

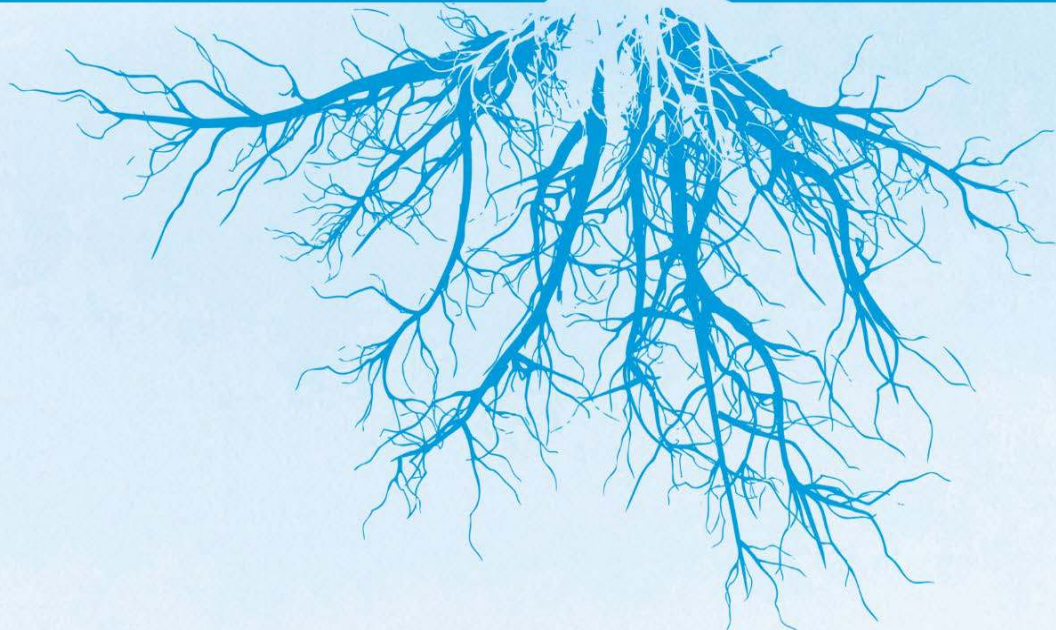


USAID
FROM THE AMERICAN PEOPLE

world relief® 

MAKING OUR COMMUNITIES BETTER

A vision casting manual for leaders



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WHY THIS MANUAL AND THIS TRAINING?

Faith communities play a key role in development projects when they clearly see that they *can* make a difference and that their role matters. From experience, World Relief has recognized that when faith leaders make a connection between a development program and their beliefs, they are much more likely to invest time and energy and commit for the long-term.

The purpose of this training is to help faith leaders clearly understand their role in community development and to envision how improving the health of families, especially mothers and their children, will benefit their communities.

Through reflection, dialogue, and discovery, this **3-day seminar** seeks to help faith leaders understand the important role they have in envisioning change and mobilizing community members to engage in community health and development initiatives. The training will clarify the roles of faith leaders, other leaders, and individuals in the community. Through this training, faith community leaders will understand and help communities identify ways to improve health and well-being in households, especially the health of mothers and their children.

After this seminar, leaders of faith congregations and communities will be able to share this vision with those who they influence as faith leaders and encourage them to participate in on-going project trainings, activities and initiatives. An engaged and mobilized community seeking positive health outcomes together will ensure the project achieves its goals and objectives.

This curriculum is intended to be used in the earlier stages of behavior change, in particular, sensitizing and mobilizing faith leaders in community health engagement, ensuring that the readiness for change - within neighborhoods, households, and families - is not hindered by misinformation or ill-informed public discourse from these influential leaders.

Therefore, the curriculum is not intended to provide a deep dive in a technical area of health; and thus, the health content is presented at the basic level. World Relief has gotten significant buy-in from faith leaders for this additional step of preparation. After completing this curriculum, faith leaders will be prepared to participate in additional project engagement, including technical area training and engagement, community events, and encouraging their congregants to participate in community activities and volunteerism.

While the buy-in and engagement of faith leaders are key for SCOPE outcomes at the community level, they also play a key role in reaching specific project outcomes. This training is the foundation for achieving that outcome.

TRAINING METHODOLOGY

This manual uses a participatory, learner-focused methodology, engaging learners as they listen and reflect, discuss and draw conclusions individually and as a group. Faith leaders are provided an opportunity to learn with their peers, to share reactions and observations, reflect upon implications and consequences, develop practical and conceptual understanding and apply this understanding to real-life situations.

The facilitator is not a lecturer; rather, he/she facilitates understanding by guiding learners to receive value and internalize information, ideas and attitudes. This approach is key to true empowerment and serves as a role model for faith leaders to model this approach when they engage community members.

The training manual uses a combination of small and large group discussions, stories, case studies, and other structured learning activities to engage participants and support the learning process. It draws on the personal experiences of the participants, both past and present, as an important source of learning.

The facilitator can adapt stories, case studies and any other activities to make them more appropriate for a specific context. The facilitator should review and be familiar with all the content and learning activities prior to presenting the lesson.

NOTE: The training team will follow any current guidance for COVID-19 prevention to ensure the health and safety of participants and staff.

MATERIALS NEEDED

Facilitators will need either flipcharts and markers, or blackboard and chalk, or a projector (depending on the materials and infrastructures that are available locally). The facilitator should prepare flipcharts or slides in advance and print stories and other materials needed for each lesson prior to the training. Another key material required is the learner's guide of the training manual. Each participant should have a copy of their manual as the training starts.

LEARNING OUTCOMES





At the end of the training, participants (faith community leaders) are expected to be able to:

- Understand their purpose in community development processes and initiatives.
- Explain the role of faith communities and faith community leaders in community development processes, initiatives and projects.
- Articulate the various roles of faith community leaders, other leaders and individual members in the community change processes.
- Value the process of holistic development and positive change as well as what can hinder it.
- Appreciate the importance of unity and collaborative attitudes and actions that the faith communities need to accomplish the desired change in the communities.
- Be equipped to mobilize individuals in their communities to encourage positive change in their community.
- Be prepared to participate in a technical RMNCH training as a follow-on.
- Be prepared to welcome other RMNCH focused activities (events, couples' groups and men's groups) in their faith communities and be equipped to mobilize members of their faith communities and other people in the community to participate in RMNCH activities and events.
- Be equipped to answer questions by community members and other faith leaders about the SCOPE Project interventions his/her community is participating in.

USING THE LEARNING SESSIONS

Each lesson begins with **notes to the facilitator**, which provides helpful background information and identifies the main purpose of each lesson. This is followed by the specific objectives for that lesson. A **preparation/materials** section is included to remind the facilitator what materials or activities should be prepared in advance for the lesson. At least one hour is needed for good preparation. A suggested delivery time helps guide the facilitator in allocating time during the sessions. Facilitators are also encouraged to be creative on how they present their own illustrations and use local names for the story

characters. The lessons follow a specific similar pattern to help facilitators, especially those who may have limited experience.

<i>Italics</i>	<i>Italics</i> are used in the learning sessions to indicate tips and instructions to the facilitator. <i>Suggested responses</i> to questions are in italics. This format provides the facilitator with an easy reference while probing the group during discussions. Remember to allow participants to answer the questions, rather than reading the suggested responses.
Bold	<i>Discussion questions</i> are in bold and main ideas are placed in boxes for easy reference.
	A <i>square box</i> is placed around key overview information for each section with notes to the facilitator, learning objectives, and preparation/materials.
MAIN IDEA	<i>The blue box indicates the main idea for the lesson or portion of the lesson.</i>
	<i>The rooted tree icon indicates a new portion or concept in the lesson.</i>
	<i>The talking icon indicates an opportunity for application through a story.</i>
	<i>The paper and pencil icon indicates a review of concepts from the previous lessons.</i>

A NOTE TO FACILITATORS

Though the purpose of this training is to help faith leaders understand their role in helping communities improve health of families, especially mothers and their children, the expected outcome will among other things depend on good facilitation. The project team will ensure that all facilitators for these training events are carefully selected so that there is a good balance in terms of age, gender, religious affiliation as well as understanding of community processes.

Prior to the start of the training events with faith leaders, all facilitators will go through a thorough orientation, training and preparation process. This will help the facilitators fully understand the material, the training process, and the type of trainees they will be working with.

Here are some guidelines for leading the sessions expected of facilitators:

- **Be a resource person:** Seek to serve the needs of trainees rather than give orders or their own opinion.
- **Set the stage for learning:** Create an atmosphere of openness, trust, and excitement, where trainees will not be made to feel small or ignorant.
- **Set the task and time frame:** Explain clearly what you want the group to do, and let them know how long they have to do it.
- **Be a good listener:** Don't tell when you can ask.
- **Put the learner first:** Keep participants engaged and at the center of the learning process.

Participation and dialogue are essential in adult learning, especially when encouraging changes in attitude and behavior or mobilizing communities to action. These sessions are designed to help you engage participants and allow them to discover solutions to problems for themselves. As a facilitator, your focus should be on the learners. This requires that you listen to them with respect and interest, and ask questions rather than lecture to them.

Things to remember as you lead these sessions:

- Be prepared. Practice the session beforehand and review it again on the day of the training. Arrive early and prepare the training room.
- Understand the context you are in, and wherever possible, use examples relevant to the participants.
- Follow the curriculum provided, but be natural and use your own words.
- Remember to ask open questions – not “yes or no” – to encourage people to share their ideas and reveal their true feelings.
- Create a positive and open learning environment. Listen to participants with respect and protect them from embarrassment.
- Let participants know that you are learning along with them.
- Encourage participation as often as possible. Learners need to be engaged in the new ideas that are presented. They need to participate instead of listening only.
- Adults learn best when they are fully involved and able to draw on their knowledge and experience.
- Do not lecture or dominate during the sessions. Let participants discover important lessons for themselves rather than coming up with answers for them.
- Use small groups, as suggested. Small groups help involve all participants, build a sense of teamwork and encourage more openness. Adults bring years of life experience and can learn a lot from one another.
- Show respect by listening and affirming participants’ ideas and contributions and valuing their knowledge and experience.

Since participation is important in these learning activities and time is limited, one of the challenges facing the facilitator is providing enough time for people to be involved and participate. In some discussions, it may be more important to allow a few people to give in-depth feedback rather than expecting every person to speak. Enjoy the adventure of learning.

