

Guidelines for facilitators: Integrating the Light Wheel into CCMP¹

Developed by CCMP trainers in West Africa

How the Light Wheel can be used to track the effectiveness of CCMP

In John 10:10, Jesus said: ‘I have come that they may have life, and have it **to the full**.’

The Light Wheel gives us a framework to help us think in a more practical way about the areas of everyday life we must consider if we want to see relationships restored and lives transformed ‘to the full’. It is made up of nine aspects of well-being that are depicted as spokes on a wheel to demonstrate their interconnectedness.



¹ CCMP stands for the church and community mobilisation process.

The Light Wheel ensures that transformation is understood more deeply and holistically than just physical or spiritual changes, and recognises that a range of different aspects make up the total well-being of a person or community.

The objective of CCMP is 'to empower people to transform their situations holistically, using their God-given resources', so that they might have this life to the full. Therefore, when facilitating CCMP it is important for the church and community to think about transformation across all nine aspects of the Light Wheel. This begins with reflecting on some key questions:

- What does each of these nine aspects of well-being look like in your context?
- How does change in one aspect influence change in another aspect, positively or negatively?
- What would you like each of these nine aspects to look like in the future?

This resource is designed for facilitators and is to be used alongside the [CCMP manual](#) to guide you in integrating the Light Wheel's nine aspects of well-being into the process. This will help you to guide the church and community towards a greater level of holistic transformation through CCMP. CCMP trainers should consider how these guidelines might need to be adapted to the specific context and capacity of the facilitators.

Stage one: Church awakening

Objectives:

- Participants learn the nine aspects of well-being and use them as a lens to understand the terms 'holistic' and 'integral mission'.
- Participants apply the nine aspects of well-being to their current situation, and create a holistic vision for the future.

1.1. Envisioning

Activity: Introducing Integral Mission

When you have introduced the Bible study about John 10:10, ask the question: 'What are the factors that make up a "full life"?' Write or draw as many answers as you can think of, giving people time to really think deeply.

Introduce the nine aspects of well-being. Discuss what each of these aspects means and encourage people to share examples from their lives and communities. Also discuss how the different aspects can influence each other: if you need help with your discussion there are some example discussion questions in Annex A, at the end of these guidelines.

Refer back to the 'factors that make up a "full life"' that you came up with, and see which of the nine aspects of well-being are present in your answers. Add any additional answers that you would like to.

Refer back to the six questions and the vision statement developed by the church during the envisioning activities. Answer these questions again, using the nine aspects of well-being as a framework, ensuring that all the aspects are present in your answers.

- Ask questions one and two again – 'What do we desire that our church should be?' and 'What do we desire that our community should be?' – using the framework of the nine aspects of well-being.
- Ask questions three and four again – 'What characteristics does our church demonstrate today?' and 'What characteristics does our community demonstrate today?' – using the framework of the nine aspects of well-being.
- Having considered the nine aspects of well being, if necessary rewrite the church's vision statement.

When discussing integral mission as the mission and calling of the church, you can refer back to the nine aspects as you progress through the biblical passages. Use this as an opportunity to think about examples in the Bible of each of the nine aspects of well-being.

During the divided body activity, the nine aspects can be used to discuss the current areas of ministry of the church and the responsibilities currently left to the government and NGOs.

1.2 Foundational Bible studies

Objective:

- Participants use the nine aspects of well-being to think about the messages of each Bible study from a holistic perspective.²

The example questions below can be used as prompts, but facilitators should also think of other examples, specific to their context.

Bible study 1: God's purpose for humankind

- At the end of the Bible study, ask the question, 'Which of the nine aspects of well-being did you see in this Bible study?'

Bible study 2: God's vision for his people

- Which of the nine aspects of well-being are featured in the passage? Give examples.
- What do these nine aspects look like in God's vision for his people?

Bible study 3: Pictures of the church

- At the end of the Bible study, ask the question, 'Which of the nine aspects of well-being did you see in this Bible study?'

Bible study 4: The ministry of Jesus

- At the end of the Bible study, ask the question, 'Which of the nine aspects of well-being did you see in this Bible study?'

