation	<input type="checkbox"/> Pond <input type="checkbox"/> Lake <input type="checkbox"/> Canal			
	Agricultural Fields	Observation				
	Forest or Tree Cover	Observation	<input type="checkbox"/> Dense <input type="checkbox"/> Sparse <input type="checkbox"/> None			
Village Mapping	Houses	Mapping	<input type="checkbox"/>			
	Schools	Mapping	<input type="checkbox"/>			
	Health Centre / PHC	Mapping	<input type="checkbox"/>			
	Anganwadi / Child Centre	Mapping	<input type="checkbox"/>			
	Community Kitchens	Mapping	<input type="checkbox"/>			
	Water Sources	Mapping	<input type="checkbox"/>			
	Agricultural Fields	Mapping	<input type="checkbox"/>			
	Roads & Paths	Mapping	<input type="checkbox"/>			

SOURCE	SECTION	TYPE	OPTIONS	ISSUE NOTED (YES/NO)	REMARKS	PHOTOS
	Religious/Cultural Spaces	Mapping	<input type="checkbox"/>			
	Common Land	Mapping	<input type="checkbox"/>			
	Forests	Mapping	<input type="checkbox"/>			
	Mining-affected Areas	Mapping	<input type="checkbox"/>			
	Problem Areas (drainage, erosion, etc.)	Mapping	<input type="checkbox"/>			
	Important Natural Features	Mapping	<input type="checkbox"/>			
	Wellness facilities for yoga, meditation etc	Mapping	<input type="checkbox"/>			
	Parks & Play grounds	Mapping	<input type="checkbox"/>			
	Skill Development Centres/ Training Facilities	Mapping	<input type="checkbox"/>			

**E**

**Envision**

# Dream and Define the Future

## Dreaming Forward, Together - Reimagining Tomorrow with Communities at the Heart

After building a foundation of trust and understanding, the next step - **“Envision”** opens a powerful new chapter - one of collective imagination. In many mining-affected communities, people have lived through long periods of uncertainty, loss, and disruption. For them, being invited to imagine a future beyond mining, on their own terms is more than a creative exercise. It’s a transformative act.

This phase is all about unlocking imagination. It’s about creating safe, inclusive spaces where everyone like youth, elders, women, workers and vulnerable sections can voice their needs and also their hopes, dreams, and bold ideas for what life after mining could look like. Here, the community shifts from reacting to past harms to actively shaping what comes next.

Importantly, mine closure is an opportunity for designing transitions, transitions that are just, rooted in local realities, and full of possibility. By reimagining the future together, communities can begin to chart paths that feel both meaningful and their own.

### **Why Visioning Matters in Mine Closure? Turning Closure Into a Beginning Through Collective Imagination**

In the absence of a clear, community-driven vision, mine closure planning often becomes a technical exercise focused on infrastructure, land reclamation, or compensation. But for the people living in and around mining areas, closure is about much more - livelihoods, identity, cultural continuity, environmental security, and dignity.

#### **1. Beyond Fences and Checklists - Closure is about people, not just land.**

Mine closure is often treated as a technical event—focused on decommissioning, land reclamation, and compensation. But for people who live near mines, closure is deeply human. It touches livelihoods, identity, memory, and the land they have long depended on. Without community involvement, closure risks becoming a process that is done *to* communities, rather than with them.

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## **2. Reclaiming the Right to Dream - From uncertainty to imagination.**

When communities are invited into a visioning process, something powerful happens. Instead of being asked what they need after the mine, they are asked what kind of future they want to create. This simple shift from asking about needs to asking about dreams - unlocks hope. It allows people to imagine what life could look like beyond mining, and to recognize their power to shape it.

## **3. Diverse Voices, Shared Futures - Visioning reveals what development really means.**

What one group values may not match another. Elders might prioritize tradition and land restoration; young people might envision innovation, education, or entrepreneurship. Through storytelling, dialogue, and reflection, communities begin to surface these different aspirations - not to resolve them immediately, but to understand and negotiate them constructively.

## **4. From Passive to Active Role - Communities become co-authors of the future.**

Visioning transforms people from passive recipients to active shapers of their destiny. As they articulate what matters most, whether it's cultural continuity, new livelihoods, or clean water - they begin to define closure on their own terms. This helps align closure plans with local priorities.

## **5. A Matter of Dignity - Closure is more than repair - it's renewal.**

Visioning begins with dignity. It invites communities to imagine futures shaped by their values, strengths, and aspirations. It creates space for collective dreams and builds the confidence to move towards them together.

## **Why Inclusion Matters in Visioning?**

The future belongs to everyone, so everyone must help shape it.

Visioning is a creative exercise and also a process of collective authorship. To be meaningful, it must reflect the hopes, memories, concerns, and dreams of all groups within the community - not just those with titles or formal power.

Too often, planning processes are led by mine officials, local leaders, or select committees. But when only a few voices shape the future, the result is a narrow vision. One that often misses the soul of the place and the needs of the most vulnerable. The Envision phase must actively resist this by being intentionally inclusive.

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## Who Must be Involved – And why? Honoring different kinds of knowledge and lived experience

### 1. Village Elders - *“We remember how the land used to breathe.”*

Elders carry the memory of landscapes before extraction, of traditions, rituals, and relationships with the land. Their stories can help ground the future in the deep roots of place.

Invite them to share:

- How the village functioned before mining
- Forgotten crops, festivals, healing practices, or water sources
- Values or customs they fear are fading

Hold “memory circles” or intergenerational dialogues. Let them sketch or narrate how the village once was and how it might be again, or better.

### 2. Women and Caregivers - *“We know what keeps a village healthy.”*

Women often carry the invisible labor that sustains community life - cooking, caring, collecting water, raising children, managing household economics. Yet their insights are frequently overlooked.

Their vision can spotlight:

- Practical needs around water, food, markets, health
- Dreams of safer spaces, schools, income opportunities
- Cultural aspects tied to care, cooking, and gathering

Create safe, all-women spaces for visioning. Use storytelling, drawing, or theatre-based methods that help express emotions and needs.

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### 3. Youth and Adolescents - *“This future is ours to live in.”*

Youth carry energy, risk, creativity and often, frustration. Many have grown up with mining as the norm and are unsure of what else is possible. Yet their ability to imagine differently is essential.

Through visioning, they can:

- Imagine new livelihoods (tech, arts, start-ups)
- Propose cultural and recreational spaces
- Facilities for wellness (yoga/meditation), skill development & training
- Raise bold ideas like green energy, internet hubs, co-working

Run design workshops, digital storytelling sessions, or “hackathons” where youth reimagine their village as entrepreneurs or leaders.

### 4. Children - *“Our dreams might be small but they’re full of truth.”*

Children’s ideas are often simple, playful, and filled with honesty. They reveal what makes a village *feel* joyful, safe, and alive.

They can express:

- Desire for parks, trees, animals, rivers to play in
- Feelings about pollution, noise, or fear
- What makes them feel proud or happy in their home

*Use drawing, puppet theatre, or “dream walls” where kids describe their perfect day in a post-mining affected village.*

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## 5. People with Disabilities/Marginalized Groups - *“We deserve to be seen and to belong in this future.”*

Ensure that the process includes people who are often unseen: persons with disabilities, landless laborers, migrants, minority castes or ethnic groups.

Ask:

- What prevents access or inclusion in village life today?
- What would a welcoming village look and feel like for them?
- What kind of support or recognition do they need to thrive?

Use inclusive facilitation methods (sign language, ramps, translations), and partner with local advocates who understand their contexts.

## From Dreams to Direction

Visioning is the foundation for strategic action. The images, themes, and priorities that emerge here will shape the way we plan livelihood transitions, land use, governance structures, and cultural revival. It sets the north star for the remaining stages of RECLAIM - from Co-Design to Sustain. To do this meaningfully, the process must be inclusive of:

### 1. Free-Flowing, Non-Judgmental Expression

Visioning should be a space of imagination without limitation. People must feel safe to say,

*“I wish this was a forest again”*

or

*“I want a college in this mine affected village”*

Even if those ideas seem far-fetched today. The goal is to encourage bold thinking, because behind every dream lies a value worth understanding.

### 2. Visual, Participatory, and Hands-On

Many people express themselves better through drawing, storytelling, symbols, or physical mapping than through formal meetings. Using participatory tools like community mapping, vision trees, murals, and dream boards makes the process inclusive and vibrant, especially for children, youth, and non-literate participants.

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### **3. Every Contribution Is Valid**

Every voice deserves validation, irrespective of the idea making it to the final plan. Even unrealistic dreams often point to very real needs. If someone asks for an airport, perhaps what they are really expressing is a desire for mobility, connectivity, or employment access. The facilitator's role is not to edit, but to listen for the underlying meaning in every suggestion.

### **4. Surface Themes, Not Final Designs**

At this stage, we are not looking for ready-made solutions. What we are looking for are emerging patterns, recurring hopes, shared frustrations, common desires. Do people keep mentioning water? Do they talk about jobs for youth? Do they dream of bringing back lost traditions?

By identifying themes that cut across groups, we begin to build a vision map. A collective snapshot of what the community wants to become. This map can then guide all future decision-making, from technical designs to policy advocacy. We do not expect blueprints at this stage but we do aim to develop a vision map, shaped by real voices, that can guide practical decision-making.

## **The Role of Vision Mapping**

*From story to structure. From idea to action.*

By the end of the Envision phase, we aim to co-create a vision map. A document, drawing, or visual summary that captures the heart of the community's hopes. This map is not legally binding, nor is it a blueprint. But it is powerful. It becomes the guiding reference point for:

- Co-designing future livelihood programs
- Deciding what reclaimed land should be used for
- Reviving culture and language
- Building fair and trusted governance systems
- Negotiating with companies, governments, and investors

A good vision map is shaped by real voices. It is flexible, but firm in its values. And most importantly, it is owned by the community. Something they can point to and say,

*"This is the future we imagined together."*

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## Tools Used in This Phase

- **Tool 3: Developing a Vision Statement** – Helps the community articulate a shared future narrative that reflects their values, identity, and collective aspirations post-mining. Use the tool to guide a structured discussion with the community. Ask questions that help them reflect on and respond to each of the following broader areas of social, economic, environmental and cultural aspects.
- **Tool 4: Setting Development Goals** – Translates the vision into goals the community wants to achieve across key dimensions by referring to some of the issues identified. Link it to Sustainable Development Goals.

These focus areas provide a structure for prioritizing and later designing interventions that respond to local needs and ambitions.

## Opening the Door to Possibility

The Envision phase is not about dreaming in isolation, it is about dreaming together, guided by the people who will live with the outcomes of mine closure long after the mine is gone.

By valuing every voice and investing in collective dreaming, we lay the groundwork for mine closure to become a new beginning. It is usually advised to start this with an elderly who recalls and narrates a story of the mine affected village and how their lives were before the mine was established. This helps in setting the context – Looking back at the future.

## Tool 3: Developing Vision Statement

### What is a Vision Statement?

A vision statement is a clear description of the future that the mine affected village community wants. covering all areas such as social, economic, environment and cultural.

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## Purpose of a Vision Statement Tool

The purpose of developing a vision statement is to:

- Unify diverse voices into a common direction
- Provide a north star for future planning, decision-making, and negotiation
- Translate hopes and ideas into a clear, motivating message
- Anchor technical mine closure and transition plans in community-defined priorities
- Strengthen ownership and collective identity during a time of change

## Explanation & Rationale

During the Envision phase, communities generate many ideas, hopes, memories, frustrations, and dreams. A vision statement brings these together in a distilled form. It articulates the desired future in a way that is hopeful, grounded, and inclusive.

**For example:** *“We envision a thriving village rooted in our traditions, with clean water, sustainable farms, educated youth, and a peaceful, united community.”*

A strong vision statement can inspire action, guide partnerships, and hold institutions accountable. It becomes the emotional and strategic anchor of the transition journey.

## Why is this important?

- It guides all future planning and decision-making.
- It unites the community around common hopes.
- It helps identify key sectors for development.

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## Step-by-Step Process

### Step 1: Form the visioning group

Bring together a group that reflects the diversity of the community, which shall include:

- Men and women of different age groups
- Youth and adolescents
- Mine affected village elders with cultural knowledge
- Panchayat/Gram Sabha members
- Farmers, mine workers, artisans, and small entrepreneurs
- Marginalized or minority groups, including people with disabilities

### Step 2: Prepare sector-wise focus areas:

On a large chart or flip chart, create a Vision Statement

Tool Sheet divided into 4 main sectors:

- **Social** (health, education, safety, housing, relationships)
- **Economic** (livelihoods, jobs, farming, skills, markets)
- **Environmental** (land, water, forests, waste, climate)
- **Cultural** (traditions, rituals, languages, identity)

Leave space under each column to note ideas and exact phrases shared by community members.

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### **Step 3: Facilitate vision discussions for each sector:**

For every sector:

- Ask villagers “What do you want our mine affected village to achieve/look like in this area in the next 5 to 10 years?”
- Encourage them to think big but also be practical.
- Write down exact words shared by the community under each sector.

**Step 4: Draft the vision statement:** Summarize these ideas into simple statements sector-wise or as an overall statement that combines the ideas. Review the ideas gathered across all sectors. Look for recurring themes, values, and aspirations. Draft one or more versions of:

- **Sector-specific vision statements**, e.g., “Economically, we envision a village where every young person has a dignified livelihood opportunity.”

OR

- **One overall community vision**, e.g., “We envision a peaceful, green, and united village with strong traditions, clean water, educated youth, and thriving farms.”