OVERVIEW OF LESSONS

LESSON	SUGGESTED DELIVERY TIME	OVERVIEW
Lesson 1: What Can I Do To Make My Community Better?	3 hours	The purpose of this lesson is to help faith community leaders understand and appreciate their individual role in community development.
Lesson 2: The Role of Faith Communities in Community Development	2.5 hours	This lesson focuses on the important role of faith communities in developing their communities. It encourages faith community leaders to consider what they can do and what they are expected to do.
Lesson 3: Developing the Whole Person	2.5 hours	<p>The purpose of lessons 3 and 4 is to give faith leaders a common understanding of community development that is lasting.</p> <p>Lesson 3 introduces the concept that positive change takes place at a personal level, and it involves a person's physical, mental, social, emotional and decision-making needs.</p>
Lesson 4: Understanding Transformational Development	2.5 hours	This lesson introduces the concept of holistic development and positive change, as well as what can hinder it.
Lesson 5: Unity for Change: The Power of Working Together	3 hours	This lesson helps faith leaders appreciate the importance of unity and collaborative attitudes and actions that the faith communities need to accomplish the desired change in the communities.
Lesson 6: Mobilizing the Whole Community for Change	2.5 hours	This lesson will focus on equipping faith leaders to mobilize individuals and whole communities to ensure that the intended changes and community development agenda is achieved.
Closing and Commitments	1.5 hours	An opportunity to reflect on each lesson and how what they have learned has personally affected them. This lesson also challenges participants to make commitments to put into practice at the personal and community level.



WELCOME AND INTRODUCTIONS

Welcome Participants

Welcome to our first session together! We are happy you can join us. Before we begin the first lesson, we will spend some time with introductions, hearing what you expect to learn during our time together. Take time to do introductions with everyone.

- Ask participants to introduce themselves, giving their names, where they are coming from and their roles.
- Introduce yourself and any other facilitators or organizers who are present (feel free to introduce yourself first if that is more appropriate).
- Finally, ask participants to turn to the person next to them and tell them one thing they are grateful for today.

Introduce the Training

Say:

- Over the next three days, we will consider the important role of our faith communities in the process of helping our communities develop and improve. We will learn together and from each other and appreciate why the faith communities are such an important part of the community. We will discover the role of faith communities in development and learn how to put this role into action.
- Review of logistics for the seminar.
- The facilitator or host of the training provides information to participants about the facility, accommodation, meals, tea breaks, times, etc. Allow participants to ask questions.
- Ask participants to share their expectations for the seminar. Record them on a flip chart. Explain which ones will be covered and which ones will not. Thank them for their contributions.

REVIEW OF LEARNING OUTCOMES

By the end of the seminar, faith community leaders will be able to:

- State their purpose in community development processes and initiatives.
- Explain the various role of faith communities and faith community leaders in community development processes, initiatives and projects.
- Value the process of holistic development and positive change and identify what can hinder it.
- Analyze problems and identify available resources that can help to improve our communities.
- Appreciate the importance of unity and collaborative attitudes and actions that the faith communities needs to accomplish the desired change in the communities.
- Plan a community initiative.
- Mobilize individuals in their communities to encourage positive and lasting change.

GROUND RULES

The manual has six (6) lessons to be covered during our time together. It is important that you come on time so that we can end on time. It is important to get your questions answered. There are no wrong questions. As you talk, we expect you to show respect to each other.

Explain when the lesson will begin and end and what the plan is for breaks and refreshments.

Ask a volunteer to be the timekeeper.



LESSON 1: WHAT CAN I DO TO MAKE MY COMMUNITY BETTER?

Time: 3 hours

Notes to Facilitator

The purpose of this lesson is to help faith community leaders understand and appreciate their individual role in community development. The lesson emphasizes that life is more rewarding when we can play our role in efforts that lead to the good of our communities. In addition, the lesson gives perspective on what a healthy community looks like.

Faith community leaders will be encouraged to lead by example. When they discover their purpose in making their communities better and begin to live their purpose, they will be a light and set an example for others, especially the people they lead.

Learning Objectives

During this lesson, participants will:

- Identify things they like about their community
- Identify what people need to survive and to thrive (needs identification)
- Create a picture of what a healthy community looks like
- Discuss the role of individuals and the role of the community in the development and change process
- Reflect on their own purpose/role in making their communities a better place

Materials needed and preparation

- Flip chart paper, markers, pens and tape
- Extra paper and markers for use in community maps exercise

After the general introduction, introduce the first lesson and the learning objectives.

Say:

In this lesson, you will work in small groups as well as discuss in large groups. I know you all have much to contribute, and we will learn from one another. We hope that you will all share freely. Together you will:

- Identify things you like about your communities
- Consider what people need to survive and to thrive
- Create a picture of what a healthy community looks like

- Discuss the role of individuals and the role of the community in the development and change process
- Reflect on your own purpose/role in making your community a better place

Organize participants in small groups of 4 to 5 people. Participants should identify a group leader and someone to take notes or write on the flip chart.

Say:

For the next 10 minutes, share with each other what you appreciate most about your communities. It could be things like facilities and infrastructure, community life, leaders, a project, an event. Be specific. For example, if it is a project or event, ask: When did it happen? How did it happen? Who played a key role? And why did they do it? What did you appreciate about it?

Encourage participants to be as specific as they can.

- *After 10 minutes in small groups, let each leader share what they discussed in plenary.*
- *After all have shared, ask one of the leaders to identify the top five things that were shared that are in common. Circle these or write them on a new flip chart.*

Responses could include:

- *Infrastructure (schools, hospitals, public garden, markets, roads or bridges, electricity, access to clean water, public lights, places of worship, etc.)*
- *Good leaders (public officers, community leaders, teachers, faith leaders and others)*
- *People who sorted out conflicts or advised in a way that brought positive change or transformation*
- *Community life, peace, good neighbors*

Ask: (for each of the top five common items)

- **When did it happen?**
- **Why did it happen?**
- **Who played a key role, and why did they do it?**

Ask for a volunteer to record responses.

Possible responses:

- **Why did it happen?**
People saw a need, and they met it, outsiders gave money, people asked the government and they responded.
- **Who played a key role?**
Government, donors, individuals who supported the work and community contributed.
- **Why did they do it?**
It was their responsibility, they wanted to help, they are good people, etc.

Conclude the exercise by saying:

In our community, there are good things that have taken place that we can celebrate. These activities, events, projects etc., did not just happen on their own. As you have noticed in our discussion, it took the effort of people like you and me to make them happen. We may not have the same capacity/means to achieve the change we have seen and talked about. However, when we desire good things for our community and we recognize that we can contribute with what we have, we will continually advance the good in our community.

You will also note that some of the activities, events, projects etc., take time; some even take several years. Not all good things happen in an instant. In addition, for most of these, a number of people were involved. Each person and/or group of people did their part or contributed something to improve the community.

Share with the participants this quote from Albert Einstein

*"A hundred times every day, I remind myself that my inner and outer life depends on the labors of other people, living or dead, and that I must exert myself in order to give in the same measure as I have received and am still receiving."*¹

Ask:

- **What do we learn from this quote from someone who has contributed much to humanity?**
You can provide a bit of background on Albert Einstein¹
- **Do we have similar proverbs or quotes in our community/country? If yes, what are they?**

MAIN IDEA: Multiple people play different roles for the good things we see in our communities. They did not just happen. There are many gifted and talented people in our communities that can contribute to developing the type of community we aspire or desire to have.



A Healthy Community

We have been discussing things we have seen happening in our community that we can celebrate. However, these are not the only things we want to see. We wish to live in a healthy community. A community we are proud of, and a community that the younger generation may enjoy long after some of us have departed.

Ask:

¹ Albert Einstein, a Theoretical Physicist: Albert Einstein was a German-born theoretical physicist who developed the theory of relativity, one of the two pillars of modern physics. His work is also known for its influence on the philosophy of science.

- **What is the difference between surviving and thriving?**

Listen to a few ideas.

Let's think about the basic things people **need** to survive and also what people need in order to thrive.

Organize participants into five small groups; assign one of these five categories (adult men, adult women, youth, infants and children and elderly people) to each group. Take 15 minutes to discuss the following:

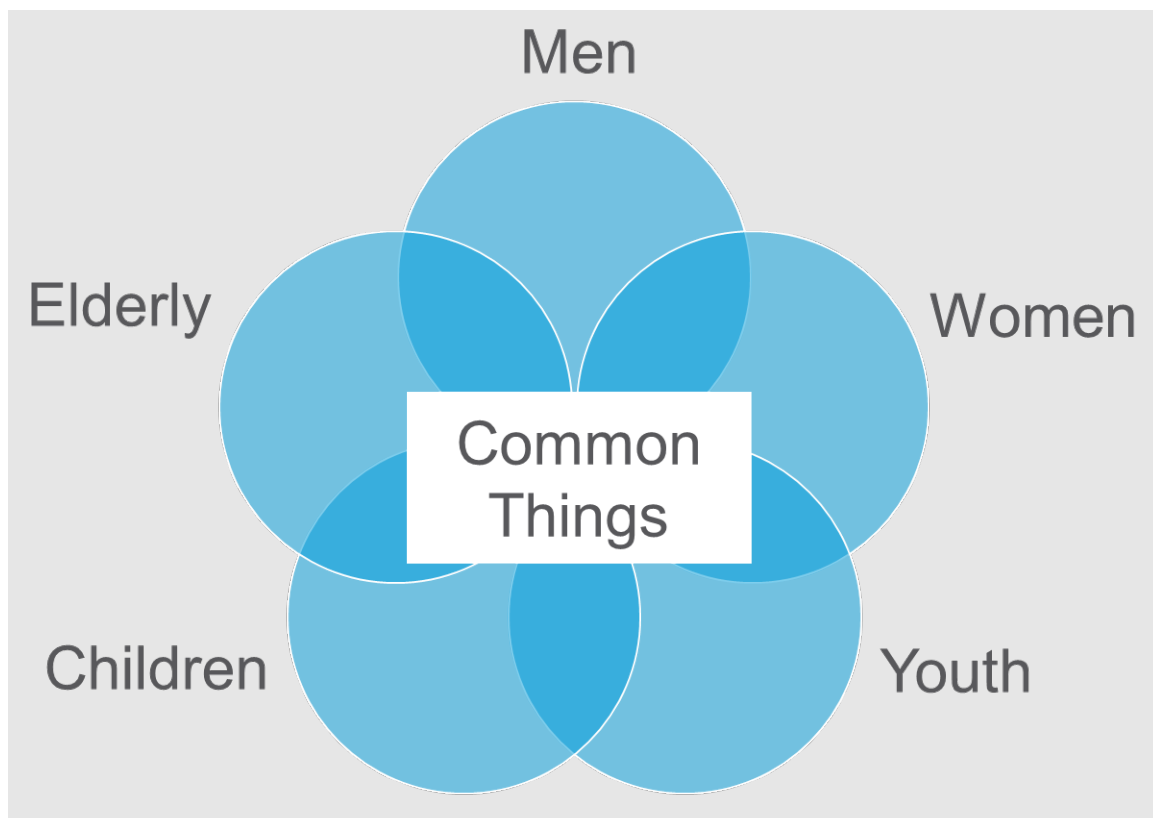
Question 1: Basic things we need to survive

- What are basic things that **adult men** need in our community to survive?
- What are basic things that **adult women** need in our community to survive?
- What are basic things that **youth** need in our community to survive?
- What are basic things **infants and children** need in our community to survive?
- What are basic things **elderly people** need in our community to survive?