Bible study 5: The church as salt and light

- **World:** After considering the characteristics of the world, reflect on which aspects of well-being are present and how they connect to one another – eg, greed can lead to *material assets and resources* not being equally shared, which can lead to poor *physical health*.
- **Salt:** Ask the question: 'What aspects of well-being have come out of this discussion?' – eg, if the church is losing 'saltiness' because it is inward-looking and not including everybody, then we can see how *social connections* and *participation and influence* are being affected.
- **Light:** Ask the question: 'What aspects of well-being have come out of this discussion?' eg, when discussing the ways in which the church is showing light to the world, think about the nine aspects of well-being and how the church can lead by example.

² Some aspects of well-being will emerge more strongly than others in each Bible study – and not all of them may come out of every Bible study – but the intent is that all nine aspects should come out across the five Bible studies.

Activity: Envisioning for holistic ministry

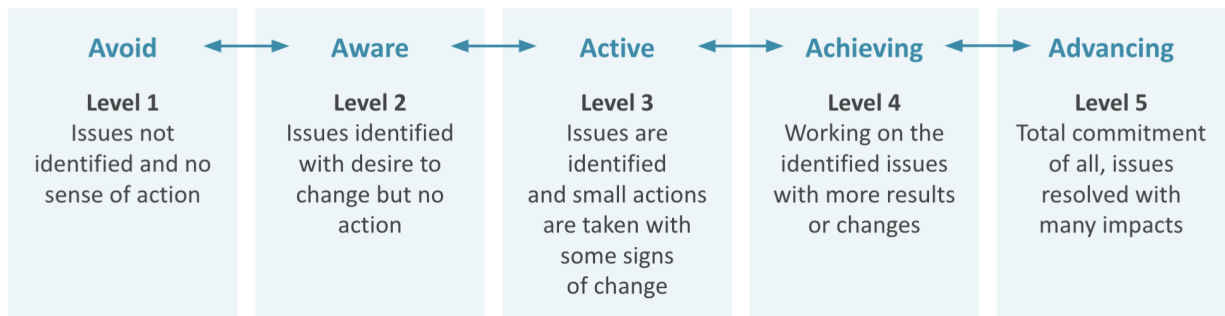
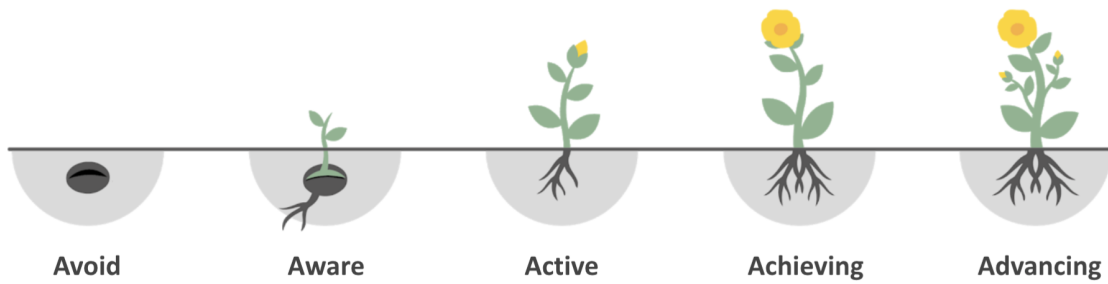
Objectives:

- Participants write the vision of the church to its community, using principles learned from the Bible studies, and encompassing all nine aspects of well-being to ensure a holistic approach.
- Participants use the simple maturity model to score themselves on each of the aspects of well-being to reflect where the church is today in each area.

Steps:

- With the church, reflect on each of the nine aspects of well-being and highlight where principles learned from each of the Bible studies relate to each of the nine aspects.
 - Rewrite the vision of the church to its immediate community using the principles learned in the Bible studies, ensuring that all nine aspects of well-being are considered and guided by these two questions:
 - a. What do we desire to see of the church in order for it to successfully minister holistically to its immediate community?
 - b. What would we see in the community if the church was to minister holistically to its immediate community?
 - Measure the church's current situation of well-being to create the envisioning baseline. Use the simple maturity model, which scores each aspect of well-being on a level from one to five, to help the group to assess their situation today.
1. Generate a discussion with the group about one of the aspects of well-being: What is going well? What are the challenges? Where do you feel you are today?
 2. Introduce the simple level 1-5 scoring (maturity model). Encourage people to think about the difference between the levels.
 - **Level 1 Avoid:** Issues not identified and no sense of action.
 - **Level 2 Aware:** Issues identified and a desire to change, but no action.
 - **Level 3 Active:** Issues identified and small actions being taken with some signs of change.
 - **Level 4 Achieving:** Working on the identified issues with more results or changes.
 - **Level 5 Advancing:** Total commitment of all, and issues resolved with many impacts.
 3. Ask the group to vote on which level they think they are at today and discuss why they have chosen this score. You can take a group average or ask the group to keep discussing until they reach consensus. The scores can be marked on a polar diagram (see pictures).
 4. Repeat the scoring process for each of the nine aspects of well-being.