**Step 5: Validate:** Read the draft vision aloud to the group and make changes as needed. Once finalized, celebrate the vision—display it publicly, translate it, turn it into murals, or make it part of village events.

### **Expected Duration To Complete The Exercise:**

3-4 hours for a full sector-wise exercise.



# Tool 3

## Community Future Visioning Workshop

DIMENSION	WHAT ARE SOME OF THE POTENTIAL QUESTIONS TO ASK?	ASPIRATIONS SHARED BY COMMUNITY
<b>Social</b>	"What does a 'safe and united' community look like to you?"	
	"How do you dream our village will treat and include everyone?"	
	"What kind of changes do you want to see in health, education, and basic services?"	
	"What kind of support systems should exist for families affected by mine closure?"	
	"How can we make sure no one is left behind after mining jobs are gone?"	
	"What kind of new services or institutions should be built to meet the community's changing needs?"	
<b>Economic</b>	"If every family here was prosperous, what would that look like?"	
	"What is your vision for employment and income opportunities for our people?"	
	"How do you want our village to improve farming, business, or other ways of earning?"	
	"What are the new sources of livelihood we should create after the mine closes?"	
	"How can we make our youth skilled and ready for non-mining jobs?"	
	"What role can women and local entrepreneurs play in rebuilding our village economy?"	
	How can we prepare youth for future challenges, fitness, value-driven, and ready for a happy, fulfilling future?	

DIMENSION	WHAT ARE SOME OF THE POTENTIAL QUESTIONS TO ASK?	ASPIRATIONS SHARED BY COMMUNITY
<b>Environmental</b>	"Describe a clean and healthy environment for our village."	
	"How would you like to see our land, water, and forests protected?"	
	"How do you want our village's water, trees, and land to be in the next few years?"	
	"What should be done with the mined land to make it useful and safe for the next generation?"	
	"How do we restore our water, soil, and greenery damaged by mining?"	
	"What kind of environment do we want to leave behind now that mining is ending?"	
<b>Cultural</b>	"How can we ensure our traditions are alive and strong in the future?"	
	"How do you see our village preserving and celebrating our traditions, festivals, and local arts?"	
	"What is your vision for passing down our language, songs, and customs to the next generation?"	
	"How can we reconnect with traditional occupations and practices lost during mining years?"	
	"What cultural spaces or festivals can we revive to strengthen village identity after mine closure?"	
	"How can local stories and history of mining be preserved for future generations?"	
	"What role can women and local entrepreneurs play in rebuilding our village economy?"	

<b>Draft Vision Statement</b>	“We envision a _____ community where _____, and we strive to _____ while preserving _____.”
<b>Final Vision Statement</b>	<i>(Write the finalized, agreed vision here — 1-2 inspirational sentences)</i>

### Example Of Tool 3

Dimension	Selected Question	Aspirations Shared by the Community
Social	“What kind of support systems should exist for families affected by mine closure?”	“We want community centers where families can access counselling, food support, and schooling help after the mine shuts.”
Economic	“What are the new sources of livelihood we should create after the mine closes?”	“We want to grow local farming, eco-tourism, and cottage industries like honey, weaving, and organic produce.”
Environmental	“How do we restore our water, soil, and greenery damaged by mining?”	“By planting native trees, making small check dams, and cleaning up polluted water sources for future generations.”
Cultural	“What cultural spaces or festivals can we revive to strengthen village identity after mine closure?”	“We want to bring back our traditional harvest festival and build a small space to teach local music and crafts to youth.”

**Draft Vision Statement**

“We envision a self-reliant and united community where families are supported, and new livelihoods thrive, and we strive to restore nature while preserving our traditions and stories.”

**Final Vision Statement (Community Approved)**

“Our village dreams of becoming a strong and self-reliant place, where nature is healed, families are supported, and our culture shines again after the mine is gone.”

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## **Tool 4: Goal Setting**

### **What is a Development Goal?**

A development goal is a specific, measurable target the community sets for itself to move towards their vision like “safe drinking water for all,” or “paved roads connecting all hamlets.”

### **Purpose**

- To break down the vision into clear, trackable development goals
- To prioritize issues identified during community discussions
- To set the foundation for future planning, project design, and partnerships
- To ensure alignment with the UN Sustainable Development Goals (SDGs)
- To give communities a framework for self-monitoring and advocacy

### **Explanation**

During the Envision phase, communities articulate their hopes and dreams. The next step is to make those dreams more specific and goal-oriented. For example, if the vision says: “We want an educated and self-reliant youth population,”

Then a corresponding development goal could be: “Ensure access to quality secondary education and vocational training for all youth in the village by 2030.”

These goals should be realistic, locally driven, and broad enough to allow for multiple projects or actions under each one. They should also reflect the diversity of community priorities, including those of women, youth, elders, and marginalized groups.

### **Why is this important?**

- It helps break down the broad vision into clear and smaller actions.
- It ensures plans are practical and progress can be tracked.
- It helps allocate resources and responsibilities.

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## Step-by-Step Process

### Step 1: Review the vision sheet:

Start the session by reviewing the sector-wise vision statements developed in the earlier step.

- Display the vision statement(s) and sector-wise aspirations developed.
- Read them aloud to the group.
- Invite participants to reflect:

*“What parts of this vision do you want to start making real now?”*

*“Which of these dreams are most urgent?”*

### Step 2: List possible goals sector-wise:

Use the columns in your Development Goals sheet to start listing specific goals under each sector.

- Use a Development Goals Sheet (with columns for sectors, goals, target groups, timelines, SDG links).
- For each sector (e.g., Health, Education, Livelihoods, Environment), ask:
- “What exactly do we want to achieve in this area?”
- “What would progress look like here in 3–5 years?”

Record specific and achievable goals under each sector. Examples:

- Health: “Ensure 100% immunization for children under five by 2026.”
- Education: “Reduce school dropout rate to below 10% by 2028.”
- Water: “Provide piped drinking water to all households by 2027.”

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**Step 3: Identify target groups:**

For each goal, fill the target group column (e.g., women, children, SC/ST households, farmers).

**Step 5: Finalize the goals list:**

Present the full list back to the group for final validation and make adjustments if needed.

**Expected Duration To Complete The Exercise:**

3-4 hours for detailed goal setting across sectors.



# Tool 4

## GOAL SETTING TOOL

ISSUE IDENTIFIED	DEVELOPMENT GOAL	GOAL CATEGORY	SUB TARGETS UNDER SDGs	PRIMARY SDGs

Example Of Tool 4

ISSUE IDENTIFIED	DEVELOPMENT GOAL	GOAL CATEGORY	SUB TARGETS UNDER SDGs	PRIMARY SDGs
Water availability	Ensure year-round access to safe drinking water.	Social	<b>6.1: By 2030, achieve universal and equitable access to safe and affordable drinking water for all.</b>	<b>Goal 6: Clean Water and Sanitation</b>
Youth unemployment	Create new local job in agriculture and services.	Economic	<b>8.5: By 2030, achieve full and productive employment and decent work for all women and men</b>	<b>Goal 8: Decent Work and Economic Growth</b>
High school dropout rate	Ensure all children, complete secondary education.	Social	<b>4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education</b>	<b>Goal 4: Quality Education</b>

**C**

**Co Design**

# Plan Together Strategically

## Turning Vision into Action

With a clear vision and development goals in place, the **Co-Design** phase invites communities to move from aspiration to structured planning. This is a moment of deep collaboration, where communities move beyond what they hope for and begin to shape how to get there.

In the context of mine closure, planning cannot be an expert-driven exercise alone. It must center the people most affected by mining, those who will live with the outcomes of closure. Co-designing ensures that development plans are not only technically sound but socially owned, and strategically aligned with long-term transformation.

## Why Co-Design is Critical in Mine-Affected Regions

Historically, planning has often been done to communities, not with them. Mine-affected villages are no exception, many have experienced years of extractive decision-making that ignored their knowledge and undermined their agency.

The **Co-Design** phase challenges that pattern. It brings community members into the heart of the process by identifying their own problems, choosing what matters most, and designing plans that reflect their reality and goals. This process also helps:

- Bridge the gap between broad aspirations and on-ground actions.
- Ensure community buy-in and ownership of projects.
- Align planning with real capacities, resources, and timelines.
- Surface trade-offs and dependencies that need to be addressed early.

Through this process, planning becomes both a technical and democratic activity. A negotiation of dreams, constraints, and direction.

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## What Happens in This Phase?

The Co-Design process begins by going back to the community's stated goals and vision. Community groups reflect on the key problems they continue to face and link these to the thematic focus areas under thematic program archetypes (defined earlier in the Envision phase). Then, they collectively identify focus areas and sub-projects or initiatives that can address these issues.

Once a list of sub-projects is developed, the next step is to prioritise. Discussing which projects are urgent, which are feasible, and which align best with community goals. This prioritisation helps the community focus limited resources on actions that matter most.

The final step is developing project plans, with clear objectives, beneficiaries, timelines, and implementation responsibilities. These plans are simple, actionable, and ready to be integrated into broader closure strategies.

## The Role of Community in Planning

In this phase, different groups play specific and meaningful roles:

- **Women's groups** may highlight service delivery gaps and infrastructure needs.
- **Youth** may propose innovation or skill-building ideas aligned with future jobs.
- **Farmers** and **labourers** may bring insight into land use, productivity, or employment transitions.
- **Local institutions** (panchayats, SHGs, CBOs) help in anchoring plans within existing systems.

This process should include small group planning, collective validation, and transparency at each step. Communities don't just contribute ideas, they also define how and who will take them forward.

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## Tools Used in This Phase

- **Tool 1: Thematic Problem Identification, Setting Focus Areas, and Prioritization Matrix** – Facilitates the process of identifying key local issues, aligning them with vision goals, and ranking potential projects for implementation.
- **Tool 2: Development Planning Tool** – Supports the preparation of actionable sub-project plans by defining objectives, key activities, resource needs, roles, and timelines.

### From Participation to Partnership

The Co-Design phase is where true participation becomes partnerships. Communities help in shaping the future with intention and clarity. Through a structured yet flexible approach, this phase ensures that planning is collaborative, strategic, and grounded in lived realities. As mine closure advances, these community-designed projects become the building blocks of a just transition. Anchored in local wisdom, backed by practical plans, and driven by shared ownership.

#### Tool 1 : Focus Area & Prioritization Matrix

##### What is Focus Area & Prioritization Matrix?

This tool helps the community list the key issues identified, assess their urgency and impact, and match them to the most suitable program archetypes and sub-project ideas. It combines issue prioritization with focus area planning, especially designed for post-mine closure settings where recovery and rebuilding are needed.

##### Why is this Important?

- Helps the mine affected village decide **what to act on first** based on both urgency and long-term impact.
- Connects community concerns with **practical development solutions**.
- Ensures issues are not just listed, but are **matched with appropriate actions**, themes, and goals.
- Supports planning for **targeted projects** across livelihoods, infrastructure, water, health, etc.
- Encourages **structured group thinking**, so priorities are decided together and not in isolation.

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## Step-by-Step Process

### Step 1: Prepare for the Meeting

- Select a comfortable venue such as a school veranda or community hall.
- Invite a diverse group of mine affected villagers: women, youth, elders, panchayat members, SHGs, farmers, etc.
- **Materials to carry:**
  - Chart papers or printed matrix templates
  - Markers, pens, and sticky notes
  - List of program archetypes and example sub-projects (printout)
  - Reference sheets from other tools (SWOT, community profile, visioning)

### Step 2: Start with Key Issues

- Share the list of Issues that the communities listed during the Reaching our phase
- Note down the issues clearly, one per sticky note or line.
- Examples: “No irrigation water”, “Unemployment among youth”, “Lack of school transport”.

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### Step 3: Prioritize Each Issue

- For every issue, ask two questions:
  - Urgency: Does this need immediate attention?
  - Impact: Will solving this affect many people or the mine affected village's future?
- With group input, categorize the issue into one of four matrix boxes:
  -  Act Immediately: High urgency + High impact
  -  Tactical Action: High urgency + Low impact
  -  Strategic Planning: Low urgency + High impact
  -  Low Priority: Low urgency + Low impact
- Write the issue in the appropriate box on the matrix chart.

### Step 4: Match to Program Archetypes

- Once all issues are placed on the matrix, discuss what kind of solutions fit them.
- For each issue, identify:
  - Program Archetype (e.g., Livelihoods, Infrastructure, Culture)
  - Theme (e.g., Agriculture, Youth Skills, Women's Empowerment)
- Use the reference sheet if needed to guide this.

### Step 5: Suggest Sub-Projects

- Suggest from the list of projects: "The kind of project or activity can solve this issue in our mine affected village"
- Help them brainstorm simple, realistic sub-projects based on the suggestions.
  - Example: For "unemployment" → Skill center for solar repair.
  - Example: For "water access" → Household tap connections or pond revival.
- Note each sub-project beside the issue in the table or chart.

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### **Step 6: Review and Finalize**

- Read the complete matrix aloud for validation.
- Ask: *“Do we all agree with these priorities and solutions?”*
- Make changes if needed and allow voices from all groups (women, youth, SC/ST, elders).

### **Step 7: Documentation**

- Take clear photos of the matrix and filled table (with community consent).
- Collect the charts and save them for planning use.
- Mark key observations, especially ideas that came from the community.

### **Expected Duration To Complete The Exercise:**

- Approx. **2 to 3 hours**, depending on group size and number of issues discussed.
- Can be completed in **one facilitated meeting**, with breaks in between.