Question 2: Things we need to thrive

- What are key things that **adult men** need in our community to thrive?
- What are key things that **adult women** need in our community to thrive?
- What are key things that **youth** need in our community to thrive?
- What are key things **infants and children** need in our community to thrive?
- What are key things **elderly people** need in our community to have a better life?

In plenary, write on a flip chart specific things that each category needs and common things that all categories need to have a better life.



Ask the entire group the following questions:

- **We have identified various needs and some common things for different age groups of people in our community. But now let us think about other groups of people in our community. Are there any groups of people in our community who may have more difficulty in having some of these needs met?**
Possible answers: people with disabilities, adolescent mothers, displaced people, refugees, ethnic minority groups)
- **What are some of the barriers people with disabilities might face to having these needs met?**
Probe to identify attitudinal, physical, communication, financial, and policy barriers.
- **Do any of these groups have special or unique needs as a result of their vulnerability that are not listed on our charts?**

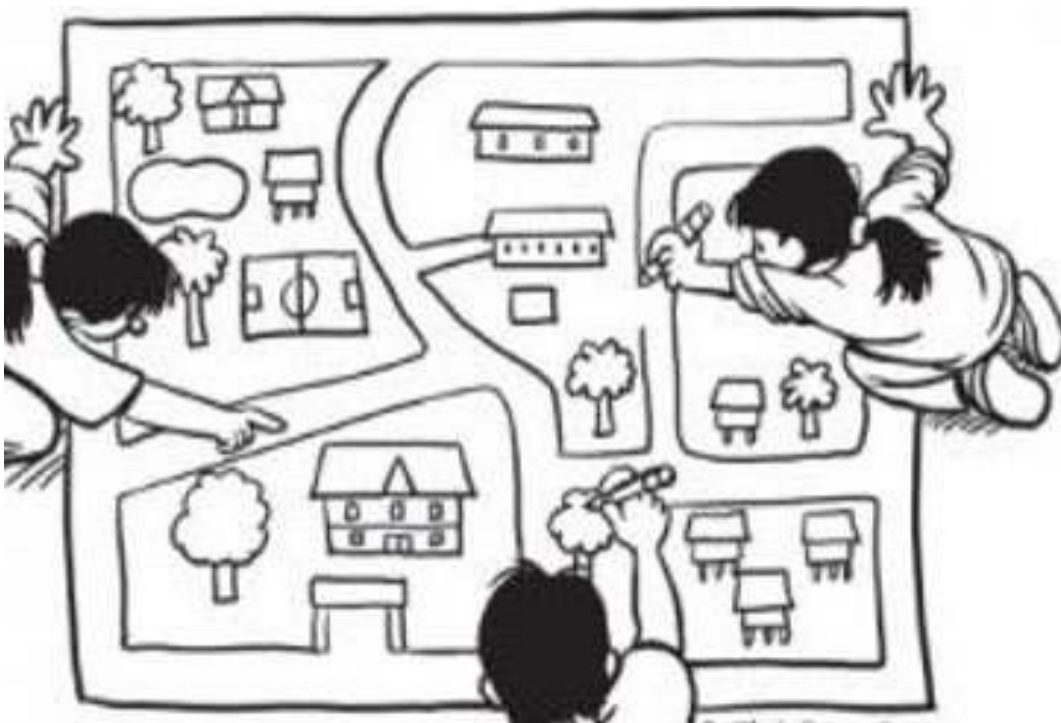
Say:

Now that we know some of the things, we need to have a better life as a community, let us make a map that shows a community that we want and wish we could have.

Ask participants to go back to their small groups, let them design a map of a community. Emphasize that we want to build a map where everyone will have a better life, especially those who face more barriers to surviving and thriving, and all will have access to the resources they need to thrive.

Each group should design a community for the category of people they focused on, then exchange their drawings so that others may add what they think is missing.

After all groups have drawn a map of their ideal community and shared them with others, tape them to a wall (if the training place allows it) and encourage participants to walk around and look at each picture.



Reflection on the community map exercise.

Ask the entire group the following questions

- **According to our maps, what is needed for a community to thrive?**
- **What features are on the map you have drawn that are not in your communities now?**
- **Reflect for a moment what you could do to contribute to this type of community?**
- *Give participants a full minute to think about this quietly. Then ask if anyone would like to share. It's OK if they don't.*

Thank participants for their participation in creating a common mapping of what they want to see. Encourage as many responses as time allows to following questions:

- **How did you feel when you were putting these maps together for a specific group? What new insights did you get about the things we need to survive?**
- **What do you think the map would look like if members of that particular group had created the map? For example, if a group of children were to create a map, how they would envision their community. Would their maps look the same or different from the ones we have created?**
- **What new insights did you have about the things that need to happen for our communities to thrive?**

Say:

As you continue to dream as faith leaders about what you would like to see in your community, it is important for you to engage with other members of the community who have different experiences. Ask them about their perspective in what they would like to see change.

MAIN IDEA: People who achieve things start from envisioning what they want to see happening and work towards it. Without a vision, people do not make progress.



Finding My Purpose: My Contribution to the Community

During our lifetime, we may have a chance to be a light in someone else's life. Listen to the story of someone who made a difference in her community. As you hear this story, reflect on possible ways we can serve our communities.

A STORY OF SINDUTAI

Sindutai was born in a poverty-stricken village in India. She did not finish primary school; instead, she had to work at home. Most of her time was spent looking after cows. When Sindutai was nine years old, her parents arranged that she marry a 30-year-old man. By the time she was 19 years old, she already had four boys and was expecting another child.

There was a businessperson in their community who was exploiting women and made them work hard without paying them. All the women in the community were afraid of him. One day Sindutai reported to the police what this businessperson was doing. As a result, his businesses were stopped. He was very angry with Sindutai. In revenge, the businessperson told Sindutai's husband that his wife was a prostitute and the child she was expecting was not his. Sindutai's husband was very angry. He beat his wife and left her for dead. He dragged her to a cowshed nearby so that people would think the cows had trampled her. One cow protected her by standing above her so that the other cows could not get close to her.

She was all alone, even her own family was not willing to take her in, but she was able to flee to a forest. A few days later, Sindutai gave birth to a baby girl in the forest all by herself. Sindutai experienced a difficult labor process and was bleeding excessively after the birth. After some time, firewood gatherers found Sindutai with her child and carried them to the health post. The health care providers told them that Sindutai and her baby arrived for health care just in time to receive much needed treatment.

After receiving treatment at the health post, Sindutai often felt depressed, and at times, she wanted to commit suicide. One day she heard someone crying in anguish, and she went to see what was going on. She found a person with a physical disability who could not care for themselves and had been abandoned. Sindutai went out to beg for food and water for the person. Though she was in trouble herself, she felt helping someone in need was the right thing for her to do. This became a turning point in her life. She felt that God was calling her for a higher purpose in her life. She felt that she had something to contribute to this world, though at that time she did not have anything.

Even though she had been beaten down, Sindutai decided to help others. She started to find orphans and homeless people, and she became their mother. She sang songs, and people gave her something that she used to help the orphans in her care. After some time, people saw the difference she was making in the lives of children, and they built an orphanage for her.

Over the years, she has been able to assist 1,500 children. These children got an education in different areas and professions. Even Sindutai's own daughter became a doctor. Sindutai won many awards for her accomplishments.

Ask the participants in a large group:

- **What do you think about this story?**
- **What were some of the hardships that Sindutai experiences in this story?**
Possible answers:
 - *She was married at a very young age as a child bride.*
 - *She had children while she was still young before her body was ready to bare children, and she had multiple children born in a short time span before her body was ready to birth more babies.*
 - *She had an unassisted birth with excessive bleeding and risk of illness and death associated with these events was very high.*
- **What were the conditions of Sindutai's life when she started to serve others?**
Possible answers:
 - *Her husband kicked her out and her family rejected her as well.*
 - *She had just been through a very traumatic birth experience.*
 - *She was struggling with post-partum depression.*
- **How did she discover her purpose?**
Possible answers:

- *She found her purpose by serving others like the way she was served by firewood gatherers and health care staff.*

In your small groups, think about all the reasons why people do not help each other. You will have five minutes to discuss this, and then we will hear your ideas.

After the group has discussed the question for 5 minutes, bring them together and hear their ideas. Get ideas from all groups, list each new idea on a flip chart.

Then ask the large group:

- **What are key things we learn from Sindutai's story?**

Possible answers:

- *Every pregnancy is different and some pose higher risk of complication for women. Adolescent girls are at especially high risk as their bodies are not fully physically developed and prepared for pregnancy. Parents and the community should be aware and protect their young brides, so they are not pressured to begin having children. Delaying their first pregnancy until they are at least 18 years old. This in turn will allow young women to complete their education.*
- *It is important for women to have a skilled birth attendant at their birth in case there are complications.*
- *You do not have to have your life sorted out before you can help others.*
- *When you start, others may join you.*
- *We all have something special that we can use to help our communities. We need to be aware of it and use it.*
- *You don't have to be powerful or rich to be able to start contributing to your community.*

We all know of situations that need to change or people who need help. It is easy to pass by a person in need and think of reasons why we would rather not give the help they need or think we are not able. However, when we do play our role, we reduce the problem, and we encourage others to join us.

