umoja

Transforming Communities

Facilitator's Guide

Produced by:
Francis Njoroge, Tulo Raistrick
Bill Crooks and Jackie Mouradian

tearfund

Umoja: Facilitator's Guide

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Knowing how Tearfund's publications are used by partners and other organisations helps us to improve the quality of future publications. If you wish to give feedback on this book, please write to Tearfund or email umoja@tearfund.org

Other titles in the Umoja series are:

Umoja – Co-ordinator's Guide – a guide for church denominations and Christian organisations on how to start and manage an Umoja programme across a number of local communities, including how to recruit, train and manage facilitators, and how to monitor and evaluate the programme.

Umoja and HIV – integrating analysis and action on HIV issues into Umoja (publication due March 2010).

Umoja and Food Security – integrating analysis and action on food security issues into Umoja (publication due March 2010).

All are available in English, French and Portuguese.

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'If you think you're too small to make a difference, you've never been in bed with a mosquito'

Anita Roddick

Contents

Introduction

Welcome to **Umoja**! The word **Umoja** means "togetherness" in the Swahili language of East Africa. **Umoja** helps church leaders and their congregations work together with the community to bring about positive changes for the whole community. It is a process that brings hope, self-esteem and transformation to churches and communities, and is based on over twenty years of experience of working throughout Africa and Asia.

Umoja is about bringing energy and excitement to churches and communities concerning the positive changes they can make for themselves. It seeks to build on the resources they have and encourages the discovery of new skills and expertise within a community. Far too often, development projects are dependent on injections of outside aid and often leave individuals and communities worse off. **Umoja** seeks to do the opposite: inspiring and equipping local people with a vision for determining their own future with their own resources.

This book – the **Umoja** Facilitator's Guide – provides everything you need to know to help a church and community become inspired and start working for transformation in the community. It does not assume previous knowledge of **Umoja**, but you may find it very helpful to attend training on **Umoja** prior to using these materials, where this is available.

The **Umoja Facilitator's Guide** covers the following areas:

- An overview of **Umoja** – its purpose, benefits, the role of the facilitator
- Envisioning the church – Bible studies and activities to help churches gain a vision for community involvement
- Envisioning the community – activities and ideas to help communities assess their needs and resources, with accompanying Bible studies where appropriate
- Dreaming dreams and planning for action – activities and ideas to help communities develop a vision for the future and plan for it, with accompanying Bible studies where appropriate
- Taking action – activities and advice to help communities ensure that the plans are carried out and positive change happens
- Evaluation - a review of how the church and the community have worked together to plan and run projects to improve the lives of individuals and the community.

It is possible to refer to any of these stages and not necessarily follow them in a set order. The key thing is that you select the material in the book that is most appropriate to your situation.

An accompanying book – the **Umoja Co-ordinator's Guide** – provides everything that an organisation or church denomination needs to know to start and manage an **Umoja** programme across a number of local communities.

We hope you enjoy the journey.

Francis, Tulo, Bill and Jackie

Overview and purpose of Umoja
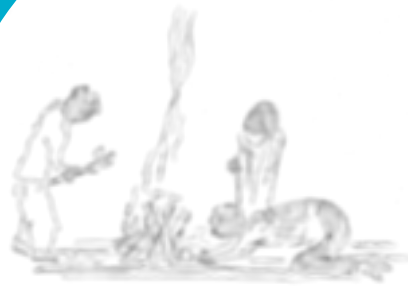
1. What is the purpose of Umoja?

Umoja is about giving the local church a vision for their community. Through Bible studies and interactive activities, **Umoja** is about enthusing and empowering the church to go out into the community and help people identify and address their needs with their own resources.

"If you do away with the yoke of oppression,
with the pointing finger and malicious talk,
and if you spend yourselves on behalf of the hungry
and satisfy the needs of the oppressed,
then your light will rise in the darkness,
and your night will become like the noonday.
The Lord will guide you always;
he will satisfy your needs in a sun scorched land
and will strengthen your frame.
You will be like a well-watered garden
like a spring whose waters never fail.
Your people will rebuild the ancient ruins
and raise up the age-old foundations;
you will be called Repairer of Broken Walls,
Restorer of Streets with Dwellings."

Isaiah 58:9-12

2. What are the benefits of Umoja?

Umoja builds on the strengths and hopes of a church group that want to make a difference in their community. There are a number of benefits to the church and community of doing **Umoja.**

Benefits to the church

- Grows as a positive influence within the community.

- Helps the church to reflect on the Bible and its role to meet the needs of others.

- Helps identify resources in the church.

- Builds relationships.

- Confidence is built by working in a team.

- Helps the church become a growing community, sharing experiences and achievements.

Benefits to the community

- Self-reliance.

- Sense of purpose.

- Self-esteem.

- Sustainable change.

- Sense of hope and well being.

- Greater ability to adjust to changes in culture and the environment.

- Improved community relationships.

3. What are the key stages of Umoja?

Stage 1. Envisioning and equipping the church

Umoja is about working with the church leaders and members to help them understand their biblical responsibility to serve their local communities. The process will help to build the confidence of the church members and help them identify their strengths and resources, so that they can believe that change is possible.

Stage 2. Envisioning the community

The church, once envisioned, works to bring the community together to discuss the needs and resources of the community, to gather and analyse information, and to decide what needs to change.

Stage 3. Dreaming dreams and planning for action

Once everyone is agreed on what needs to change, the church and community work together in developing a vision for the future and planning how they can bring about this change, using their own resources. This will involve thinking about setting up a project in the community. A project is defined as an initiative which is designed and run by the community using its own resources.

Stage 4. Taking action

Once the community start taking action, all sorts of advice is provided to help to ensure that the plans are carried out and positive change happens.

Stage 5. Evaluation

The last stage should be a review of how the church and the community have worked together to plan and run projects to improve the lives of individuals and the community. This should also include insights and learning for how the process of motivating and encouraging the church and community to work together could be improved in the future.

Within each stage there are parts which are divided up into steps.

The first cycle of Umoja

The five distinct stages can be seen in the form of a cycle which starts with envisioning the church and finishes with the evaluation.

Stage 3. Dreaming dreams
and planning for action

Stage 2. Envisioning
the community

Stage 4. Taking action

Stage 5. Evaluation

Stage 1. Envisioning and
equipping the church
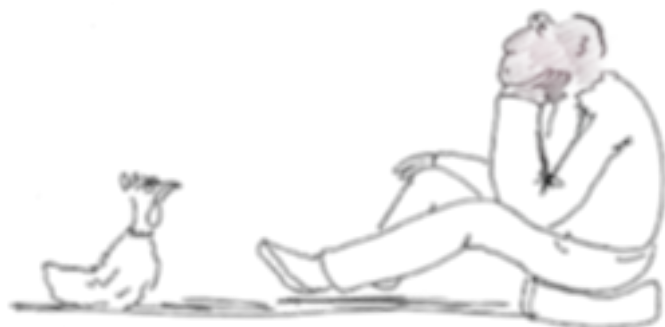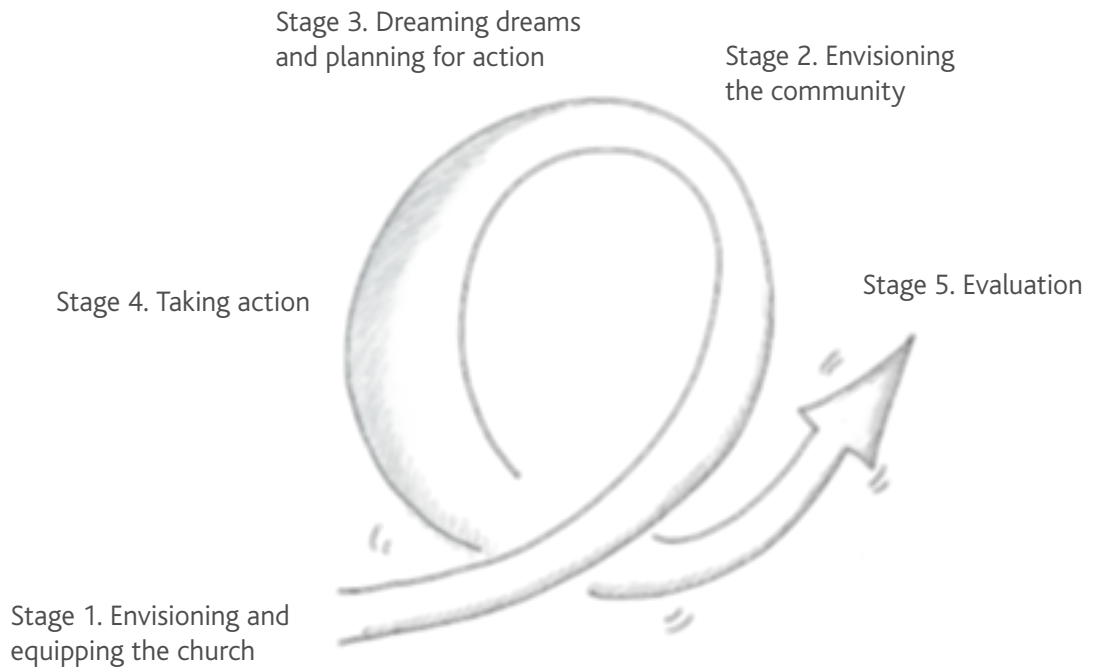
The repeated cycles of Umoja

As the community gain confidence and put in place structures to manage different projects, they can then repeat the cycles of **Umoja** a number of times until it becomes part of community life.

Evaluation and learning from our experience

Even more community action

More community action

Dreaming dreams

Community action

Envisioning the community

Envisioning and equipping the church

With each cycle of Umoja, it is important that the church and community reflect on the lessons they have learnt from previous projects and apply them to new ones.
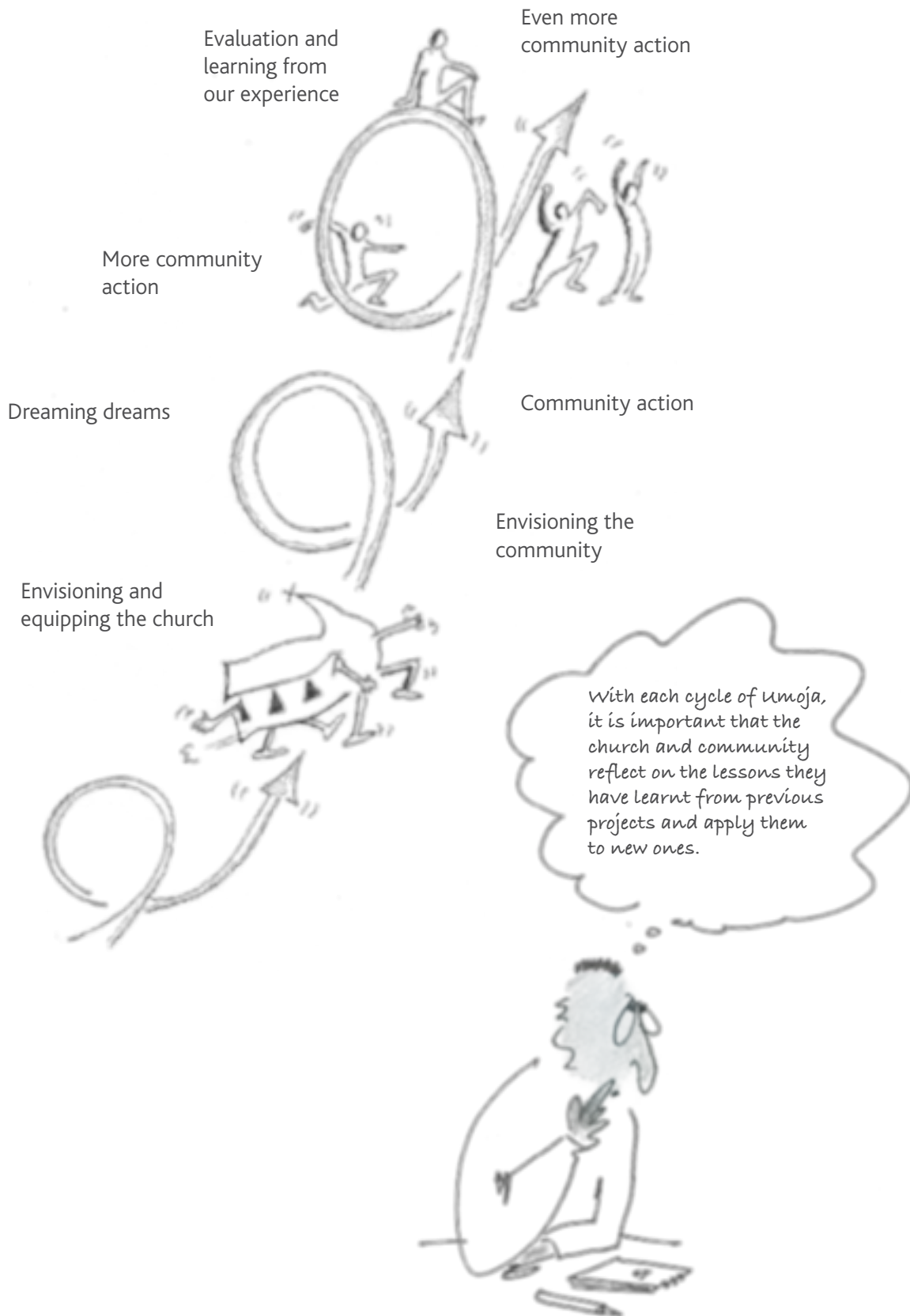
4. How to set up an Umoja programme

When setting up an **Umoja** programme you need to consider the following steps:

1. Once the church and community have been identified, it is important to set up a meeting with both church and community leaders to discuss the five stages and what is involved. This is important so that they can mobilise all the community members for a series of small workshops. At this meeting it is also useful to think about when the workshops could happen so that they do not clash with busy times of the year and are at the time of day which is both accessible to men and women. This step can take two or three months.

2. It is good to launch this initiative in a church service and to use some of the spiritual reflections as part of the sermon. This makes the approach distinctive as a church-based initiative.

3. In most cases it has been found that it is good to have a workshop once a month so that the church and the community can work hard to do their research and planning between the workshops and feedback to the facilitator. However, this depends on the time commitments of the participants and flexibility may be needed and time scales may vary.

4. After the first workshop, which should be an introduction, it is important that one or two people are appointed who can help the church and community follow up the actions they have planned and to work closely with the facilitator. These people should be men and women of integrity and widely respected by the community. They may also be required to set up a small group called the local co-ordination group (LCG) to co-ordinate the different projects.

5. Some of the roles of this co-ordination group are to oversee the programme, take responsibility for setting up the workshops and make sure records are kept and shared with the wider community. They should also monitor the progress of the programme and work with the facilitator on any changes needed.

6. As the programme starts, it is important to share what is going on with local authorities and officials.

7. The LCG should include a chairperson or co-ordinator, a secretary, a treasurer, and other key members who are good at organising and bringing insight. It is sometimes useful if the church leaders are not the chair or co-ordinator as this can help people talk more freely. For further details on the different roles of the people involved in the process, see pages 64-66.

8. The LCG should meet regularly as a group to plan ahead, both for the workshops, and for the activities that need to be followed up between the workshops

9. Changing people's attitudes and mindsets can take time. If the process is rushed the change will be less profound. It takes 21 days for a baby chick to be born and 22 months for an elephant to be born. Be prepared for the process to take some time.
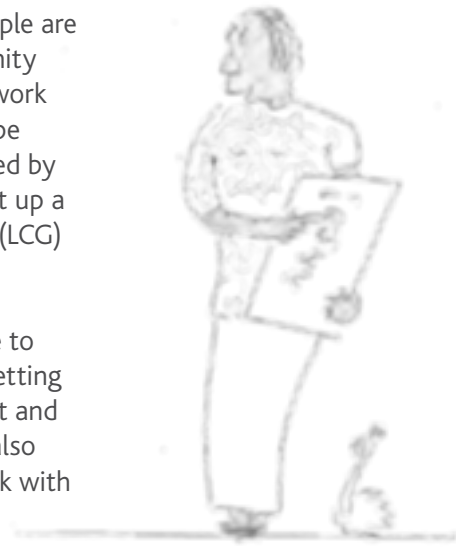
5. My role as a facilitator

The facilitator's role could include the following tasks:

- To meet with church leaders and the church to explore how they will carry out **Umoja.**

- To facilitate the different activities that will help a church and a community bring about transformation.

- To facilitate the Bible studies and help people learn from them and apply the principles to their situation.

- To enable the group to work well together and to help them to resolve difficulties that might arise.

- To review what is working well and what could be improved.

6. What is facilitation and why is it important?

What is facilitation?

Facilitation involves:

- encouraging everyone in a group to make a contribution in sharing their ideas and experiences in a way that is comfortable for them
- helping a group to come to a common understanding or idea which they all feel supportive of
- accepting everyone regardless of race, age or gender, culture, profession, education, disability, or health or economic status
- leading by example through actions and attitudes.

Why is it important?

Facilitation is the best way to work with communities to help them discover for themselves the potential they have to bring positive changes to their community.

*'Through sharing our thoughts, we inspire one another, share
visions and create the future. We discover common values
and build commitment. By thinking through and analysing
how, we determine how we can do things together'.*

Ruth Hild, The Art of Facilitation

The difference between preaching, teaching and facilitation

Adults learn best when they are facilitated and allowed to express their own ideas and experiences. Facilitation is based on working with the energy and the motivation of the group. The job of the facilitator is to keep the group motivated and excited about the issues they want to explore.

Preaching and teaching

- Sharing of information in one direction.
- Presenting ideas from the front.
- Formal relationship with listeners.

Facilitation

- Sharing of information in several directions.
- Facilitator sits with the group and encourages discussion.
- Facilitator is a leader without a formal leadership role.

'Go to the people,
Live with them,
Learn from them,
Love them.
Start with what they know,
Build with what they have.
But with the best leaders,
When the work is done,
The task accomplished,
The people will say,
"We have done this ourselves".

Lao Tsu, China 700BC

Tips for facilitating groups

How to get groups talking

- Get people into twos or threes to share their ideas and then feedback to the main group. This helps shy members to participate.
- Divide the group according to gender, age or ethnic background and get them to share their different perspectives on the same issue.
- Get each small group to feed back using either a drama, a song or a mime.
- Use different kinds of group work for community discussions such as small groups, interest groups, brainstorming and drama.

How to energise groups

- Use activities that are appropriate to the culture, which may include singing, dancing and children's games, to help people relax and get involved.
- Mix up the groups so they are not with the same people all the time.
- Change the location of where the groups meet from inside to outside or change the
- layout of the room.
- Think of different ways of people feeding back or sharing information, for example, using drawings, diagrams or visual aids.

How to manage difficult situations

Managing conflict

- Remind people of the common goals and purpose of the meeting and see if the conflict could be resolved at another time.
- Take time out to allow each side to share their issue and to understand the cause
- of the conflict.
- Create time when each side states their case and the other side listens but does not comment. Each side then summarises the other's position, without criticising it, and makes suggestions for the way forward.

Managing dominant people

- Set some ground rules and remind the group to keep to them.
- Give them a task to do such as writing on the flip-chart or being in charge of getting people back from breaks on time.
- Give everybody the same number of counters or beans and explain they can only make as many comments or contributions as there are counters or beans.
- An alternative to this would be to have an object to pass round and say that a person can only speak when holding the object.

Managing difficult questions

- Admit that you do not know the answer but you will try to find out from someone
- who does.
- Ask if anyone else in the room has an answer.
- Make a list of the difficult questions and explain that you will set aside a specific time in the future to look at them in more detail and give a considered response. This will give you time to research the answers.

Checklist for assessing and developing your facilitation skills

A good facilitator is always reflecting on how they are doing, learning from past experience, and improving. This self-assessment check-list can help this reflection process:

- Did I make people feel relaxed and welcomed? If so, how?

- How relevant was the information to the group using it? How did I adapt the information so that it was relevant to the group?

- How did I encourage quiet members of the group to participate?

- How did I deal with differences of opinion?

- How did I deal with people who dominated the group discussion?

- How did I respond to questions from members of the group? Was I able to answer them? If not, how could I find out more information that would help me deal with future questions?

- How did I introduce the discussion? How could I have done this better?

- How did I encourage further discussion?

- How did I deal with sensitive issues?

- Did I bring the discussion to a satisfactory conclusion? How could I have done this better?

- How did I ensure the group's ideas were recorded for use in future discussion, group planning or for sharing with others?

- Did group members make any decisions about how to put learning into practice? If not, how could I encourage this?

- What additional information or follow-up discussion is needed in order to address underlying views and attitudes to the topics discussed?

Stage 1:

**Envisioning and
equipping the church**

Overview of Stage 1: Envisioning and equipping the church

Aim of this stage:

To help the church develop a vision for working with its community and use its resources to run a small project.