# Tool 5

## Focus Area Mapping

KEY ISSUES	PROGRAM ARCHETYPES	THEME	SUB-PROJECT	DEVELOPMENT GOALS UNDER FOCUS AREAS
	Livelihoods and economy			
	Human Development & Social Well-being			
	Infrastructure & Basic Services			
	Culture, Heritage & Identity			
	Governance & Rights			

**Refer to the PROGRAMME ARCHETYPES SECTION**

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## **Tool 2: Activity Planning**

### **What is Activity Planning?**

Activity Planning is the process of organizing and scheduling specific tasks and initiatives that align with the project goals. It defines -

- what needs to be done
- how it will be done
- who will do it,
- what outcomes are expected.

### **Why is Activity Planning Used?**

- To break down complex programs into manageable actions
- To allocate resources efficiently
- To ensure accountability through clearly defined outputs
- To monitor progress and impact
- To align all activities with overall development objectives

### **Expected Duration To Complete The Exercise:**

- 2 to 2.5 hours
- Suggested: Take a short tea/snack break after defining sub-projects (between Step 3 and 4)

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## Step-by-Step Process

### Step 1: Gather the Community

- Invite representatives from the community, including SHG members, farmers, youth, panchayat, and others familiar with local issues.
- Choose a comfortable space for discussion (e.g., school veranda, panchayat hall).

#### Materials to carry:

- Chart papers or printed templates
- Markers, pens
- Lists of themes from earlier exercises (e.g., prioritization matrix, focus areas, sub-projects, etc)

### Step 2: Identify Key Thematic Programs

- Start by revisiting earlier discussions to list major focus areas that emerged.
- “Share are the main program areas where we need to work after mine closure”
- Write down the selected themes (e.g., Agriculture, Skill Development, Water Access, Women’s Livelihoods, etc.).

### Step 3: Define Sub-Projects Under Each Theme

- For each theme, ask: “*What specific activities can we take up to solve these problems?*”
- Note down 1–2 sub-project ideas per theme.
  - Example: Under Agriculture → “Organic farming training for displaced farmers”
  - Example: Under Water Access → “Rejuvenation of abandoned ponds”

### Step 4: List the Resources Required

- For each sub-project, discuss: “*What do we need to make this activity work?*”

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- **Record different types of inputs:**

- Human Resources: Trainers, facilitators, SHG members
- Physical Inputs: Materials, equipment, land
- Partnerships: Government departments, NGOs, private sector

### **Step 5: State the Expected Outputs**

- For each sub-project, ask: *“What will we achieve by doing this activity?”*
- Write down clear, realistic objectives:
  - Must be measurable and result-focused
  - Example: “Increased farmer income”, “Safe water access to 50 households”, “Employment for 20 youth”

### **Step 6: Review and Prioritize the Sub-Projects**

- Check all sub-projects for:
  - Feasibility with local resources
  - Relevance to community needs
  - Alignment with available schemes and partner support
- Mark the most important and doable projects as priority.

### **Step 7: Documentation**

- Fill in the final activity planning template with all entries.
- Take photos or save charts.

Use this list to prepare proposals or link with government and CSR program.



# Tool 6

## Development Planning Tool

THEMES	SUB PROJECTS	RESOURCES REQUIRED	EXPECTED OUTPUTS (Objectives)	CAPEX (₹/Sub- project)	OPEX (₹/Year)

### Example Of Tool 6

THEMES	SUB PROJECTS	RESOURCES REQUIRED	EXPECTED OUTPUTS (Objectives)	CAPEX (₹/Sub-project)	OPEX (₹/Year)
Agricultural Development	Organic farming training for displaced farmers using rehabilitated plots	What? → Teach displaced farmers to restore soil and grow crops using organic methods	Improved soil health, sustainable income for farmers, reduced input cost, eco-friendly farming	₹_____ (Demo plots, curriculum, kits, HR)	₹_____ (Monitoring, refreshers, upkeep)
		How? → Set up demo plots, provide certified organic curriculum, monitor soil using lab kits			
		Who? → Project manager, organic agriculture technicians, local extension officers			
Skill Development & Employment	Career support for resettled youth in renewable energy and eco-tourism	What? → Prepare youth for jobs in solar/wind energy and green tourism	Youth employment in green sectors, local entrepreneurship, reduction in migration	₹_____ (Training infra, trainers, materials)	₹_____ (Stipends, workshop costs, facilitation)
		How? → Run accredited training programs, arrange internships, and conduct field workshops			

THEMES	SUB PROJECTS	REQUIRED RESOURCES	EXPECTED OUTPUTS (Objectives)	CAPEX (₹/Sub-project)	OPEX (₹/Year)
Digital Jobs	E-commerce for handicrafts from mine-transition regions	What? → Help artisans sell local crafts online to new markets	Market access for artisans, income diversification, revival of traditional crafts	₹_____ (Devices, photography kits, training)	₹_____ (Platform management, ongoing coaching)
		How? → Provide smartphones, teach product photography, set up online stores, train in digital marketing			
		Who? → Digital literacy trainers, e-commerce platform support teams, marketing coaches			
Waste Management & Circular Economy	SHG-led plastic recycling units in new settlements	What? → Launch community-run plastic recycling businesses	Local employment, reduced landfill pressure, community-led waste solutions	₹_____ (Machines, training space, initial stock)	₹_____ (Operations, maintenance, SHG support)
		How? → Supply shredders and balers, teach sorting and quality testing, train in basic bookkeeping			
		Who? → SHG members, NGO technical partners, waste-management technicians			

THEMES	SUB PROJECTS	REQUIRED RESOURCES	EXPECTED OUTPUTS (Objectives)	CAPEX (₹/Sub-project)	OPEX (₹/Year)
Early Childhood Development	Parenting awareness in post-closure zones	What? → Improve child health, nutrition, and early learning practices	Improved child nutrition, early stimulation practices, parental engagement in child development	₹_____ (Awareness materials, kits, session costs)	₹_____ (Field visits, kits replenishment, facilitation)
		How? → Conduct home visits, group awareness sessions, and distribute play/nutrition kits			
		Who? → Community health workers, Anganwadi workers, trained facilitators			
Gender Equality & Women's Empowerment	SHG-based microenterprises for women in reclaimed areas	What? → Help women start and manage small local businesses	Women's financial inclusion, household income enhancement, SHG strengthening	₹_____ (Seed grants, training, marketing materials)	₹_____ (Mentorship support, SHG facilitation)
		How? → Offer business & financial training, provide seed grants, connect to markets and banks			
		Who? → SHG leaders, business mentors, local bank officers			

**L**

**Localise**

# Adapt to Ground Realities

## Adapting to What's Real – Grounding Plans in the Everyday Lives of Communities

As mine closure moves into next phase - Localise asks a critical question:

*“Do these plans actually work on the ground?”*

This phase ensures that proposed projects align with the realities of daily life in mining-affected villages. It's about adapting strategies to social, cultural, ecological and economic contexts and not assuming that **“One-size-fits-all”**. Community voices are central here, women navigating care work, farmers adapting to land changes, youth imagining new opportunities, all help shape plans that are relevant, inclusive, and practical.

This phase is about localising solutions with the people most affected. By grounding planning in local knowledge and lived experience, this phase transforms mine closure from a top-down process into a shared pathway forward, one that respects context, builds trust, and sets the stage for long-term resilience.

## Why Does Localising – Adapting to Ground Realities – Matter?

*“Because what works on paper must also work in people's lives”*

Often, mine closure plans are developed far from the communities they affect. These plans may be technically sound, but they can fail when they overlook the on-the-ground realities, such as inaccessible terrain, broken infrastructure, cultural sensitivities, or the needs of excluded groups. Localising ensures that closure efforts are designed for communities and are shaped with them. By adapting to local contexts, communities gain ownership, risks are addressed early, and projects are more likely to succeed. It helps planners ask the right questions:

*“Is this plan practical? Inclusive? Sustainable here, in this place?”*

When local voices guide the design, the result in better implementation, greater trust, equity, and long-term impact. Simply put, if it doesn't work for the people on the ground, it doesn't work at all.

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## Who Needs to Be Involved?

*“Bringing in every voice makes the vision stronger”*

Mine closure affects everyone in the community but it affects them differently. That's why the process of localizing plans must include a wide cross-section of voices, not just the most visible or vocal leaders.

Too often, planning spaces are dominated by officials, contractors, or male elders. But to understand the real picture of what works and what doesn't - you need to hear from those who experience village life from different positions, with different knowledge and different stakes in the future.

### **Women – The Hidden Experts in Everyday Realities**

Women often carry the invisible workload of a village by caring for children and the elderly, managing food, water, and household income, and keeping families together.

They have deep insight into:

- How accessible services really are
- Whether plans for health, nutrition, or water are practical
- What makes a space safe or unsafe

### **Youth – Energy, Innovation, and Future Aspirations**

Young people often have one foot in tradition and one foot in change. They can see what's missing - be it digital access, skill development, or employment and they can imagine bold, new futures.

Youth can contribute to:

- Designing tech-friendly, future-ready livelihood programs
- Challenging outdated assumptions
- Building momentum for action

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## **Elders – Memory Keepers and Cultural Anchors**

Elders carry knowledge of the mining-affected villages before the mine arrived:

- What crops grew where
- What water sources existed
- What festivals and practices tied people to the land

Their wisdom can help anchor future planning in a sense of identity, continuity, and ecological memory.

## **Marginalized Groups – Those Most at Risk of Being Left Out**

Dalit households, Adivasi communities, persons with disabilities, migrant laborers, or landless families often face the greatest barriers and are the first to be excluded from benefits. Including them is not just fair it makes closure efforts more complete and equitable.

## **Why Co-Creation and Localising Works?**

When people are part of shaping a solution, they are more likely to trust it, use it, and sustain it.

It builds -

- **Ownership** – “This is *our* plan.”
- **Accountability** – “We know what needs to happen and who’s doing it.”
- **Respect** – “Our knowledge and experience matter.”

Localizing is checking if a plan will fit, if not designing it to fit together.

## **From Consultation to Co-Creation: Planning with people, not just for them**

In many development projects, “community consultation” often means collecting opinions on decisions that have already been made. But Localising within the RECLAIM framework calls for a deeper, more transformative approach.

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Localising shifts the role of the community from being passive recipients of a plan to being active designers and decision-makers. It recognizes that people living in mining-affected areas hold critical knowledge about the land, about social dynamics, about what works and what doesn't. Their insights aren't optional, they are essential.

## **Tools Used in the Localize Phase**

The following tools will support communities and facilitators in assessing the practicality, inclusiveness, and risks of proposed mine closure plans.

- **Tool 1 – Ground Reality Checklist** - The Ground Reality Checklist is a participatory tool that helps assess whether proposed closure plans are practical, inclusive, and suited to local conditions. By discussing key sectors like environment, economy, health, and culture, communities identify what works, what doesn't, and what needs to be adapted before implementation
- **Tool 2 - Risk Assessment Matrix** - The Risk Assessment Matrix helps communities and planners anticipate what could go wrong with mine closure plans. By identifying potential risks, such as water shortages, social tensions, or governance gaps and ranking them based on likelihood and impact, the tool ensures that risks are addressed early and mitigation strategies are built in.

## **Tool 1: Developing Localize Tools for Mine Closure**

### **What is a Ground Reality Checklist?**

The Ground Reality Checklist is a tool used in mine closure contexts to assess whether proposed transition projects align with the local community's culture, ecology, infrastructure, governance systems, and livelihood needs. It guides critical adaptations to ensure closure-related interventions are effective, inclusive, and grounded in real conditions.

### **Why is this Important?**

- Promotes Community Ownership – Builds trust by ensuring plans reflect local priorities.
- Prevents Design Mismatches – Flags challenges such as inaccessible terrain or exclusion of key groups.
- Strengthens Feasibility – Helps adapt project delivery to local conditions like remote geography or cultural practices.

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## Expected Duration To Complete The Exercise:

3–4 hours

## Step-by-Step Process: Ground Reality Checklist

### Step 1: Form the Local Stakeholder Group

- Include a diverse group of men, women, youth, elders, panchayat leaders, SHG members, farmers, and marginalized voices.
- Ensure voices from groups directly impacted by mine operations and closure are represented.

### Step 2: Prepare Sector-Wise Focus Areas

- **Environment:** Discuss local ecosystems, water sources, forests, and risks (e.g., dust, contamination).
- **Social:** Explore impacts on education, cognitive development, health and wellness, and safety, especially post-closure.
- **Economic:** Understand how closure affects livelihoods; explore alternative employment plans.
- **Cultural:** Consider local festivals, traditions, and values that may be disrupted or need preservation.

### Step 3: Facilitate Sector-Wise Community Feedback

- Ask: “Based on your daily life, what realities should be considered in each sector?”
- Encourage practical insights on how mine closure will affect these areas.
- Record responses using the community’s own words.

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#### **Step 4: Walk Through the 10 Themes**

- **Ecological Suitability** – Is the land reclamation plan aligned with local geography?
- **Social Inclusion** – Are vulnerable and affected communities included?
- **Local Identity** – Does the plan protect cultural heritage and memory?
- **Infrastructure Access** – Can new plans be delivered given local road, power, or service gaps?
- **Governance Alignment** – Are panchayats and local committees involved?
- **Resource Use** – Are local materials and skills used to implement closure plans?
- **Communication Methods** – Are updates shared in accessible ways?
- **Conflict Sensitivity** – Have past tensions related to mining been addressed?
- **Community Monitoring** – Will locals help monitor closure progress?

#### **Step 5: Mark ✓ or ✗ and Add Notes**

Tick ✓ if aligned; mark ✗ if not.