MAIN IDEA: Everyone has something special that can be used to serve and help others.



Application Through Story

Let's hear another story – while this is not a true story, perhaps you know someone like Mr. and Mrs. Mafuruku.

HELPING OTHERS WITH WHAT WE HAVE

Mr. Mafuruku is a respectable man in his village. He is a farmer and has a motorcycle he uses for errands. Mr. Mafuruku did not have a chance to go to high school, yet he really liked to study. There was no high school in his area, so he could not continue when he had finished primary school. His parents could not afford for him to attend a school outside of their area.

Mr. Mafuruku is known to be a man of integrity, someone who always tries to do the right thing. He appreciates his village, and he likes to help people in his community. Many young people in his community know him as a good person and role model.

For many years he has used his motorcycle to take women who are expecting to the nearest clinic for delivery. His wife proudly supports what her husband is doing and encourages women in the community to support each other by looking after their neighbors' young children at home when mothers are at the clinic for delivery.

Mrs. Mafuruku recalls that her husband started helping expectant mothers when they lost their second child. Since this was the second child, and the first one was safely delivered at home, they felt there was no need to go to the clinic. But her delivery did not go as planned, and when Mr. Mafuruku took her to the clinic, it was too late, and the child did not survive. Unfortunately, the Mafurukus learned a very important lesson the hard way. Having a skilled birth attendant present for the birthing process is critical for the health of the baby and the mother. They both let their grief motivate them to prevent this from happening to someone else.

Mr. Mafuruku says that he enjoys volunteering his time and resources because it gives joy to people, and it helps to avoid unnecessary pain and loss. Mrs. Mafuruku encourages women to deliver at health facilities, and she even interacts with health workers so that she can gain good information about newborn and infant care. She shares this helpful information with pregnant women in her village.

Some community members have now started to help the Mafuruku and they enjoy working together to help the mothers and children of their community.

Ask for a volunteer to summarize the story. Then ask the group:

- **How do Mr. and Mrs. Mafuruku help their village?**

Possible answers:

- *They care for pregnant women and their children in their community*
- *They take them to the clinic for safe delivery and better health outcome for mother and her child*
- *They encourage neighbors to take care of the children when mothers are away*
- *They learn from the health workers and advise mothers to access skilled delivery care and childcare services*

- **Why do they do this?**

Possible answers:

- *They do not want to see people suffering*
- *They understand that it may be hard for some families*
- *They have learned from their own painful experience that home delivery without a skilled birth attendant can lead to a bad health outcome to both the mother and child.*

- **How do they make others feel?**

Possible answers:

- *Children respect them, see them as a role model*
- *People feel loved and they want to imitate them and help others*
- *Expectant mothers feel supported and cared for*

- **What do we learn from Mr. and Mrs. Mafuruku?**

Possible answers:

- *They are compassionate*

- *They care for others*
- *They turned their suffering and experience into something good*
- *They use their resources to support others*
- *They are setting a good example in their community*
- *Men play an important role in supporting maternal and child health*

Conclude by saying:

- Each one of us has special gifts, opportunities and resources that can serve others in our communities.
- There may be times when we feel we are not able to support others for various reasons. However, when we do what we can, we fulfill our purpose of making this world a better place for someone else.

Say:

- Select a partner, share one thing you know how to do or a resource you have that may benefit someone else. Let the first person share without interruption. Once this person has finished sharing, the other person can share. (Each one should take 2 minutes to share)
- Once both have shared, tell one another how you think their knowledge or resource can be used to benefit the community.

In plenary, ask a few people to share what resources and skills they discovered they already have that they could use to make their community a better place for this generation and the next generation.

Review the map done earlier and let the participants think about how the gifts/resources and talents *they have can help to bring the desired change in their community.*

Individual Take-away Assignment

Encourage participants to put into practice what they have learned by doing the following:

Say:

- Think of a situation in your community (family, neighbors or faith community) where you can use your knowledge, skills/resources.
- Commit to doing at least one thing.
- Find a person that you respect and share your plan with them, ask them to hold you accountable.
- Once you have done it, meet with that person to share your experience.

Summarize and say:

The purpose of our lives may be greater than just focusing on our family and ourselves. In this world, we are connected. Mistakes of others affect us as well as their good deeds, whether we know them or not. The best thing you can do with your life is to choose to do good wherever you are, with what you have and whenever you can.

MAIN IDEA: Doing good is the right choice and should be one of the purposes of our lives.



Review

- **What are some different categories of people who contribute to the health and development of our communities?**
Possible answers: leaders, donors, influential people, ordinary people
- **What are some practical ways that we can serve others in our community?**
Possible answers: sharing knowledge, sharing resources, solve an issue that is bothering others, etc.



LESSON 2: THE ROLE OF FAITH COMMUNITIES IN COMMUNITY DEVELOPMENT

Time: 2.5 hours

Notes to Facilitator

This lesson focuses on the important role of faith communities in developing their communities. It encourages faith community leaders to consider what they can do and what they are expected to do. In this lesson, faith leaders discuss the roles they have played in the past and how they can build on that to mobilize their members and others in the community to contribute to desired change. The lesson ends with faith leaders discussing how different members of their faith communities can contribute to the change they want to see in their communities. In the process, faith community leaders will understand that one of the greatest resources they have is their own members.

Learning Objectives

During this lesson, participants will:

- Discuss the role of faith leaders in the development process of their communities
- Consider the faith community's special challenge to serve the poor and underprivileged
- Identify health needs in their community
- Discuss how faith communities can effectively improve health in their communities

Materials needed and preparation

- Flip chart paper, markers, pens and tape



Review

Present and discuss the objectives for this lesson. Listen to any questions.

Say:

In our previous lesson, we talked about individual roles in making the world a better place.

- **What do you see as your own purpose and role in making your communities a better place?**
Encourage several people to respond.



Faith Communities

There is one unique thing about all participants in this training.

Ask:

- **Who can tell us what all of us in this training today share in common?**

Possible answers: We are all faith leaders, we all come from villages and communities

You have been invited to this training because you are an important person in your community. You are not just a leader, but you are a faith leader. Before we go further to talk about the role of faith communities and their leaders in the development of their communities, let us define some of the terms that we will in this lesson: faith communities and faith community leaders.

In pairs, discuss the following questions. Take two minutes. Note: There are no wrong answers. Encourage as many participants as possible to share what they know.

Ask:

- **What are faith communities?**
- **What are faith community leaders?**

Ask a few participants to share what they have discussed. Write their responses on a flipchart paper.

Summarize by defining:

- Faith communities are a **group of people who share a particular set of religious beliefs. These could be Christians, Muslims, Hindi, Jewish etc.** Faith communities are characterized by having one or more of the following:
 - Affiliation with a religious body
 - A governance structure where the selection of leaders is based on religious beliefs or affiliation
 - Decision-making processes based on religious beliefs and values
- Faith community leaders are therefore the leaders of groups that share a similar set of religious beliefs. Examples of such leaders are: Reverends, Imams, Bishops, Pastors, Rabbis, and Nuns.

Ask the group if they can name other types of faith leaders.

MAIN IDEA: Faith communities are a **group of people who share a particular set of religious beliefs. These could be Christians, Muslims, Jews, and Hindi etc.**

Now that we have defined faith communities and their leaders let us discuss the reasons why faith leaders are critical to the community development process. Development initiatives may be focused on many aspects of uplifting a community from health, economics, overall well-being, education, gender equality, advocacy, and many more.

Divide the participants into groups of no more than five people. Each group should choose a spokesperson who will record their ideas and share them with the group in plenary.

Ask each group to discuss the following questions for 10 minutes.

- **Why should faith community leaders participate in issues related to the development and improvement of their communities?**
- **How should faith leaders be involved in development initiatives in their communities?**

Allow 10 minutes for discussions in groups. Hear their ideas. Affirm their responses

After each group has presented, read the following statements. After each statement, ask the group to indicate if they agree or disagree. They could raise their hand for yes, fold their arms for no, or say yes or no.

- Faith plays a vital role in our world. More than 85 percent of the world is religious, and faith leaders are the most trusted people in many places. People of faith are often the first to offer help and hope to people suffering or in need.

*Ask the group: **What do you say? Do you agree with this statement?***

- Positive change in communities cannot be achieved if faith communities do not participate and collaborate with other partners and stakeholders in the long journey of improving the lives of children, families and communities.

*Ask the group: **What do you say?***

- In most cases, faith/religious leaders are the largest and best-organized civil institutions, claiming the allegiance of many followers and believers and bridging the divides of nationality, race and class. More than any other civil society representatives, religious leaders have the capacity to influence change in many aspects of their communities.

*Ask the group: **What do you say?***

- Faith community leaders are often some of the most respected and trusted figures in their communities. Priests, Reverends, Imams, Nuns, Pastors, Rabbis and leaders of other faith communities play a powerful role in shaping and influencing attitudes, opinions and behaviors because their members trust them. Community members and political leaders listen to what religious and faith leaders say.

*Ask the group: **What do you say?***

- At family and household levels, faith community leaders have the moral authority to raise awareness and influence attitudes, behaviors and practices. They can shape social values in line with faith-based teachings.

*Ask the group: **What do you say?***

- Faith community or religious leaders at certain levels (higher) have the ability to promote, advocate for and support change in public policy.

Ask the group: What do you say?

- Religious leaders and faith communities can advocate and speak out for the plight of children and other vulnerable groups.

Ask the group: What do you say?

- The position of these leaders in society adds their moral and spiritual leadership to efforts that can save lives and promote the wellbeing of children.

Ask the group: What do you say?

Ask

- **What new things did you learn about faith leaders, the capacity they have and a role they can play in community development?**

Possible answers: Faith leaders lead a large group of people in communities; are trusted in the communities; have moral authority and followers listen to them; have the ability and desire to promote and advocate for change.

- **What other things about faith leaders would you like to add to this list?**

*Listen to their ideas and make a list of any **new** aspects of faith leaders that are mentioned.*

Next, you will hear the story of how some faith community leaders helped change their community by addressing a problem they had identified.