Stage 1 is made up of the following parts:

1. Envisioning the church

Use Bible studies and activities to help the church have a vision for working with their community

3. Local church initiative

Set up a small initiative using the church's own resources

2. Using our resources

Look at the resources the church has and how they can be used in the community

4. Learning and reflection

Look back at the church initiative and celebrate what went well and discuss what could be improved on in the future

It involves the following activities:

1. Energisers

Included in this stage are a number of energisers which are designed to be used either before or after the Bible studies. Energisers are important for not only keeping people awake but also helping the learning to be fun and relaxing. They also have an important role in creating a sense of belonging as people share a common experience. It is important when using these energisers to get the group to draw lessons and insights from them.
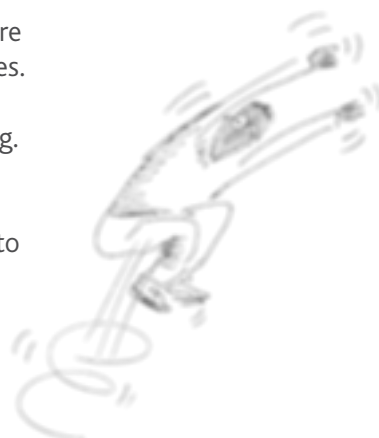
2. Bible studies

Stage 1 is based on using a series of Bible studies to inspire church members to get excited about working in their community. Bible studies are very important.

- for the church to reflect on what God is calling them to be and do in the community
- for people to be challenged and encouraged to grow in their faith
- for small groups to learn together and share understanding
- to empower people and give them confidence.

Once the church has worked through these Bible studies it should try to formulate a vision for its work in the community and begin to think about the practical things it can do with the community. Once the church has a vision for working with the community the church then needs to consider how it can meet both its own needs and those of the community from their own resources. This point is reinforced in the Bible studies and is really important to emphasise, as this is a critical feature making any initiative sustainable in the longer term.

3. Celebration activities

Celebration activities are included in this section because they help people to have a positive and energetic view of their situation. We have tried to link each of the celebration activities to the relevant themes but feel free to select one according to the needs of the group.

Why is celebration important?

Is part of our worship to God

Helps us to appreciate each other

Gives us energy to take on new opportunities

Helps us to know what we do best

Builds confidence in what we can do

Helps us to think about what we could build on

Help us think about our potential as a group to do good things together

Part 1: Envisioning the church

Aim of Part 1:

To envision the church to work with the community to meet their physical and spiritual needs. This can be achieved by five key steps, which are explained in detail on the following pages.

Key steps

1. Meet the church leaders and plan how the church will be envisioned.

2. Use the energiser with the church to get people to think about the challenges of working together.

3. Use one or more of the Bible studies and reflect on what this means for their own church and community.

4. Carry out the celebration activity which looks at the history of the church and community.

5. Set up a church co-ordination group (CCG).

Step 1: Meeting the church leader

Building a relationship

Before discussing **Umoja** with the church leader it is important to spend time just getting to know them and the church. It is important to make sure that **Umoja** is what the church leader really wants to do, and that they have appropriate levels of expectation. It is often the case that local church leaders are more willing to get involved with **Umoja** when their senior church leader or bishop has already given approval for the process.

Facilitators also need to be aware that some church leaders may have a hidden agenda that could potentially undermine the aims of **Umoja**. For example, these could be a desire to use **Umoja** to gain funding for an alternative activity, or to use **Umoja** to gain prestige and profile within the community, or to increase their influence. Because of this it is important to take time to get to know the church leader and clarify their understanding of what they think **Umoja** can achieve.
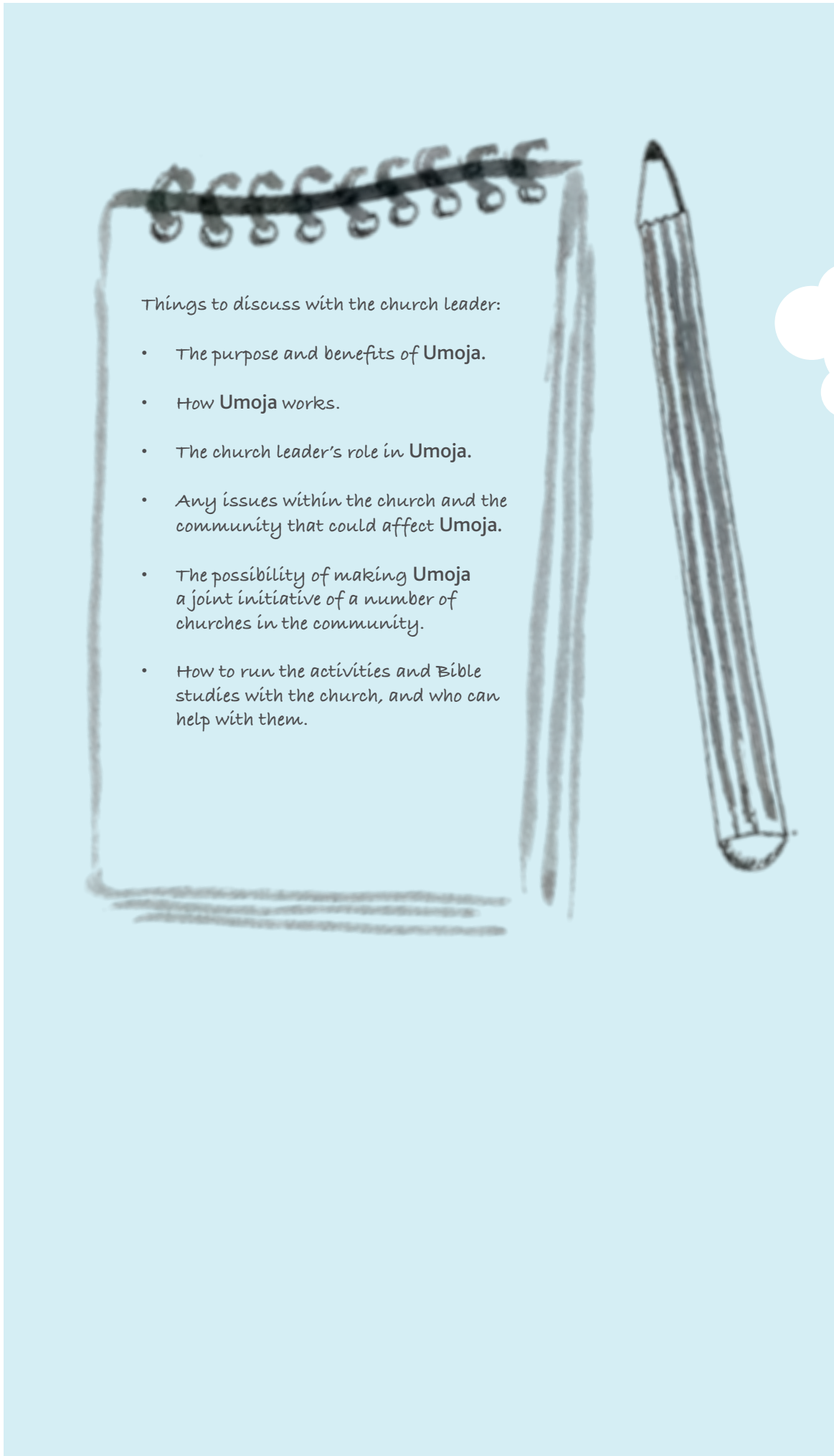
Things to discuss with the church leader:

- The purpose and benefits of **Umoja.**

- How **Umoja** works.

- The church leader's role in **Umoja.**

- Any issues within the church and the community that could affect **Umoja.**

- The possibility of making **Umoja** a joint initiative of a number of churches in the community.

- How to run the activities and Bible studies with the church, and who can help with them.

Dealing with concerns

In some cases there may be some initial resistance to starting the process for any number of reasons. It is really important to address any concerns and emphasise the benefits of the process at the beginning. For example:

- Church leaders may be concerned that **Umoja** may divert the church's giving away from the church and towards the community. Point out that one of the results of **Umoja** is almost always an increase in the church's giving.

- Church leaders may be concerned that it will distract their church members from doing evangelism. Point out that **Umoja** helps to improve church and community relationships which often results in the growth of the church.

- Church leaders may be concerned that they and their church members do not have the resources or the time to run community projects. Point out that **Umoja** is about the church and community working together and therefore the load will be shared.

- Church leaders may be concerned about the length of time the process may take. Be honest and realistic about this, but remind them that significant change does not happen overnight.

- Some church leaders may be reluctant to work with other churches in the community. Point out that **Umoja** is about a united witness of the church to serve the community. It can be a great thing for inter-church relationships.

Step 2: Energiser - Thinking about the challenge of working together

Lowering the stick

This is a good game for getting people to think about the challenges of working together.

This is what you do:

1. Divide the group into two lines of up to eight people.

2. Place a long stick or bamboo between the two lines and get each person to hold it with one finger.

3. Make sure that the stick is level and everyone is holding it, and then tell the group that they have to lower it together making sure the stick is level, until it reaches the ground.

4. Encourage the group to discuss what helped the task be achieved and whatthe challenges were.

5. Encourage the group to discuss what they can learn from the game for how they work together in the church.

You may know of other energisers that would be equally good for getting people to think about working together, so feel free to use those instead.

Part 1: Envisioning the church

Step 3: Bible studies

The ministry of Jesus - local church envisioning

This Bible study could be done in three parts either simultaneously by three different groups or by one group at three different times.

Compassion

Read Matthew 9:35-38

1. How are the descriptions of Jesus' work in this passage similar to what is described in Matthew 4:23-25? What new things do we learn about Jesus' ministry?

2. What words or images would you use to describe people who are "harassed and helpless, like sheep without a shepherd"?

3. The word translated "compassion" (verse 36) is a strong word. It really hurts Jesus to see people as they are. How do we respond when we see people in need?

4. What is our motivation when we try to help people in need? Is it similar or different to that of Jesus?

5. Why do you think Jesus' compassionate response to those in need leads him to say, "the harvest is plentiful but the labourers are few"? (verse 37)

Key point: The kingdom of God warmly welcomes those who are harassed and helpless, but there are few workers who share Jesus' compassion for them, and want to help.

Healing

Read Matthew 4:12-13, 23-25

1. What does Jesus do?

    Key point: Jesus initially went to where people were in order to do his work. It was the result of him going to them that in time the people began to come to him.

2. What brought so many people to come and hear Jesus?

3. What does Jesus' healing ministry tell us about the kingdom of God?

4. How is your own church demonstrating or not demonstrating the healing ministry of Jesus? How does your church need to change?

*Key point: This passage shows us that an important part of the kingdom of God
is about relieving suffering, recognising people's mental or physical pain, and
helping them.*

Repentance

Read Matthew 3:1-2 and 4:17

Why do you think Jesus is repeating John the Baptist's message?

*Key point: Jesus is giving his agreement to the message that John the Baptist had
preached.*

1. What was the content of what John the Baptist preached? (Read Luke 3:7-14)

2. Which particular sins did John stress needed repentance, if people were to be
    ready for the kingdom of God? Make a list.

3. If John were to preach in our community today, what sins would he tell people
    to repent of? Make a list.

4. From what Jesus and John preached, what are the characteristics of the kingdom
    of God?

5. How is your own church demonstrating or not demonstrating these
    characteristics today? How does your church need to change?

*Key point: This passage shows us that God does not tolerate the abuse of the poor or
the unfairly gained wealth of the rich.*

Conclusion

After bringing together all the answers and discussion from the three studies,
consider these concluding questions:

1. What have we learned about the kingdom of God?

2. How do I need to change in order to show more of God's kingdom in my own
    life?

3. How do we as a church need to change in order to show more of God's kingdom
    in our community?

The story of Bartimaeus

Introduction

This is an important story for helping church groups reflect on the unique role the church has in working with the poor, and how this is one of the ways we worship.

Read Mark 10:46-52

It would be good to act the story out as a group.

Questions:

1. What are the changes you notice in the attitude of the crowd towards Bartimaeus in this story?

2. What are the reasons for these changes?

3. If the crowd represented the church today, what negative attitudes does the church have towards people who are vulnerable and marginalised?

4. What can be done to address these negative attitudes?

Key learning points that should come out of the discussion

1. The crowd represents the church, and Jesus challenges the church to have a focus on the vulnerable and marginalised.

2. Jesus used the crowd to bring Bartimaeus to him and to be at the centre of the crowd. In the same way, the church is called upon to put the marginalised and vulnerable at the centre of the church's ministry.

3. Jesus responded to Bartimaeus by finding out what his needs were and responding accordingly. He also involved others in meeting those needs.

Step 4: Celebration activity - Celebrating our history

Purpose

To look back at key events that
have shaped both our church and
the local community and to see
what to build on for the future.

Step-by-step guide

1. Get a long piece of paper and lay it on the floor or across some tables with
   enough room for people to walk round it.

2. Draw a line from one end of the paper to the other and decide the length of
   time this represents, which could be one year, ten years or more.

3. As a group, decide the key events in the order in which they occurred and mark
   them on the line.

4. Write the things that went well above the line and the things that did not go so
   well below the line.

5. Discuss why things went well, and why other things did not go so well, using the
   following questions, and decide what lessons there are for the future.

Questions

1. What have been the best moments? Why?
2. What has been the most challenging?
3. What can we build on for the future?

Tips

1. You could draw pictures to make the line look more visual.

2. If there is a large group (more than ten) make sure everyone can see the timeline
   and can contribute. Otherwise make two or three groups and compare timelines
   at the end of the session.

3. It is important as a facilitator to keep the momentum of the activity going and
   not to get stuck on one particular event. It is also important to explore with the
   group why an event was good or bad and what lessons or insights they have
   gained from it to apply to the future.

Part 1: Envisioning the church

Step 5: Setting up a church co-ordination group (CCG)

The church co-ordination group (CCG) is a group of people who are willing to support the facilitator during the envisioning meetings and to plan a church project and see it through. Initial support from the facilitator would include ensuring everyone knows when and where the meeting is and following up specific actions.

The experience of planning and running a project is a good opportunity for the co-ordination group to develop skills and expertise which they can use in the wider community in the next phase of **Umoja**.

Key steps for selecting and training a church co-ordination group

1. With the church members, agree some criteria by which people are selected. The criteria could include:

    - are they respected by the other church members?
    - are they known for their energy and enthusiasm?
    - do they have practical skills?

2. Look at the Bible study on page 37. Ask people to consider what would be the best method to select people. Is it by invitation or should people volunteer for this group?

3. Once the group has been selected, agree specific roles for the members of the CCG and agree a time and place to meet on a regular basis.

4. Plan a session to brief the members of the CCG in more detail about how **Umoja** works and the role of the CCG. Refer them to pages 8-13 which give the overview of **Umoja** and pages 17-21 which give some tips on facilitation skills.

5. Explain the role of the CCG in helping the church run a small project. This will be good preparation for when the church sets up a project with the community.

6. It is important that the CCG work with the facilitator in planning the sessions and reviewing how they went.

Role of the CCG

• Ask them to organise the meetings with the church.
• Involve them in facilitating small groups.
• Ask them to record learning and key points from discussions.

Bible study: The choosing of the seven deacons

Read Acts 6:1-7

You may find it helpful to act out the events of the story so that people are able to visualise what is going on.

1. What is happening in this story?

2. What is the problem that has arisen? Do you think such a problem could arise in your community? Who are the kind of people that would be overlooked?

3. What do the 12 disciples decide to do? Do you think this is a good decision? Why or why not?

4. Who chooses who the new group of seven people responsible for looking after the widows should be? What advice do the 12 disciples give about what kind of people it would be good to choose?

5. How is this story relevant to **Umoja** and your own church and community?

6. Is there a need for some of the new responsibilities arising from **Umoja** to be shared amongst more people? If so:

    - how should this be decided?
    - who should choose them?
    - what qualities should these new people have?

Part 2: Using our resources

Aim of Part 2:

To help church members recognise that many problems and challenges can be met with their own resources.

Key steps

1. Use the energiser to get people thinking about working together with what they have.

2. Do the Bible studies and reflect on what they are saying. Select the studies that are appropriate to your group.

3. Carry out the celebration activity to reflect what resources the church has and, if helpful, use the table at the end to record all the information that has been gathered.

4. Think about the needs and the resources in the church using the table provided.

Step 1: Energiser - Making the longest line

This is a good activity for getting a group to think about what they can do with their own resources. It can generate a lot of fun and laughter as well as provide some useful learning. In using this exercise it is important to be sensitive to local culture and tradition.

1. Ask the group to form two lines with an equal number of people in each line.

2. Explain they are going to use anything they have on them to make the longest possible line (shoe laces, belts, shirts etc).

3. Each person must be in contact with another person either by means of a part of the body or an article of clothing.

4. The team that wins is the one that forms the longest line.

Questions

1. To what lengths were people prepared to go to make the line as long as possible?
2. What were the barriers to people sharing what they had?
3. What does this exercise teach us about using our own resources?

Learning points to discuss with the group are:

• It can surprise us when we see what we can achieve by only using what we have.
• Sometimes challenging situations produce natural leaders.
• Once people have a clear vision of what is needed they become motivated
• and energised.
• Challenging situations can produce creativity. For example, people may decide to lie down on the ground to make the line longer or find creative uses for their clothes and accessories.
• For some people this exercise may be uncomfortable and sometimes giving up our resources for the common good can be challenging and uncomfortable too.

Step 1: Energiser - Making the longest line

Part 2: Using our resources

Step 2: Bible studies

The raising of Lazarus

Read the whole story (John 11:1-44) or the key passages for this study (John 11:1-3, 17, 32-44). You may find it helpful to act out the events of the story so that people are able to visualise what is going on.

1. What is happening in this story? List the different people involved in the story, and what they each do.

2. How does Jesus involve others in the miracle that takes place?

3. Jesus could have done the miracle all by himself. Why do you think he chooses to involve others?

4. What does this tell us about Jesus and his kingdom? What does this tell us about ourselves?

Key point: Jesus involved people in the raising of Lazarus – they showed Jesus the tomb, they rolled away the stone, they untied the grave clothes. He wanted to show not only God's power over death, but also that people have resources that they can offer and use in doing God's work.

Elisha and the jars

Read 2 Kings 4:1-7

Discuss the following questions:

1. What were the key events in this story?

2. Who played what role?

3. What were the resources available to the widow and her sons?

4. What can we learn from this story which we could apply to how communities can use what they have got to overcome problems of poverty?

5. Look at the table below and get the participants to construct their own version, similar to this one. This is a good way to introduce simple planning skills which they can use for planning a church or community project, using their own resources.

Her needs	Her resources
Release from inherited debts of her husband	Small amount of oil
Protection of children who could be sold into slavery to pay for debts	Empty jars
	Wisdom of Elijah
Future income	Prayer
	Family labour

Key point: With God's help, and if we are willing to share, the resources we have can make a difference in addressing our poverty.

Part 2: Using our resources

The feeding of the five thousand

Read Mark 6:30-44

Discuss the following questions and brainstorm answers on to a blackboard or a large piece of paper:

1. Who are the main players in this story?
2. What specific actions did they take?
3. What was the need in this story? What were the resources?

Then break into twos or threes and answer these questions:

4. What steps did Jesus take to perform the miracle?
5. In this story, what did Jesus focus on? What did the disciples focus on?
6. How were the resources used to meet the need identified?

Finally, come back together and discuss as a group:

7. Why do you think Jesus used those steps? List them.
8. How could he have performed this miracle differently? Why did he not do it differently?
9. What does this passage tell us about the way we should facilitate the church and the community to meet their needs?
10. What would a miracle look like for our community? Think about the resources we have to put in God's hands.

Get the participants to fill in the table below based on the crowd in the Bible study.

Their needs	Their resources

The table should look something like this:

Their needs	Their resources
The crowd was hungry	Five loaves, two fishes
The crowd needed to be organised	The power of God
The food needed distributing	Disciples who organised them
Spiritual teaching	Empty baskets
	Disciples to distribute
	Jesus

Key point: God wants to use us, and our resources, to bring about transformation in our lives and the life of our community.

Part 2: Using our resources

Step 3: Celebration activity - Celebrating what we have

Purpose

To enable the church and community
members to realise the potential
within themselves to bring change and
transformation to the community.

Step-by-step guide

1. Divide into groups and discuss the resources, gifts and talents in the church and community.

2. Go off in groups and collect objects that represent the resources, gifts and talents discussed in point 1.

3. Lay out the objects in the shape of a cross on the floor, explaining what the different items represent.

4. Record these items on a large sheet of paper as people lay their objects down.

5. Divide a sheet of paper into skills, knowledge and experience and group the items under these headings.

6. As a large group discuss the following question:

    a) What skills and knowledge do we have in our church or community that could be used to make things better?

    b) What experiences do we have in our church or community that could be shared with others?

Tips

If it does not come up in discussion, you may like to remind the community that their resources include knowledge, time and prayer.

Once all the objects have been put down in the shape of a cross, play some music or sing a song to allow people to reflect on the range of resources, gifts and talents.