Note adjustments needed for each theme.

#### **Step 6: Discuss, Modify, & Integrate**

- Review the checklist with the community.
- Identify gaps in project design and delivery.
- Adapt the closure strategy to reflect community input.
- Assign roles to local actors to support implementation.

#### **Step 8: Documentation & Review**

- Create a short summary with: Key findings, Community recommendations
- Responsible persons and timelines
- Share with the closure planning team and review regularly



# Tool 7

## Ground Reality Check Tool

THEME	CHECKLIST QUESTIONS	✓ / ✗	NOTES/ ACTIONS
1. Cultural Fit	a) Are project activities aligned with local customs, traditions, and beliefs?		
	b) Has local knowledge (e.g., agriculture, medicine, rituals) been acknowledged and incorporated?		
	c) Are communication materials available in local languages/dialects?		
2. Ecological Suitability	a) Does the project consider local terrain, soil, water availability, and climate?		
	b) Are any sacred groves, forests, or grazing commons being affected?		
	c) Has environmental risk mapping (e.g., landslide, flood, drought) been done?		
3. Social Inclusion	a) Are vulnerable groups (tribals, SC/ST, women, elderly, disabled) represented in planning?		
	b) Have traditional leaders and elders been consulted?		
	c) Does the intervention create or exacerbate any exclusion risks?		
4. Indigenous & Local Identity	a) Does the project support preservation of cultural identity (festivals, oral traditions, language)?		
	b) Are local practices in resource use (e.g., shifting cultivation, water harvesting) considered?		
5. Accessibility & Infrastructure	a) Is the project design adapted for remote, road-poor, or electricity-poor areas?		
	b) Are there plans to phase or decentralize delivery if needed (e.g., mobile units, local storage)?		

THEME	CHECKLIST QUESTIONS	✓ / ✗	NOTES/ ACTIONS
6. Local Governance Fit	a) Are local institutions (Panchayats, SHGs, forest committees) engaged meaningfully?		
	b) Are there champions or facilitators from the village identified for ownership?		
7. Resource Matching	a) Are local materials, tools, and skills being used wherever possible?		
	b) Is there clarity on how O&M (Operation & Maintenance) will be handled locally?		
8. Communication Channels	a) Are appropriate communication tools being used (e.g., folk media, community meetings, youth groups)?		
	b) Is there a feedback mechanism from the community?		
9. Risk & Conflict Sensitivity	a) Are there any ongoing conflicts (e.g., land, caste, gender, political) that may affect the intervention?		
	b) Has a mitigation plan been included for possible tensions or disruptions?		
10. Monitoring Adaptation	a) Will community members be involved in tracking or reporting project progress (e.g., as monitors or liaisons)?		
	b) Are local practices in resource use (e.g., shifting cultivation, water harvesting) considered?		
5. Accessibility & Infrastructure	a) Is the project design adapted for remote, road-poor, or electricity-poor areas?		
	b) Are there plans to phase or decentralize delivery if needed (e.g., mobile units, local storage)?		

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## **Tool 2: Risk Assessment Matrix**

### **What is the Risk Assessment Matrix?**

A tool to identify and categorize risks related to mine closure based on their likelihood and impact. It helps transform community concerns into action points by setting priorities and assigning responsibility.

### **Why is this Important?**

- **Anticipates Challenges Early** – Identifies disruptions before they impact closure outcomes.
- **Supports Informed Decisions** – Guides allocation of resources to where they are most needed.
- **Builds Community Confidence** – Shows transparency and readiness to manage change.

### **Expected Duration To Complete The Exercise:**

2–3 hours

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## Step-by-Step Process: Risk Assessment Matrix

### Step 1: Form the Local Stakeholder Group

Include men, women, youth, elders, panchayat leaders, SHG members, miners' families, and other impacted groups.

### Step 2: Prepare Sector-Wise Focus Areas

Structure the discussion across:

- Environment (e.g., land degradation)
- Economy (e.g., job loss)
- Social/Health (e.g., access to health post-closure)
- Culture/Identity (e.g., disrupted social networks)

### Step 3: Facilitate Sector-Wise Community Feedback

Ask: "Based on your experience since the mine closed, what could go wrong with the proposed development plans for your village?"

Encourage real-life examples; validate and record responses.

### Step 4: Identify Potential Risks

Categorize risks under: Political, Financial, Environmental, Social, Institutional, Operational

### Step 5: Rate Likelihood & Impact

Discuss each risk and score:

For each risk, ask: *How likely is this to happen?* To get the rate

To get the impact for each risk, ask: *"If this happens, how badly will it affect the project?"*

### Step 6: Give Short Break

Provide tea/snacks to allow participants to recharge.

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### **Step 7: Plot in a Risk Matrix**

Place each risk into a 3x3 grid (Likelihood vs. Impact):

- ● High–High: Critical Risks
- ● Medium: Monitor and act
- ● Minimal: Check occasionally
- ● Low: Ignore for now

### **Step 8: Plan & Integrate Mitigation**

For each medium/high risk, define:

- What action is needed
- Who is responsible
- Timeline
- Include mitigation actions in the closure project plan

Share responsibilities with both team and community

### **Step 9: Documentation and Review**

- Prepare a Risk Summary Sheet with: Risks, scores, mitigation plans, responsible persons
- Present the sheet in review meetings
- Revisit and update quarterly as closure progresses



# Tool 8

## Risk Assessment Matrix

RISK	RISK DESCRIPTION	LIKELIHOOD	IMPACT	MATRIX ZONE	ACTION NEEDED
Political					
Financial					
Environmental					
Social					
Institutional					
Operational					

		Likelihood	
		“Just check it from time to time and use our usual methods.”	“Stop everything and handle it now!”
		Low	High
Impact	High	Medium Risk	Critical Risk
	Low	Minimal Risk	Medium Risk
		“We can ignore this for now.”	“We need someone to watch closely and deal with it straight away.”

Example Of Tool 8					
RISK	RISK DESCRIPTION	LIKELIHOOD	IMPACT	MATRIX ZONE	ACTION NEEDED
Political		HIGH	HIGH	CRITICAL RISK	"Stop everything and handle it now!"
Financial		HIGH	LOW	MEDIUM RISK	"We need someone to watch closely and deal with it straight away."
Environmental		LOW	HIGH	MEDIUM RISK	"Just check it from time to time and use our usual methods."
Social		LOW	LOW	MINIMAL RISK	"We can ignore this for now."
Institutional		HIGH	LOW	MEDIUM RISK	"We need someone to watch closely and deal with it straight away."
Operational		HIGH	HIGH	CRITICAL RISK	"Stop everything and handle it now!"

		Likelihood	
		"Just check it from time to time and use our usual methods."	"Stop everything and handle it now!"
		Low	High
Impact	High	Medium Risk	Critical Risk
	Low	Minimal Risk	Medium Risk
		"We can ignore this for now."	"We need someone to watch closely and deal with it straight

**A**

**Act**

# Implementing with Participation

## Bringing Plans to Life

With clear goals, locally grounded priorities, and community-endorsed project plans in place, we now enter the most visible and dynamic phase of the RECLAIM Framework - “Act”. This is the implementation phase, where all the energy, thought, and trust built through previous steps begins to take physical and social form through real projects on the ground.

This is where we move from intention to action, from drawings and discussions to roads repaired, nurseries planted, water systems restored, training programs launched, and livelihoods rebuilt. But action alone is not enough. What makes this phase powerful is that every step is done with the community, not just for them.

## Why Implementation Needs Participation

In mine closure, implementation is more than project delivery, it is a social transition. For many communities, this is the first time in decades they are moving away from a mining-dependent economy and lifestyle. That makes this phase both exciting and difficult.

Communities may face -

- The loss of familiar routines and wages tied to mining.
- Emotional or cultural disruptions due to land use changes.
- New roles and responsibilities in sustaining non-mining livelihoods.
- The challenge of relearning traditional practices or adopting new ones.

That’s why this phase must be designed for adaptability, feedback, and inclusion. Communities need time, space, and support to try, fail, and try again. Projects need ongoing tweaking based on what works and what doesn’t. And most importantly, every section of the community must feel they are part of the transition from planning to evaluation.

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## Making It Happen - From Plan to Action

Each sub-project identified in the earlier phases now goes through a full cycle of -

- Detailed activity planning
- Design and preparation
- On-ground implementation
- Ongoing monitoring
- Final evaluation and course correction

This is where community members take on leadership roles as planners, implementers, monitors, and evaluators. Whether it's a women's SHG leading a backyard garden initiative, or a youth group managing a skill-training centre, the focus remains on deep ownership and shared responsibility. This phase also helps build institutional capacity by working with local governance structures, CBOs, cooperatives, and Gram Sabhas to anchor the implementation process.

## Responding to Change - Flexibility is Key

Mine closure transitions are rarely linear. Communities may face unexpected hurdles like labour shortages, seasonal disruptions, policy delays, or internal disagreements. The implementation approach must be nimble and responsive, allowing for course correction while staying true to community goals.

Sometimes, a project may not succeed in its first form. That's okay. The focus is not just on delivery, but on learning together, adapting together, and keeping communities engaged and motivated to stay the course.

## Tools Used in This Phase

- **Tool 9 - Implementation Planner** – A simple project tracking tool used to list each sub-project, break it down into activities, assign responsibilities, set start and end dates, and monitor progress.
- **Tool 10 - Participation and Inclusion Checklist** – Ensures that all key stakeholder groups (especially women, youth, SC/ST groups, landless, differently abled, etc.) are meaningfully involved across all stages of planning, implementation, monitoring, and evaluation.

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## Turning Change into Ownership

The Act phase is the heart of mine closure where transformation is no longer an idea, but a lived experience. It is also a test of patience, trust, and collective will. By embedding participation at every stage, this phase enables not just project execution, but community empowerment.

It is through this shared implementation journey that communities begin to let go of mining dependency and move towards a future they have imagined, shaped, and now are building themselves.

## Tool 9: Developing Community Participation Guidance

### What is Community Participation Guidance?

Community Participation Guidance is a tool that ensures inclusive involvement of all community groups, especially women, youth, and tribal communities - across all phases of post-mine closure planning. Used with the Community Participation Matrix, it helps identify who should be involved, in which activities, and when, making sure that repurposing projects are shaped by those most affected.

### Why is this important?

- Ensures Inclusive Development – Voices of women, youth, elders, SHGs, and vulnerable groups are embedded in every phase.
- Builds Ownership and Trust – Active participation increases acceptance and long-term sustainability.
- Aligns Plans with Reality – Helps avoid mismatches between top-down designs and ground-level needs or capacities.

### Expected Duration To Complete The Exercise:

3-4 hours based on group size, literacy levels, and the need for translations or deeper facilitation.

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## Step-by-Step Process

### Step 1: Form the Local Stakeholder Group

- Include a diverse group of men, women, youth, elders, panchayat leaders, SHG members, farmers, and marginalized voices.
- Ensure voices from groups directly impacted by mine operations and closure are represented.

### Step 2: Clearly Explain the Purpose

Before starting the discussion, clearly explain to the villagers what the activity is about in simple language:

“We are here to implement projects where the community can actively participate in shaping what happens to this land and village after the mine has closed. We want to hear who should be involved, how often, and in which areas of life so that these projects are truly yours.”

### Step 3: Facilitate Sector-Wise Community Feedback

*Ask: “Based on your daily life, what challenges or realities should we consider while involving your community in each sector?”*

- Encourage participants to share who should be involved, how, and what barriers they face in engaging.
- Gather practical insights on what makes participation easy or difficult - e.g., timing, language, location, or trust.
- Record all responses in the exact words of the participants for authenticity and inclusion in the participation plan.

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#### **Step 4: Choose Suitable Methods**

Use participatory tools like:

- Focus Group Discussions (FGDs): Small-group conversations to gather in-depth views on specific topics from different community members.
- Community Mapping: A visual tool where villagers draw their resources, problems, and project areas on a map to highlight priorities.
- Problem Tree Analysis: Identifies root causes and effects of a key issue through a structured tree diagram
- Prioritization Matrix: A tool to help communities rank options or actions based on importance, feasibility, or urgency.
- Community Scorecards and Logbooks: Simple formats to regularly record satisfaction, issues, and progress on activities.
- Mobile app data (if accessible): Using digital tools to collect inputs or feedback from community members in real time.
- Community Review Days or Learning Circles: Open gatherings where progress is shared, discussed, and collective decisions are made.

#### **Step 5: Set Participation Frequency**

- Define how often each group will participate (e.g., monthly FGDs, quarterly reviews).
- Schedule based on farming, migration, and cultural calendars.

#### **Step 6: Record and Adapt**

- Continuously track “who actually participated” vs. “who was expected”.
- Identify and address barriers to inclusion (e.g., time, literacy, distance, social norms).
- Adjust strategies to improve attendance and engagement over time.