Application Through Story

THE FAITH COMMUNITY THAT BUILT A HEALTH POST

"The role of faith leaders in dealing with poverty is being increasingly recognized, and it's a role that we're enthusiastic about," notes the chairperson of a faith community group. Having gone through a series of trainings, including Envisioning Seminars, 21 faith leaders from several faith groups came together to serve their community. First, they conducted a community needs identification process.

Three key problems came up: the need for access roads, latrines, a health post and a primary school. After doing problem ranking, the need for a health post was considered the greatest need. This way, mothers and children in the community would be able to access basic health services to prevent and treat common illnesses. All faith leaders in the area agreed that they needed to act and had to do it quickly. The leaders reached out to all community and village leaders to discuss the problem and hear their views about the need and what could be done.

Their first step was to go to the government offices. After they had shared about their critical need, they were told the government had no plans of building a health post in that area any time soon due to lack of resources. Not discouraged by the response, the faith leaders challenged the community leaders to do something.

Not everyone believed that this was possible; however, the faith leaders, against all the odds, persisted. The Community leaders gave them permission to continue and agreed to support their efforts. The faith leaders mobilized their members, relied on their faith to motivate them, and community leaders assisted with bringing together everyone in the community. Together they molded bricks, contributed resources both in cash and in-kind. Bricklayers, carpenters and all other skilled people in the community used their skills to contribute to the project. Men, women, boys and girls came together and worked together for the change they wanted to see in their community. In the first year, they built a health post with four rooms for examinations, labor and delivery, supplies, and registration, along with a house for the community health nurse who would work at the health post. Since the government was not ready for this project, finding a community nurse was their next hurdle. The government could not assist because the health post was not on their plans that year. The faith and community leaders together approached the community health worker for their area and asked her to support the health post with growth monitoring sessions once per month and spend a half day every week at the post treating and referring patients to the health center as they needed more care than she could provide. Now, the government has deployed a community nurse to the health post, relieving the community health worker of her extra tasks and giving her a closer facility to refer patients.

Everyone in the community is now reaping the benefits of the project that was initiated and led by a group of leaders from the faith community. They have their own full health post where people can be treated for sicknesses or get a referral to the health center or hospital for care. Pregnant mothers can get antenatal care and deliver their babies with a skilled birth attendant closer to their homes, making it more likely for them to get the care that they need to protect their health and the health of their babies. Children can get their deworming and Vitamin A supplements to keep them healthy and are closer to help when they become ill with diseases that the CHW cannot treat. Girls in the community see the nurse as a positive role model and make it a goal to stay in school so that they can become nurses too. For these reasons and more, building the health post is a way that the faith community invested in the health of children and families in their community for generations to come.

Give participants a few minutes to think about the story.

Ask:

- **What do we learn from this story?**

Possible answers: Faith community leaders can play a significant role in developing their communities and improving the health of their communities; having a vision and not giving up can lead to positive change; the faith leader led the process of building a school in their community.

- **Why did faith leaders take action?**

Possible answer: Having gone through a training that challenged them, they decided to contribute to solving the community problems they had identified. They wanted to make their community better. They believed they could make a positive difference. They saw that mothers and children often had to travel long distances to get medical care and suffered greatly from illness on a regular basis.

- **What challenges did they face?**

Possible answers: Government could not help; community leaders and others thought it was not possible to build the health post on their own; they were discouraged at first.

- **How did they overcome these challenges?**

Possible answers: The faith leaders persisted, believed and encouraged the community leaders; they mobilized their members and followers; they used locally available resources (materials, skilled and unskilled labor); they recruited the community health worker to donate some of her time until the government community health nurse could be assigned.

- **What were the positive results of their efforts?**

Possible answers: A community health post was built; mothers and children do not have to travel long distances to access health services; girls decided to stay in school to become nurses like the community health nurse at the health post. Girls who are educated will be healthier themselves and have healthier children and families

Summarize by saying:

As this story illustrates, faith leaders led the process of addressing the needs of the people to have a better community. As faith leaders, we can all do something in our communities. It does not have to be a big project like a health post. There are so many problems in our communities that we can address without help from the government or even NGOs. By using the resources we have and mobilizing people in our communities, many of our problems can be resolved and the health of our communities improved.

MAIN IDEA: The vision and persistence of faith community leaders can trigger remarkable sustainable changes in communities.



Identifying Needs in Communities

Say:

Faith leaders have many roles to play. Like the leaders we just heard about, they can advocate, inform, mobilize or initiate major changes in their communities.

In a large group, ask faith leaders to share any efforts or development initiatives they are already doing in their communities.

Ask:

- **What are faith communities and faith leaders already doing in your communities?**
Allow at least 15 minutes for this discussion. Write their responses on the flip chart. If they are personally involved in community initiatives, affirm their efforts.

Say:

- In the story we heard, the faith leaders conducted a needs identification in their community.

Ask the group:

- **What are some of the ways you can discover and identify health needs in your communities?**
Listen to responses.

Ask participants to form groups of 4-5 people to discuss the following question. After they discuss for 10 minutes, ask them to present. Record each new idea on a flip chart.

- **What are the most important needs of mothers and their young children in your communities?**
- **Which of these needs are not being addressed in your communities?**
- **How can your faith motivate or sustain you to address these challenges?**

After the groups have presented, ask the group:

- **What is preventing faith communities from doing something about the issues and problems of mothers and their children?**
Encourage several people to respond.
- **What support is needed in order for faith communities to do something?**
Encourage several people to respond.



The Role of Faith Community Leaders

As we have learned from the stories we have heard, making our communities better requires the participation of different people. We also have pointed out that faith leaders are often some of the most respected and trusted figures in their communities. As a faith leader, you can play a tremendous role in shaping and influencing attitudes, opinions and behaviors because your members trust you. People in faith communities also play an important role in influencing change in norms and behaviors.

In a large group, ask:

- **What can leaders do to encourage their followers to be involved in initiatives that bring change to communities?**
Listen to ideas.
Possible answers: mobilize their followers, lead by example by being involved; encourage their followers to volunteer their time, money and other resources; speak about the need for their followers to be involved in the community initiatives and change processes;

Add the following if not mentioned by the participants:

- Lead by example by being the first to be committed to being part of the initiatives in their communities.
- Provide general guidance and leadership to the activities taking place in communities
- Raise awareness of the needs of their followers in the community
- Encourage followers to use their skills, time and other resources and be actively in initiatives in the communities
- Help their faith group decide if and how they should work together with other faith communities and organizations
- Encourage volunteers and lay leaders not to grow weary but to persist in doing well
- Delegate important responsibilities to others. Faith leaders are busy people: delegating and sharing responsibilities with others is very important.
- Faith community leaders should avoid doing everything by themselves

MAIN IDEA: One key responsibility of faith community leaders is to identify skills, talents and other resources that their members and followers have and mobilize these followers to action in initiatives that aim to bring change in their communities.



The Role of Faith Community Members

Ask the participants

- **Apart from yourselves, who else in your faith communities could play a role in development initiatives?**

Possible answers: elders (men and women), men leaders, women leaders, youth leaders

Allow participants to walk around and look at the asset maps they worked on earlier to help see what they may already have mentioned.

Say:

There are many other leaders in the faith communities besides the Imams, Priests, Reverends, Pastors, Rabbis and Nuns.

Ask participants:

- **What other leaders can you identify?**

Possible answers: Elders, lay leaders, women's leaders, men leaders, youth groups leaders, deacons and all the rest of the members of the faith communities

- **In what ways can other sub-leaders and people in the faith communities be involved in community development initiatives?**

Possible answers: They can help lead the day-to-day work of community initiatives; help plan the details and organize and manage volunteers; they can contribute resources; they can volunteer to be part of the initiatives; they can use their skills, talents to the work of the initiatives.

Add the following if not mentioned by the participants

- Faith community members can volunteer and carry out the assignments and initiatives started in the community
- All members of faith community groups, Christians, Muslims, etc. can volunteer their time, skills and resources to bring change in their community.

Say:

Development partners from outside of the communities have their role in the process. However, faith community leaders and their members should know and be encouraged that permanent and long-term change can only take place if they actively lead, mobilize and own the development initiatives.

MAIN IDEA: Faith community members have skills, talents and other resources that can benefit community development programs/projects leading to change in their communities.



Review

In this lesson, we talked about the faith leader's role and the faith community's role in the development and change processes and initiatives in their communities.

- **Why should faith leaders be involved in community development?**
Possible answers: Faith leaders lead a large group of people in communities; are respected and trusted in the communities; have moral authority and followers listen to them; have the ability to promote and advocate for change.
- **Why is it important for more people than faith leaders to become involved in community development initiatives?**
Possible answer: Because everyone in the faith communities has gifts, talents and skills that they can use to address needs in the community. Leaders alone cannot deal with everything.
- **In what ways are members of the faith communities' one of the greatest strengths of a church or a mosque?**
Possible answer: Each person has knowledge, skills and gifts to be used to address the needs in the communities. They are often caring and compassionate and want to help those in need. They are part of the community.
- **What should faith leaders be doing to make their communities better?**
Possible answers: Faith leaders should lead by example by participating in the initiatives; faith leaders must know what and whom they have in their communities; faith leaders must mobilize their followers for involvement in initiatives and causes that address the needs in their communities.



LESSON 3: DEVELOPING THE WHOLE PERSON

Time: 2.5 hours

Notes to Facilitator

The purpose of these next two lessons is to give faith leaders a common understanding of community development that is lasting. Lesson 3 introduces the concept that positive change takes place at a personal level, and it involves a person's physical, mental, social, emotional and decision-making needs. Development initiatives that consider all of these areas are more likely to be effective and long-lasting. It also provides a process to analyze problems more strategically; to identify the root causes and the results of a problem.

Learning Objectives

During this lesson, participants will:

- Discuss the nature of development as it applies to our communities
- Consider how a person has the need for physical development, mental development, emotional development, social development and development of making healthy choices
- Analyze a problem by finding the root causes and results of this problem
- Identify root causes and internal and external factors that contribute to poor maternal and child health (MCH)

Materials needed and preparation

- Flip chart paper and markers and tape
- Small seed for demonstration
- Copies of the case study for every participant
- Problem Analysis Handout for every participant



Review

In our previous lessons, we discussed how each one of us has a role to play in improving the health and welfare of our communities. We also discussed what makes faith leaders so effective when they are engaged in projects and initiatives to bring positive change.