Step 4: Assessing what the church needs and what the church has

1. As a group, brainstorm some of the needs the church is facing and then prioritise which are the three greatest needs.

2. Use the list below to think about the different resources your local church has and how they can be used to address the various needs identified in the church.

Natural resources
forest products, water, minerals

Human resources
labour, skills, experience

Financial resources
cash, live stock, crops, retail products

Physical resources
buildings, roads, bridges, wells

Spiritual resources
prayer, worship, fasting, Bible studies

Part 3: Local church initiative

Aim of Part 3:

To help the church plan and do an activity to meet a need in the church with their own resources.

Key steps

1. Use the energiser activity with the big container.

2. Do the Bible study.

3. Use the tables with the minibus exercise to plan a simple project.

4. Set up a small team of volunteers to run a project.

5. Review how it went.

Step 1: Energiser - The big container

Purpose: To help participants put into practice solving a problem with limited resources and explore how to work together effectively as a team.

Materials required:

- String to mark out an area 3m squared
- 3 pieces of 4m length rope
- A large container filled with water (3-5 litres)
- A range of objects to distract the group from the task, such as
- brooms and dustbins.

Essential steps:

1. Mark out a square measuring 3m x 3m amd place the container full of water in the middle.

2. Explain to the group that they must remove the container from the square only using the materials provided. They must not reach over into the square. The container must be lifted directly up and away from the square and must not be dragged or pulled across the ground.

3. Divide the group into two teams and give each team two minutes to plan how they might achieve this task.

4. Each group takes it in turns to attempt to achieve the task. The other group can use a range of objects to distract the group from achieving the task.

Once they have achieved the task, gather everyone together to discuss the activity and review what they have learnt. Key issues could include:

- involvement of everyone in decision making and sharing ideas
- identifying skills and experiences
- organising roles and contributions

What are the parallels between this exercise and how the church can meet its own needs?

Trainer's tip

The container can be removed by running two parallel ropes either side of the bottle, then gently twisting each end of the parallel ropes together so that they tighten round the body of the bottle. This will take a few minutes until the bottle is caught in a tight grip of the twisted ropes. It can then be lifted easily and smoothly off the ground.

Part 3: Local church initiative

Step 2: Bible study

Salt and Light

Read Matthew 5:13-16

Think of ways that you may be able to illustrate this passage visually (eg, having two foods to taste: one with salt, the other without; putting a candle under a bowl).

1. What are the natural characteristics and uses of salt?

2. What do you think Jesus meant when he said: "You are the salt of the earth"? In what ways do you or your church act as "salt" in the community?

3. What happens when salt loses its saltiness – to the salt and to the things it is used on? What challenge is there for us as the church?

4. What are the uses of light?

5. What does Jesus mean when he says "Let your light shine before men"? In what ways do you or your church act as light in your community?

6. How can your new church initiative help you to be salt and light in your community?

Step 3: The minibus exercise

7. What could
get in our way?

2. Why do we
want to do it?

3. How are we
going to do it?

1. What do we
want to do?

4. What resources
do we have?

5. Who do we
need on board?

6. What could
hold us back?

Purpose

This exercise helps the church plan a project in a way that everybody can understand and remember. If possible, try to get someone to draw a bus similar to the picture above and display it somewhere where everyone can see it. Then discuss the questions that surround it. Below are some alternatives that could be used in certain regions where there is no motorised transport.
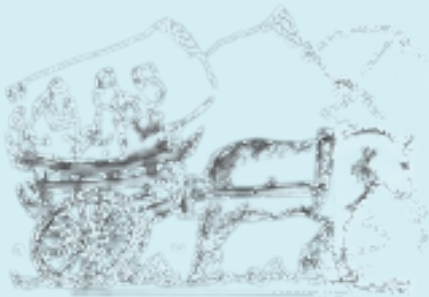
An example of the minibus exercise

1. **What do we want to do?**
    Protect our spring so it gives clean water.

2. **Why do we want to do it?**
    We know clean water keeps us healthy and free from certain diseases.

3. **How are we going to do it?**
    • Call a meeting to plan what we are going to do.
    • Raise funds for cement.
    • Collect materials to build the spring protection.
    • Build a fence to keep animals out.

4. **What resources do we have?**
    • Stones and sand.
    • Small amount of money.
    • People who can work.

5. **Who do we need on board?**
    • Church leaders.
    • Congregation.
    • Community leaders.
    • Livestock owners.

6. **What could hold us back?**
    • Everyone is too busy to give the time.
    • Not enough technical advice.

7. **What could get in our way?**
    • Heavy rain.
    • Conflict within the group.
    • Unresolved issues with livestock farmers.

Tips for planning

1. Be clear about the problem you are seeking to address.

2. Check that the group you are working with have sufficient skills, experience and knowledge to undertake the particular project they have chosen. If they do not, then discuss where they could get this additional capacity from.

3. When using the bus exercise, invite everybody to contribute to answering the different questions.

4. If the group is very big, then break it into smaller groups of four to five people to discuss the questions. If there are a lot of answers for each question, ask the group to prioritise the most important answers.

Action plans

Once you have completed the minibus exercise, use the following table to develop an action plan which can be shared with the whole church.

Plan	Details
What do we want to do?	
Why do we want to do it?	
How are we going to do it?	
What resources do we have?	
What resources are at risk if we overuse them?	
Who do we need on board?	
What could hold us back? (from starting the project)	
What could get in our way? (once the project has started)	
When are we going to start?	

Step 4: Set up a small team to run the project

Select people who have time and energy and are motivated to finish the task. This could be the CCG with a few extra people who have got particular skills or interest in the project. Make sure they are clear about the different roles that are required to do the job. Take every opportunity to affirm and encourage them. For more on this see Stage 4: Taking action (pages 133-153).

Step 5: Review how the project went

Use the following questions to review how the project went with the CCG as well as with the wider church. This is a good opportunity for the church to celebrate what they have done and what they have learnt from it.

Part 4: Learning and reflection

This part is important as the church needs to review and reflect back on what has worked well and what could have been done better in the way they have learnt and worked together.

Reflecting on Part 1: Envisioning the church

1. How have the Bible studies and activities helped the church have a vision for its community?

2. Which Bible studies and activities were the most useful and why?

3. What do the church members now feel about their relationship with the community?

Reflecting on Part 2: Using our resources

1. How have the Bible studies and activities helped the church and its members realise the value of using their own resources?

2. What has been the most significant lesson they have learnt from this part?

Reflecting on Part 3: Local church initiative

1. What have the church members learnt from working together to plan and run a project?

2. What could the church do better next time?

3. What do the church members' experiences of running their own project teach them about how to work with the community in developing other projects?

Stage 2:

Envisioning the community

Overview of Stage 2: Envisioning the community

Aim of this stage:

To help the church and the community together to understand their situation better, identify what is positive and negative, and prioritise their most important needs.

Stage 2 is divided into five parts:
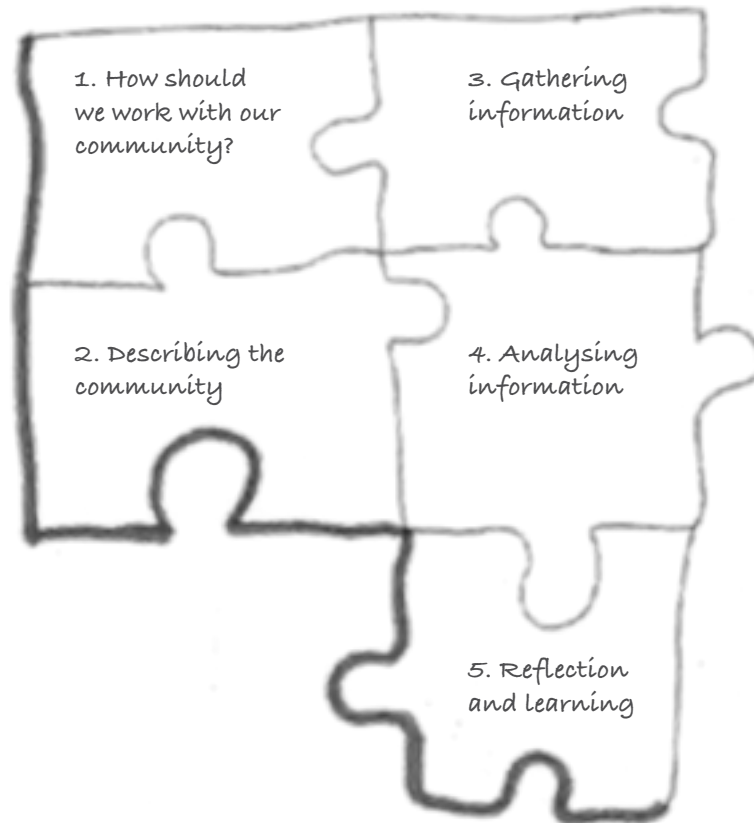
There are Bible studies throughout this stage. They can be used either:

- just with the church to help them think about and pray for Umoja, before using the other activities with the whole community; or
- with the church and the community, as a way to help the whole community discuss the issues. This needs to be done with sensitivity, respecting the views of those who may have different beliefs.

How you use the Bible studies will depend on your context and what you view as appropriate.

Part 1: How should we work with our community?

Aim of Part 1:

To raise awareness of how a community can meet its own needs with its own resources in a way that involves everybody.

Key steps:

1. Build a relationship with the community and community leaders.

2. Planning the first community meeting.

3. At the start of the meeting, explain the purpose of **Umoja** and its benefits to the community and, if appropriate, do the Bible study on the Good Samaritan.

4. Use the 'Starting the fire' activity and the 'Crossing the river' activity to explore the principles of working together as a community.

5. Make a list of how you want to work together as a community.

6. Select and train the local co-ordination group (LCG).

Part 1: How should we work with our community?

Step 1: Building a relationship with the community

When building a relationship with the community it is important to be as friendly as possible and spend time with people on a regular basis so that they get to know you and to trust you. When meeting people, it is good to:

- go with an attitude to learn from them and let them be the teachers
- explore the things they are proud of, their history, their achievements and aspirations
- if appropriate, learn local language greetings and key phrases or proverbs
- find out who are the key people and who has most influence in the community
- find out what gives the community energy and gets them excited.

Step 2: Planning the first community meeting

- Invite the community leaders to come and see the church project, and discuss the following with them:

  - How the project began.
  - What was achieved.
  - What they learnt.
  - What can be applied to the community.

- Plan the meeting with community leaders and find a venue that is acceptable to everybody. This might not be the church.

- Church members and community leaders should jointly invite people to the meeting (especially those who are vulnerable or marginalised).

- In the first community meeting, it will be important to communicate about the process using plenty of pictures and stories.

- Use stories and activities that emphasise the fact that the community themselves are the experts of their own development and that their own resources can make a significant difference (for example, by using the 'Good Samaritan' Bible study or the 'Crossing the river' activity).

- Facilitate the community in making a decision about whether to engage in the **Umoja** process.

- Help the community to agree how they want to work together as a community (see page 63).

- Explain the role of the local co-ordination group, and help the community select people to be members of this group (see page 64).

Step 3: Bible study

The good Samaritan

Read Luke 10:25-37

You may find it helpful to act out the events of the story so that people are able to visualise what is going on.

1. What is happening in this story? List the different people involved in the story, and what they each do.

2. What do you think motivates each person in the story to act in the way they do?

3. Who do you think each person in the story represents in our community today? Who do you identify with?

4. Who in the community are our neighbours? What needs do they have? How does Jesus tell us to love our neighbours?

5. Our upbringing can make it hard for us to relate to certain groups of people, such as those of different ages, level of education, caste, tribal group, or those who are very poor. How can we overcome these feelings? How can we help our children to grow up able to relate to people of all kinds?

6. From this story, what do you think Jesus requires of the church?

Key point: The church should not ignore the needs of people in the community, but instead should use its own time and resources to come alongside and help those in need, even if this is difficult or costly.

Step 4: Activities

Starting the Fire

This is an activity that you could use at the start of the community meeting to help them to think about what it means to work together to solve problems.
(NB Make sure this activity is done in a safe location and that the fires will not spread and cause damage.)

After welcoming people and giving introductions and explanations, the leader should ask: 'Can we have a cooking fire burning here in two minutes time?'

At first there will be confusion and people will wonder if the leader is serious. Then a number of them will run off to collect firewood, matches and cooking stones. A fire is quickly lit and burns well for a few minutes. It is then likely to die down unless a few people bring more wood.

Using this practical example, begin a time of open discussion to discover what we can learn from it.

Discussion

1. Where did the resources to make the fire come from?

2. Did anyone help to maintain the fire once it started burning well?

3. Who could continue to maintain the 'fire of development' in our area? What resources are available?

4. What could be the role of different groups and organisations, such as church leaders, community leaders and government officials, in keeping the fire burning?

5. Are there other organisations or groups able to help provide leadership and support for this process?

6. Are there certain community members who did not attend the meeting? Can you discover why they didn't come? How can you encourage them to attend meetings in the future?

Step 4: Activities

Crossing the River

This is a mime (a silent drama) to help the community think about how to develop something for themselves and not be dependent on outside welfare support. Ask three participants to read through the activity and practise the mime. Then they can show it to the rest of the group and use the questions at the end for discussion.

Two lines fairly wide apart are drawn on the floor in chalk to represent the banks of the river. String can also be used if you do not want to draw on the floor. Pieces of paper are used to represent stepping stones and another large piece of paper is put in the middle of the river representing an island.

Two people come to the river and look for a place to cross. The current is very strong and they are both afraid to cross.

A third person comes along and sees their difficulty. He leads them up the river and shows them some stepping stones. He encourages them to use the stones but they are both afraid, so he agrees to carry one person his back.

Part 1: How should we work with our community?

By the time he gets to the middle of the river, the weight on his back seems very heavy, and he has become tired, so he puts the person down on the island.

The man goes back to get the other person on the bank who also wants to climb on his back. But the man refuses. Instead he takes her by the hand and encourages her to step on the stones herself.

Halfway across the river, she starts to manage alone. They both cross the river.

When they get to the other side, they are extremely pleased with themselves and they walk off together, completely forgetting the first man, alone on the island. He tries to get their attention, but they do not notice his frantic gestures for help.

Discussion questions

1. What did you see happening in the mime?
2. What different approaches were used to help the two people across?
3. Who could each person represent in real life?
4. What does each side of the river represent?
5. Why does this happen?
6. In what ways do community projects build a sense of dependence?
7. What must we do to ensure that those we work with develop a sense of independence?

Step 5: List of how we want to work together as a community

This is a really good exercise to help the community think about how they are going to work together. What they produce can be used as ground rules and can contribute to being part of a guide for monitoring and evaluating their projects.

Ask the group to brainstorm ideas for ground rules and write them down on a flip chart or large piece of paper. Then ask people to vote on their 'top five' or 'top ten'.

For example:

1. We would like to give everyone the opportunity to share their opinion.

2. We would like to use the skills and experience of community members.

3. We would like to give opportunities to young people to take a lead in suggesting new ways of doing things and leading projects.

4. We would like to celebrate our achievements with a community meal and games.

5. We would like to share our achievements with the local media and authorities.

You may want to ask the group to think of ground rules that will help to make sure that people who are often excluded have the opportunity to share their opinions, such as the disabled, people with HIV, women or children.

Step 6: Selecting and training the local co-ordination group (LCG)

The purpose of the LCG

The purpose of the local co-ordination group is to oversee how the community gathers information about its needs, analyses it, and plans and runs a community project.

Specific tasks of the LCG

- Encouraging people to attend meetings regularly and on time.
- Encouraging people to participate in community projects.
- Agreeing venue and timing of community meetings.
- Recording the minutes of each meeting and following up actions.
- Delegating key tasks of gathering information, collecting resources, and organising groups of people to contribute labour.
- Meeting regularly as a group to review progress and celebrate successes.
- Involving the local church and community leaders and reporting on progress.
- Lobbying for local funds from businesses or regional grant making authorities.
- Monitoring the morale and motivation of the community members involved
- in the project.
- Becoming familiar with the tools in this guide and being prepared to lead sessions on describing the community, and on gathering and analysing information.

Selecting members of the LCG

With the church and community, agree some criteria by which people are selected. The criteria could include:

 - are they respected by the community?
 - are they known for their energy and enthusiasm?
 - do they have practical skills?

It will be important to have a mix of church and community members and ensure that women, young people and other marginalised groups are represented. It is important to remember that the LCG does not belong to the church but is a representative group of different faith groups and the community.

The LCG will give a lot of time to **Umoja**, time they would otherwise use to work in their fields or generate income. The community need to think about how they will support them. For example, they may be exempted from other community responsibilities or they may receive a contribution of food from others in the community each week.

Assigning specific roles to LCG members

It is important to assign specific roles to members of the LCG. These roles can be reviewed after a period of time to see if various members are happy with what they are doing or if the role needs to be changed in some way. Below are listed the main roles and responsibilities that need to be taken on.

The Leader/Chairperson/Co-ordinator

- acts as the spokesperson or official representative for **Umoja** within the community, and for any community projects that result
- takes responsibility for leading the group
- chairs meetings and puts together an agenda
- follows up the tasks to make sure they are being done
- encourages and supports people who are working on different tasks
- helps the different group members and the community reflect on how **Umoja** is going and what could be done to make it better
- helps the group solve different challenges during the life of the project
- helps the group think up different ways of celebrating achievements.

The Secretary

- keeps the list of names and contact details for all community members involved in the community projects resulting from **Umoja**
- writes letters on behalf of the LCG
- keeps copies of all records and correspondence
- assists with the preparation and presentation of all essential documents related to the running of **Umoja.**

The Treasurer

- oversees the money and other resources
- ensures that income and expenditure are properly controlled and recorded
- sets up and keeps financial rules for **Umoja** and resulting projects
- ensures that a petty cash system is running effectively
- helps with budgeting and is responsible for regular reporting of monthly or quarterly actual expenditure figures for the group
- ensures that the petty cash book and the cash book are up to date and reconciled before committee meetings
- investigates and reports misuse of funds.

Part 1: How should we work with our community?

Responsibilities of the other members of the LCG

- willing to work hard
- come on time
- work as a team
- keep the things discussed in meetings confidential if necessary.

Training for the LCG

The LCG should be trained in the following areas:

- The key stages of **Umoja** and what is required in each stage (see pages 8-13).
- Basic facilitation skills and leading groups (see pages 17-21).
- The use of core community tools for gathering information and analysing it (see pages 69-78):

> - mapping the community
> - problem tree
> - timeline
> - ranking
> - seasonal calendars
> - use of data tables
> - prioritising and presenting information

For more information on managing people, having effective meetings, and team building, see Stage 4: Taking action (pages 133-153).

Part 2: Describing the community

Aim of Part 2:

To facilitate the community to tell their own story about who they are, where they are coming from, and what their current situation is.

Introduction

Before using any of the tools to gather information about the community, it might be useful to have a discussion about what the community would define as their community, both in terms of geography and specific groups they would like to include.

The facilitator plays a key role in helping the community think about what makes up their community and how it is defined.

Key Steps

1. Encourage the church to do a Bible study exploring the issue of community description.

2. Introduce the community to a number of tools that will help them understand their current situation.

3. Facilitate the community in selecting people who can be part of an information gathering team.

Part 2: Describing the community

Step 1: Bible Study

Nehemiah inspects the walls

Read Nehemiah 2:11-18

1. Nehemiah returns to Jerusalem after many years in exile to find the city in ruins. What does he do (verses 11-16)?

2. As he arrived in the city he must have seen that the walls needed repairing. Why do you think he conducts such a thorough assessment of the situation?

3. Why do you think he does not just start working on the task of repairing Jerusalem's walls straight away? How successful do you think he would have been if he had done this?

4. What are the ways that we can assess the situation in our community before taking action?

Key point: It is important for us to take time to assess the needs in our community, rather than just jump in and take action. Having inspected the walls thoroughly, Nehemiah understood exactly what was needed and so was able to co-ordinate and draw others in to make sure the walls were rebuilt.

Step 2: Tools for describing your community

The tools in this step can be used at a large community meeting or with small focus groups, as appropriate. It is not essential to use all the tools, but a combination of some of them is helpful for gaining an overall picture of how the community looks. These tools are designed to involve as many people as possible and need to be practised and understood by those who are going to facilitate them.

Where drawing is involved such as the mapping tool, the timeline and seasonal calendars, it is important to keep the drawings in a safe place as a record of how the community saw themselves before the start of any project. These can be referred to later when the community evaluates what difference the projects have made.

The following tools and activities are described in detail on the following pages:

- Community mapping tool (page 70)

- The history of our community (page 71)

- Community history picture (page 72)

- Seasonal calendars (page 73)

- Who does what in our community? (page 75)

- Drama (page 77)

- Ranking (page 78)

Community mapping tool

Community maps can be used in many different ways. Their objective is to enable communities to express themselves in a non-threatening and participatory way. Some common maps include boundaries, physical features, such as rivers and hills, resources, such as forests, and facilities, such as schools and hospitals, to show the way of life of the people

Step-by-step guide

1. Put some large pieces of paper together on some tables or the floor. This is where you will draw your map. Alternatively draw the map in the earth or sand.