# Tool 9

## Community Implementation Planner



SUB-PROJECTS	PHASE	ACTIVITY	START DATE	TARGET DATE	CURRENT STATUS	LEAD RESPONSIBLE
Career support for resettled youth in renewable energy and eco-tourism	PLANNING	Map skills gaps and local green sector opportunities	Jul 15, ...	Aug 5, ...	Completed	1. Green Job Mapping Officer, 2. Local Labor Market Analyst, 3. Stakeholder Engagement Specialist, 4. Vocational Survey Coordinator
	DESIGN	Co-develop training modules with solar firms and tourism experts	Aug 1...	Sep 10...	Planned	5. Technical Curriculum Designer, 6. Solar Industry Training Officer, 7. Eco-Tourism Curriculum Advisor, 8. Regulatory Specialist
	IMPLEMENTATION	Deliver accredited renewables and eco-tourism training with internships	Sep 15...	Dec 31...	Delayed	9. Training Program Manager, 10. Vocational College Instructor, 11. Field Internship Coordinator, 12. Community Liaison Officer
	MONITORING	Track trainee attendance, skill acquisition, and internship completion rates	Oct 1, ...	Jan 31,...	Delayed	13. M&E Specialist, 14. Data Tracking Officer, 15. Internship Supervisor, 16. Training Attendance Coordinator
	EVALUATION	Measure job placement rates in green sectors after program conclusion	Feb 1, ...	Apr 1, ...	Delayed	17. Placement Evaluation Officer, 18. Labor Market Analyst, 19. Success Stories Coordinator, 20. External Evaluator

SUB-PROJECTS	PHASE	ACTIVITY	START DATE	TARGET DATE	CURRENT STATUS	LEAD RESPONSIBLE
E-commerce for handicrafts from mine-transition regions	PLANNING	Survey artisan skills, infrastructure access, and market potential	Aug 5,...	Aug 2...	In-Progress	1. Market Research Analyst, 2. Artisan Liaison Officer, 3. Infrastructure Assessment Specialist, 4. Engagement Coordinator
	DESIGN	Develop e-commerce training curriculum: photography, listings, logistics	Aug 2...	Sep 2...	In-Progress	5. E-commerce Designer, 6. Digital Marketing Advisor, 7. Logistics & Packaging Consultant, 8. Shop Setup Specialist
	IMPLEMENTATION	Provide devices and run workshops on product photography and online selling	Sep 2...	Oct 15,...	In-Progress	9. Digital Trainer, 10. Photography Workshop Lead, 11. Platform Onboarding Specialist, 12. Field Coordinator
	MONITORING	Track shop setup, item listings, orders received, and customer feedback	Oct 1, ...	Mar 31...	In-Progress	13. E-commerce Monitoring Officer, 14. Data Tracking Specialist, 15. Quality Assurance Coordinator, 16. Customer Relations Analyst
	EVALUATION	Analyze sales growth, income change, and marketplace reviews over time	Apr 1, ...	Apr 30...	In-Progress	17. Sales Evaluation Specialist, 18. Impact Measurement Analyst, 19. Beneficiary Feedback Coordinator, 20. Financial

SUB-PROJECTS	PHASE	ACTIVITY	START DATE	TARGET DATE	CURRENT STATUS	LEAD RESPONSIBLE
SHG-led plastic recycling units in new settlements	PLANNING	Assess community plastic waste volumes and SHG interest	Aug 1,...	Aug 1...	Planned	1. Waste Stream Analyst, 2. SHG Mobilization Officer, 3. Community Survey Specialist, 4. Environmental Officer
	DESIGN	Lay out plant design, equipment needs, and workflow for collection to pelletizing	Aug 2...	Sep 2...	In-Progress	5. Recycling Plant Designer, 6. Technical Engineer, 7. Equipment Sourcing Officer, 8. Operations Planner
	IMPLEMENTATION	Procure and install shredders, balers; train operators on operations	Sep 2...	Nov 15...	In-Progress	9. Procurement Manager, 10. Installation Lead Technician, 11. SHG Training Officer, 12. Safety & Compliance Supervisor
	MONITORING	Record throughput volumes and monitor quality of recycled plastic	Nov 1, ...	Mar 31...	Delayed	13. Production Monitoring Officer, 14. Quality Control Specialist, 15. Data Analyst, 16. Reporting Coordinator
	EVALUATION	Evaluate financial sustainability and social impact compared to goals	Apr 1, ...	Apr 15,...	Delayed	17. Sustainability Analyst, 18. Social Impact Evaluator, 19. SHG Feedback Facilitator, 20. Financial Auditor

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## **Tool 10: Developing Participation Monitoring Matrix**

### **What is the Participation Monitoring Matrix?**

This tool is a matrix for tracking actual participation of different stakeholder groups across project stages, and identifying gaps and barriers in real time. It complements Tool 1 by ensuring planned participation translates into real involvement.

### **Why is this important?**

- Monitors Representation – Flags underrepresented groups (e.g., tribal women or disabled persons).
- Enables Mid-Course Correction – Helps teams adjust strategies when certain voices are missing.
- Builds Equity and Inclusion – Ensures vulnerable or marginalized groups are not left out of post-closure decisions.

### **Expected Duration To Complete The Exercise:**

2–3 hours based on the number of groups, size of the team, and availability of participation records

### **Step-by-Step Process**

#### **Step 1: Gather All Stakeholder Groups**

Include women, youth, SHG members, elders, artisans, panchayat, tribal leaders, etc.

#### **Step 2: Record Expected Participation by Phase**

Use a simple Yes/No format for each group across:

- Planning
- Design
- Implementation
- Monitoring
- Evaluation

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### **Step 3: Track Actual Participation**

After every engagement activity, update the matrix to reflect who actually showed up and how involved they were (active/partial/passive).

### **Step 4: Identify Gaps**

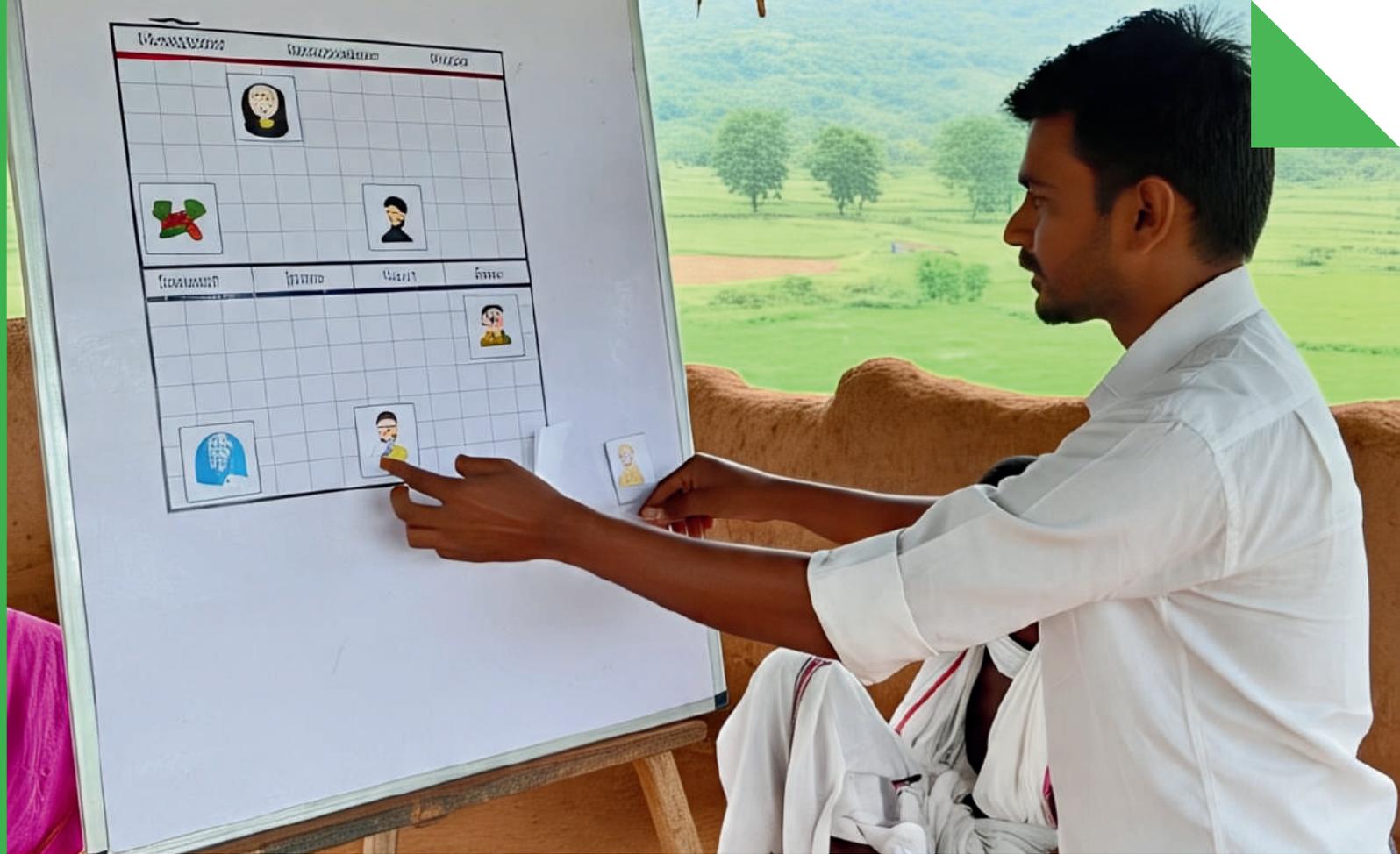
- Compare “Expected” vs. “Actual” participation.
- Note groups that are consistently missing or underrepresented.

### **Step 5: Document Barriers**

- Record reasons for non-participation (e.g., social exclusion, time conflict, language, lack of transport).
- Discuss these during project team reflections or community feedback meetings.

### **Step 6: Take Corrective Actions**

- Adjust timing, facilitation, or outreach strategies.
- Consider separate sessions for excluded groups if needed.



# Tool 10

## Participation & Inclusion Checklist

STAGE	TOOL	FREQUENCY (MONTHS)	TARGET GROUP	EXPECTED TO PARTICIPATE (YES/NO)	ACTUALLY PARTICIPATED (YES/NO)	LEVEL	BARRIERS (IF ANY)
<b>Planning</b>	FGDs, Community Mapping		Elders				
			SHG Women				
			Tribal Leaders				
			Youth				
<b>Design</b>	Problem Tree, Visioning, Prioritization		Mixed Groups				
			Local Leaders				
<b>Implementation</b>	Livelihood committees, Volunteer groups		SHGs				
			Artisans				
			Trained Youth				
			Cooperatives				
<b>Monitoring</b>	Community Score Cards, Logbooks, App data		Women's Groups				
			Youth Monitors				
			Traditional Leaders				
<b>Evaluation</b>	Learning Circles, Community Review Days		Vulnerable Groups				
			Whole Community				

**I**

**Integrate**

# Ensure Sustainability Through Systems

## Strengthening Roots – Embedding Change Within Systems

As community-driven projects take shape, the RECLAIM framework enters a critical phase of **Integration**. The goal is simple but essential, is to make sure that the progress communities achieve doesn't stop when the project ends. Instead, it should grow stronger by becoming part of larger, existing systems.

In this phase, the focus shifts to connecting local initiatives with government programs, schemes, and long-term funding sources. Many communities already have visions and plans but to sustain these ideas over time, they must be linked to reliable support structures. That means aligning with public sector schemes, leveraging CSR or philanthropic funding, and building local capacity to engage with these systems meaningfully. This is where integration becomes powerful. It ensures that projects don't stand alone, but are anchored in existing policies, budgets, and development frameworks. It's not just about funding it's about embedding projects within institutions that can carry them forward long after the original implementation team steps back.

### Why Integration Matters?

Communities may face resource shortages, limited technical support, or gaps in service delivery. By linking their projects with ongoing government programs and funding mechanisms, they gain stability, scale, and visibility.

#### Integration

- Aligns community priorities with public policies
- Unlocks access to government funding and entitlements
- Enables long-term support through existing institutions

This phase ensures that communities move from temporary transition efforts to permanent, system-supported development.

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## What Integration Looks Like in Practice?

- A women-led farm collective links with **National Rural Livelihoods Mission (NRLM)** for seed funding and capacity building.
- A restored water body becomes part of the **MGNREGA natural asset creation plan**.
- A community education center is tied into the **District Education Plan**, enabling teacher support and digital content.
- A housing upgrade project aligns with **PMAY-G** for construction materials and subsidies.
- A local health outreach program is integrated into the **Health Department's village-level activities**.

## What Integration Requires?

- **Awareness of Relevant Schemes and Funding Streams** - Knowing what support is available through central/state governments, CSR, and philanthropic sources.
- **The Right Formats and Templates** - Project ideas must be mapped against eligibility criteria, budget lines, and implementation structures.
- **Strong Relationships with Institutions** - Building trust with local departments, block-level officers, and funding agencies is essential.
- **Capacity Building for Local Leaders** - Communities and panchayat members need support to understand how to access entitlements and navigate systems.

## From Projects to Systems - Planning for permanence

In earlier phases of RECLAIM, communities were at the center of visioning, planning, and designing their own futures. But in this phase Integrate, the challenge shifts. It's about having a good project idea and making sure that idea is woven into the systems that last. Too often, community projects fade out when the funding ends or the implementing team leaves. The problem isn't the idea, it's that it wasn't connected to the larger ecosystem of government schemes, policy frameworks, or long-term funders. Integration ensures that good ideas are not lost, but are anchored in systems that can support, sustain, and scale them.

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This doesn't mean handing over control. It means co-creating with institutions just as we did with communities. It's about:

- Helping local leaders navigate government departments
- Translating community priorities into language that funders and bureaucracies understand
- Making sure project templates reflect eligibility for public schemes
- Identifying what support is needed, not just now, but year after year

By working with the system and not around it, communities gain staying power. Their projects stop being temporary experiments and start becoming part of the mainstream development story locally owned, institutionally supported, and built to last.

## **Tools Used in the Integration Phase**

The following tools will support communities and facilitators in linking local development priorities with long-term systems of support. They are designed to ensure that community-led projects are financially sustainable, policy-aligned, and institutionally embedded.