Ask:

- **Why should faith leaders be involved in community development?**

Possible answer: Faith leaders lead a large group of people in communities; are trusted in the communities; have moral authority and followers listen to them; have the ability to promote and advocate for change.

- **Why should faith leaders try to engage and mobilize members of their faith communities in development initiatives?**
- **How can you, as faith leaders, contribute to making your communities better?**
Listen to their ideas.

Say:

Each member of a community can both contribute and benefit from development initiatives that bring positive change.



The Nature of Development

In today's lesson, you will:

- Discuss the nature of development as it applies to our communities
- Consider how a person has the need for physical development, mental development, emotional development, social development and development of making healthy choices
- Analyze a problem by finding the root causes and results of this problem
- Identify root causes and internal and external factors that contribute to poor maternal and child health (MCH)

Ask:

- **What questions do you have about this?**

Say:

It is in our nature to grow and develop. We want to see our families and our communities grow too. To further illustrate the growth process, I have brought with me a small seed.

Show the seed: This seed is very small

Ask:

- **What do you imagine it will be when it is grown? What sort of results would you hope for?**
Possible answers: A large plant or tree, one that bears fruit.
- **Now, think about families in our communities. What sort of results, or fruit, do families hope for?**
Possible answers: good health, education for their children, a nice home, money to improve, needs met, good relationships, happiness.

Say:

Everyone has dreams for the future. It is good to have dreams—they give us hope. Sometimes these dreams seem far off, and the needs in our communities seem overwhelming. But if we learn more about the nature of these problems, we can learn how to overcome them. And by working together, we can bring change to people and our communities.

Hold up the seed again and ask:

- **What does this seed need to grow into a tree?**
Possible answers: soil, sun and water, protection, weeding.
- **What changes happen as this seed grows into a tree?**
Possible answers: It sprouts and then puts out shoots that grow into roots and seedlings, a trunk and branches form and eventually, it will produce fruit.
- **How long does it take the seed to become a tree?**
Possible answers: Many years, some many more years than others.

Explain:

It takes time for a seed to become a tree and to produce fruits. It requires good soil, water, sun, protection, weeding, people are involved etc. It is a process. Development is also a process and it takes time and effort to happen.

MAIN IDEA: Development means to grow and change over time.



Developmental Needs of the Whole Person

In our first lesson we talked about what people need to survive and what people need to thrive.

- **Who can remind us of some of the things we need to survive or to thrive?**
Listen to several responses.
Possible responses include: food, shelter, education, money, clothing, protection, friends, hope)

We all need many different things to grow and become productive. Not just physical things. We can group these needs into different areas.

Hold up your right hand and count on your finger as you list these areas:

- **Physical** needs are the needs of our **bodies**. These include food, shelter, clean water, clothes, proper medicine and safety. Our bodies need all of these things to be physically well.
- **Mental** needs are the needs of our **minds**. This includes our abilities to think, learn, and solve problems. Mental needs include education in school, outside of school as well as learning from our experiences and people in our life.

- **Emotional** needs are the needs of our **hearts**. Here we talk about the feeling part of us. All of us need to know love in our lives. All of us need to have hope and joy. When we are sad or angry, we need to be able to deal with these feelings in a helpful way. Emotional needs also include feeling good about who we are as individuals—having a positive view of ourselves.
- **Social** needs are the need to have **relationships** with other people. We need to give and receive love and kindness. We need others to support us and care for us, and we also help others by caring for them, too. This includes relationships with our families, friends, neighbors and the community.
- We also have the need to **make good choices**. We have the ability to think carefully before we act, to make choices, to plan ahead and determine how we will live their lives in the future. This includes making a choice and taking action to carry out the decision.

To help us remember this, we can use our HAND. Everyone hold up your hand! Each finger can remind us of one of the areas of development.

Encourage the entire group to participate by holding up their hands and calling out each area of development, counting off on their fingers.

Ask:

- **What are the different areas of our lives that need to be developed?**
Answers: Physical, mental, emotional, social, making choices.

Say:

Just as all of our fingers are part of one hand, a person must develop in all these areas. All people—men and women, boys, girls, babies and even old people—have within them all these areas of need.

Each one of these areas of development is connected, and they connect us to one another.

Just as our fingers are part of one hand, all of our needs are linked together. Imagine if only one finger were to grow on your hand!

Hold up your closed hand with only the little finger standing.

It would not be very useful. In the same way, it is important that all areas of our life grow together and work together to improve our lives.

- **What questions or comments do you have about what we have said so far?**
Listen to comments and answer questions from participants if there are any.

MAIN IDEA: Every person of any age, **gender, ethnic group, religion, or ability**, has the need for physical development, mental development, emotional development, social development and development of making healthy choices.

If one part of a person improves, there will also be a positive benefit to another part.

- **If a child is well-fed, what other areas of that child's life will benefit?**

Hold up a finger each time a new area is named.

Possible answers: Mental: the child can pay attention and learn better; emotional: the child will feel protected and secure.

If one area suffers, other areas of development will also suffer.

- **If a child suffers physically and is hungry, what other areas of his or her life will suffer?**

Possible answers: Mental: for very young children, if they don't get proper nutrition it can even effect their brain development impacting how they do in school later; for older children it is hard to think and do well in school when hungry; emotional: the child may feel unloved or afraid.



Application Through a Story

Let's hear a story about a rural family who is experiencing hardship. While you listen to this story, think about this family's situation in relation to the five areas of development we have just mentioned.

JOHN AND MOLLY

It was the worst drought that John and his wife Molly could remember. Even the river had dried up. In past years, Molly was able to sell her surplus of vegetables at the market. But this year, there was not even enough to feed their three children. In the past, there was a community supply of grain that households could use in times of drought or crisis, but this program had ended long ago, so this year, many people in the community will go hungry.

Without the extra money Molly earned at the market, there was no money for school fees for their two older boys. Her sons are sad and miss playing football with friends at school.

John lost his job at the grinding mill, where he kept the generators running. This year, there was no grain to grind. His friend's father owns the mill, and his friend is now avoiding him because he feels bad that John lost his job. John is sad because he has lost his job and his friend.

In addition to all of the family's problems, Molly is pregnant and will soon be giving birth to another child. While this is a joy for the family, Molly is concerned about how they will cover costs with the upcoming birth like supplies for her birthing kit and spending money for food while she is at the health post. Molly has saved some money in her savings cooperative, but it is intended for buying seed for next year's garden. John and Molly have a bicycle that they could sell, but they need it for transport to town and for any emergencies, like getting Molly to the health post when she gives birth. They have considered going to a moneylender, but they know that he will want his money back with high interest.

They are not sure what to do!

Ask:

- **Which of this family's problems relate to their physical needs?**

Possible answers: Not enough food; no money; both have lost their livelihoods; Molly's need for supplies when she gives birth.

- **Which of their problems relate to their mental needs?**

Possible answers: Older children are not in school; difficult to learn without good nutrition.

- **Which of their problems relate to their social needs?**
Possible answers: John's friend is avoiding him; the older children miss their school friends.
- **Which of their problems relate to their emotional needs?**
Possible answers: They worry; they are sad; they are feeling lonely.
- **How does this situation relate to the need to make good choices?**
Possible answers: They must decide between immediate needs and future security; how to fund any costs around Molly's upcoming birth of their next child; decide to be in debt with the moneylender.

Form pairs and discuss the following question for 5 minutes, then we will hear your ideas:

- **Why is it important to pay attention to these different parts of a person when considering how to improve our communities?**
Listen to several people's ideas before continuing.



Identifying Needs and Helping One Another

Let's hear another story. This one is about a young mother and her firstborn child.

Ask a participant to read the story

CHENDA AND HER NEWBORN BABY

When Chenda came home from the clinic with her newborn baby, she had already breastfed the baby before she left. The health workers advised her to continue to breastfeed her baby boy exclusively, but she had some problems. Her nipples became very sore, and she did not seem to have enough milk for her hungry boy! She was tired and sore and did not want to hear the baby crying, but did not know what to do. Her aunty wanted to give him some rice water. But the nurses had told her to only breastfeed for the first six months (never to give water, juice or any other liquids) as this will help her baby grow and develop to his full potential. What should she do?

A woman in the village, Chikondi, heard the baby crying and came over to see them. She had two children already, and she said to Chenda, "I had this problem, too, with my first child." She looked at her daughter, who was now four years old. "This one, her crying hurt my ears! Sometimes I would cry with her!"

"Let me ask you some questions. Chikondi asked Chenda a few questions: How are you taking care of yourself? Have you been eating and drinking enough? "How are you holding your sweet baby when you try and breastfeed him? From the conversation, it was very clear that Chenda had not been eating well enough, and she was not drinking enough water. In addition, Chikondi discovered that Chenda's baby had not been attached properly when feeding to ensure that the baby got the milk from the breast.

"You are doing a wonderful thing by feeding your baby only the milk from your body," Chikondi said to Chenda. "But here are a few things I learned that may be helpful: Make sure your back is straight, and your baby's head supported and is facing your breast and that you are holding his whole body in a straight line. "Make sure he is opening his mouth wide to cover the whole nipple deep in his mouth. You must eat a wide variety of foods including vegetables and foods rich in protein and fats and also drink lots of water and eat food regularly. This will help you stay healthy and make enough milk for your baby."

Then Chikondi said, “One really important thing to remember is to watch out for signs that your baby may be sick. If there are any signs that your baby has a fever or trouble breathing, if he refuses to be fed, experiences fits of convulsions, or has diarrhea more than 3 times within 24 hours then you should take him to health post immediately!”

This was the beginning of a friendship between Chenda and Chikondi. Chenda followed her new friend’s advice and was able to feed her baby successfully and learn when to seek health care immediately. They talked often after that, and Chikondi was a great encouragement to Chenda.

Ask

- **What is the problem in this story?**
Possible answers: Chenda is unable to breastfeed; Chenda did not receive complete and helpful information from the health worker on how to breastfeed; baby is crying and hungry.
- **Why is Chenda unable to breast-feed her baby?**
Possible answers: milk is not enough for her baby; the baby did not attach to the breast correctly.
- **What is the cause of the problem?**
Possible answers: Chenda is not drinking enough water; she is not eating sufficient food that are rich in protein, fat and vegetables and fruits; she did not have information on caring for baby and herself after giving birth.
- **How is the problem solved?**
Possible answer: A friend, Chikondi, helps based on her own experience.
- **What are the results?**
Possible answer: Chenda can successfully breastfeed her baby. She has a new friend who provides support in how to care for herself and her new baby. Chenda now has important knowledge about breastfeeding and when to go to a health center that she can share with other young mothers.