2. Mark on the map the main features of the area, such as the roads, rivers, lakes, hills and streams.

3. Mark on the map key buildings and features, such as schools, clinics, churches, wells, guest houses, cooperatives, markets and football pitches.

4. Discuss and mark on the map the main areas of need or concern to the community. This could include resources or people under threat.

5. Draw pictures or place objects on the map to reflect the issues discussed.

6. Give each person an equal number of pebbles or beans. They place these on the map to show which issues they think are most important.

Tips

1. If there is a large group, divide it into smaller groups working on a number of maps. Remember that feedback will take longer.

2. Sometimes it is quite useful to divide the group according to age or gender.

3. It is best to draw the roads and key features on first as this helps to locate other items on the map.

4. To enhance this activity even more, you can encourage a group to take some photographs of their community.

5. The map can become an important source of planning in the future so, if possible, keep it in a place where people can see it and add to it.

6. After discussing the needs you could place a candle on each of the areas of need and pray for these areas one by one.

The history of our community

This activity involves discussing the major events that have contributed to making the community what it is today. These events should include social, political and natural events. The community analyses the changes that have occurred in history, which of these have been of benefit to the community, which have been of harm to the community, and who has contributed tothem happening.

Step-by-step guide

1. As a group agree a point in time from which to start listing key events.

2. Use a blackboard or sheets of paper to list the key historical events which have been important to this community.

3. Once these are listed, discuss the benefits and challenges of each of these to the community.

4. Discuss how the community has changed as a result of these events, both positively and negatively.

5. Summarise the key points in the discussion and discuss which strengths the community can build on in the future to make things better.

Tips

1. If there is a big group, break the group up into small groups of four or five who then feed back to a large group where people can debate the significant events.

2. Alternatively, you could divide the group according to different groups, such as age or gender.

3. Where possible, try to get hold of large sheets of paper to record information. If this is not possible, ask someone to record all the information on the blackboard into a notebook so it can be used another time.

4. If appropriate, celebrate the key positive events and thank people for their contribution to certain events, such as starting a school or clinic, building a bridge, or helping communities to be reconciled.

5. Help the community to identify the issues that may have got worse, such as health problems, availabilty of water and depletion of natural resources.

6. If possible, do some research beforehand, so that you can put this history in the context of what has happened in surrounding communities or nationally. For example, is HIV a small or huge problem in the country? Are species of animal or plant disappearing throughout the region?

Community history picture

The community draws a picture showing what the situation looked like at some time in the history of the area. The facilitator encourages the community to discuss changes that have taken place since then. This works very well when the history picture is discussed side by side with the current situation map (drawn as part of the Community mapping tool on page 70).

Step-by-step guide

1. The group decides a point in history that they would like to illustrate. This could be 10 to 20 years ago.

2. The group then share stories about that period and nominate a few people to make drawings and write key words which reflect the stories.

3. The group then illustrate how the community is now, thinking both of the social and economic aspects.

4. Give the group time to look at both pictures in silence and then discuss what they see are the main differences. Then discuss the questions below:

a) What have been the most significant changes that have happened between the pictures in regard to health, income, housing, agriculture, church and relationships?
b) Have things changed for the better or worse, and why?
c) What are some of the good things we can build on for the future?

Tips

1. In creating the picture of the past, it is really important to give plenty of time to the older members of the community to talk about their stories and memories.

2. It can be useful sometimes to divide the group up by age and gender to create a number of pictures of the past and the present.

3. Try to keep the pictures for future meetings either by storing them carefully or by taking photographs of the pictures.

Seasonal calendars

Seasonal calendars are a very useful way of recording the different weather patterns and the agricultural seasons over a year. This is useful information for looking at when there is most demand for labour in planting and harvesting crops as well as looking at patterns of diseases, such as malaria.

Step-by-step guide

1. Use large bits of paper or a piece of open ground for the seasonal calendar.

2. Collect a range of small stones, sticks and leaves, which can be used to describe different aspects of the seasons and agricultural activities. Then mark the 12 months of the year on the ground or on the paper.

3. Taking the stones or a marker pen, mark the months according to the amounts of rainfall they receive. For example, you might want to put five stones on a month where there is heavy rain, and one stone when there is little rain.

Part 2: Describing the community

4. Divide the group into small groups to discuss in which months:
    a) people have to work the hardest - is there a division between what women and men do?
    b) people are more prone to disease
    c) crops are planted, weeded and harvested
    d) prices of food vary the most

    Also ask the groups to think how this situation has changed from 10 or 20 years ago. What has caused this change and how do they think things will continue to change in the future?

5. Put all the information from the different groups together on one chart and discuss the following questions:

    a) Which months are most demanding on family labour?
    b) Which months are most challenging for household food security?
    c) What can be done to address these challenges?
    d) How does the community cope with severe shortages of food?
    e) What role can the church play in helping households to be food secure?

Who does what in our community?

This is a short exercise which tries to identify who is currently doing what in our community. This helps us in two ways:

- It helps us see what additional resources we might have to build on to make our project better.
- It avoids us duplicating something that might already be there. For example, in some countries, different denominations have set up the same kind of health clinic in the same village which is a huge waste of resources and effort, and highly confusing to those in the community.

temple

church A
choir, youth groups,
community garden

church B
mother's union,
football team

Our
Community

school
HIV awareness

*local shops
and businesses*

clinic
vaccinations,
ante-natal and
post natal

*local co-operative for
marketing produce*

*community
leaders*

mosque
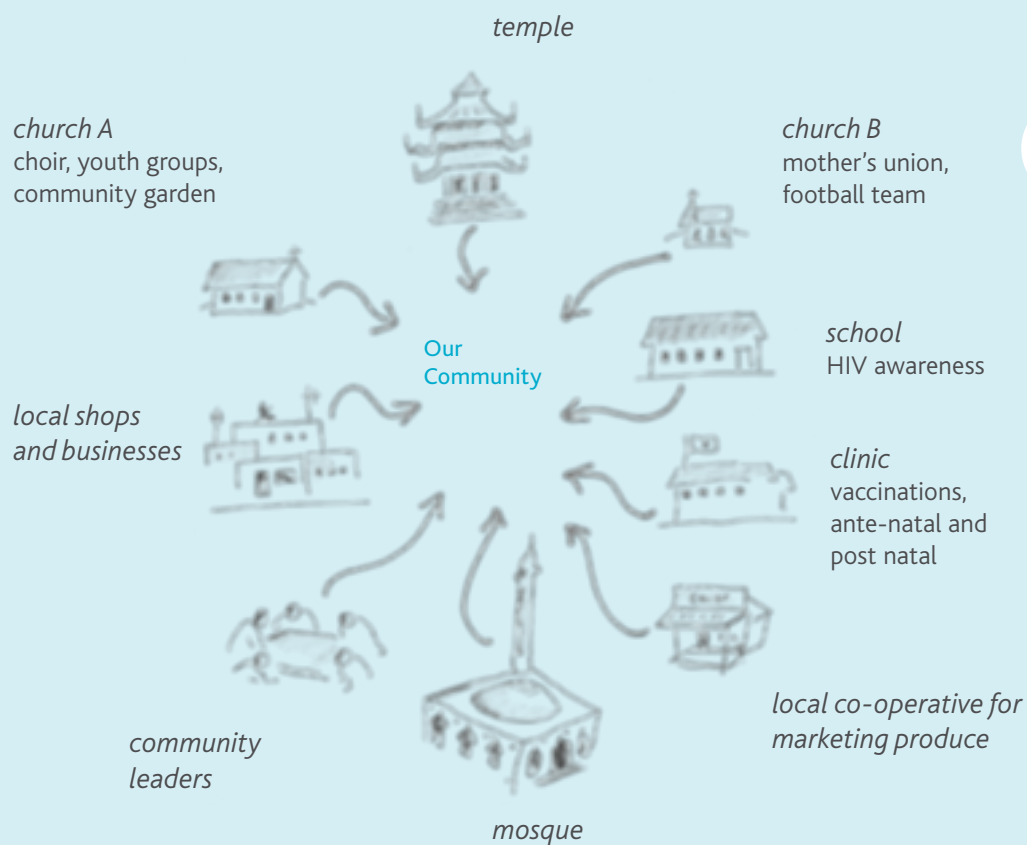
Part 2: Describing the community

Make a list of all the different institutions and groups that are represented in your community as shown in the example on the previous page. Fill in the table below.

Discuss what services or support each institution or group offers to the community.

In considering a new community project, discuss which institutions the church and community should consider working with.

Institutions and groups	What do they do?	How might we work with them?

Conclusions from this method include:

- a list of all the institutions operating in the community, and the role they play

- a description of the kind of relationship between the community and each of the institutions, highlighting the strengths or weaknesses

- an appreciation of how the institutions play their part in helping to develop the community.

Drama

Ask a group of people to do a drama portraying events in their community.

For example, a group could act out a drama portraying the problems village women face when selling vegetables to the traders from the local town who do not pay them a fair price for their goods.

Follow the drama by asking the following questions:

1. What did you see and hear in the drama? Does the drama reflect the true reality of your community today?
2. What are the things shown in the drama that you are proud of in your community? Why?
3. What are the things shown in the drama that disappoint you about the community? Why?
4. Identify the issues raised in the drama. Why are these issues important to you?
5. Ask the actors to continue the drama, showing how they would change things in the future.

Monologues

Another way of using drama is to ask people to pretend to be different people in the community. Ask them to think about what issues these people have - the good and the bad things about being who they are and their relationships with others in the community. They can then put all these things into a monologue and take turns to perform them. A monologue is a form of drama where one person talks to the group, acting out a particular role.

After the monologues, you can ask the same questions as for the drama.

Part 2: Describing the community

Ranking

A need in the community is usually caused by a number of different factors, each of which will have a different weight of significance. It is important to think about what those factors are and which ones are the most significant. This can help to avoid spending time and energy addressing factors that have little impact on the need.
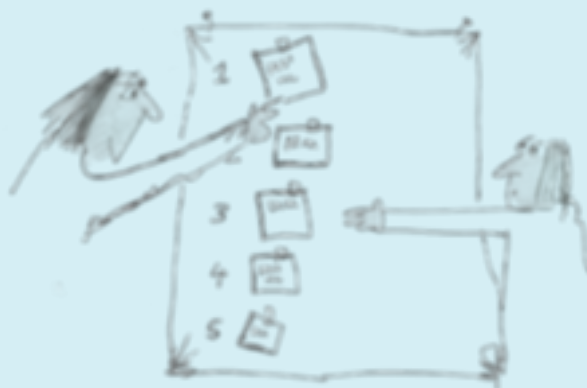
Step-by-step guide

1. Having identified the issue you want to discuss, brainstorm with the group the factors causing this issue to exist.

2. Write these factors on different pieces of paper.

3. Ask the group to arrange the pieces of paper in order of importance, sticking them on a wall or large piece of paper. Give the group plenty of time to discuss their reasons for ranking the factors in the way they have.

4. This will provide some insight into how the group perceives the issues. If you want to explore the issue in more depth, you may want to ask whether this ranking pattern is true of everyone or just of certain groups.

5. You can take this exercise further by asking the group to rank in order which issue or need the community can have the most chance of influencing for good. By comparing with other issues, it encourages the group to be realistic in their thinking and also begins to generate some ideas on how to respond to the needs of the community.

Key point: This is a really useful exercise that can be used at different stages of the project, such as when prioritising community needs or prioritising conclusions when evaluating the end of the project.

Step 3: Setting up an information gathering team

The next part of the process is all about gathering information from the community, which will then help you decide on the biggest needs to be addressed. In order to do this you will need to set up an information gathering team (IGT). Before you do this, agree why there is a need to gather more information, for whose benefit, how the information will be gathered and by whom, and how the information will be used once it has been gathered. When selecting the team, you will need to bear the following things in mind:

1. Members of the team should be people that the community trust and who they are comfortable sharing opinions with.

2. The size of the team will depend on the size of the area.

3. They should be able to write and record the information that they have gathered.

4. Make sure there is a good representation of women, young people, and any marginalised groups in the IGT.

5. Train the IGT on how to interview people and how the information should be recorded. It might be worth having a few practice runs or role plays so that people are clear about what they have to do.

6. Remind the IGT that some of the information being gathered is quite personal and so they should be sensitive in the way they ask questions (see *Important attitudes when gathering information,* page 82). Remind the group that it is particularly important to listen to marginalised groups as their voices are not often heard.

7. In gathering information it is important to keep reminding the community that the information is for their use, and not for outsiders. It is to help empower them to make decisions about their own future.

Part 3: Gathering information

Aim of Part 3:

To facilitate the community to gather information that will help them make informed decisions as to their needs and resources.

Key steps

1. Prepare those involved in gathering information by looking at the Bible study and attitudes to gathering information.

2. Select the methods of gathering information from the tools in this section and decide how the information will be presented.

3. Look through the different information gathering tables and use those which would be the most appropriate for your community.

Step 1: Exploring attitudes to gathering information

Bible study: The woman at the well

Read John 4:1-26.

1. What happens in this story?

2. What were the differences between Jesus and the woman that could have made it difficult for Jesus to speak and listen to her?

3. How does Jesus treat this woman in his conversation with her? Do you think this would have encouraged or discouraged the woman from speaking to him?

4. How do the disciples react when they find Jesus talking with this woman?

5. Do you think we would be surprised and embarrassed by the kind of company Jesus kept?

6. Do we ever avoid talking to certain people to keep our reputation unharmed? How would Jesus treat those people?

7.   As we gather information about our community, what lessons can we take from this Bible passage about who we should talk and listen to?

Key point: Despite their differences, such as culture, gender and religion, Jesus gave time to the woman at the well to listen to her and to answer her questions.

Important attitudes when gathering information

When gathering information, it is really important to respect and value the people you are gathering information from. When we do this, the information we gather is more accurate. With the right attitude, the process of gathering information is helping to build relationships.

Listed below are some of the attitudes we need to have when collecting information from the community. It is good to discuss each of these attitudes and how we can demonstrate them.

Humility - recognising that the people we interview may have more knowledge and experience of issues than we do ourselves.

Listening - making good use of open questions; not interrupting; giving people time to say what they really want to say; affirming what they say and checking you have heard and understood what they said.

Inclusiveness - being open to hear and understand all people regardless of ethnicity, disability, age or gender.

Confidentiality - respecting personal issues; not sharing personal information publicly.

Creativity - collecting information in a way that is enjoyable and not boring or threatening.

Wanting the best for the community - having no hidden agendas or desire to manipulate information to suit alternative interests.

Step 2: Methods of gathering information

"If you want better answers, ask better questions." *(Anonymous)*

The most important thing about gathering information is being clear about the questions you want to ask. It is useful to spend time with the information gathering team (IGT) to think through what are the key questions they need to be asking. When thinking about gathering information, it is necessary to use a range of methods and to draw information from three main sources. These are listed on the diagram below.

Representatives of the community
Use focus group discussions, questionnaires, mapping exercises and timelines
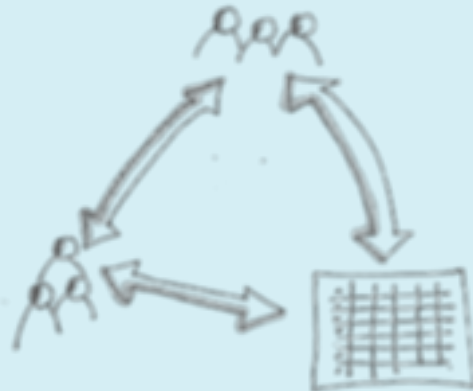
Officials such as health professionals, local authorities and police. Use interviews to get information from these sources

Statistics on issues, such as health, education, livelihoods and income. This comes from the tables in this section as well as from local authorities

These three sources of information help to build a reasonable picture of how the community is and the needs which the community have. It is important not to use too many tools and to use ones which everybody finds easy to understand. It is important to take time to practise the tools with those who are going to lead the information gathering.

Recording and presenting skills

Introduction

It is really important to think about how the information is recorded so it can be used again in community meetings and also in developing a project plan. This information is also important for the end of the project, as the community will see if there has been any change.

Notebooks

It is really good to record what people say along with any relevant data in a notebook. Make sure the person recording can write clearly so that others can read it.

Maps

Getting the information gathering team to record their information in the form of a map is a really good way of making information available to lots of people in an easy to understand format.

Posters

Data can be presented on large posters. These posters could include information such as school attendance, age of school leavers, ratio of boys to girls attending school and livestock numbers.

Role play, songs and poetry

An entertaining and creative way to summarise the findings can be through a role play, a song or a poem. Some communities could collect local sayings or proverbs which emphasise aspects of the information gathered.

Focus groups

Purpose

To help participants understand the value of gathering information in small groups and provide simple techniques for doing this.

Step-by-step guide

1. Agree in advance the key questions you want to ask in order to gather the information about a particular issue. Also identify what groups you want to talk to. These could be groups such as mother's unions, farmers' clubs or football clubs.

2. At the beginning of the meeting explain the purpose and value of this meeting.

3. Use a question to get the group brainstorming the issue in twos or threes so that everybody is involved at the beginning.

4. The feedback from the discussion can be managed in a number of different ways: either written on to a flipchart or individual ideas written on separate pieces of paper or card (one thought or idea per card).

5. Get the group to prioritise the things they have discussed, either by ranking the list on the flipchart or grouping the individual cards into common themes.

6. Once the ideas have been prioritised, you can deepen the discussion by asking more open questions and in particular, asking why certain things are the way they are and looking for the causes and effects.

The following questions are good for starting a discussion:

• What are the main challenges in this community?
• What are the barriers to developing this community?
• What are the opportunities for improving this community?
• What would you most like to do to help this community?
• What gives you most energy for improving the community?

The following questions are good for prioritising or ranking people's answers from the discussion:

• What should be the top three most important issues we should address?
• Which challenges or problems have we the capacity to address?
• Which top three areas do we have most energy for and interest in?
• Which of these challenges can be grouped according to theme?
• Which of these challenges are specific to young people, the elderly, parents or carers?

Part 3: Gathering information

Step 3: Tables and questions for information gathering

Introduction

The following sets of tables are designed to help IGTs gather information about their community. While most of the information can be gathered from schools, clinics and community leaders, it may also be important to get additional information from a regional centre which has government statistics on health, population and education. Once this information has been gathered and analysed, it should be put up on large sheets of paper or card at the back of a church or community centre so that all the members of the community can see the information. The facilitator should take time with local representatives of the community and the local co-ordination group to analyse the information and identify key questions to discuss with the community.

Table 1: Demography

Age	Community		Total
	Male	Female	
0-5			
6-15			
16-21			
22-49			
50-65			
66+			
Total			

	Male	Female	Total
Widows/ Widowers			
Single parents			
Disabled			
Orphans			

Table 2: Households

	Total	Average size of household
Male headed households		
Female headed households		
Total		

Part 3: Gathering information

Table 3: Social groups

Type of social group	Number of members	Activity
Youth groups		
Women's groups		
Men's groups		
Self help (mixed)		
Co-operatives		
Clans		
Clubs (e.g. football)		
Total		

Table 4: Common diseases

If possible, visit the local clinic and gather information on the common diseases from the local community health worker. This could be cross-referenced with any available regional health statistics.

Disease	Category of people mainly affected - men, women, children	Number affected in the last six months	Effect in the community

Table 5: Health services

Facility	Number	Where located	Distance from the community	Who owns/ controls
Hospital				
Health centre				
Dispensary				
Mobile clinics				
Private clinics				
Village pharmacies				
Doctors				
Nurses				
Clinical officers				
Community health workers				
Traditional birth attendants - Trained - Untrained				
Herbalists - Registered - Unregistered				
Traditional healers				
Witchdoctors				

Table 6: Education

	Boys	Girls	Total
Total number of children of school going age			
Number of school age children going to school			
Number of school age children not going to school			
Percentage of children not going to school			
Total			

Part 3: Gathering information

Table 7: Education facilities

Type of School	Number of	Number of children attending			How many are	
		Boys	Girls	Total	Public	Private
Nursery						
Primary						
Secondary						
Tertiary						

i) Age at which children start school:
ii) Is there a gender bias?
    Why?