- **Tool 11 : Institutional convergence tool** - This tool helps map each community project to relevant central or state government schemes. It ensures that projects are eligible for support under ongoing public programs such as health, education, housing, water, or livelihoods. Thereby improving long-term viability and access to resources.
- **Tool 12 : Sustainability System Score Card** - This tool provides a directory of potential funders including CSR bodies, philanthropic foundations, and development agencies that communities or implementing teams can approach for financial and technical support. It helps diversify funding sources and reduce reliance on short-term grants.

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## Tool 11 : Institutional convergence tool

### What is an Institutional Convergence Map?

The Institutional Convergence Map is a structured planning tool that maps central and state government schemes under thematic domains (agriculture, water, livelihoods, etc.), enabling local stakeholders to mobilize institutional and financial support for community development especially critical after mine closures.

#### Why is This Important?

- **Breaks Silos:** This tool helps identify linkages across ministries and departments.
- **Unlocks Resources:** Helps access underutilized funds or schemes already available at national/state levels.
- **Increases Impact:** Promotes holistic development by layering benefits (e.g., combine water conservation with employment programs).
- **Enables Just Transitions:** Especially relevant for coal mine closures, where multidimensional interventions are needed for jobs, environment, health, etc.

#### Expected Duration To Complete The Exercise:

10 to 15 working days, depending on the size of the mine-affected area, stakeholder availability, and the complexity of community needs.

#### Step-by-Step Process:

##### Step 1: Form a Local Convergence Planning Team

- Begin by setting up a cross-sectoral working group at the district or block level. This team should include representatives from relevant government departments (Rural Development, Forest, Agriculture, Water Resources), NGOs, local Panchayats, CSR partners, and community leaders from mine-affected areas.
- Define the goal: to develop and implement community development projects on reclaimed mine land using available government schemes and programs.

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## **Step 2: Review the Institutional Convergence Map**

- Use the convergence tool to list schemes relevant to domains such as agriculture, forestry, livelihoods, water management, and women's empowerment.

For example, for land rehabilitation, schemes like the National Afforestation Programme (NAP) or MGNREGA can be tapped. For skill-building, use NRLM or Mahila Shakti Kendras.

## **Step 3: Conduct Community Consultations**

- Refer to Phase 2 and 3 (Envision and Co-Design Phase)
- Organize participatory rural appraisals (PRAs), focus group discussions, or village meetings with the affected communities.
- Ask: *“What kind of livelihoods would you like to pursue post mine closure? What infrastructure or support do you need? What are your current skills and gaps?”*

## **Step 4: Match Needs with Schemes**

- Based on the community's priorities (e.g., agriculture, small businesses, water storage), match them with the appropriate schemes.
- Example: If people want to start small livestock farming, explore Pradhan Mantri MUDRA Yojana (PMMY) for credit, and MGNREGA for building sheds or fencing.

## **Step 5: Organize a Multi-Stakeholder Workshop**

- Bring together officials from all relevant departments and present the matched priorities and schemes.
- Discuss how these departments can coordinate their roles. Who will provide funding, who will implement, and how benefits will be delivered to the community.

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**Step 6: Prepare a Convergence Action Plan**

- Draft a plan that includes which schemes will be used, who will be responsible for what, timelines, expected outputs, and budgets.
- Also, plan for infrastructure development (roads, water tanks), capacity-building, and monitoring.

**Step 7: Set Up Coordination and Monitoring Structures**

- Form a district-level or village-level convergence committee to meet monthly and track progress.
- This structure ensures that implementation across schemes is synchronized and gaps are addressed quickly.



# Tool 11

## Institutional convergence tool

SUB-PROJECT	GOVERNMENT SCHEME	WHAT KIND OF SUPPORT	SOURCE OF FUND (GOVT/PRIVATE)	REMARKS

### Example Of Tool 11

SUB-PROJECT	GOVERNMENT SCHEME	WHAT KIND OF SUPPORT	SOURCE OF FUND (GOVT/PRIVATE)	REMARKS
Organic farming training for displaced farmers using rehabilitated plots	Paramparagat Krishi Vikas Yojana (PKVY), Rashtriya Krishi Vikas Yojana (RKVY-RAFTAAR)	Financial support for training, inputs, certification	District Agriculture Department, Krishi Vigyan Kendra (KVK)	PKVY promotes organic farming; RKVY supports agri-entrepreneurship demos
Career support for resettled youth in renewable energy and eco-tourism	Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY), Skill India (NSDC), Tourism Skill Development Programs (MoT)	Capacity-building through certified training	State Rural Livelihoods Mission, Sector Skill Councils, Tourism Department	Renewable energy & eco-tourism are priority trades under DDU-GKY and MoT
E-commerce for handicrafts from mine-transition regions	PM Vishwakarma Yojana, ODOP (One District One Product), MSME Digital Saksham	Financial support, online marketing training, e-market access	Ministry of MSME, District Industries Centre (DIC), Invest India/GeM	PM Vishwakarma supports artisans; ODOP & MSME programs promote e-commerce
SHG-led plastic recycling units in new settlements	Swachh Bharat Mission (SBM) – Urban/Rural, National Urban Livelihoods Mission (NULM), PM Formalisation of Micro Enterprises (PMFME)	Infrastructure setup, micro-enterprise support, capacity-building	Urban Local Body (ULB) / Gram Panchayat, State Livelihood Missions, MoHUA	NULM funds micro-enterprise for SHGs; SBM promotes plastic waste recycling
Parenting awareness in post-closure zones	POSHAN Abhiyaan, Mission Vatsalya, National Health Mission (NHM)	Awareness campaigns, counseling, health & nutrition support	Integrated Child Development Services (ICDS), Health Department, DWCD	Anganwadi and ASHA workers conduct parenting sessions; digital tools under POSHAN

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## Tool 12- Sustainability System Score Card

### What is a Sustainability System Score Card?

The Sustainability System Score Card is a tool used to assess the long-term viability of post-mine closure land reclamation and community development initiatives. It evaluates seven key areas such as local capacity, leadership, environmental integration, and resource mobilization. Each scored from 1 to 5. By identifying strengths and gaps, the tool helps ensure that projects on reclaimed mine land are sustainable, community-managed, and resilient after external support ends.

### Why is this important?

- **Checks Post-Closure Readiness:** Ensures communities can sustain projects after mine closure and external support ends.
- **Targets Weak Areas:** Highlights gaps in capacity, leadership, or monitoring for improvement.
- **Promotes Accountability:** Encourages data-driven planning and timely corrections.
- **Supports Scaling:** Strong, well-scored models can be replicated in o

### Step-by-Step Process:

#### Step 1: Introduce the Tool to the Community

- Meet with community groups such as SHGs, farmer collectives, youth clubs, or Panchayat members.
- Explain the purpose of the tool: to check if the projects started after mine closure are strong enough to survive without external funding or supervision.

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## Step 2: Assess Each Sustainability Dimension

- Evaluate 7 key areas:
  - **Local Capacity:** Are people trained to manage the assets (e.g., farms, processing units)?
  - **Institutional Structures:** Are there functioning groups (e.g., SHGs, cooperatives)?
  - **Resource Mobilization:** Are any schemes, CSR funds, or bank linkages in place?
  - **Environmental Integration:** Are the activities eco-friendly (e.g., reusing water, improving soil)?
  - **Leadership & Governance:** Are there local leaders guiding these efforts?
  - **Monitoring & Adaptation:** Is there a process to assess, learn, and adjust?
  - **Monitoring & Learning:** Is data being collected and used to improve?

## Step 3: Score the Project for Each Indicator

- Each dimension is rated from 1 (poor) to 5 (excellent) based on evidence and discussion.
- For example, if villagers know how to maintain agroforestry systems, Local Capacity may be scored 5.
- If no one is tracking performance, Monitoring may get faulty.

## Step 4: Validate the Scores with the Community

- Present the scores back to the group to confirm they agree with the assessments.
- This promotes transparency and shared ownership.

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### **Step 5: Analyze and Interpret Results**

- Total the scores to understand the level of sustainability:
  - 31–35: Strong
  - 21–30: Moderate (Needs strengthening)
  - <20: Weak (High risk of failure)
- Identify which specific dimensions are weak and why.

### **Step 6: Create a Sustainability Strengthening Plan**

- For areas that scored low, co-create improvement strategies.
- For example:
  - If Monitoring & Learning scored poorly, set up a local data collection team and train youth in tracking metrics.
  - If Resource Mobilization is weak, connect SHGs with banks or government credit schemes.
  - Build mentorship and governance skills if leadership is lacking.

### **Step 7: Integrate Results into Convergence Plan**

- Feed the findings back into the broader convergence plan (Tool 11), making sure future projects address current weaknesses.
- This ensures adaptive planning and continuous improvement.



# Tool 12

## Sustainability System Score Card

SUSTAINABILITY AREA	INDICATOR	SCORE(1-5)	SCORE DESCRIPTION	CHECKLIST QUESTIONS	YES/NO
Local Capacity					
Institutional Structures					
Resource Mobilization					
Environmental Integration					
Leadership & Governance					
Monitoring & Adaptation					
Monitoring & Learning					
Total					
Sustainability	30 + = Strong Sustainability				
	15 - 30 = Moderate Sustainability - Needs Strengthening				
	0 - 15 = Weak – High risk of collapse				

SUSTAINABILITY AREA	INDICATOR	SCORE (1-5)	SCORE DESCRIPTION	CHECKLIST QUESTIONS	YES/NO
Local Capacity	Community members have skills and knowledge to continue work	1	POOR	Have community members received training to manage and maintain the initiative?	
Institutional Structures	Committees, SHGs, or cooperatives are active and inclusive	2	BELOW AVERAGE	Are there functioning local committees or SHGs in place?	
Resource Mobilization	Funding or schemes are identified to continue activities	3	AVERAGE	Are there linkages with government schemes or CSR for continued support?	
Environmental Integration	Activities support ecological restoration (e.g., water, soil, biodiversity)	4	GOOD	Are sustainability practices (e.g., soil conservation, water reuse) being followed?	
Leadership & Governance	Clear leadership exists within local institutions	5	EXCELLENT	Is there a clear leader or local champion who is trusted by the community?	
Monitoring & Adaptation	Systems exist for feedback, learning and course correction	3	AVERAGE	Is there a system in place for monitoring and updating project plans?	
Monitoring & Learning	A local monitoring system is in place and used to adapt plans	4	GOOD	Does the community collect and use local data to improve project decisions over time?	
Total	22				
Sustainability	Moderate Sustainability - Needs Strengthening				

**M**

**Maintain**

# Sustain through localized Leadership

## Staying the Course – Sustaining Gains, Handing Over with Confidence

By the time a community reaches the final phase of the RECLAIM Framework, it has travelled a long way, building a collective vision, setting goals, designing solutions, and putting projects into action. But the real test of success lies not just in how well things start, but in how well they last. This is the purpose of the Maintain phase.

In many mine closure efforts, projects are launched but not followed through. Infrastructure is built but not maintained. Skills are taught but not updated. Community groups are formed but never empowered. This phase is designed to prevent exactly that. It shifts the focus from short-term delivery to long-term sustainability, and from external management to local ownership.

The goal is to ensure that everything created through the RECLAIM process whether it's training programs, community institutions, income-generating activities, or reclaimed land assets is evaluated, adapted if needed, and ultimately handed over to capable local actors such as panchayats, SHGs, youth clubs, FPOs, or government departments. This is not about walking away; it is about stepping back thoughtfully, with clear systems in place to support continuity.

Maintain is the phase where projects move from timelines to lifecycles. It focuses on ensuring that repurposing efforts are not dependent on any one agency but are embedded within community leadership and institutional systems. Sustainability here doesn't mean perfection it means having mechanisms for tracking progress, making course corrections, and reconnecting with support networks when needed.

### To support this transition, two key tools are introduced:

- **Tool 13 - Ownership Handover Roadmap:** This tool provides a step-by-step roadmap for transferring ownership of community assets, services, and initiatives created during the mine closure and land reclamation process. It ensures that every repurposed structure be it a training center, collective farm, or watershed system is clearly assigned to a responsible local institution with a timeline and support strategy in place.

- 
- **Tool 14 - Monitoring & Evaluation (M&E) Dashboard**, This tool helps track the status of all project activities across the RECLAIM phases—especially in the final months when implementation and handover overlap. It uses simple indicators, timelines, and responsibilities to visually monitor progress, identify delays, and inform course correction.

## **Tool 13: Community Stewardship Planner**

### **What is meant by the Ownership Handover Roadmap?**

The Ownership Handover Roadmap is a practical tool that outlines how, when, and to whom community assets and services will be handed over after project completion. It is used to plan the smooth transfer of ownership of land-use assets, services, or programs from external teams to local collectives, institutions, or government departments. It ensures that post-mine closure activities remain active, managed, and maintained by the community or a capable stakeholder.

### **Why is this tool important?**

- Ensures continuity of services like organic farming, training centers, water access
- Clarifies roles, responsibilities, and timelines for handover
- Builds trust and confidence in long-term ownership
- Prevents project collapse due to lack of local control or clarity
- Supports transition planning for both community and external actors

### **Step-by-Step Process:**

#### **Step 1: Inventory All Assets and Services Created**

- Prepare a comprehensive list of all tangible and intangible assets created
  - Organic demonstration farms
  - Water access infrastructure
  - Health awareness groups
  - SHG-led enterprises

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## **Step 2: Identify Future Ownership Institutions or Groups**

- For each asset, identify who is best placed to take over ownership and management, e.g.:
  - Farmer Producer Organisations (FPOs)
  - Women's Self-Help Groups (SHGs)
- Panchayats or School Management Committees
- Youth Clubs or Eco-Tourism collectives
- Consult these groups before finalizing—ensure willingness and capacity.