Say:

Chenda knew she had a problem, but she did not know the cause of the problem until Chikondi came to see her after hearing the baby cry. Chikondi helped Chenda understand the cause and solve the problem.

Chikondi also paid attention to different areas of need that Chenda and her baby had when she offered help.

Hold up your hand and count off your fingers as you go through the areas:

- **What physical need was met?**
The baby was fed, Chenda had less discomfort
- **What mental need was met?**
Chenda received adequate information and support from Chikondi
- **What emotional need was met?**
The baby was comforted; Chenda was relieved that she could care for her baby

- **What social need was met?**
- *Chikondi showed compassion and friendship to Chenda*
- **What need to make a good decision was met?**
- *With help from Chikondi, Chenda was able to choose the best way to feed her baby*



Problem Analysis

We see from this example that problems often involve different developmental aspects of a person. We also see that it is important to understand the cause of a problem.

Identifying the underlying causes of a problem helps you work toward a solution.

After a problem is identified, ask:

- **“But why?”** To find out the root causes of the problem.

You can identify the various effects or consequences of a problem by asking:

- **“So what?”** or **“What will happen?”**

Then you will need to ask:

- **How can the underlying causes of the problem be addressed?**
- **How can the consequences be addressed?**

Let's look at an example from a community to see if we can help them work through a problem.

KAMPINI CASE STUDY

In the area of Chagamu located near the mountains in Dama, the children are always getting sick. Most children are behind on their vaccines. Many children die from common illnesses like measles and whooping cough. Others seem scrawny and miss a lot of school due to their illnesses. They live in remote villages, far from the health center. Most parents have not been to school so they do not understand the essential issues about their children's health. They are fearful of the health center and do not want to take the time to travel there to get immunizations for their children. Their local healer does not believe in immunizations. Many people trust the local healer and believe what the healer believes.

The village committee has become aware of an important problem in their region – too few children are getting vaccinated.

Give each participant a copy of the Kampini Case Study handout and read it aloud.

Break the large group into smaller groups. Share a print out of the questions below and let the participants discuss and answer the questions:

- **What is the problem?**
- **What are the underlying causes that led to the situation?** Ask: *But, why?*
- **What are the effects or consequences?** Ask: *So, what? What will happen?*

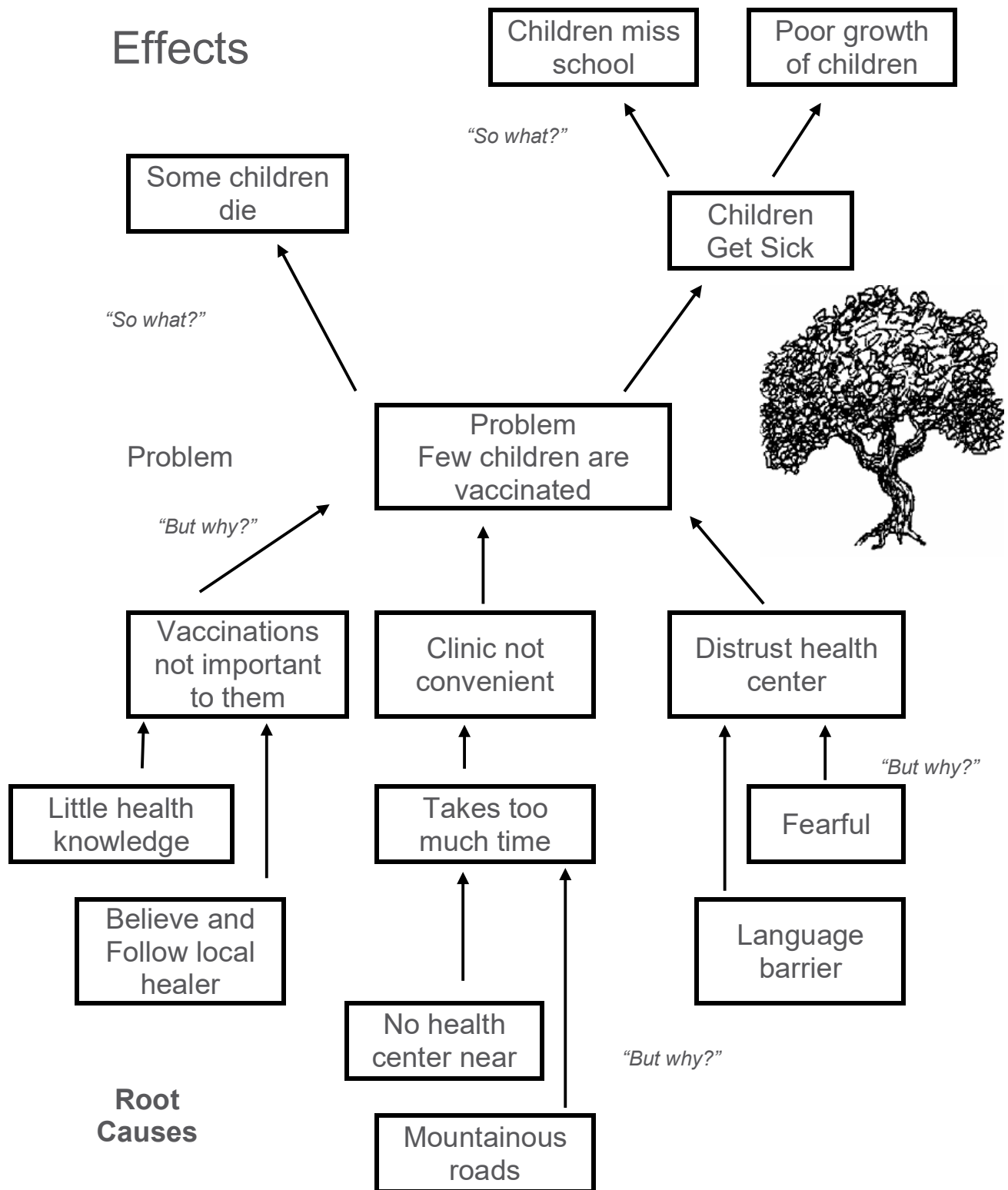
After 10 minutes of group discussions, bring the participants back in the large group for presentations.

Hand out the Problem Analysis illustration below

Say:

This illustration can help us see how a problem is directly connected to the underlying or root causes of the problem.

Problem Analysis Handout



To summarize say:

Many times in our households and communities, we focus on the effects of the problems and ignore the underlying causes. Because we have missed the real causes, we cannot effectively address the problems. Even when we have resources, like money and volunteers, sometimes the problems are not resolved.

We can identify the underlying causes of the problem by asking the “but why” question. This is where we should focus our attention when looking for a solution to a problem.

- **What questions or comments do you have about what we have discussed?**

Listen to their questions.



Review

Let's review what we have discussed today.

Say:

- **What does it mean to develop?**

Possible answer: To grow and change over time, just as a seed develops and grows into a tree.

- **What different areas of a person need to grow and develop for us to be whole and complete?**

Answers: physical, emotional, mental, social, making choices.

- **What do we ask to find the root cause of a problem?**

Answer: But why? Why did this happen?

- **What do we ask to identify the result of the problem?**

Answer: So what?



LESSON 4: UNDERSTANDING TRANSFORMATIONAL DEVELOPMENT

Time: 2.5 hours

Notes to Facilitator

This lesson introduces the concept that what we believe is both important and powerful. Our beliefs determine what we value and the actions we take. It also brings together the ideas of development and transformation, using the picture of a tree to aid understanding.

It also considers the consequences and results of harmful beliefs. More specifically, how lies, misinformation, myths or superstitions can cause great harm and block positive development.

Learning Objectives

During this lesson, participants will:

- Reflect on how beliefs determine our values and the decisions/choices we make.
- Explore the idea of personal transformation where positive changes in what we believe and value changes how we behave and what results we see.
- Consider how harmful beliefs can be a barrier to positive change and lead to negative consequences.

Materials needed and preparation

- Flip chart paper and markers and tape
- Picture of the healthy-looking tree that shows roots, trunk and branches, and fruit. Before the lesson, draw the outline of the tree: roots, trunk, several branches and fruit, on flip chart paper in light pencil as a guide to help you draw the tree with markers during the session.
- Prepare four large labels to stick on the tree: BELIEFS what is true; VALUES what is important; BEHAVIOR, what we do; and RESULTS, what is seen. Add tape to the back of the labels so the participants can stick these labels to the tree once it has been drawn.
- Write out on flip chart for the session on harmful beliefs:
 - What is seen? What are the results?
 - What is done? What actions and behaviors let to this result?
 - What values prompted this type of behavior?
 - What are the beliefs?
- Copies of the three Effects of Harmful Beliefs stories, one story for each group.



Review

Review the last lesson; ask:

- **What are the areas of a person's life that need to grow and develop?**

Use the hand to review the areas and ask participants to say them with you: Physical, Mental, Emotional, Social, and Making good decisions

Say:

We know that all of these parts work together. For example, parents need good information -- mental development – (*hold up one finger*) to know how to keep their children healthy (*hold up another finger*) and to help the children feel emotionally secure (*hold up another finger*). The act of neighbors deciding to join together to create a health information center (*hold up a fourth finger*) also supports their need for social growth as they work together (*hold up the fifth finger*).

We have also seen that problems, whether they are in our families or our communities, have root causes

- **What do we ask to identify these underlying or root causes?**

Answer: "But, why did this happen?"

Let's look at the root causes of the problem of vaccination in the case study from the last lesson.

Ask:

- **What underlying or root causes came from a certain belief people had?**

Answers: People believed that vaccinations were not important. Some believed in faith healers cures rather than vaccinations.

- **What happened as a result of this belief?**

Answers: Children were not vaccinated; some children became sick or died from a preventable illness. Children missed school from being sick; poor mental and physical growth in children because of illness.

Say:

What we believe is very powerful. Our beliefs determine what we think is important. What we think is important determines what we value. What we value determines the choices we make and the actions we take or do not take.