The maturity model



- Go back to the vision statement, and identify 'pointers' (indicators) that will show the vision is being accomplished.
 - These are specific examples relating to each aspect of well-being that the church can keep referring back to check on progress.

- Use the five levels to think about what signs of transformation you want to see in each of the nine aspects in order to achieve the vision.
- Keep coming back to these indicators throughout the process to reflect on whether progress is being made.

1.3. Resource mobilisation

Objectives:

- All nine aspects of well-being emerge through the resource mobilisation Bible studies.
- The nine aspects are brought out when introducing the concept and categories of resources and in the first projects which emerge.

Notes:

- Emotional and mental well-being and physical health may not come out naturally and will need deeper facilitation with the use of a couple of prompt questions.

Activity: Introducing the concept of resources and how to use them to address needs

- Once all seven types of resources have been identified, think back to the nine aspects of well-being and consider how the resources map onto the nine aspects of well-being. For example, human resources link with capabilities, physical resources link with material assets and resources.
- Consider how the different aspects of well-being can be interconnected and influence one another. Think about whether a good use or bad use of one resource, may contribute to a good or bad use of another resource

Bible study 1: Jesus raises Lazarus from the dead

- At the end of the Bible study, ask: 'Which aspects of well-being could you identify in this Bible study, either as being noticeably present or noticeably absent?'

Bible study 2: Jesus feeds the 5000

- After question two, ask the question: 'Which aspects of well-being could you identify in this Bible study, either as being noticeably present or noticeably absent?'
- For the facilitator: Be aware of the aspects that may not have emerged previously, ie physical health and the need for nourishment.

Bible study 3: Elisha, the widow and her oil

- At question two, ask: 'What was the need or problem in this story?' Think about the different aspects of well-being and identify what aspects relate to the different needs or problems that are identified.
- Are there any other needs or problems that you can identify, relating to the nine aspects of well-being that were not previously identified?

- After question five, ask: 'How do these different aspects influence each other?'

Activity: Identifying needs

- During step two, use the framework of the nine aspects of well-being to identify the needs of the church. You may find that some aspects feature more than others: they do not need to be equal, but it may help people to think about some aspects that they may have otherwise forgotten.

Activity: Prioritising needs

- Use the nine aspects of well-being to help with prioritising the needs. Refer to the scoring to see which aspects were weakest. It is also helpful to discuss how the aspects influence each other.

Activity: Matching needs to resources

- Ensure that the resources and needs are considered through the framework of the nine aspects of well-being to make sure the response is holistic.

Activity: Planning for the projects identified and agreed on

- In the third part of this activity, when you ask the question, 'What do you desire to see if this need is fully met?', think about the nine aspects of well-being and, specifically, the maturity model (levels 1-5) that was introduced during the planning for holistic ministry. Think about how many of the aspects of well-being could benefit by meeting this need, and make sure that by meeting the need none of the aspects of well-being will be impacted negatively.

Activity: Training the committee

- Ensure that the committee is familiar with the nine aspects of well-being so that they can ensure that projects are contributing to the holistic well-being of the participants.

1.4. Relationship building

Objectives:

- All nine aspects of well-being emerge through the relationship-building Bible studies.

Notes:

- Social connections, personal relationships and living faith will come out easily in the Bible study, with material assets and resources, physical health and mental and emotional well-being all emerging with good facilitation (eg by using prompt questions).
- As the church starts to build relationships with the community, we should expect to see other aspects emerging or developing naturally. Therefore, church and community leaders and church and community resource people (CCREPs), depending on the context, should be facilitated to reflect on the nine aspects of well-being as they build relationships.

Bible study: Who is my neighbour?

- At the end of the Bible study ask the question: 'Which aspects of well-being could you identify in this Bible study, either as being noticeably present or noticeably absent?'
- For the facilitator: Be aware of the aspects that may not have emerged previously, eg physical health, emotional and mental well-being.