Table 8: Facilities in the nursery schools

Facilities	Nursery School 1	Nursery School 2	Nursery School 3
Teachers			
Classrooms			
Desks			
Tables			

Table 9: Number of children in school by class and sex

Sex \ Class	1	2	3	4	5	6	7	8	Total
Primary School 1									
Male									
Female									
Total									
Primary School 2									
Male									
Female									
Total									

Table 10: Facilities in the primary schools

Status Resources	Primary school 1			Primary school 2		
	Total available	Total needed	Balance	Total available	Total needed	Balance
Desks						
Tables						
Classrooms						
Chairs						
Toilets (boys)						
Toilets (girls)						
Teachers (male)						
Teachers (female)						
Staff room						
Teachers' houses						

Table 11: Performance at the local primary schools

	Male	Female	Total
Number finishing primary school			
Number qualifying to join secondary school			
Number that actually joined secondary school			

Is there a secondary school in the community? Yes/No

If no, where do children who qualify to join secondary school actually go?

i) Age at which most children drop out of school:
ii) Reasons why children drop out of school:

Boys: _____, _____, _____

Girls: _____, _____, _____

Part 3: Gathering information

Table 12: Facilities in the secondary schools

Status / Resources	Secondary School 1			Secondary School 2		
	Total available	Total needed	Balance	Total available	Total needed	Balance
Desks						
Classrooms						
Laboratory						
Library						
Chairs						
Toilets (boys)						
Toilets (girls)						
Teachers (male)						
Teachers (female)						
Staff room						
Teachers' houses						

Table 13: Number of children from this community in secondary school by class and sex

Class / Sex	S1	S2	S3	S4	Total	Number that ought to be in secondary school but are not
Male						
Female						
Total						

Reasons for children not joining secondary school

_____, _____, _____

Reasons for dropping out of secondary school

Boys: _____, _____, _____

Girls: _____, _____, _____

Table 14: Level of education of people living in this community

	Male	Female	Total
Completed secondary school			
Completed technical school			
Completed university			
In technical school now			
In university now			

Table 15: Number of livestock and their uses

Type	No.	Uses					
		Cash	Food	Dowry	Ritual	Medicine	Transport
Local cattle							
Improved breeds							
Local sheep							
Improved breeds							
Local goats							
Improved breeds							
Donkeys							
Bee hives							
Poultry							
Other							

Table 16: Livestock services and number

Type of service	Total	Type of service	Total
Cattle Dips		Agro-veterinary shops	
Cattle crash		Artificial Insemination services	
Agric extension officer		Seed stockists	
Livestock officers		Research station	

Part 3: Gathering information

Table 17: Types of crops cultivated and their uses

Types \ Uses	Food	Cash	Other uses		

Table 18: Average harvest crop per family

Crop type	Average acreage cultivated by each family	Average harvest per family per season

i) In what months do families have plenty of food?

ii) What are the months of hunger in the families?

iii) How does the community cope during hunger?

Some of these aspects can be identified through the use of seasonal calendars (see page 73 for further details).

Table 19: Sanitation facilities

Facilities	Number of households		Total
	With	Without	
Pit latrines			
Dish racks			
People boiling water			
Rubbish pits			
Improved shelter			
Clothes drying lines			
Bathrooms			
Kitchen gardens			

Table 20: Cash income

	Average hours worked per month for a cash income	
	Males	Females
Adults		
Children		

Table 21: Trends and summary

This table helps to gather together and summarise all the information gathered from the community and the other tables.

Area	Key trends/issues from data	Summary Statement
A) Information gathered with community - Community mapping tool - History of our community tool - Picture of our community - Seasonal calendars - Problem tree		
B) Population - Demography - Households - Social groups		
C) Health - Common diseases - Health services		
D) Education - Literacy - Education facilities - Nursery education - Primary education - Secondary education		
E) Food Security - Livestock - Livestock services - Cultivation - Sanitation		
F) HIV and AIDS - Food security pictures		

Part 4: Analysis of information

Aim of Part 4:

To enable the community to analyse all the information that has been gathered and make sound conclusions about their needs and resources.

Introduction

The analysis of information is really important to help the community identify together the key issues that need to be addressed. This involves working through all the information that has been gathered and trying to identify common themes. This can be quite a lengthy process and people can get easily bored or frustrated. It is therefore important to plan plenty of breaks and energisers to keep people motivated. Also, as you work through the analysis it is useful to summarise the key findings to the group so they keep focused and interested.

Key steps

1. Bring together the community for a meeting and if appropriate, do the Bible study on making space for others. If not appropriate for the whole community, you could use it just with church members a few days before the community gathering.

2. The local co-ordination group presents the information gathered by the information gathering team.

3. Facilitate a discussion about the findings, encouraging the community to say whether they think the information is correct, and then analyse it.

4. Rank the priorities using the priority table.

5. Analyse one or two of the priorities in more depth using the "Why" method and/or the problem tree.

6. Summarise and write up the conclusions using the template provided.

Part 4: Analysis of information

Step 1: Bible study - Making space for others

Touching the cloak

Read Luke 8:40-56

Jesus inspires faith. Despite her isolation, lack of confidence and low self-esteem, the woman was willing to push through the crowd to touch Jesus' cloak. Jesus responds by giving her time.

Questions

1. Does Jesus just focus on the physical need of the woman or on her spiritual needs, or both?

2. As we think about the needs in our community, in what ways can the church be a cloak of healing and peace to those most in need?

Reflection

Jesus made time for the sick woman although he was on the way to heal the girl who was dying. He valued her and gave her space to tell her story. He said to her 'My daughter, your faith has made you well; go in peace.' This was more than just healing, this was going to her deepest need for peace and wholeness.

Key point: Challenges in our community are spiritual as well as physical. The church can be used by God to challenge and overcome sin and help those who are suffering.

Step 2: Presentation of information

With the LCG, look at all the information that has been gathered and arrange it on large pieces of paper in a way that is understandable, ready to present at a community meeting.

The LCG then arranges the community meeting and presents the information clearly showing all the important facts. They should present each chart in turn, using different people, explaining how the information was gathered, who was involved, people's responses and whether there were any difficulties.

Tips for presenting information

- When preparing charts for this community meeting, make them as clear as possible.
- If people do not find numbers easy to understand, share the information as simply as possible. If possible, discuss the use of percentages and ways of showing the findings in pictures. (Maybe you could ask a school teacher who teaches maths for help.)
- Before the meeting, choose two people to present each chart. Encourage those who lack confidence to do this as well.
- The community owns this information. Consider if there is somewhere for the charts to be on permanent display.

Part 4: Analysis of information

Step 3: Discussion

At the end of each short presentation, ask if people agree with the findings. If appropriate, break the meeting into small groups to have their discussions. Then allow time for questions and more discussion. Try the following questions:

- What do we see in this chart?
- Why is this the case?
- What does this information mean for us? What are the positive and negative implications?
- What should the community do to address the issues that are arising?

Tips for leading the discussion

- Think about who will be responsible for asking the key questions when the results are discussed. This needs to be someone good at encouraging and managing discussion in a big group. They also need to be able to gather the discussion together to form a conclusion to each question.

- Make sure that by the end of the discussion people in the community are now fully aware both of their own resources and strengths, and the challenges they face if they want to change things for the better.

Step 4: Ranking the priorities

As part of the discussion, use the questions and table below to have an initial attempt to draw up a priority list of needs. This can be done on a blackboard or with pieces of paper which are then moved around in order of priority. You could also use the ranking method as described on page 78.

How do we know this is an important problem?

What will happen if we do not take any action on this issue?

What are local people doing about this problem at present?

What resources do we have for addressing the problems identified?

Do you *want* to change this problem?

No.	Priority List	Why is this important?	What needs to be done?	What capacity and resources do we have to do this?
1.				
2.				
3.				
4.				
5.				

Step 5: Deeper analysis

When the group prioritises one major issue that they think they can address, it is sometimes a good idea to look at it in more depth. This helps them to think about how a community can respond to that need. One way to do this is to use the "But Why" method or the problem tree which helps illustrate the effects and root causes of that specific issue.

The "But why?" method

All you need for this method are some sheets of paper and marker pens, and a facilitator to ask the questions to the group. You start the exercise by asking the group for a problem that they have identified during information gathering. You then ask them why does this problem exist and to every answer they give you ask them, "But why?" You continue this until it is clear you have reached a root cause of the problem they shared at the beginning. Here is a worked example:

People get sick

But why?

The water is dirty

But why?

There are no protected water sources

But why?

There is no money to pay for protecting the water source

But why?

The community is not organised enough to collect the money for it

But why?

There is no leadership or community vision for this

But why?

No-one sees it as a big enough problem

If the group managed to complete this exercise successfully then they will find the second tool, the problem tree, very easy to do as it builds on a similar method.

The problem tree analysis

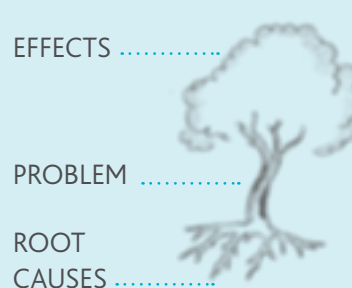A more comprehensive version of the "But why?" method is the problem tree, which is described below.
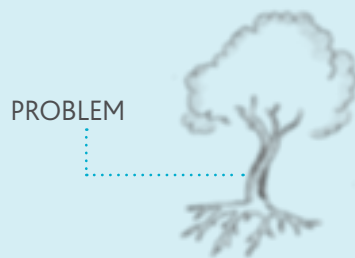
PROBLEM

1. Define the problem

EFFECTS

2. Describe the effects

ROOT
CAUSES

3. Describe the root causes

EFFECTS ....

PROBLEM ....

ROOT
CAUSES ....

4. You have got yourself a problem tree

How to a construct a problem tree

Agree on a main problem and write it on the tree trunk. First identify the effects of the main problem and write those on the leaves and branches of the tree. Use pieces of card or paper.

Then identify the root causes of the problem and write those on the roots of the tree again using pieces of card or paper. Encourage discussion and ensure participants feel able to move the cards around. Draw vertical lines to show the relationship between the root causes and the effects.
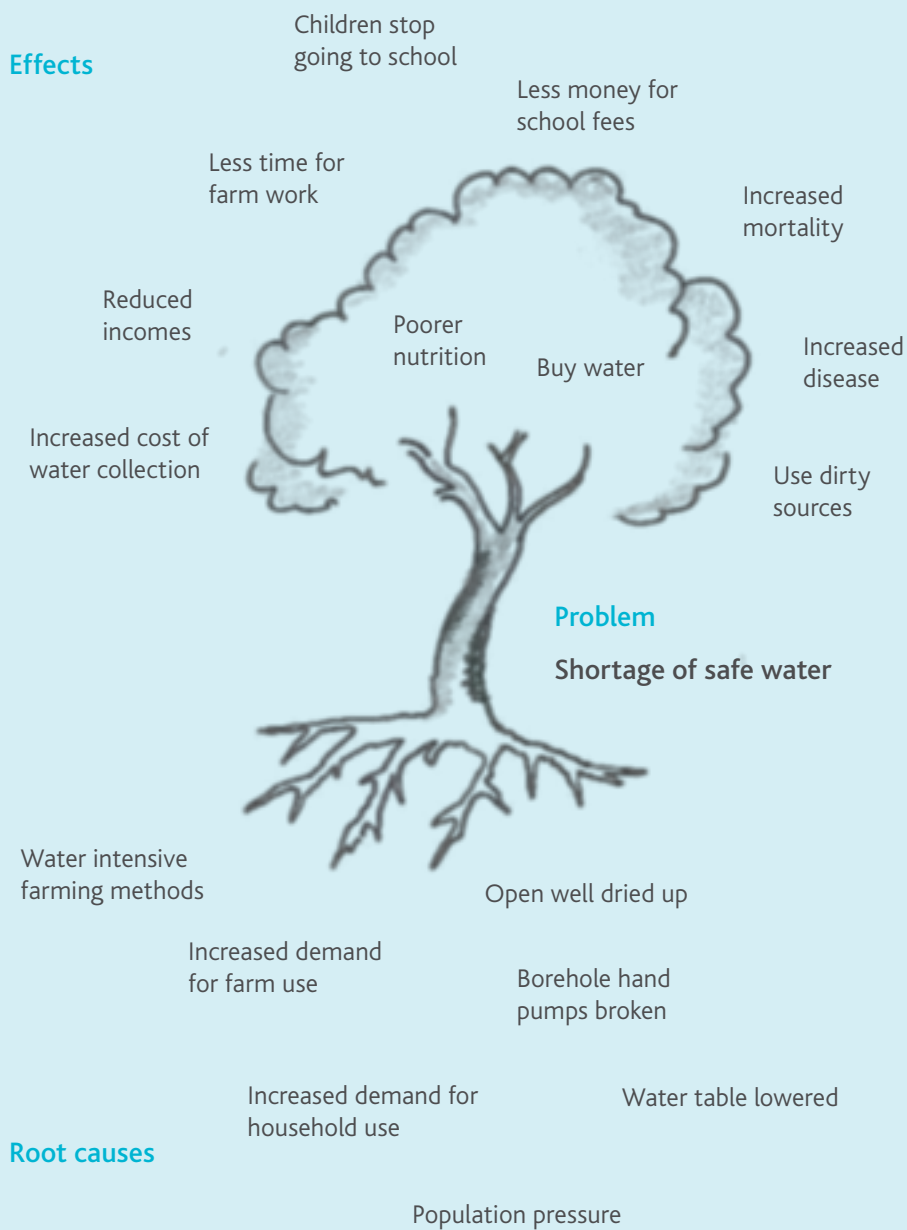
How to use the problem tree

The problem tree is good for seeing whether the church and community should be addressing an effect of the problem or a root cause. In general, addressing an effect is much easier but is often only a short term solution. Addressing a root cause is often more challenging but may bring about lasting change.

Part 4: Analysis of information

Example 1: Problem tree on the shortage of safe water

Here is a worked example of a problem tree. You can use this example to think about how best your church could respond to either the root causes or the effects.

Effects

Children stop going to school

Less money for school fees

Less time for farm work

Increased mortality

Reduced incomes

Poorer nutrition

Buy water

Increased disease

Increased cost of water collection

Use dirty sources

Problem

Shortage of safe water

Water intensive farming methods

Open well dried up

Increased demand for farm use

Borehole hand pumps broken

Increased demand for household use

Water table lowered

Root causes

Population pressure

Example 2: Problem tree on the stigma against people living with HIV

You can use this example to think about how best your church could respond to
either the root causes or the effects.

Effects

Poverty

Lack of health care

Stress and
depression

Lack of support

Reduced
income

Loss of self worth

Isolation

Problem

**Stigma against people
living with HIV**

Beliefs

Fear

Inappropriate teaching
by the church

Lack of proper understanding
of the causes and impacts of
HIV on people

Women viewed as
property - little respect
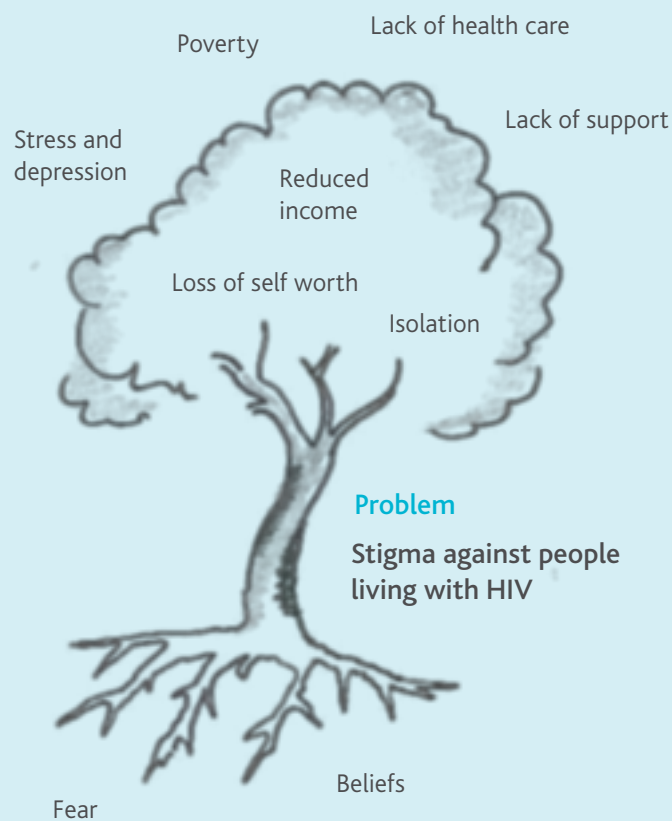
Lack of leadership to
challenge prejudice

Root causes

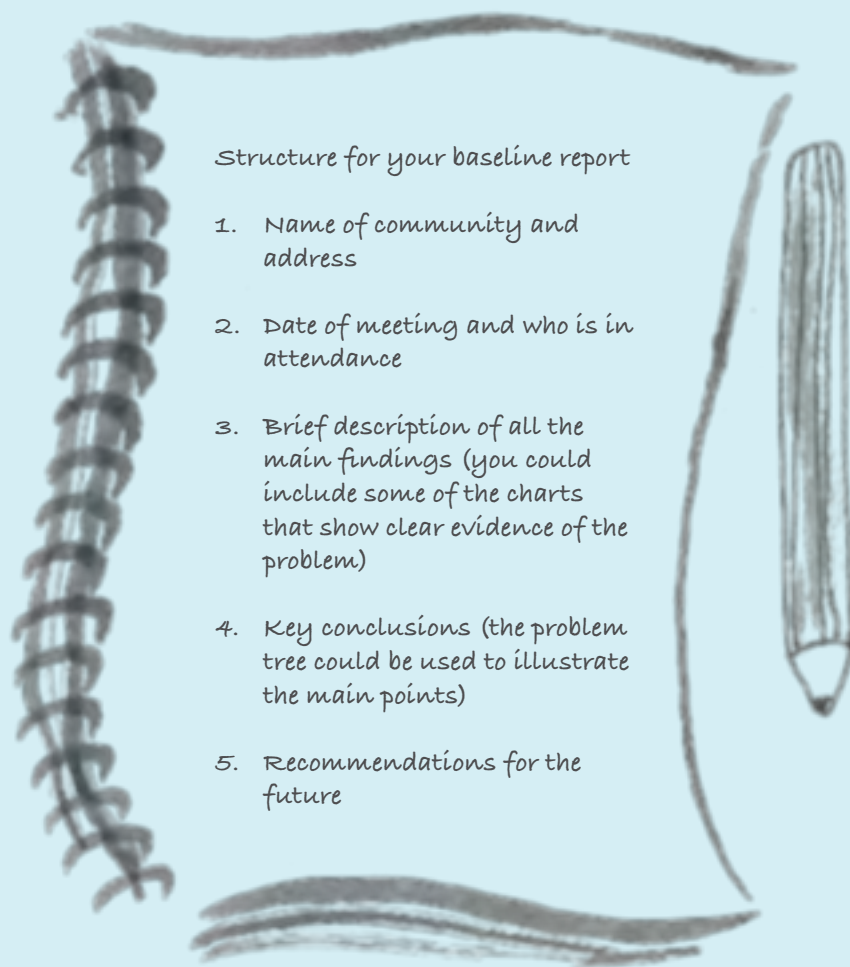## Step 6: Writing up the information

Once you have looked at all the information and drawn some conclusions, it is really useful to write it all up in a short report.

This is often referred to as a baseline report, because it helps you compare the situation now with the situation in the future.

If in the future you get funding from a donor, this is really important information to use when reporting to them about the progress of your community project.

Structure for your baseline report

1. Name of community and address

2. Date of meeting and who is in attendance

3. Brief description of all the main findings (you could include some of the charts that show clear evidence of the problem)

4. Key conclusions (the problem tree could be used to illustrate the main points)

5. Recommendations for the future

Part 5: Learning and reflection

This part is important as the church and community need to review and reflect back on what has worked well, and what could have been done better in the way they have learnt and worked together.

Reflecting on Part 1: How should we work with our community?

1. What have we learnt about how we can work best with our community?

2. How can we help the church and community work together more effectively in the future?

3. Have we included the vulnerable and marginalised in our discussions and information gathering?

Reflecting on Part 2: Describing the community

1. Have we accurately described the community and identified its strengths and needs?

2. Has everybody's views been represented in our description of the community?

3. Were the tools useful? What could be done to make them more effective?

Reflecting on Part 3: Gathering information

1. Did we create a sense of ownership while gathering information from community members?

2. Do we think we got enough information from the community? If not, what other sources of information should we have used?