## **Step 3: Define Clear Handover Steps for Each Asset**

Break down the transfer process into concrete, manageable actions. For example:

- Transfer training manuals and operational SOPs
- Nominate point persons or group leaders
- Conduct orientation or follow-up training sessions
- Formalise linkages with local government departments
- Handover passwords, records, bank accounts, supplier lists

## **Step 4: Set Target Handover Dates and Timeline**

- Assign realistic timelines for each asset's handover—based on readiness and support needs.
- Spread handovers over 1–3 months to avoid overwhelming local institutions.
- Mark key milestones: training completion, documentation finalisation, and transition review.

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### **Step 5: Assign Support Institutions for Transition**

- Identify which external agency or government department will support the transition, e.g.:
  - Krishi Vigyan Kendra (KVK) for farms
  - District Skill Mission for youth pipelines
  - Urban Livelihood Missions for SHGs
  - School or health departments for parenting groups

### **Step 6: Review and Validate the Roadmap with All Stakeholders**

- Organize a community validation workshop with:
  - Local leaders
  - Implementing agency staff
  - Future asset owners
  - Institutional supporters

Present the roadmap, invite feedback, and adjust as needed.



# Tool 13

## Community Stewardship Planner



### Example Of Tool 13

ASSET/SERVICE CREATED	WHO WILL TAKE OWNERSHIP	HANDOVER STEPS	PLANNED DATE	WHO WILL SUPPORT THE TRANSITION
Organic Demonstration Farms & Farmer Field Schools	Local Organic Farmers' Group or Farmer Producer Organisation (FPO)	1.Transfer training records 2.Nominate group leader 3.Link to agri-extension officers 4.Setup organic input procurement channel	Sept 2025	Krishi Vigyan Kendra (KVK) + District Agriculture Dept.
Youth Certification and Internship Pipeline in Renewable Energy & Eco-Tourism	Youth Club or Village Skill Group	1.Create youth batch records 2.Final internship tie-up 3.Skill-to-job pipeline documentation 4.Intro meeting with recruiters	Aug-Sept 2025	State Skill Mission + Sector Skill Council
E-commerce Handicraft Portal Access & Packing Center	Handicraft SHG or Artisan Collective	1.Train SHG leader on online orders 2.Transfer supplier/buyer contact list 3.Establish pricing and packaging routine 4.Setup local courier pickup linkage	Oct 1, 2025	District Industries Centre + MSME Support Cell
Plastic Collection & Recycling Micro-Unit	SHG Federation in the new settlement	1.Handover equipment logbook 2.Set collection schedule 3.Setup sale route to recycler 4.Link to bank account for earnings	Sept 2025	Urban/Rural Livelihood Mission + SBM Facilitator
Parent Circle Groups & Monthly Parenting Sessions	School Management Committee & Local Mothers Group	1.Transfer parenting toolkits 2.Schedule session calendar 3.Assign Anganwadi focal person 4.Train mothers to co-lead sessions	Aug 1, 2025	ICDS Supervisor + ASHA Worker

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## **Tool 14: M&E Dashboard**

### **What is M & E Dashboard?**

The Monitoring & Evaluation (M&E) Dashboard is a tracking tool that provides a visual, time-bound overview of project progress across all RECLAIM phases. It allows facilitators and communities to monitor timelines, track performance indicators, and assess whether closure and land repurposing goals are being met. It supports real-time decision-making and course correction.

### **Why is this tool important?**

- Tracks progress and delays in each project activity
- Helps identify where support or adjustments are needed
- Encourages community-level accountability and learning
- Supports handover readiness by showing what's complete and what's pending
- Links project actions with measurable outcomes (e.g., # of youth trained, % assets transferred)

### **Step-by-Step Process:**

#### **Step 1: Set Up the M&E Dashboard Framework**

- Use a Gantt Chart or spreadsheet format (e.g., Excel or Smartsheet).
- List all key project activities broken down by RECLAIM phase (R, E, C, L, A, I, M).
- Include both implementation tasks and handover milestones.

#### **Step 2: Assign Responsibility and Start/End Dates**

- For each task, assign:
  - A point person or group responsible
  - A start and end date
  - Estimated duration (in days or weeks)

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### **Step 3: Define Measurable Indicators for Each Activity**

Set both quantitative and qualitative indicators to track the progress and effectiveness of each activity. These indicators should be simple, relevant, and easy to measure or observe. Examples include:

- Percentage of households trained in a specific livelihood or awareness program
- Number of community assets successfully transferred to local groups or institutions
- Community satisfaction scores based on periodic feedback or surveys
- Number of government schemes linked to community projects
- Amount of funds mobilized from external or institutional sources
- Participation rate of women, youth, or marginalized groups in key activities

### **Step 4: Establish a Regular Update Schedule**

- Decide how often the dashboard will be updated (weekly, bi-weekly, or monthly).
- Gather updates from facilitators, panchayat reps, or community monitors.
- Track delays and flag issues early for corrective action.

### **Step 5: Use the Dashboard for Mid-Phase Reviews**

- Hold regular review meetings using dashboard data to:
  - Celebrate progress, Adjust plans, Address roadblocks, Align on upcoming handovers

### **Step 6: Final Evaluation and Exit Planning**

- In the final month, use dashboard data to evaluate:
  - Completion rates
  - Impact outcomes
  - Readiness for handover

Capture lessons learned to inform future closures in nearby or similar site



# Tool 14

## M & E Dashboard

SL. NO	PHASE	TOOL	DURATION (HRS)	% COMPLETED	TIMELINE
1	<b>R – Understand the Community</b>	Community Profiling Tool			
		Village Resource Mapping Tool			
2	<b>E – Dream &amp; Define the Future</b>	Vision Tool			
		Goal Setting Tool			
3	<b>C – Plan Together Strategically</b>	Focus Area Setting Tool & Prioritization Matrix			
		Development Planning Tool			
4	<b>L – Adapt to Ground Realities</b>	Ground Reality Check Tool			
		Risk & Opportunity Mapping			
5	<b>A – Implement with Participation</b>	Community Implementation Tracker			
		Participation & Inclusion Checklist			
6	<b>I – Ensure Sustainability through Systems</b>	Institutional Convergence Map			
		Sustainability System Builder			
7	<b>M – Sustain &amp; Transfer Ownership</b>	Community Stewardship Planner			
		M&E Dashboard			

# **Program Archetypes**

# Organising Ideas into Actionable Areas

## Staying the Course – Sustaining Gains, Handing Over with Confidence

As closure begins to take shape on the ground, ideas gathered from the community need a structure through which they can be organised, implemented, and sustained. Within the RECLAIM framework, all projects and plans identified during the planning process are grouped under five broad program categories. These categories are called archetypes. Each archetype reflects a different dimension of community life that is likely to be affected by the transition away from mining.

These archetypes do not function in isolation. They are deeply interconnected and often overlap in practice. Together, they offer a practical way to ensure that closure supports recovery, restores balance, and creates space for new beginnings.

### **1. Basic Infrastructure and Services**

Mine closure often leaves behind gaps in essential services, especially in areas where mining operations had taken over public responsibilities. Roads, water systems, electricity, housing, and waste management may need repair, replacement, or realignment. This archetype focuses on restoring the foundational infrastructure that enables daily life to continue with dignity.

It also includes services like healthcare, anganwadis, public transport, and community halls that are necessary for people to access opportunity and wellbeing. In some cases, existing mine-related infrastructure can be repurposed or handed over to local institutions. In others, new investments may be needed to ensure continuity and fairness. The focus is on supporting safe, accessible, and climate-resilient infrastructure that aligns with local development plans.

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## **2. Livelihood and Economy**

When mining winds down, livelihoods often become uncertain. Many families depend directly or indirectly on mining jobs, contract services, or informal economies that are tied to the mining ecosystem. This archetype addresses the need to create stable alternatives that can carry communities forward.

Livelihood restoration under RECLAIM is shaped by the region's ecology, culture, and existing skills. It may include support for agriculture, animal husbandry, forest-based enterprises, local crafts, service industries, or green jobs. Value chains are identified and strengthened, with a focus on local ownership and long-term potential. Skill training, access to markets, finance, and institutional support are all part of the approach.

The goal is not only to replace lost incomes, but to widen the space for economic dignity and resilience in a changing landscape.

## **3. Human Development and Social Wellbeing**

Mine closure affects more than jobs and infrastructure. It also touches education, health, social protection, and everyday security. This archetype holds together the elements that support people to live healthy, informed, and connected lives.

Programs may focus on improving school access and quality, setting up mobile health services during transition periods, addressing malnutrition, supporting disability access, or strengthening safety nets for women, children, the elderly, and persons with chronic illness. Investments in adolescent wellbeing, mental health, digital access, and community safety may also be included.

This archetype makes space for ideas that emerge when communities are asked what they need to thrive beyond mining. It brings attention to care, continuity, and inclusion.

## **4. Culture, Heritage and Identity**

Mining often interrupts the cultural rhythms of life. Places of worship, ancestral lands, seasonal festivals, and oral traditions can become invisible during years of industrial activity. This archetype focuses on restoring and strengthening cultural identity as part of the closure process.

This may include protection of sacred sites, support for cultural festivals, documentation of oral histories, and revival of language, craft, or performance traditions. It also recognises the role of rituals and ceremonies in healing and bringing communities together. In many areas, culture provides not just identity but also livelihoods and local pride. This archetype creates space to honour those links and carry them forward into the future.

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## **5. Governance and Rights**

Closure brings with it a shift in responsibility. As mining companies withdraw, communities and local institutions must take on roles that had once been managed from outside. This archetype focuses on supporting that transition—by strengthening local governance, legal awareness, and systems for accountability.

It includes training for Gram Panchayats and other local bodies, preparation of community resource persons, support for social audits, and platforms for public dialogue. It also involves connecting people to entitlements under laws such as the Forest Rights Act, the PESA Act, and welfare schemes relevant to the post-mining context.

This archetype is about creating a confident, informed, and responsive local governance environment that can take closure forward in a fair and organised way.

### **Training and Capacity Building as a Crosscutting Theme**

Across all five archetypes, one element remains constant—the need for skills, knowledge, and confidence. Training and capacity building are built into every stage of RECLAIM. Whether it is a women's group taking on water monitoring, a youth collective learning drone mapping, or a Panchayat preparing a convergence plan, the framework ensures that people are prepared, supported, and valued.

Training is not seen as a one-time event. It is woven through the life of the project and linked to institutions that can carry it forward. Wherever possible, peer learning, local trainers, and experiential methods are used to keep the process accessible and relevant.

### **Refer to the Program Archetypes in the following section**

The program archetypes, themes and sub projects are only indicative and for reference. This is subject to change based on the mine affected regions social, ecological, economical and cultural landscape.

PROGRAM ARCHETYPES	THEME	SUB-PROJECT
<b>1. Basic Infrastructure and Services</b>	Drinking Water Access	RO water units for safe drinking in resettled areas
		Household tap connections in new mine-closure habitations
		Solar-powered borewells for restored villages
		Water quality monitoring in post-mining zones
		Community standposts in areas lacking individual access
	Sanitation & Waste Management	IHHLs for families in post-mining colonies
		Community bio-toilets for resettled clusters
		Greywater reuse for irrigation in rehabilitated land
		Waste segregation and composting units for new settlements
		Integrated sanitation and waste drives in mine transition areas
	Natural Resource Buffer Zones	Mangrove/grassland restoration in mine-affected floodplains
		Agroforestry wind buffers in reclaimed mine corridors
		Green belts to reduce dust and erosion from closed mines
		Community tree plantations for microclimate regulation
		Shelterbelt creation in resettled zones for climate protection

PROGRAM ARCHETYPES	THEME	SUB-PROJECT
	Roads & Connectivity	All-weather roads to connect resettled habitations
		Gravel roads with drainage for reclaimed lands
		Footbridges and pedestrian paths in new locations
		E-rickshaw pilots for resettled workforce commuting
		Village link road upgrades in post-mining zones
	Digital Infrastructure	CSCs with internet access in rehabilitated villages
		Public Wi-Fi in resettled community hubs
		Digital grievance redress kiosks for displaced persons
		Local weather display systems for climate risk management
		Digital access points in post-mining panchayats
	Housing & Settlement Planning	Climate-resilient homes for resettled mining families
		Settlement layout planning with safety and drainage
		Retrofitting old houses impacted by mining vibration or subsidence
		Eco-housing for vulnerable groups in mine-affected regions
		Community-driven settlement planning for relocated zones

PROGRAM ARCHETYPES	THEME	SUB-PROJECT
	Public Infrastructure	Renovation of schools/anganwadis in new locations
		Construction of community halls in resettled areas
		Bus stops, street furniture for public use in new villages
		Rural markets with amenities in post-mining zones
		Disaster-resilient multi-use public infrastructure
	Irrigation Infrastructure	Farm ponds in reclaimed mine areas
		Sprinkler/drip systems in soil-rehabilitated plots
		Community tank rejuvenation in restored lands
		Lift irrigation using solar pumps in reclaimed areas
		Repair of check dams and small canals post-mining
	Water & Drought Management	Rainwater harvesting on public/private buildings in resettled areas
		Drought-resilient crop pilots in reclaimed farmland
		Micro-irrigation systems with water budgeting in mine-affected regions
		Village contingency water ponds for drought seasons
		Soil-moisture conservation systems in former mining areas