Activity: Preparing the church leaders to meet and build relationships with the community leaders

- Facilitate an activity to think about what aspects of well-being will be increased by building relationships with the community. Think about each aspect individually and ask the question: 'How will this aspect improve if we build relationships with the community?'

Activity: Preparing the church to meet the community for relationship building

- Facilitate an activity to think about what aspects of well-being will be increased by building relationships with the community. Think about each aspect individually and ask the question: 'How will this aspect improve if we build relationships with the community?'

Activity: Church and community leadership actually meet for relationship building

- If appropriate and adapted to the context, you can introduce the community leadership to the nine aspects of well-being. Explain that community mobilisation seeks to have a holistic impact on the well-being and development of the community.

Activity: Training the church and community resource people (CCREPs)

- Adapted to the context if required, introduce the CCREPs to the nine aspects of well-being. Explain that community mobilisation seeks to have a holistic impact on the well-being and development of the community. The CCREPs should be aware of the nine aspects so that they can ensure that all are considered and will see improvements during the process.

Stage two: Church and community description

Objectives:

- The church and community develop a general baseline which mentions all nine aspects of well-being.

Notes:

- Not all aspects will emerge in every activity – but all should emerge at least once across this stage.
- The main challenge is making sure that personal relationships come out, as no tool explicitly links to this aspect, but it is still possible to bring it out with good facilitation – probably most easily through the drama tool.
- This means that the general baseline done by the church and community will comprise information from all nine aspects of well-being, ensuring that a true holistic picture of the community is presented.

2.1. Introducing description in the church

Bible study: Describing our situation (Nehemiah 1:1-11)

- At the end of the Bible study ask the question: ‘Which aspects of well-being could you identify in this Bible study, either as being noticeably present or noticeably absent?’

Activity: How to write a general baseline report

- Explain that the general baseline will be written through the framework of the nine aspects of well-being. This is so that the baseline information will be holistic, and therefore the church and community can seek to transform their situations holistically.

2.2. Church and community description - people describe their history

History tool 1: Church and community history map

- Once the group has drawn the history map, ask them to review it through the lens of the nine aspects of well-being to identify whether their map has focused particularly on certain aspects or whether all the aspects have been mentioned. While it may be perfectly appropriate in some contexts to give greater focus to certain aspects, it's important that all nine are still covered.
- If any of the aspects have not been mentioned then give the group an opportunity to add them in. Some aspects are more abstract, so encourage the use of symbols or other creative means to include them in the drawing.

History tool 2: Church and community history narratives

- Ask the group to review their church and community history narratives through the lens of the nine aspects of well-being to see what aspects the narratives have particularly focused on.
- If any of the aspects have not been mentioned then give the group an opportunity to add them in. Some aspects are more abstract, so encourage the use of other creative means to include them in the narratives.

History tool 3: Historical trend of events

- Once the historical trend of events is completed, reflect on the answers through the lens of the nine aspects of well-being to see which aspects have been affected by the events identified.
- Reflect on each of the nine aspects individually and see whether any other events can be identified that have affected each aspect either positively or negatively.

History tool 4: River of life

- Once the river of life is completed, reflect on the answers through the lens of the nine aspects of well-being to see which aspects have been affected by the events identified.
- Reflect on each of the nine aspects individually and see whether any other events can be identified that have affected each aspect either positively or negatively.

2.3. Church and community description - people describe current situation

Current situation - understanding resources

- Look at the categories of resources and the list that has been generated. Use these answers and reflect against the nine aspects of well-being.
- Ask the question: 'How can each of these categories of resources contribute to holistic transformation?'

Current situation tool 1: General map

- Reflect on the current map through the framework of the nine aspects of well-being to see what aspects their map has particularly focused on and whether all the aspects have been mentioned.
- If any of the aspects have not been mentioned then give the group an opportunity to add them in. Some aspects are more abstract, so encourage the use of symbols or other creative means to include them in the drawing.

Current situation tool 2: Church and community resources map

- Reflect on the resources map through the framework of the nine aspects of well-being. Consider whether there are resources that relate to each of the nine aspects of well-being and if any are missing then use this opportunity to include them.