Reflecting on Part 4: Analysing information

1. Did the community understand all the information that was presented to them?

2. Is there a shared understanding of what the main problems are?

Stage 3:

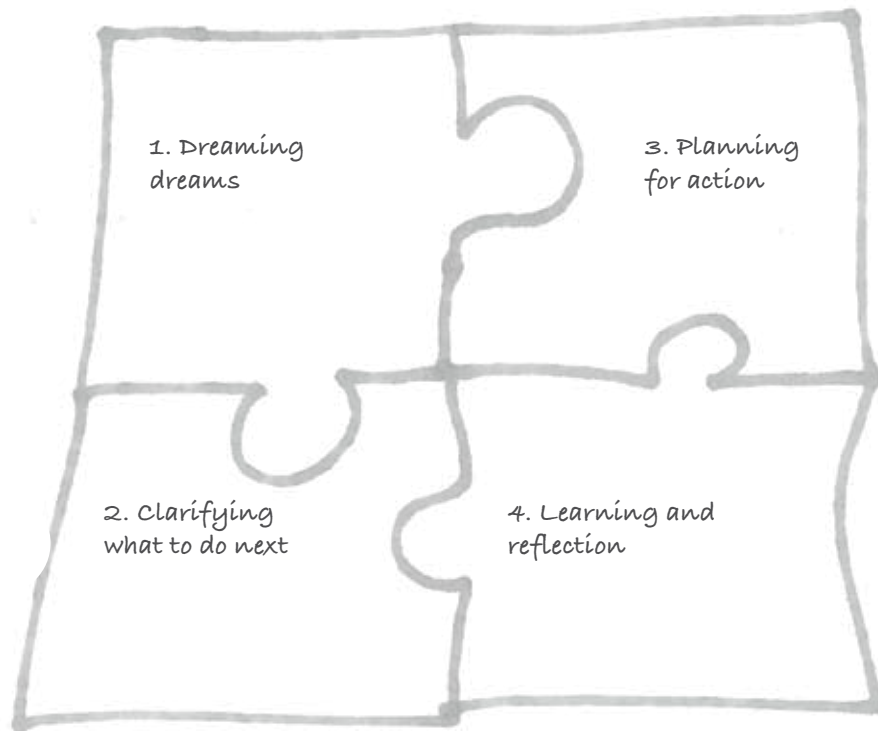**Dreaming dreams and planning for action**

Overview of Stage 3: Dreaming dreams and planning for action

Aim of this stage:

To help people realise their dreams through developing practical action plans.

Stage 3 is made up of the following four parts:

1. Dreaming dreams

2. Clarifying what to do next

3. Planning for action

4. Learning and reflection

As with Stage 2: Envisioning the community, there are Bible studies throughout this stage which should be used with the church or the church and community as appropriate.

Part 1: Dreaming dreams

Aim of Part 1:

To allow some time for everyone to dream about the best way to meet the needs that have been identified in the community.

If you would like to do this exercise together with a Bible study, use the study on page 113.

Introduction to dreaming

This part seeks to provide an opportunity for participants to dream about some solutions to the problems they have understood and analysed in the previous stages. There is always a danger that once we identify a need, we leap straight into planning the solution. In our experience it is good to give some time to dream around the problem so as to give space for finding other solutions you might not have thought about. It also allows us to be open to God's leading and prompting about the way forward. We also need time to decide the most appropriate approach to addressing the problem we have identified.

This stage includes materials to enable participants to visualise their dream so that it can be shared and communicated with others before getting into the details of a project plan.

Case Study:

In a remote part of Kenya some Maasai tribes people did a similar programme to Umoja where they dreamed about having their own phone line. The facilitator tried to dissuade them from pursuing such an unrealistic dream. However, within 18 months they had secured the provision of a mobile phone mast from one of the major network providers. They now have amazing coverage and a source for charging their phones.

Part 1: Dreaming dreams

Step-by-step guide

1. Find a place that is relaxing and comfortable.

2. Explain to the group they are going to spend the whole session dreaming about the perfect solution to one or more of the needs they have identified in the community.

3. Invite the participants to find somewhere in the room or place you have chosen, make themselves comfortable and encourage them to dream. Tell them how long they have to dream.

4. After one hour, or however long you have chosen, ask the people to write or draw their dreams on some cards.

5. Divide the participants into small groups and invite them to do a role play of the dreams they have come up with or produce some drawings which they could share with each other.

6. As a large group, discuss the common themes of the dreams and explore how they can be ranked or combined to be one common dream.

Bible study

Hope for the future

Read Zechariah 8:3-23

This passage is about the Lord's promise to bless Jerusalem. He paints a picture of how Jerusalem will be blessed.
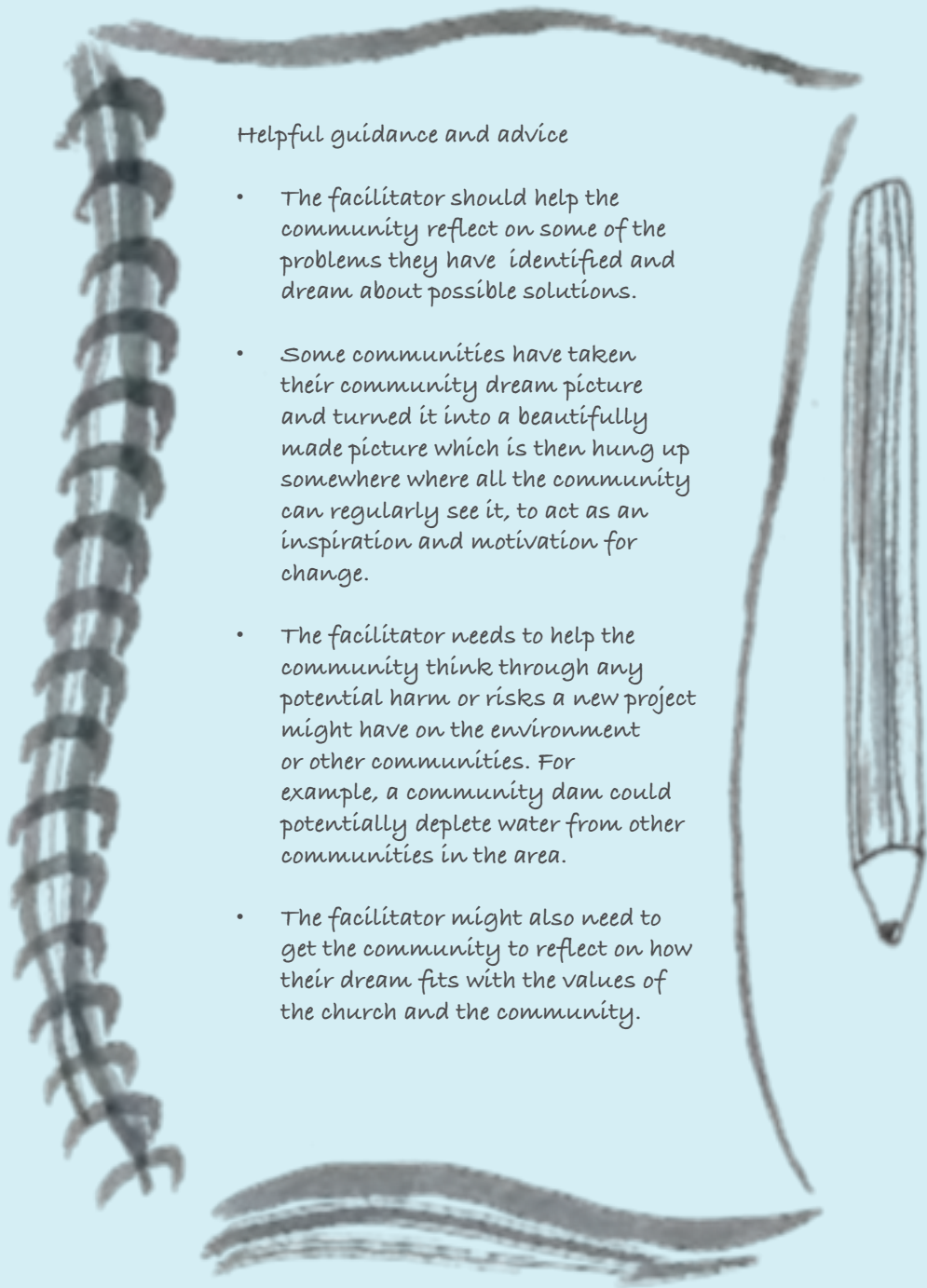
1. Ask the participants to list the blessings or draw a picture of Jerusalem in the future.

2. Then ask them to draw a picture of how they would like their own community to look in the future.

3. Break them into twos or threes to share their pictures with each other. Then invite some of them to share their picture with the whole group.

Part 1: Dreaming dreams

Helpful guidance and advice

- The facilitator should help the community reflect on some of the problems they have identified and dream about possible solutions.

- Some communities have taken their community dream picture and turned it into a beautifully made picture which is then hung up somewhere where all the community can regularly see it, to act as an inspiration and motivation for change.

- The facilitator needs to help the community think through any potential harm or risks a new project might have on the environment or other communities. For example, a community dam could potentially deplete water from other communities in the area.

- The facilitator might also need to get the community to reflect on how their dream fits with the values of the church and the community.

Part 2: Clarifying what to do next

Aim of Part 2:

The aim is to help the group think through in more detail the community project they want to do. This is so that there is a clear understanding of what is involved and so there is ownership by the church and the community.

Key steps

1. If appropriate, do the Bible study on Isaiah 65.

2. Use the "dream triangle" to brainstorm the different approaches needed to achieve the dream.

3. Use the "going to market" exercise to see if everybody is in agreement and to gather any new insights that may benefit the project.

Part 2: Clarifying what to do next

Step 1: Bible study

Isaiah's vision

Read Isaiah 65:17-25

In the middle of some very serious warnings to Israel, God speaks through Isaiah to give this inspirational prophecy of the future.
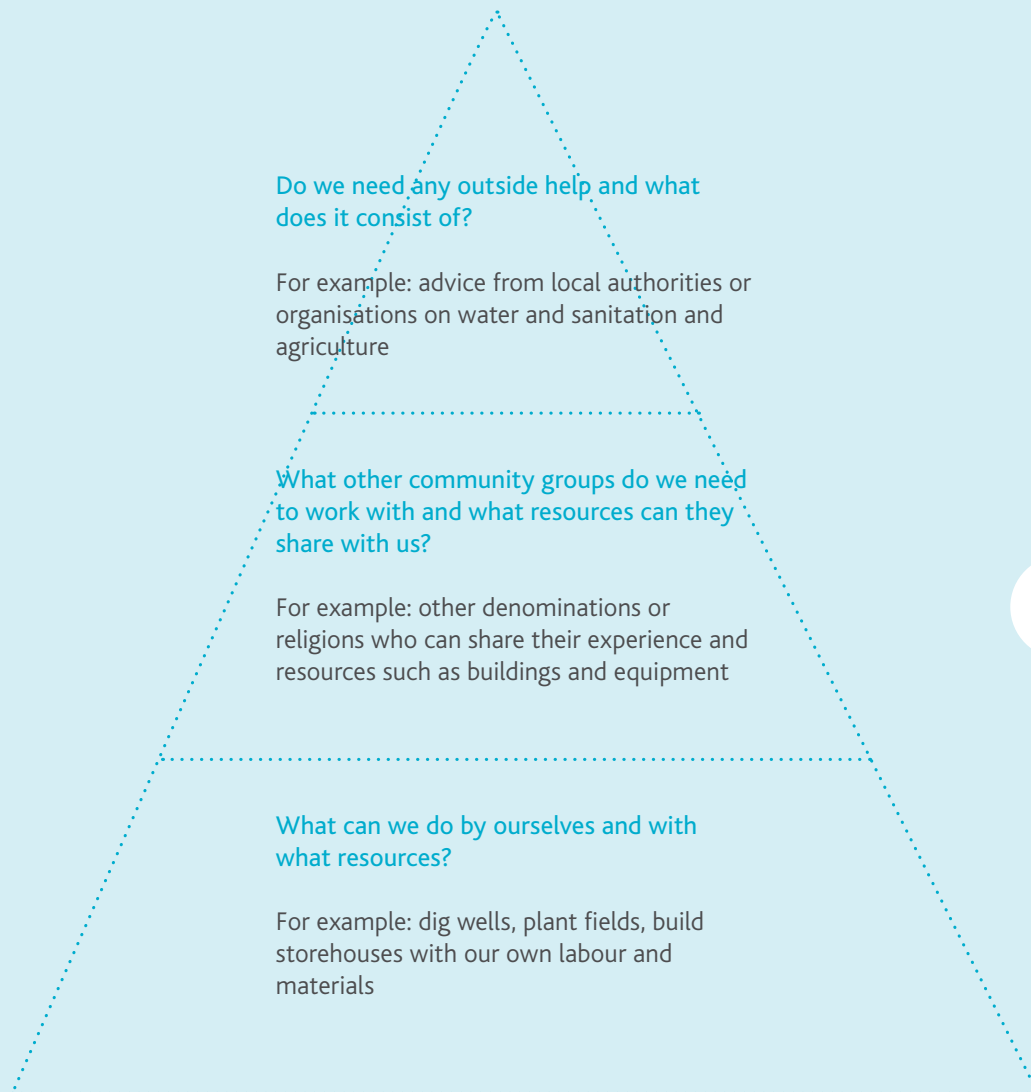

1. What are the changes that God promises to bring about?

2. What bad things will stop happening?

3. What good things will start to happen?

4. What hopes do you have for your community?

5. What parts of Isaiah's vision would you most like to see be made reality in your community?

6. Do you have other hopes and dreams for your community? What are they?

7. How does the knowledge that God will one day fulfil all his promises change what you do now?

Key point: God promised to bring about incredible change for the people of Israel, and he promises to do so for our communities too.

Step 2: The dream triangle

Once the group have agreed a dream for the future, get them to brainstorm a range of approaches for making the dream happen. Then group the different approaches according to the questions on the triangle below. It might be useful to have a large triangle drawn so that everybody can see the different ideas. This helps the whole group to prioritise what approach they could do best by themselves.

Do we need any outside help and what does it consist of?

For example: advice from local authorities or organisations on water and sanitation and agriculture

What other community groups do we need to work with and what resources can they share with us?

For example: other denominations or religions who can share their experience and resources such as buildings and equipment

What can we do by ourselves and with what resources?

For example: dig wells, plant fields, build storehouses with our own labour and materials

Step 3: Going to market

Purpose

This activity is designed to discover how committed people are to the idea of an initiative or project. Look at the descriptions below and either draw them or write them on cards and place them around the room. Ask participants to stand where they think they are at present with regard to how they feel about the project.

1. Still at home - not interested in going (not interested in the project).

2. On the way to the bus stop (think it is a good idea but not really committed).

3. Getting on the bus (committed but still needs some more information).

4. On the bus enjoying the view from the window (committed to it and motivated).

5. Walking round the market enjoying the atmosphere and the people (fully committed and ready to take on the challenge).

When everyone has stood somewhere, ask some of them to explain why they are standing where they are. Then ask them what would help them move from where they are to a more committed place. These additional insights can be really helpful for uncovering things the group might not have thought of and can be used to clarify certain aspects of the project that people want to do.

This exercise can be done at various points during the project to find out if people are still as committed as they were at the beginning or if anything has changed.

Part 3: Planning for action

Aim of Part 3:

To help the community set goals and develop an action plan.

Key steps

1. Do the Bible study on "Walking on water" if appropriate.

2. Plan your project by doing the minibus exercise.

3. Use the planning table to turn the minibus exercise into a plan.

4. Use the washing line activity to plan which activities should happen when.

5. Test the plan using scenarios.

6. Review the different planning tables.

7. Think about the best group structure for running the project.

Part 3: Planning for action

Step 1: Bible study

Walking on the water

Umoja is about bringing positive change to a community and transforming families and individuals. This can involve taking a risk and demands courage and faith to perhaps take on something new or meet with people we may not like or have a prejudice against.

This Bible study encourages us to take a risk, in the assurance that God is faithful and will guide and help us through the difficult challenges we might face.

If you want to, you can split this Bible study into three sections: Seeing the wind, Walking on water and Focus on Jesus.

Read Mark 6:45-56.

Seeing the wind

1. What aspects of this project do you fear most or keep you from trusting God?
2. How can these be addressed practically and spiritually?
3. What is one step you could take today to address these fears?
4. What experiences have you had where God has enabled you to take a risk?

Walking on water

1. How have the challenges and problems you have faced in the past had an affect on your spiritual growth?
2. In what ways do you think the project team can grow through the challenges of this project?
3. How do we create time and space to reflect on the challenges and pray about them?

Focus on Jesus

1. What things help us to step out and take a risk?
2. In what ways can we encourage each other?

Prayer

We pray that you will have the strength to stick it out over the long haul - not the grim strength of gritting your teeth but the glory-strength God gives. It strength that endures the unendurable and spills over into joy, thanking the Father who makes us strong enough to take part in everything bright and beautiful that he has for us.

Colossians 1:11 (The Message)

Write the following quotes on pieces of paper and place them around the room. Alternatively, write them on a blackboard. Invite people to choose one quote they find helpful and share it with the rest of the group, saying why they like it and what it might mean for them in practice. If reading them would be difficult for people, ask someone to read them out and invite people to choose one.

If you want to walk on water, you have to be prepared to get your feet wet first, then you discover it is worth taking that step.

When we become more focused on the strength of the storm than the presence of God, we are in trouble.

When you take on a challenge it builds your character even if you do not perform perfectly.

Our lives are not about looking after ourselves but are to be acts of courage and service.

God loves you in your boat – but what could be out there for you if you trusted him more?

Peter knew the glory of being saved by Jesus in a moment of desperate need. When you fail, Jesus will be there to pick you up – you will not fail alone.

It was Peter's willingness to risk failure that helped him to grow.

Sometimes, when all the supports in your life get taken away and you find you have only God, you discover that God is all you need.

It is hard enough to get out of the boat when there is no wind and the water is smooth. But in life that is rarely the case.

It is in the act of facing the storm that you discover what lies inside you and decide what lies before you.

We have a choice as to how we are going to respond to the storms of life - to endure them or embrace them - are we going to be open to opportunities that come in the storms or just hang on?

Step 2: The minibus exercise

This exercise has been done earlier with the church as part of their envisioning training. It might be useful to repeat it again to help the community begin to think about the key steps in planning a project. The fact the church has already done it once will give them confidence in doing it with the community.

Example:

1. **What do we want to do?**
    • Youth income generating project

2. **Why do we want to do it?**
    • Young people need an income and a sense of fulfilment

3. **How are we going to do it?**
    • Identify things young people could do to generate money
    • Organise a small committee
    • Train the committee in skills and knowledge

4. **What resources do we have?**
    • Young people

5. **Who needs to be on board?**
    • Young people
    • Youth workers
    • Local community leaders
    • Local church leaders

6. **What could hold us back?**
    • Lack of motivation in young people
    • Lack of support for young people by
    • church leaders
    • Lack of cooperation from local leadership

7. **What could get in our way?**
    • Change in market prices
    • Lack of commitment from the group
    • Failure to manage accounts properly

Structuring your plan

One way to structure your plan is to use the following headings:

1. **What is it we are going to do?**
   These are things we can do practically to achieve the aim. For example, it could be running skills workshops for women and orphans to learn ways of making money through selling crafts or improved methods of agriculture.

2. **Why do we want to do this?**
   This is the overall direction of what a project wants to achieve and is linked to a broader vision. Just as the minibus needs to have a direction for the journey, so our project needs an aim. This could be wanting to help increase the income of vulnerable women and orphans in the community or improve water and sanitation in the community.

3. **How are we going to do it?**
   These are the tasks that people involved in the project will have to do to make sure it meets its objectives. For example, finding a suitable person to teach widows and orphans basic business skills, or organising a venue to run the training in.

4. **What resources do we have?**
   It is important to consider all the different available resources we have to use for this project. This could include people's labour, time, experience or skills, as well as natural resources, relationships with other organisations, money and prayer. It is also important to consider which resources are at risk or declining, and whether the project idea will make this situation better or worse.

5. **Who should be on board?**
   This considers all the different people who should be involved in the design, operation and evaluation of the project. This should include the beneficiaries as well as project staff, church leaders and members of the local authorities.

6. **What could hold us back?**
   This looks at the things that could possibly stop the project from getting off the ground. This might be opposition from other members of the community, lack of funding or lack of skills and experience.

7. **What could get in our way?**
   This is about all the things that could disrupt the project after it has started. These could be local conflicts, unseasonal weather, sickness amongst members of the project or government policies.

8. **Budget**
   Once you have looked at all the different activities that are needed to do the project, it is a good idea to look at how much these activities might cost.

Part 3: Planning for action

Step 3: Project planning tables

Use the following tables to convert the information from the minibus exercise into a plan which can be used in a project document and also for raising funds from donors.

Name of the Project	
What is it we are going to do?	
Why do we want to do this?	
How are we going to do it? i) Who is going to do what? ii) When shall we start? iii) What do we need to prepare? iv) When shall we start to prepare? v) How much will it cost? - How much time will it take? - How much money will it cost?	

Step 4: Planning roles and responsibilities

Introduction

At the start of the project it is important to clarify what all the different tasks are and who is going to do them. An important part of this is prioritising which tasks need to be done first.

Prioritising activity

To introduce the importance of prioritising, get the group to discuss the following riddle. Follow this activity by doing the washing line activity.

"A man has three items: a hyena, some sweet potato leaves and a goat. All are equally precious to him. He has to cross a wide river, but the boat can only take him and one item. If the hyena is left alone with the goat, the goat will be eaten. If the goat is left alone with the sweet potato leaves, the leaves will be eaten. How can the man get all three items across the river safely?"