PROGRAM ARCHETYPES	THEME	SUB-PROJECT
<b>2. Livelihood &amp; Economy</b>	Agricultural Development	Reclamation Farming with Biochar on Reclaimed Land
		Drought-Resilient Crops for Post-Mining Soils
		Organic Farming Training for Displaced Farmers
		Agri Infrastructure: Processing, Storage & Packaging Facilities
		Nurseries for Sapling Development on Reclaimed Land
	Soil & Land Management	Biochar Production Units for Soil Improvement
		Agroforestry on Reclaimed Lands
		Vegetative Erosion Control on Spoil Heaps
		Land Leveling for Cultivation Post-Mining
		Community-Led Soil Rejuvenation Projects
	Skill Development & Employment	Skill Centres for Green Jobs & Restoration
		Youth Training in Mine Remediation & Afforestation
		Career Support in Renewable Energy & Eco-Tourism
		MSME Linkages for Green Infra & Local Construction
		Construction Skills Academy for Mine Land Projects

PROGRAM ARCHETYPES	THEME	SUB-PROJECT
	Green Jobs	Solar Maintenance Jobs in Restored Mine Areas
		EV & Solar Battery Units by Trained Youth
		Renewable Energy-Based Production Units
		Community Nurseries for Mine Afforestation
		SHG-Led Solar Enterprises in Reclaimed Villages
	Watershed Development	Ridge-to-Valley Watershed Plans Post-Mining
		Micro-Watershed Planning in Reclaimed Zones
		Water User Groups for Asset Management
		Check Dams & Ponds for Moisture Recharge
		Ridge Drainage Treatment for Slope Stability
	Waste Management & Circular Economy	Organic Composting from Post-Mining Biomass
		Biogas Units in Resettled Dairy Communities
		SHG-Led Plastic, E Waste Recycling in New Settlements
		Compost Units near Reclaimed Areas
		Plastic Waste Collection from Former Mine Sites

PROGRAM ARCHETYPES	THEME	SUB-PROJECT
	Animal Husbandry	Dairy Coops Linked to Rehabilitated Grazing Land
		Backyard Poultry for Resettled Communities
		Goat Rearing for Landless Mine-Affected Families
		Fish Farming in Mine Pit Water Bodies
		Inland Aquaculture in Post-Mining Reservoirs
	Tourism-Based Livelihoods	Eco-Tourism on Reclaimed Mine Areas
		Community Tourism Coops for Mine-to-Forest Stories
		Nature Trails in Afforested Mine Zones
		Cultural Tourism with Resettled Communities
		Heritage Homestays on Rehabilitated Lands
	Market Linkages	Market Linkages for Reclaimed Land Produce
		Branding & GI Tagging of Eco-Restored Crops
		Cold Storage & Logistics for Post-Mining Farms
		Producer Companies for FPOs in Mine-Affected Areas
		Mobile Market Vans from Resettled Communities

PROGRAM ARCHETYPES	THEME	SUB-PROJECT
<b>3.Human Development &amp; Social Well-being</b>	Primary Healthcare Access	Mobile Health Units for Resettled Villages
		Village Health Days in New Settlements
		Upgrade Health Centres Near Closed Mines
		Telemedicine Kiosks for Remote Areas
		Community Health Hubs Using Mine Legacy Systems
	Nutrition & Food Security	SHG Kitchen Gardens on Rehabilitated Land
		Community Kitchens for Displaced Families
		Mid-Day Meal Boost in Resettled Schools
		Nutrition Awareness in Mine-Affected Villages
		Household Gardens on Reclaimed Mining Land
Mental Health & Substance Use	Mental Health Circles for Displaced Communities	
	Peer-Led Mental Health & Counselling Helplines	
	Youth De-Addiction in Mining Regions	
	Wellness programs - Yoga & Meditation	
	Support Groups in Post-Mining Areas	

PROGRAM ARCHETYPES	THEME	SUB-PROJECT
	Sanitation & Hygiene (WASH)	Household Toilets in Resettled Colonies
		Menstrual Waste Management in Remote Areas
		Handwashing Stations in New Village Schools
		Community Sanitation Drives Post Mine-Closure
		Plastic & E-Waste Handling in Resettled Areas
	School Access & Quality	Transport to schools from distant resettlements
		Bridge learning for children who dropped out during relocation
		Smart classrooms in newly built school infrastructure
		Remedial programs for foundational learning loss
		Cognitive development and brighter minds programs
	Digital Literacy	Digital Learning Centres in Resettled Villages
		Tablet Libraries for Displaced Youth
		Coding Skills for Kids in Mine-Closure Zones
		Women's Digital Literacy in Post-Mining Areas
		Community Digital Labs for Learning & Jobs

PROGRAM ARCHETYPES	THEME	SUB-PROJECT
	Gender Equality & Women's Empowerment	Gender Sensitization for Displaced Men & Youth
		SHG Microenterprises for Women in Reclaimed Areas
		Legal Help Desks for Women Post-Displacement
		Women's Land Rights in Resettlement
		Leadership Programs for Women in Post-Mining Panchayats
	Tribal & Marginalised Rights	FRA Title Support for Tribals on Reclaimed Land
		Indigenous Knowledge in Land Restoration
		Culturally Relevant Materials in Tribal Areas
		Legal Aid Camps for Resettled Tribal Communities
		Heritage Preservation in Post-Mining Tribal Villages
	Social Security & Entitlements	Pension & Social Security Support in Resettled Areas
		MGNREGA Job Cards for Displaced Families
		Jan Dhan & Insurance for Mine-Affected Households
		Entitlement Helpdesks at New Panchayats
		Mobile Welfare Benefit Delivery Post-Closure

PROGRAM ARCHETYPES	THEME	SUB-PROJECT
<b>4. Culture, Heritage and Identity</b>	Traditional Art Forms	Revival of dance, music, and rituals disrupted by mining
		Training programs to revive cultural identity post-displacement
		Art and theatre festivals in resettled communities
		Fellowships for young cultural practitioners from mine-affected
		Performing arts events celebrating mine-to-life transitions
	Folk Crafts & Handicrafts	Craft clusters for artisans displaced by mining
		Digital marketing for crafts from resettled areas
		GI tags for crafts linked to cultural identity of displaced groups
		Craft heritage walls/museums in new villages
		Product development using materials from reclaimed land
	Language & Oral Traditions	Documentation of languages threatened by displacement
		Storytelling workshops for children in transitional schools
		Bilingual learning materials in resettlement schools
		Community radio in tribal languages
		Archiving chants, proverbs, and songs from mine-impacted areas

PROGRAM ARCHETYPES	THEME	SUB-PROJECT
	Festivals & Rituals	Support to revive festivals affected by displacement
		Infrastructure for cultural events in resettled zones
		Documentation of rituals tied to mined landscapes
		Community festival calendars post mining
		Intergenerational rituals recovery support
	Heritage Structures & Sites	Restoration of shrines or sacred groves near former mine sites
		Protection of culturally important landscapes under threat
		Signage and cultural trails in post-closure tourism zones
		Youth-led documentation of heritage before and after mining
		Community ownership of heritage conservation post-mining
	Traditional Architecture	Model eco-homes using vernacular materials in reclaimed mine areas
		Reconstruction of temples or public buildings with community artisans
		Training local youth in traditional masonry and carpentry
		Reinforcement of old water tanks/stepwells with heritage techniques
		Promotion of mine-site landscape design using local architectural aesthetics

PROGRAM ARCHETYPES	THEME	SUB-PROJECT
	Cultural Centres & Museums	Mini museums in old mining colonies capturing mine and tribal history
		Village culture archives with digital storytelling exhibits
		Mobile exhibitions on mining-to-recovery transitions
		Photo galleries of community life before, during, and after mining
		Establishment of multi-use cultural halls in resettled zones
	Cultural Education & Curriculum	Village history booklets authored by children and elders
		Inclusion of mine history and culture in local school syllabus
		School clubs for traditional instruments and crafts
		Annual cultural day in schools celebrating displaced traditions
		Development of locally rooted teaching aids (charts, stories, flashcards)
	Sacred Natural Sites & Practices	Boundary redefinition and signage for sacred groves lost to mining
		Replantation rituals and seasonal safeguarding festivals
		Creation of oral history records on clan forests and sacred water bodies
		Cultural walks through sacred sites with interpretation guides
		Youth apprenticeships with elders for ritual and forest knowledge

PROGRAM ARCHETYPES	THEME	SUB-PROJECT
<b>5. Governance and Rights</b>	Strengthening Local Self-Government	GP training in post-mine-closure planning and budgeting
		GPDPs addressing mine closure and resettlement needs
		Social audits and participatory tracking in new settlements
		Panchayat resource centres with mine closure info access
		Capacity-building on schemes for displaced communities
	Digital Governance & Transparency	E-Governance helpdesks in post-mining panchayats
		Dashboards for monitoring mine-closure schemes
		Digital kiosks for grievance redress in resettled areas
		RTI awareness and support for displaced populations
		Transparent reporting of mine closure fund utilization
	Community Monitoring Systems	Community scorecards for resettlement service quality
		Citizen report cards for closure-related services
		Baseline & annual tracking of recovery indicators
		Geo-tagging of infrastructure created post mining
		Community-led monitoring of reclamation activities

PROGRAM ARCHETYPES	THEME	SUB-PROJECT
	Legal Literacy & Access to Justice	Legal aid camps for rights of displaced families
		Legal education on land, environment, and displacement
		Legal help desks in new habitations and panchayats
		Translation of resettlement and entitlement laws
		Community paralegal training for post-mining support
	Rights-Based Entitlement Facilitation	Support for securing land rights post-closure (e.g., FRA titles)
		Facilitation of ration cards, pensions, housing schemes in new locations
		Grievance systems for tracking denial of post-mining services
		Aadhaar seeding and linkage for displaced families
		One-stop helpdesks for entitlements in closure-affected areas
	Gender Justice & Protection	Women protection groups in resettled colonies
		Awareness on DV Act and POCSO in mine-affected areas
		Referral pathways for survivors in post-mining zones
		Gender audits of services in new habitations
		Safe spaces and support networks in transition sites

PROGRAM ARCHETYPES	THEME	SUB-PROJECT
	Child Protection & Rights	Child protection committees in displaced communities
		Alert systems for missing/displaced children
		Anti-child marriage campaigns in migrant zones
		Strong Childline linkages for mine-impacted villages
		Awareness on child rights during closure and resettlement
	Labour Rights & Informal Workers	Registration drives for migrant and local informal workers
		Awareness on construction and mine labour entitlements
		Helplines for migrant workers post mine shutdown
		Education on worker safety and fair wages in new industries
		Labour support centres in resettled zones
	Safety & Surveillance Infrastructure	Solar streetlights in vulnerable resettled zones
		Creation of safe public spaces for women and youth
		Community policing groups in new habitations
		CCTV at key points in resettled villages
		Public lighting and surveillance as safety enablers

# Conclusion

# A New Era in Mine Closure

## **RECLAIM - the Future of Mine Closure in India**

The RECLAIM Framework offers a people-centred approach for mine closure in India. It is grounded in a bottom-up approach that places communities at the centre of planning and action. Participation, inclusion, and local leadership form the foundation of this process. Each step of the framework is designed to ensure that the voices, knowledge, and aspirations of people directly and indirectly affected by mining shape the decisions that define their futures.

This approach aligns with the Ministry of Coal's Guidelines for Mining Plan and Mine Closure Plan, issued on 31st January 2025, which call for a shift beyond technical and biological reclamation. The guidelines focus on community engagement and development, environmental restoration, safety and health management, repurposing of land, and just transition. These priorities are reflected throughout RECLAIM.

Mine closure today must actively improve the quality of life of people in mining regions. This includes enhancing skills, strengthening livelihoods, investing in health and safety, and restoring ecosystems. The Ministry's requirement to prepare a Safety Management Plan under the Coal Mines Regulations 2017, conduct regular Safety and Health Management Audits, and ensure a minimum of 25% of the five-yearly escrow amount is spent on community and livelihood activities creates the enabling environment for this transformation. The guideline to use 10% of Just Transition funds for socio-economic activities in consultation with local stakeholders further supports this approach.

RECLAIM also supports the Ministry's emphasis on consultation, co-creation, and cultural integration. This includes identifying a Zone of Impact based on Social Impact Assessment, setting up Mine Closure Advisory Committees, and working closely with district administrations, self-help groups, and local institutions to develop context-specific plans. The framework encourages the use of traditional knowledge, local conservation practices, and the repurposing of land for agriculture, horticulture, water conservation, and ecotourism. It also promotes local stewardship through outsourcing operation and maintenance of public assets to community groups and affected persons.

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RECLAIM is aligned with global best practices, including the standards set by ICMM, IFC Performance Standards, UNDRIP, and the Sustainable Development Goals. It brings these international principles into the Indian context.

The next phase shall focus on translating the RECLAIM framework into action. To begin, the framework may be piloted in a selected number of mines, serving as demonstration sites for inclusive and community-driven mine closure. Alongside this, efforts are underway to build a dedicated team of trainers and facilitators who will be equipped to support implementation at the field level. This cadre of practitioners may play a vital role in guiding participatory planning, fostering community engagement, and embedding RECLAIM principles into closure and repurposing plans on the ground. For the core objectives of RECLAIM to be effectively realized, coal companies will need to play a significant role and take ownership of the implementation process. The Ministry of Coal will continue to strengthen institutional capacity, deepen collaboration across stakeholders, and establish replicable models for sustainable and responsible mining transitions across the country.



कोयला नियंत्रक संगठन  
**Coal Controller  
Organisation**  
Ministry of Coal, Government of India