Current situation tool 3: Seasonal calendar

- At the moment, the titles on the seasonal calendar are climate, agriculture, livestock, income, illness and leisure time. Use the nine aspects of well-being to add additional columns to the table.

Current situation tool 4: Typical day

- Cross-check the activities on the 'typical day' against each of the nine aspects of well-being. Ask a question relating to each of the aspects, for example: 'What do your personal relationships look like on a typical day?' Also ask sub-questions like 'Who is making decisions on a typical day?' or 'Who are you spending your time with on a typical day?'
- Are there aspects that receive more attention than others? Are some aspects neglected completely?
- If there are any activities that have been missed out, they can be included now.

Current situation tool 5: Song

- Use the nine aspects of well-being to ensure that a 'holistic' description of the community is told.

Current situation tool 6: Drama

- Use the nine aspects of well-being to ensure that a 'holistic' description of the community is told through the drama.

Activity: Validating the general baseline

- Develop the general baseline report using the framework of the nine aspects of well-being to describe how the community is doing and what the key issues are in each of the aspects.
- At this stage the church and community will reflect on their situation by using the level 1-5 scoring (maturity model) of the nine aspects of well-being (as described in the 'envisioning for integral mission' activity).
- This will act as a baseline for the community who will be scoring themselves for the first time.
- The church members, who already did the envisioning baseline in Stage 1 (during the envisioning for integral mission activity), should reflect on how their situations have changed since their first scores, considering which aspects of well-being have experienced the most change and which have experienced the least. Facilitate the church to reflect why this is the case.
- Facilitate the group to reflect on their level 1-5 scores for each of the nine aspects and consider which areas need most attention and why.



The maturity model diagram above shows an example comparison of progress over time across the nine aspects of wellbeing. The baseline assessment is shown in teal, and the midline assessment in yellow. In this example, the level for eight of the aspects has improved, but that for Care of the environment has moved down a level.

Stage three: information gathering

Objectives:

- The nine aspects of well-being are used to guide the group to build a holistic picture of their situation as they gather more information and begin to prioritise key issues.

Notes:

- This should flow nicely from the general baseline which has all the aspects present.
- The information gathering stage in the [CCMP manual](#) has already been arranged around all the nine aspects of well-being and includes example tables on each of the aspects.
- Ideally, all information should be gathered in one go, so that it can all be analysed, but where the group has capacity to only collect a portion of the information at a time, the nine aspects

can be used to help the group prioritise areas they want to focus on gathering information about to begin with.

Activity: Understanding the need for specific information

- Highlight the major issues that the baseline has captured in relation to each of the nine aspects.

Bible study: Understanding a biblical perspective for information gathering (Nehemiah 2:6-20)

- At the end of the Bible study ask the question: 'Which aspects of well-being could you identify in this Bible study, either as being noticeably present or noticeably absent?'

Activity: Recognising holistic change - Introducing the Light Wheel

- Please note that this activity is no longer applicable because the Light Wheel is now being used throughout CCMP.

Activity: Developing a plan to gather specific information

- Reflect on the scores given by the church and community for each of the nine aspects. This can be used to help the group prioritise areas they want to focus on to begin with.
- In some situations, the church and community may decide to gather information on all the issues raised, but it is possible for them to focus on the top two or three priority areas first, and then go back to collect more information later.

Activity: Training the information gathering team to gather information

- Ensure that the information-gathering teams understand and are confident in the nine aspects of well-being, give particular attention to discussing how the information gathering teams facilitate questions on more sensitive topics, such as personal relationships and emotional and mental well-being.

Activity: Compiling information gathered

- Organise the information according to the nine aspects of well-being.

Stage four: Information analysis

Objectives:

- All information gathered on issues is analysed using the lens of the nine aspects of well-being, particularly considering how the different aspects influence each other and interconnect.
- A specific baseline is generated, which references all nine aspects of well-being.

Activity: Understanding the biblical perspective for analysis

- At the end of the Bible study ask the question: 'Which aspects of well-being could you identify in this Bible study, either as being noticeably present or noticeably absent?'

4.1. The process of analysing the information

Activity: Preparing for analysis - writing the specific baseline

- Ensure that the team who are trained to take notes understand and are confident in the nine aspects of well-being. It may be useful when they take notes to categorise points under each aspect.