You can get the community to act out this riddle and try and work out solutions.
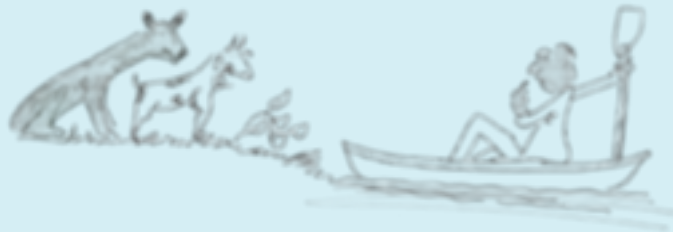
(The solution is: Journey 1: Take goat; Return journey: come back empty; Journey 2: take hyena; return journey: bring back goat; Journey 3: take leaves; return journey: come back empty; Journey 4: take over goat.)

This exercise can help the community reflect on priorities. The community's resources, like the boat, may be too small to do everything at once, so there is a need to prioritise. Things may best be done in a certain order. Doing some things first may have negative consequences on other aspects of community life. For example, cutting down all the nearby trees for housing and to grow crops may improve some things, but will lead to lower rainfall and poor crops in the long-term.

The washing line activity

Introduction

This activity tries to help participants visualise all the different things they need to do in order to complete the project. By visualising the different activities on cards, it is possible then to have a group discussion around which order things should be done.

Step-by-step guide

1. List the aim, objectives and activities that are required to achieve this project on some cards and put them on a washing line or piece of string.

2. Re-arrange the activities on the washing line in the order in which they will be done.

3. Discuss how each of the activities will be carried out and what skills and experience is needed to do them.

4. Discuss who is the best person to do each activity and by when.

5. Use the scenario guide on page 128 to gain additional insights into other factors that might need to be considered in planning the project.

Planning activities

When you have decided what you are going to do and how you are going to do it, the following table is a useful tool for organising what you are going to do and when.

Task planning table

	Who	Month 1	2	3	4	5	6	7	8	9	10
Team/Group Meetings			X		X		X		X	X	
Task 1		Start		Finish							
Task 2		Start		Finish							
Task 3				Start		Finish					
Task 4						Start		Finish			
Task 5						Start		Finish			
Task 6								Start		Finish	
Task 7									Start		Finish

Step 5: Scenarios

Another useful exercise is to imagine the project has been running for six months and the following people are role played as if they are looking back and describing their feelings about how things went. Give people ten minutes to think about their role and then invite them back to the group to share their thoughts. As a group notice which reflections highlight fears which might need to be addressed in the current project plan. Also note which feelings are about the good things the project will achieve and check that these are planned for in the project plan.

1. Community member

You have been coming to this project for six months and you are going to describe all the things that you find really good about it as well as some of the concerns and challenges.

2. Church leader

You have been supporting this project from the start and you have seen how hard the group has worked to set it up and run it for six months. You will share what you think this project has done for the church and its relationship with the community, and its impact on the group running it.

3. Participating community member

For the last three months you have been helping with the project. You will share with the group how it has been for the short time you have been involved. In particular, you will share how you have been received by the other people working on the project and how your skills and experience have been used.

4. Member of the local co-ordination group

You have been involved with the project for 12 months during the planning and design. During the last six months you have been helping to run it. Share with the group some of the joys and challenges of the last 18 months.

Step 6: Reviewing the plans

Having done the scenarios, and fed any new insights into the plans, as a final check, it is useful to review all the project plans as a group to make sure everything has been covered and everyone has a clear understanding as to what they need to do.

Step 7: Structure for running the project

When thinking about running a project or series of projects, it is important to think about how it will be supported by a group of people. Below there are a number of different structures which might be considered appropriate. The local co-ordination group may fit into any of the structures below or might nominate a small group to become one of them on their behalf.

a) Project working group

This is a group that is formed for the duration of the project. It may be appropriate that there are a number of project working groups to support different projects across the community. These different community project groups would be accountable to the LCG. At the most basic level, it needs to have a nominated co-ordinator or leader who makes sure the group works well. They are responsible for arranging the meetings, delegating tasks and reviewing how the project is going.
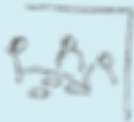
b) Project committee

This is a group that is more formal with specific roles and functions, and has potential to oversee a number of projects over a considerable length of time.

The roles may include that of a co-ordinator or chairperson, a secretary, a treasurer and group members. It may also look to elect new members and have some form of constitution. In some cases, the project committee may oversee a series of sub-committees which are responsible for specific projects, such as sub-committees for water and sanitation, schools, livestock and health.

c) Community based organisation

This is a group with a legal entity which should have a constitution and elected members and a structure of different positions. This is more formal but has the advantage of being legally recognised so that it can apply for funds from statutory bodies or international agencies. This may be the outcome of a project committee working successfully over a number of years. (See pages 170-174 for more on setting up and running a community based organisation.)

Reflection

What do you think is the most appropriate structure for your community at this time?

Do you need to create a new structure or can you work with the structure you already have?

Part 4: Learning and reflection

This part is important as the church and community need to review and reflect back on what has worked well and what could have been done better in the way they have learnt and worked together.

Reflecting on Part 1: Dreaming dreams

1. How well did we organise the "Dreaming dreams" with the community?

2. What worked best and what should we do better next time?

Reflecting on Part 2: Clarifying what to do next

1. Is there a common understanding of the main problems facing the community?

2. How well have we as a community prioritised the needs we want to address?
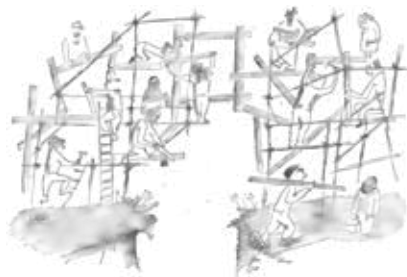
Reflecting on Part 3: Planning for action

1. How well did we plan together?

2. Are the plans that we have drawn up realistic and achievable?

3. How are we going to measure the progress of the things we have decided to do?

Stage 4:

Taking action

Overview of Stage 4: Taking action

Aim of this stage:

To help a project working group consider all the essential aspects of the day to day running of a project.

Contents of this stage

This stage contains a number of activities and tools for helping a group run and manage a community project. The activities and tools should not be done all in one go but selected as appropriate for your situation.

It is important to keep looking at the learning and reflection questions in section 12 as you use the tools and activities.

1. Bible study on Nehemiah

2. Clarifying the purpose of the project and the priority tasks

3. How to monitor your project

4. Delegation

5. Managing and valuing people

6. How to keep ourselves motivated

7. Building a team

8. How to have an effective meeting

9. How to keep others informed

10. Keeping project records

11. Taking specialist advice

12. Learning and reflection

1. Bible study - Implementation and monitoring

Nehemiah builds the walls

Section A: Working together

Read Nehemiah 2:17-3:32

In the Bible study on page 68 we saw how Nehemiah assessed the need for repairing the walls of Jerusalem. In this passage we see him helping to organise the actual re-building work.

1. What is happening in this passage?

2. Is it just Nehemiah and his servants that do the work? Who else gets involved?

   Some of the people who get involved are: Priests (3:1, 22, 28); goldsmiths, perfume-makers and merchants (3:8, 32); rulers and officials (3:12); women (3:12); residents (3:13, 23, 29), and guards (3:29).

3. Do you think the number of people involved will have helped the walls be built quicker or slower?

4. Who is already involved in **Umoja** projects in your community? Are you? Who could be encouraged to get more involved?

5. Nehemiah involved a whole range of people – rich and poor, men and women, local residents and people living further away. How can you help everyone who wants to be involved help out in the project?

Section B: Overcoming difficulties

Read Nehemiah 4:1-23

1. What is happening in this passage?

2. What are the difficulties facing Nehemiah and those re-building the walls?

3. Are you facing any difficulties in your **Umoja** project?

4. What are the ways Nehemiah responded to these difficulties?

   He prayed for help (verse 4), he encouraged people (verse 14), and he took action (verses 21-23).

5. What ways can you respond to the difficulties you are facing?

2. Clarifying the purpose of the project and the priority tasks

As you launch the project, it is a good idea to have a general discussion about the purpose. As you lead the discussion, include the following points:

1. Remind the group of the project purpose.

2. Agree dates and the venues for meetings.

3. Revisit the roles and responsibilities of the participants.

4. Discuss the hopes and fears for the project.

5. Identify possible challenges and how they might be addressed. It may be a good idea to revisit the minibus exercise on page 122, paying particular attention to what could hold us back and what could get in our way.

3. How to monitor your project

An important part of running a project is being able to measure its progress both in terms of the way it is being done and how it is changing lives. This is called monitoring. Monitoring is about collecting information that helps us to know how the project is going. This often involves collecting information regularly from attendance records, feedback from community members on how they are finding the usefulness of the project, and also reviewing budgets and expenditure. Monitoring is really useful as it provides lots of information which can be looked at at the end of the project when it is evaluated.

There are three key questions that need to be asked while monitoring a project:

Are we doing what we said
we would do?

Are we making a difference?

Could we use our skills and
resources more effectively?

If you do not ask these questions regularly, you may find yourselves going in a direction you did not want to go.

For example, if you wanted to monitor the building of a local school, the following questions would be useful:

 - Do we have all the resources we need to build the school?
 - Is the school being built to a good standard?
 - Is everyone working together as a team?
 - Are skills being used effectively?
 - Is the project keeping to the budget?

Monitoring the budget

The best way to monitor a budget is to compare the budget to what has been spent (expenditure). This needs to be done on a regular basis so that changes can be made if necessary.

Description	Budget	Expenditure
Purchase of timber	$600	$450
Purchase of cement	$200	$225
Purchase sand	$95	$100
Purchase bricks	$350	$320
Fees of brick layers	$250	$300
Tin roof	$1200	$950
Total	$2695	$2345

Monitoring Table				
List of project activities	When were the activities carried out?	How well did the activities go? What could be improved?	Who should collect the information about the activity?	What positive changes have taken place as a result of this activity?
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

This table is useful for planning how you are going to monitor the activities you are doing. If possible, try and draw it up on a large piece of card or paper, so that it can be reviewed in public meetings. It might be useful to consider using some of the tables in the information gathering section (pages 86-96) as this will show you the difference between the beginning of the project and where the project is now.

Make sure records are well designed, well kept, useful, accurate and accessible.

4. How should we delegate?

A key role of the co-ordinator is to think about the delegation of tasks. Delegation is the giving of responsibility for certain tasks to other people.

Delegation is really important as it makes the most of the time available. It helps the task to be completed effectively and also helps everyone to become more motivated, confident and skilled. It also reduces the work load of the project co-ordinator. Here are eight simple actions for successful delegation.

Action 1: Decide who to delegate to.

Action 2: Show the benefit or importance of delegating the task.

Action 3: Break down the task and decide the level of support needed for each aspect.
Action 4: Make time for training the person in their task, if this is needed.

Action 5: Allow time to practise carrying out the task in a safe environment, followed by feedback.

Action 6: The task is then done under supervision, if appropriate.

Action 7: Meet together to give feedback.

Action 8: Celebrate what went well and affirm the person.

5. Managing and valuing people

When running a project, in most cases, we need people either to be directly involved or overseeing it. The way in which we support and encourage people will determine their motivation and commitment to the project. An important way of doing this is by valuing people and giving positive feedback.

Here are a few ways of showing people they are valued:

1. Welcoming them at the start of the day.
2. Taking the opportunity to thank them for the things they do during the day, however small.
3. Asking for their opinions.
4. Showing interest in them as people.
5. Celebrating with them when a major task has been achieved.
6. Providing them with opportunities for training.
7. Encouraging them to share their experience in church or in a community meeting.
8. Providing them with stationery or information booklets.

Rules of giving positive feedback

- Give it frequently.
- It must be varied.
- It must be honest.
- It should be appropriate to the achievement.
- It should be consistent.
- It must be timely.
- It should be appropriate to the individual as much as possible.

Task to do

Make a list of the ways you currently value people and think about how you could do it better.

6. How to keep ourselves motivated

During the life of the project it is important to help all the people involved be inspired and kept motivated. There are a number of ways of doing this:

1. Revisit some of the Bible studies used in this guide and other Bible studies you have used which you have found helpful.

2. Look for opportunities to celebrate key points of success in the life of the project.

3. If appropriate, take opportunities to get the successes of a project reported in the local newspaper or on the local radio station.

4. For some projects it is sometimes good to organise a local show of produce or crafts, which have been produced by the community.

5. If there are sufficient funds, it might be fun to provide the project team with T-shirts or baseball caps with the project logo on.

6. Carry out the "bicycle activity".

The bicycle activity

When running a group and setting up projects, it is important to work together as a team and share tasks and responsibilities. There is often a balance to be kept between getting on with tasks and making sure the group or committee are together and mutually supporting each other.

One way of doing this is using the bicycle activity. This involves listing actions needed to help the task under the back wheel, and actions needed to help maintain the unity and good spirit of the group under the front wheel

Actions to help the task

1. **Initiating.** Getting the group started on the task. Offering new suggestions, topics for discussion or plans.

2. **Asking for information.** Drawing out the resources of the group and identifying information which needs to be found elsewhere.

3. **Giving information or facts or sharing relevant experiences.**

4. **Asking for opinions.** Good decision making depends on knowing what all members think and feel about a suggestion.

5. **Asking for opinions.** Some people do this too much and some too little. Sometimes a quick way to get all opinions needs to be found.

6. **Explaining.** Giving practical examples to make a point clear.

7. **Clarifying.** Asking a question or repeating a point in different words to make it clear to all.

8. **Summarising.** Stating briefly the main points made so far.

Actions to help maintain the good spirit of the group

1. **Encouraging.** Being friendly, responding to and building on suggestions made by others, and showing appreciation of others and their ideas.

2. **Gatekeeping.** Giving a quiet person a chance to join in the discussion.

3. **Setting standards.** For example, "Let's try to stick to the point and avoid discussing other issues".

4. **Diagnosing difficulties.** For example, "I think we cannot make this decision until we get more information".

5. **Expressing personal and group feelings.** For example "I'm getting bored. This is a small point and we have spent half an hour on it".

6. **Harmonising.** Helping those in conflict to understand one another's views.

7. **Evaluating.** Creating an opportunity for people to express feelings and reactions towards the working of the group.

8. **Relieving tension.** Putting a problem in a wider context, or making a well-timed joke.

Now list your own group's task and maintenance needs and how you can best address them.

7. Building a team

During the life of the project it is important to look for opportunities for helping the team to work well together. The following activities are designed to help the team review what sort of team they are, and what things they could do to improve the way they work together.

a) The drawing game

Purpose

To think about what sort of team we are and what sort of things we could do to make it better.

Step-by-step guide

1. Explain to the group that we are going to think about the character and nature of the group or organisation or church.

2. Invite each member to draw a picture of an animal that represents the character and nature of the group.

3. Put the pictures up on the wall and get each person to present their picture and explain why they drew it.

4. Use flip chart or a large piece of paper to write down the common themes and differences.

5. Discuss what this might mean for how the group could work better in the future.

Tips

Make sure the pictures are big enough for everyone to see.

If people are not happy with drawing, or not confident, an alternative approach would be to give them pictures of animals for them to select and talk about.

b) The flipchart exercise

Draw a line down the middle of a flipchart or a large piece of card and head one side, "Things we should preserve about our group", and the other side, "Things we should change about our group."

Invite team members to write ideas on bits of paper and stick them on the appropriate side of the chart.

These comments can then be grouped into common themes and a discussion can take place.

Things we should preserve	Things we should change

c) Team process review

One way of building your team is to encourage them to reflect on how they have worked together. This is a good exercise to do after an event or a particular task has been achieved. After the event, ask your team the following questions and then have a group discussion about the answers that were given.

1. What did your team do that helped complete the task?

2. What things hindered the completion of the task?

3. What would you do differently?

4. What did you learn about team effectiveness?

8. How to have an effective meeting

Sometimes meetings can seem boring and long. This section helps you to think about the quality of your meetings and what you can do to make them more effective, including how to improve decision making and how to observe group dynamics.

The following checklists and suggestions are designed to help you get the most out of your meetings.

a) Drawing your meetings as a form of transport

Think of your meetings in terms of a form of transport.
What would it be?

Draw it and share it with the rest of the group.

What are the common themes?

Is there anything you need to address?

b) Checklist for having an effective meeting

Before the meeting

- Is everyone clear why we are meeting?
- Has everyone had enough notice about when the meeting is happening?
- Do people need the agenda in advance and any additional paperwork?
- If there are going to be presentations, have the presenters had enough time to prepare?
- Do we need food and drink, and has a break been planned?
- Does the venue need setting up before people arrive?

During the meeting

- Are new members or visitors welcomed and introduced?
- Are people listened to?
- Are the discussions constructive?
- Are decisions made?
- Does everyone participate?
- Does the chairperson ensure the agenda is followed?
- Does the meeting run to time?
- Does the chairperson summarise the key points before a decision is made?
- Is the secretary making a record of decisions made, and who is going to do what actions?

After the meeting

- Are the minutes reviewed by key members of the meeting before being distributed?
- Is there a reminder sent out to all the members about when the next meeting is to be held?
- Are the minutes sent out before the next meeting?
- Is there time allocated for setting the next meeting agenda?

c) A simple guide for making decisions

One of the challenges of running a small project group is making good decisions. Part of making good decisions is having good preparation beforehand and providing people with plenty of information on which to base their decisions. The following questions are designed to help the co-ordinator facilitate a good decision making process.

a)   What are we trying to decide? Be sure this is clear to everyone.
b)   What are the different possibilities? Consider as many as possible.
      Brainstorming may be useful.
c)   How may each possibility work? Consider the positives and negatives.
d)   What suggestion, or combination of suggestions, do we choose?
e)   What do we need to do to carry out the decision?
f)   Who will do what, when, where and how?

*'A group can never become a community unless it develops
the habit of deep, respectful listening to one another'*

Ivan Poborvski

d) What to observe in a group

One of the tasks of someone who is facilitating or chairing a group meeting is to observe what is going on in the group so that they can make the most appropriate response in order to move a group discussion on to a successful conclusion.

We need to observe at three different levels:

a) **Content.** What is the group talking about? What is each person saying?

b) **Non-verbal expressions.** Apart from what they say, what indications are people giving of their feelings and reactions. For example, gestures, tone of voice, body language, facial expressions or order of speaking.

c) **Feelings, attitudes, concerns and hidden agendas.** These factors have an important effect on the life and work of a group and must be taken into account. Sensitive observation of the words and non-verbal expressions can give us clues about people's feelings, but these can easily be misinterpreted and so if they seem important they should be checked with the person concerned.

9. How to keep others informed

As the project develops, it is sometimes useful to share how it is progressing with key groups or individuals. These might include:

- community and church leaders
- local authorities
- other churches in the area
- specialist government departments such as forestry, water and sanitation or agricultural extension departments
- community members and interest groups.

This can be done in a number of ways:

- Formal presentation using flip charts which highlight the key points you want to communicate.
- As an agenda item in a meeting of a government agency or local authority.
- Providing articles and information for local newspapers and radio.
- Where appropriate, using drama and song in a community meeting.

10. Keeping project records

As the project develops, it is important to keep records of the different aspects of the project, which include:

- the baseline survey (this is an account of the needs identified by the community)
- the project plan (this is all the points taken from the minibus exercise)
- the budget and expenditure
- list of who is doing what (roles and responsibilities)
- progress reports (this is the information gathered while monitoring the project)
- the project planner (this is usually a wallchart showing what is going to happen when).

The project records need to be kept by someone who is good at administration and can keep them up to date.

11. Taking specialist advice

It is important to seek specialist advice on areas that the community has identified where there are no immediate skills or experience. In most cases, there should be government agencies or specialist organisations who can provide assistance.

Make a list of the government agencies and other organisations who can offer specialist advice and who may be able to assist your project.

12. Learning and reflection

As you use the tools and activities in Stage 4, it is important to keep looking at the questions below to help you to keep learning and keep improving your community.

1. What have you learnt most from the tools and activities you have used?

2. How could you have used them better?

3. Do you need to adapt them to make them more appropriate to the people you are working with? If so, how?

4. What activities and tools have you not tried? Are there any barriers to using them? If so, how could these barriers be addressed?

Stage 5:

Evaluation

The purpose of evaluation

Evaluation is the asking of three key questions once a project is completed or a significant point in the **Umoja** process has been reached:

*   Did we do what we said we would do?
*   Did we make a difference?
*   Could we have used our skills and resources more effectively?

There are two main purposes to evaluation:

*   Accountability to community members who are receiving a service and to project supporters who are providing money or other resources.
*   Learning how we can improve what we are doing

1. Accountability

It is important that the community members that the project is intended to help are able to hold to account those managing the project so that:

*   they can have a voice about how the project has been run
*   they can comment as to whether the project or service is making a difference
*   they are empowered and not just treated as passive receivers of assistance.

It is important that the project is also accountable to those supporting the project through the giving of money, resources, skills and time, in order to:

*   demonstrate the money is being well used
*   provide evidence of positive change and impact
*   honour the partnership between the supporter and the project.

2. Learning

Project participants   Supporters of
                                        the project

It is important to learn from our experiences and to gather lessons for how we could improve the way we work in the future

Questions and tools for doing an evaluation

The three key questions of evaluation

When we evaluate a project, before going on to the next one, we adapt the three key
questions that we use while monitoring the project.

1. Did we do what we
said we would do?

2. Did we make a
difference?

3. Could we have used
our skills and resources
more effectively?

1. Did we do what we said we would do?

To answer this question, the LCG needs to look at the original plan for the project. In addition, they should look at the information gathered around the problems that the project seeks to address. It is important that the group takes time to familiarise themselves with the plans and the information so that they can adequately compare and contrast the changes that have taken place since the problem was identified.

One useful tool to help answer this question is a timeline.

On a large piece of paper, ask the group to draw a straight horizontal line across the middle. Put the date the project started at the beginning of this line and the current date at the other end of the line. Then the group should draw another line from one date to the other marking the highs of the project above the line and the lows below it. As a group, look at the highs and lows on the timeline and discuss the question, "Did we do what we said we would do?" You could also explore any major changes that were made to the project and why this was. It is important to keep a record of the timeline to present to various community committees and beneficiaries to demonstrate accountability.

2. Did we make a difference?

To answer this question, the LCG needs to think about tools which will gather evidence that will show that a difference has been made.

a) Stories of significant change

This method enables everybody to contribute their experience of a community project and the changes they think it has made. Each person in the group is encouraged to talk about how they have experienced the project and what difference it has made to their lives. The process of doing this needs to be fairly structured to give everyone who has a story to share enough time.


After each person has shared a story, ask them to give the story a title and say why it is significant.
Write this on a large piece of paper or card. Then stick it on the wall for everyone to see.

When all the stories have been told and given a title, invite the group to rank which they think are the top three or five stories that best reflect the change that has happened in their community. These stories should then be written out in full and used as evidence in a report.

Title of story
Why this is
significant

b) Community mapping

At the end of the project, ask the LCG to draw a map of the community and compare it to the map they drew before the project started. Has the map changed as a result of the project? (For more details about how to do the map, see page 70.)
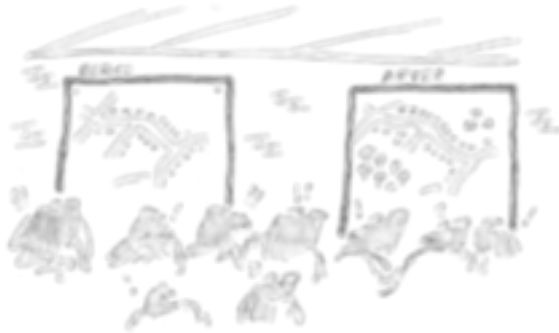
c) Use of local statistics

An important part of the evaluation is gathering local statistics of how things have changed. These are usually available from official records in government offices or in local health clinics. The LCG should compare the statistics from the time before the project started to the statistics for when the project was completed. Key things to look for are changes in improved health, increased agricultural production and improved attendance in local schools.
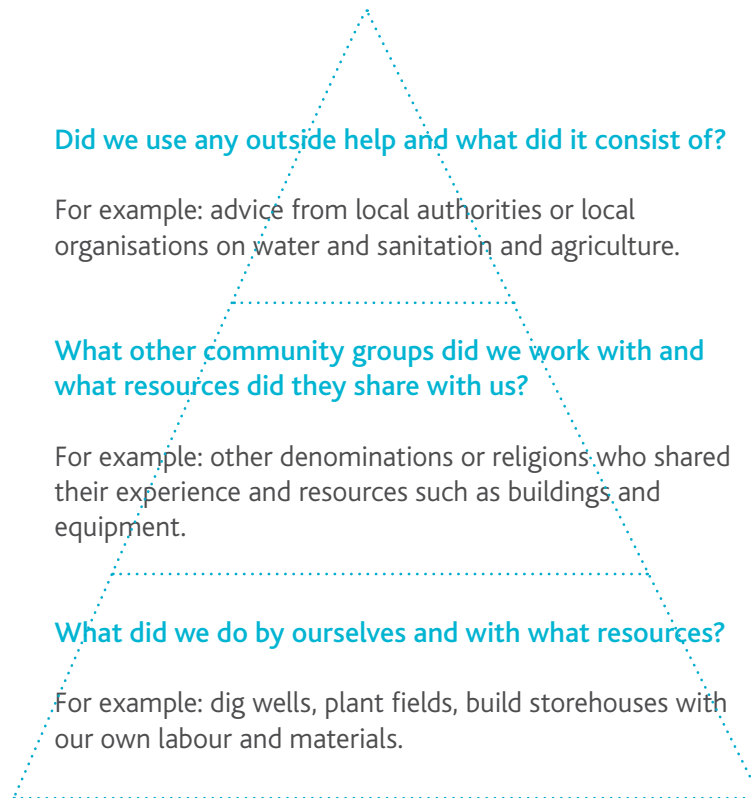
The LCG should look at all these statistics and come up with a summary statement of what change the statistics show in a particular area. This should be included in the report and accompanied by the relevant statistics.

3. Could we have used our skills and resources more effectively?

a) The resource triangle

This is a good activity to look at what resources were used in setting up the community project.

Did we use any outside help and what did it consist of?

For example: advice from local authorities or local organisations on water and sanitation and agriculture.

What other community groups did we work with and what resources did they share with us?

For example: other denominations or religions who shared their experience and resources such as buildings and equipment.

What did we do by ourselves and with what resources?

For example: dig wells, plant fields, build storehouses with our own labour and materials.

Draw the triangle on a blackboard or a large piece of paper and write the questions in each of the segments shown above. Then invite the group to brainstorm their responses to each of the questions. These responses can be written either on to the blackboard or piece of paper or on to small pieces of paper and then stuck on to the triangle. Then summarise the responses and invite the group to think about what they would do differently next time.

b) The box analysis
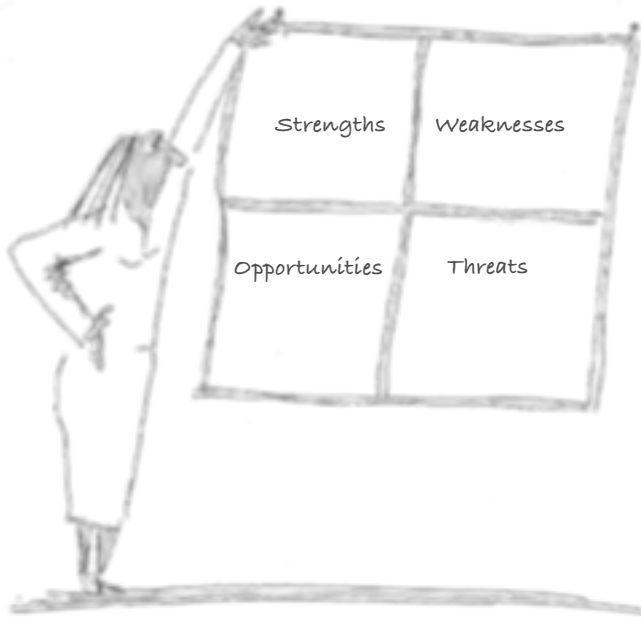
This activity is good for thinking how the overall community project has gone and can be used to ask the question about whether the resources are used effectively.

Tips for doing a box analysis

1. Break the group into small groups. This works best if you divide the group according to the different roles they played in the process.

2. Ask each group to draw a picture of a form of transport which best represents how they think the project has gone.

3. Give each group coloured cards labelled Strengths, Weaknesses, Opportunities and Threats. Ask them to brainstorm their thoughts and opinions on the project, writing their comments on the appropriate cards.

4. Ask each group to present their mode of transport picture and their box analysis to the whole group.

5. As a group discuss the common themes and write them up on a large sheet of paper.

6. Discuss what short term actions need to be carried out to improve the project (next 6 months).

7. Discuss what long-term actions need to be carried out to improve the project (next 12-18 months).

Celebrate the achievements that have been highlighted in the exercise.

Drawing lessons from Umoja

Before presenting back to the community all the findings, it is important for the LCG to review the lessons they have learnt through all the different stages of the programme. This could be done by looking at what they have written up for the **learning and reflection** part of each stage (see pages 53, 107, 130 and 153), or as a general discussion using the timeline, which may be easier to do as it is visual.

'The one real purpose of learning is to leave a person in the condition of continually asking questions'
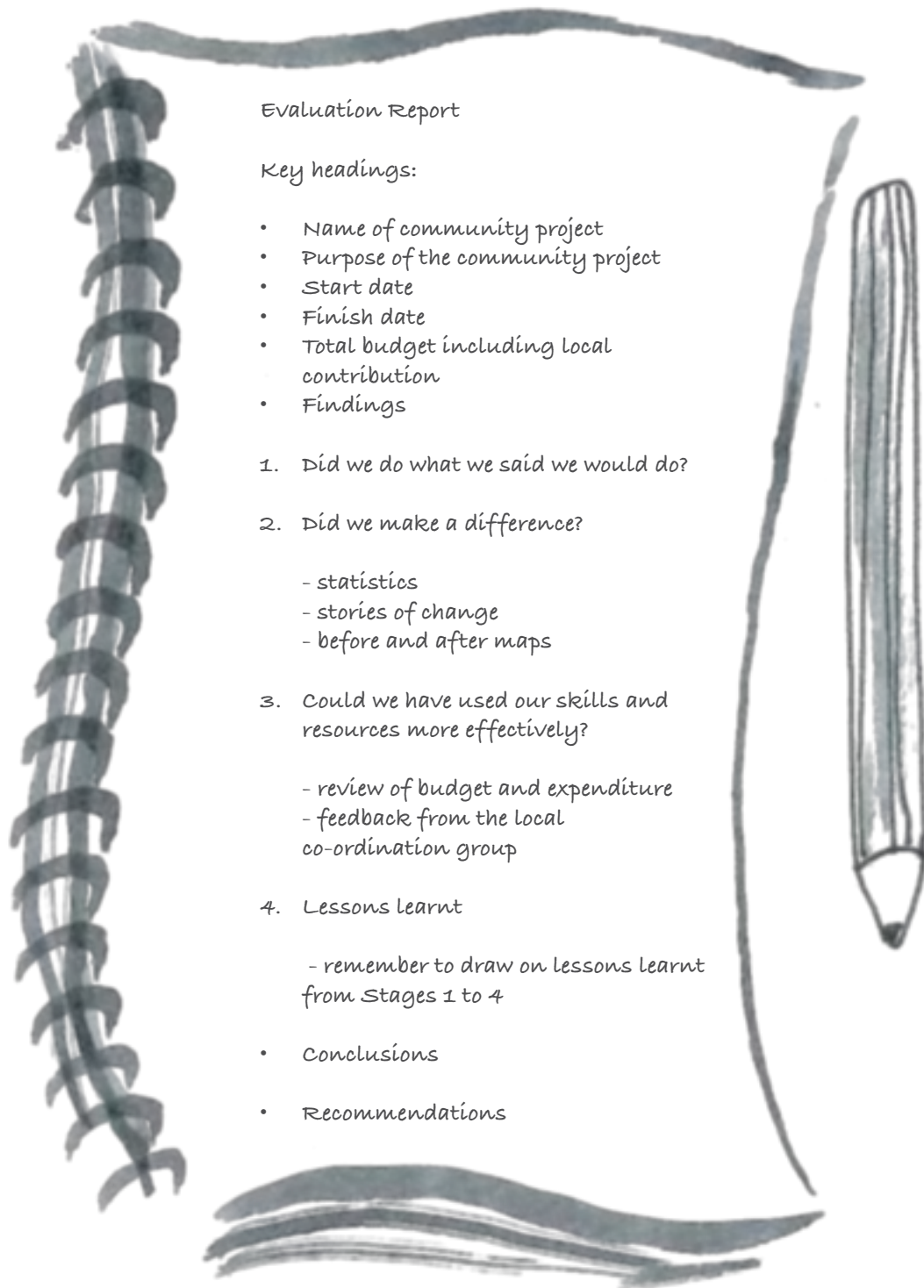
Bishop Creighton (1843-1901)

Feeding back to the community

Once the LCG have gathered all the information, it should be shared with the community to check its accuracy and to get any last minute insights or reflections. This is an important thing to do as it helps the community have ownership of the information and helps them share in the achievements of their project.

Structuring a Report

Once all the information has been gathered from the three key questions, and reviewed by the community, you can now put it altogether in a report. Below is a structure which you can use to write the report. The report should be kept as a community record of what took place, as well as submitted to local authorities to keep them informed.

Evaluation Report

Key headings:

- Name of community project
- Purpose of the community project
- Start date
- Finish date
- Total budget including local contribution
- Findings

1. Did we do what we said we would do?

2. Did we make a difference?

   - statistics
   - stories of change
   - before and after maps

3. Could we have used our skills and resources more effectively?

   - review of budget and expenditure
   - feedback from the local co-ordination group

4. Lessons learnt

    - remember to draw on lessons learnt from Stages 1 to 4

- Conclusions

- Recommendations

What is next?

Having completed the evaluation it is important to celebrate the achievements and think about how the lessons learnt can be applied to starting a new project.

Reviewing the project

Start of the new project

End of the first project

The following things need to be considered when starting a new project cycle:

1. Do we have a list of things we have learnt from working together in the last project?

2. Do we need to look at other priorities listed by the community during the analysis stage?

3. Can we still use the baseline information we gathered at the beginning of the first project, or do we need to do this again?

4. Can we still use the same project co-ordination group or do we need to ask others to form a new group?

5. Do we need any new additional support or training to do the next project?

Once everyone has discussed the questions, look for ways of celebrating what has been achieved. For example, this could be a community feast.
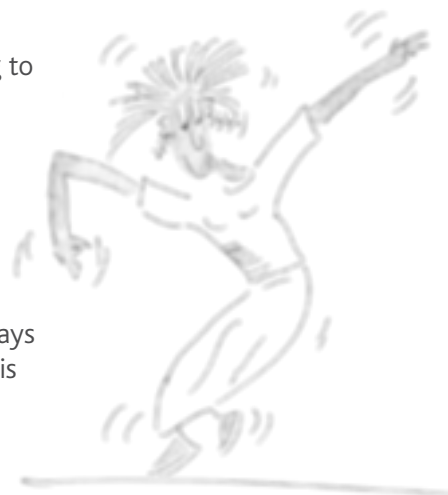
Final Thoughts

The Spirit of the Sovereign Lord is on me,
because the Lord has anointed me
to preach good news to the poor.
He has sent me to bind up the broken-hearted,
to proclaim freedom for the captives
and release from darkness for the prisoners,
to proclaim the year of the Lord's favour
and the day of vengeance of our God,
to comfort all who mourn,
and provide for those who grieve in Zion -
to bestow on them a crown of beauty instead of ashes,
the oil of gladness instead of mourning,
and a garment of praise instead of a spirit of despair.
They will be called oaks of righteousness,
a planting of the Lord
for the display of his splendour.

Isaiah 61:1-3

Prayer

Christ our light,
Your love burns in our hearts
and builds in us a thirst for justice.

Jesus, light of the world,
you taught us how to reach out to others,
open our ears
to the stories that beg to be heard.

You who are light and warmth,
banish the darkness
and bring us hope.

Jesus, light of life,
enfold us all with your love
and incline our hearts
to the leading of your healing spirit.

Amen

Appendices

A. The constitution of a community based organisation
B. Good governance

A. The constitution of a community based organisation

One of the first things that the organisation may need to develop to become legally registered is a constitution. This is a formal, legal document that states how your organisation will operate.

Decide what kind of organisation you are writing a constitution for. Discuss the aims and objectives of your organisation, what structures exist or should exist, and how you wish to see the organisation function. In discussing these issues, use the following guidelines:

1. **Name.** Write down the full name and abbreviation of the organisation and what kind of organisation it is.
2. **Legal status.** Insert a clause outlining the organisation's legal status.
3. **Mission, aims and objectives.** Define the organisation's mission, aims and objectives.
4. **Membership.**

Discuss and write down:

*   Who may join and how? For example, filling in membership forms.
*   The duties and privileges of members.
*   The amount, if any, of membership subscription fees.
*   What happens if members do not pay their subscriptions for a certain period? Will they cease to be members of your organisation?

5. Structure and decision-making

Discuss and write down:

*   What structures should exist, such as Annual General Meetings , general meetings, an executive board, sub-committees etc.
*   The notice period required for certain meetings.
*   What quorum is needed to make meetings constitutional.
*   What responsibilities certain structures/positions have.
*   What powers and duties each structure has.

6. Meetings Procedure

Discuss and write down:

*   Who will chair the meetings.
*   How the agenda will be followed.
*   How voting will take place.
*   How minutes are recorded, read and approved.

7. Election of office bearers

Discuss and write down:

- At which level of the organisation office bearers are elected.
- How office bearers are elected. For example, by verbal nominations and a show of hands or by nomination forms and a ballot.
- How the results of the voting procedure are announced.
- How vacancies are filled.

8. Staff

Where an organisation does employ staff, it must say:

- How staff are appointed.
- What their positions and duties are.
- To whom they are accountable.

9. Discipline

Discuss and write down:

- What kind of behaviour is expected of members.
- What kind of behaviour is unacceptable.
- How an investigation or disciplinary hearing is instituted.
- How members may be disciplined and dismissed.

10. Financial control

Discuss and write down:

- Who is responsible for keeping financial records and to whom is that person accountable.
- Who can sign cheques.
- How often money has to be banked and by whom.
- Who has to approve withdrawals from the organisation's account beyond a certain limit.
- Who is responsible for drawing up financial statements.
- When the organisation's financial year will end.
- Whether audited statements are necessary and when and to whom they are submitted, for example, once a year to an Annual General Meeting.

Affiliation

Write down:

To whom the organisation is affiliated.
What responsibilities and duties this carries.

B. Good governance

a) The governance of a community based organisation (CBO)

All community organisations need some kind of governing body which is legally responsible for the organisation.

Governance is the way in which an organisation distributes formal power, rights and is accountable.

The governing board or committee is responsible for the overall leading and governing of the organisation and for ensuring that the work of your organisation is carried out according to the constitution of the organisation in a timely and cost effective manner.

Every organisation is different and so to will be the role of your governing board. The extent to which the governing board is involved in the day to day running of the organisation will be different for every organisation. Governing boards are legally responsible for making sure that the activities of the organisation are carried out appropriately. However they usually delegate the different jobs that need to be done to paid staff and volunteers. For example, the governing board may ask a book keeper to do the book keeping and compile the financial statements, but it needs to make sure that they are done by checking these tasks at each meeting. It is the paid staff (supported by the volunteers) who deliver the services and administer the day to day running of the activities of the organisation, and it is the governing board who oversee this work.

b) The role of a governing board

Planning and policy

To provide leadership, guidance and policy direction for the organisation to ensure that the organisation stays focused.

Legal

To ensure that all national, provincial and local laws and regulations are met. For example, funding contracts or agreements with donors, registration, insurance, permits, lease agreements, licences, copyright, defamation, occupational health and safety, taxation, and pay roll.

Financial

To ensure that the organisation can meet all of its financial commitments and be accountable for all the funding. For example, bookkeeping systems, maintenance of bank accounts, audits, and reporting on funds.

Personnel

To ensure that both staff and volunteers are provided with a safe workplace and that they are valued, respected and supported in their work.
For example, job descriptions, employee contracts, training policies, regular supervision and support, discipline and dismissal procedures, and volunteer contracts.

Premises and equipment

To ensure that the physical space in which the staff and volunteers work is adequate and safe and that equipment is maintained and functional at all times.

Promotion and marketing

To ensure that the organisation has a good public image and is well placed in the community.

Reporting and accountability

To ensure that the organisation is accountable to clients, volunteers, members, staff, funders and other stakeholders, by meeting all reporting requirements in a timely and accurate manner. The board is also the body responsible for producing an annual report on the activities of the organisation which is handed out at the AGM (Annual General Meeting) of the organisation.

c) Who should you consider recruiting onto your governing board?

- People who want to be involved and have the commitment and interest
- People from your client group
- Local community, civic or religious leaders
- Local business people
- People from other similar community organisations
- People from local social or sports clubs
- People with specific skills in finance, law or fundraising
- People with practical skills and knowledge in your area of work such as community artists, health care workers and traditional healers
- Some organisations also invite a member from their funding body. This has advantages and disadvantages. A funder representative can be appropriate because it can give you a direct link with your funder and may increase their understanding of your issue.
- However it can raise conflict of interest issues and undermine the autonomy and independence of your organisation. Think very carefully before you do this.

Umoja Facilitator's Guide

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