Activity: Analysing the information validated

- In part three, as the information is analysed with the group, each data table at a time, use the nine aspects of well-being to dig deeply into the information. Ask the following questions:
 - 'How do the nine aspects influence and affect one another?'
 - 'For each issue, which aspects of your well-being does this affect?'

Activity: Analysing problems using problem tree analogy

- Ask the group some additional questions:
 - How does the problem tree show the different ways the issues connect to and influence each other?
 - How are the different aspects of well-being connected to and influence each other?

Activity: Turning problem trees into objective trees analogy

- Ask the group some additional questions:
 - How could positive change in one issue lead to positive change in another issue?
 - How could positive change in one aspect of well-being lead to positive change in another aspect?

4.2. Full baseline report

- Write up the full baseline report through the lens of the nine aspects of well-being.

Stage five: Decision making

Objectives:

- Participants make eight decisions based on their specific baseline data, using the nine aspects of well-being as a framework – particularly when dreaming dreams and creating indicators.

Notes:

- The participation and influence aspect should emerge strongly at this stage as the church and community make the decisions for change together.
- The participants can use the nine aspects of well-being on an ongoing basis. As they implement initiatives, they can reflect and celebrate on the changes they have seen as a result, and also prioritise where to go next.

Activity: understanding the Biblical perspective for decision

- At the end of the Bible study ask the question: 'What were the different aspects of well-being that can be identified in this Bible study?' Think both positively and negatively.

Undertaking decision one - to change or not to change?

Undertaking decision two - dreaming dreams

- When the groups develop their dream map, ask them to think about the nine aspects of well-being as a framework.
- In the presentation, use the nine aspects of well-being as a framework so that you can see what answers are raised against each aspect.

Undertaking decision three - prioritising the desired changes

- When you prioritise the changes, discuss the interconnectedness of the nine aspects of well-being.

Undertaking decision four - setting goals

- It may be helpful to refer to the maturity model (levels 1-5) for each of the nine aspects of well-being and use the description of 'level 5' to help with setting goals for the future.

Undertaking decision five - determining indicators

- As per the previous activity, it may be helpful to consider the nine aspects of well-being and create indicators based on the different levels of the maturity model

Undertaking decision six - designing monitoring systems

- Make sure to keep track of the indicators over time to consider whether progress is being made.
- Repeat the process of discussing the nine aspects of well-being and reflecting on levels 1-5 on a regular basis, to keep monitoring progress and understand future priorities

Undertaking decision seven - action planning

- When listing the activities, think about the nine aspects of well-being. There may be actions relating to several different aspects in order to achieve the goals.

Undertaking decision eight - selecting structures to oversee implementation of the action plans

- Ensure that the implementation teams understand and are knowledgeable in the nine aspects of well-being.

Annex A: Example discussion questions

These questions should be adapted to the specific context (eg Muslim or Christian) and audience (children, youths, women, community leaders, etc)

| Spoke | Keywords | Prompt questions |
|---------------------------------|--|--|
| Emotional and mental well-being | <p>The problems</p> <p>Compassion</p> <p>Support and relationships</p> <p>Security</p> <p>The future</p> | <ol style="list-style-type: none"> 1. To what extent do people in the community worry about things that happened in the past? 2. If bad things have happened to people, to what extent do people feel they are able to move on in their minds? 3. Do people in the community of all ages and genders feel that their life has meaning and that they get a sense of accomplishment from what they do? 4. How hopeful are people for the future? |
| Living faith | <p>Love and unity</p> <p>Church relevance</p> <p>Leadership</p> <p>Outreach</p> <p>Discipleship / Christian practice</p> | <ol style="list-style-type: none"> 1. To what extent do you see the fruits of the Holy Spirit being manifested in yourself and in your brothers and sisters in Christ? To what extent do you see these same attributes or characteristics in people of other faiths or no faith? 2. How united are you as a congregation? How well do the different Christian denominations work together as brothers and sisters in Christ? 3. How does the wider community perceive the local church: positively, negatively, or as irrelevant to their daily lives? 4. How well do people maintain spiritual disciplines such as personal prayer, Bible reading or worship? 5. What proportion of the community are Christian? Of these, what proportion regularly attend church? Is this proportion increasing, decreasing or staying the same? 6. Do people feel that as a congregation they are deepening their faith? |
| Social connections | <p>Collaboration</p> <p>Peacebuilding and conflict transformation</p> | <ol style="list-style-type: none"> 1. Which groups exist in the community? 2. How do you support each other when you experience difficulties? |

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| | <p>Inclusion</p> <p>Mutual benefits</p> | <p>3. Are there people that are not allowed to join the groups?</p> <p>4. How do you resolve conflicts in your community?</p> <p>5. How safe is it for you to move around?</p> <p>6. How do you support each other in terms of livelihoods?</p> |
| <p>Personal relationships</p> | <p>Love and unity</p> <p>Forgiveness and reconciliation</p> <p>Communication</p> <p>Trust/confidence</p> <p>Power dynamics</p> | <p>1. To what extent do you agree that love and unity are important factors in building personal relationships in your household?</p> <p>2. To what extent do people trust each other in your household?</p> <p>3. Who makes the decisions in your household? Who has a say in those decisions? Do you think the decision-making process is fair?</p> <p>4. When there are disagreements in a household, to what extent do you think families resolve them fairly? Do you think all members of a household think the process is fair?</p> <p>5. Should husbands discipline their wives? If so, what is acceptable or unacceptable?</p> <p>6. Should wives discipline their husbands? If so, what is acceptable or unacceptable?</p> |
| <p>Participation and influence</p> | <p>Involvement / consultation</p> <p>Gender</p> <p>Stigmatisation</p> <p>Meetings</p> <p>Decision-making</p> | <p>1. Do you believe that you have a say in making decisions – within the community, the district, or nationally?</p> <p>2. Who decides what each member of the family does? Do all adults have an equal say in what they do?</p> <p>3. How easy is it for people to express their ideas and opinions at home or at village meetings?</p> <p>4. Who do decision makers within the community pay most attention to? Who has the biggest influence? Who has the least influence?</p> |
| <p>Physical health</p> | <p>Diseases/treatment</p> | <p>1. How common is it in this community to suffer from sickness or fever?</p> |

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| | <p>Health facilities / personnel</p> <p>Water, sanitation and hygiene (WASH)</p> <p>Food security / nutrition</p> | <p>2. How easy is it for people in the community to get to a clinic or hospital when they are sick or pregnant, to see a nurse, midwife or doctor?</p> <p>3. How common is it in the community for babies and children to die in their first few years?</p> <p>4. Does the community have a source of safe drinking water throughout the year that all can access? Do they know how to keep water clean and prevent contamination?</p> <p>5. Has the community adopted good sanitation practices? Do most people in the community have access to latrines? Are faeces dealt with in a hygienic manner and do people practise good handwashing?</p> <p>6. Does everyone in the community have a balanced diet that provides not only enough food but the right mix of food to prevent sickness and malnutrition?</p> |
| <p>Care of the environment</p> | <p>Climate change</p> <p>Attitude, behaviour and practice</p> <p>Sustainability and long-term thinking</p> <p>Natural resources</p> <p>Waste</p> | <p>1. What changes have taken place in the community's natural resources over the last ten years? Are there more or fewer natural resources?</p> <p>2. To what extent does the community think long-term about their resources? Are people replacing resources that are lost (eg by planting trees)?</p> <p>3. To what extent do you think there is a link between the overuse of natural resources and other issues that have happened in your community?</p> <p>4. Do people experience tension or arguments over the use of natural resources?</p> <p>5. How is access to natural resources managed?</p> |
| <p>Capabilities</p> | <p>Skills</p> <p>Mobilisation of resources</p> <p>Training</p> <p>Education</p> <p>Entrepreneurship</p> | <p>1. For those who have already left school, what proportion had no education? Fewer than five years of education? Five to ten years of education? More than ten years of education?</p> <p>2. How many in the group are able to read and write?</p> <p>3. Do people possess the right skills to get a job or to make a reasonable living? Is it the same for men and women? For younger and older people?</p> |

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| | | <p>4. Are there any areas of life that you can make no progress on because you lack information, knowledge or skills? What are these knowledge or information gaps and what causes these gaps?</p> |
| <p>Material assets and resources</p> | <p>Community resources</p> <p>Personal assets</p> <p>Ownership and control</p> | <p>1. What resources in the community are owned by everyone?</p> <p>2. Who controls them and how are they used?</p> <p>3. What personal assets do you have?</p> <p>4. How well are the resources you have able to meet your needs in terms of food, shelter, health, education, etc?</p> |

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