How Our Beliefs Guide Our Actions

Just as the seed developing into a tree was a good illustration to show how development takes time, a tree also provides a good illustration to help us understand how growth happens in our lives.

We will use the parts of a tree to show the connection between what we believe, or what we think is true; and what we value, what we think is important or best.

We will also look at how these beliefs and values influence our actions and behaviors and lead to the consequences of our choices, or the results of our actions and behaviors.

Invite two participants to come forward and draw all parts of the tree that you have already traced. Be sure the tree has fruits. After the two participants have drawn the tree, put it in a place where everyone can see it.

- **What are the four major parts of the tree in this picture?**

Answers: roots, trunk, branches, fruit

- **If this tree were a picture of our lives, what part of the tree would represent what we believe (what we think is true)?**

Pause for them to answer and have a volunteer place the “BELIEFS” label where the group thinks it should be

- **What part of the tree would be what we value or what we think is important?**

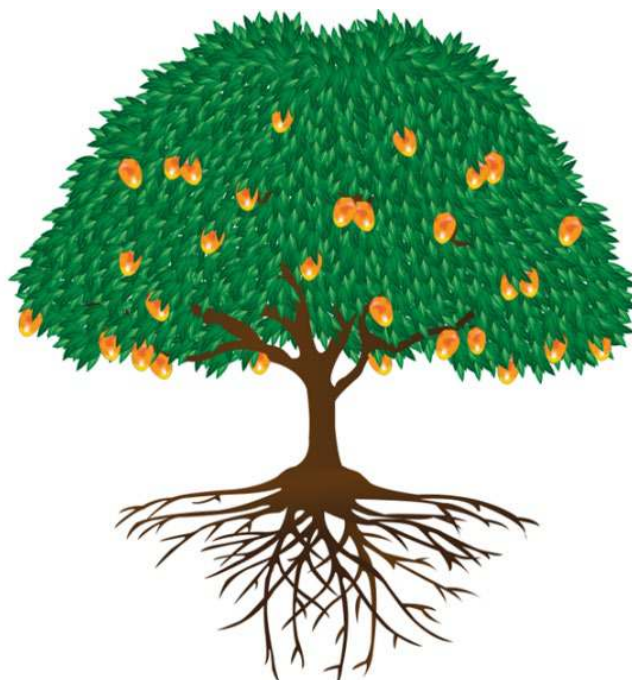
Pause for them to answer and have the other volunteer place the “VALUES” label on the tree where they suggest it should go.

- **What part of the tree would represent our actions and behaviors, what we do?**

Pause for them to answer. Have a volunteer place the label on the tree where they think it should be.

- **Finally, what part of the tree shows the consequences of our actions, or results of our behavior?**

Pause for them to answer. Have a volunteer place the label on the tree.



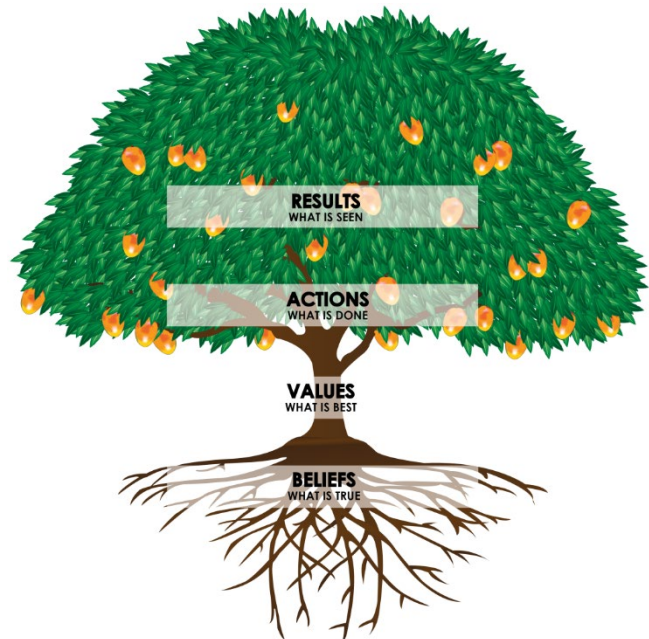
Invite the group to make suggestions or corrections to the position of the labels and move them as they suggest.

Ask:

- **Now that we can see the connections we have made between the tree and these areas of our lives, is there anything you wish to adjust in terms of where the labels have been placed?**

Adjust the labels according to their responses. If the labels are still not what you expect, leave them there and continue with the lesson. Then when you come to that label in the next discussion help the group see the connection more clearly, and once they do, move it to its correct position if necessary.

- **What parts of a tree are above the ground and easily seen?**
Possible answers: trunk, branches, leaves, fruit
- **What parts of a big tree are below the ground and not visible?**
Possible answer: the roots
- **What happens to the tree if its roots are very weak and shallow?**
Possible answers: It will be weak; there is no fruit; the wind could blow it over.
- **What happens to a tree with very strong and healthy roots?**
Possible answers: It will grow well; have a strong trunk and branches, lots of leaves, flowers, and fruits.



So, the roots help the rest of the tree—branches, leaves and fruit to grow well. If the roots are healthy, the tree will be healthy. A strong tree that can resist many challenges has strong roots.

It is the same way with people. The roots of a tree, our beliefs, what we think is true, may not be visible, but they determine our values, which in turn direct our actions and decisions, what we do, and the consequences of those actions.

At this point, make sure that the label “BELIEFS – what is true” is on the roots now and the label “VALUES – what is best” is on the trunk.

Say:

Change, whether for the good or bad, starts with what we believe to be true and what we value, what we think is important. The best development – the best growth – is the sort of growth that changes the way we think and the way we act.

Make sure that the label “BEHAVIOR or ACTIONS – what is done” is now on the branches.

If our beliefs and values are positive and life-giving, these actions then will bring good results in our lives and in the lives of those around us.

These actions will then bring good results in our lives and the lives of those around us.

Make sure that the label “RESULTS – what is seen” is now on a piece of fruit.

When the change in our lives starts with what we believe and faith in and results in a positive life change, we call this change transformation.

MAIN IDEA: Transformation happens when positive changes in our beliefs and values result in positive actions and positive results.

Ask

- **What questions do you have so far about this?**

Listen to their questions and answer them

Say:

Let us keep using the Tree to help us understand and review these ideas once more:

- **What part of the tree represents our beliefs, what we think is true?**

Answer: The roots of the tree.

In our hearts and minds, we think some things are true and other things are not. Like the roots of the tree are not easily seen, so our beliefs can be hidden. Just as the roots determine whether the rest of the tree grows well, our beliefs shape all aspects of our lives.

Ask:

- **What part of the tree represents our values, what we think is important or best?**

Answer: The trunk of the tree represents values.

Say:

A “value” is what people or a group of people think is the best way to live. Our values are what we think are important. Our values have a direct connection to what we believe as well as to our choices and decisions

Ask:

- **What represents our behavior or actions, what we do?**

*Answer: The **branches** of the tree represent our **behavior** or **actions**.*

Say:

This includes what we do and say. Just as many different branches are on a tree, so our lives are full of many different actions.

Ask:

- **What part of the tree represents the results of our actions, what is seen?**

Answers: The fruit of the tree stands for the visible results in our lives.

Say:

These are the consequences of our actions. Just as the fruit hangs from the branch of the tree, our actions lead to results, we can see that may be good or may be bad depending on what we believe and what we value. As we have noticed from our tree diagram, a tree with good deep roots and a well-developed trunk will not produce only good fruits, but it will produce many fruits. Good growth starts from the roots of a tree.

In the same way, only changes that start from deep in the hearts of people that are based on beliefs that are good and true will lead to positive change in their lives.

Our lives may sometimes produce results that we do not like; however, let us remember to ask why it happened, that will show us the root cause and if what we believe is the best way to live our lives.

Ask:

- **Who can summarize using the parts of the tree how our beliefs lead to the results or fruit in our lives?**

Answer: Our beliefs tell us what is important and of value. These values lead to actions. And our actions lead to visible results, or the fruit in our lives.

MAIN IDEA: If you believe what is good and true, your life will show it. Everything you do in your life comes from what you believe.



Stories and Discussions

Say:

To illustrate how transformation happens, I will share a story of **THE SNAKE AND THE CATERPILLAR**

One day the snake and the caterpillar were wondering why people disliked them. They decided that they needed to change their bodies, change how they looked to others. The snake went away for a while and removed his skin. He returned to where the people lived so they could see him. When people saw him, they took up stones to kill him.

The caterpillar, on the other hand, took the same amount of time and was transformed into a butterfly. When people saw him, they were delighted and said to the butterfly, "Come and stay in my garden."

Ask:

- **What was the difference between what happened to the snake and what happened to the caterpillar?**

Possible answers: The snake only made small surface changes. The butterfly was changed from inside.

- **Have we seen a similar example our communities?**

Possible answers: People who change for a short time but are not able to sustain that change?

- **What do you think are the reasons behind?**

Possible answer: Superficial change, beliefs and value systems not affected.

Say:

It is possible for people to make surface changes like the snake, but internally they have changed nothing. Eventually, others will see that their nature has not changed. They are still the same. But others, like the butterfly, experience changes deep within and their whole life is affected.

If we want to experience lasting transformational changes like the butterfly, our action should be based on the truth informed by changes in belief and value systems at both individual and community levels.

MAIN IDEA: True transformation takes place when we go through this process, aligning our beliefs with truths, accepting reality and being challenged to improve. When we commit to change, learn how to do it and go ahead and do it, the results or outcomes will also change and improve.

Let us listen to another story about a woman named Diana and her husband, Suleiman.

DIANA AND SULEIMAN

Diana has been married for ten years. With her husband they have seven children. Life is not easy for Diana, she is a hardworking and enterprising woman, but she rarely has enough time to work because she always has an infant to care for. She expects that the older children should be able to help her raise the young ones and work in the field, but it is not happening as fast as she expected it.

Suleiman, Diana's husband, has a small repair shop in their community business center. He always leaves home in the early morning and comes back in the evening.

Most of the time, they are able to afford one meal per day; however, there are times that the shop does not have many clients, and some years there was not time to appropriately take care of their fields to produce a sufficient harvest. During that season, they struggle and it even affects their relationships as a couple.

Diana loves her children but often does not have enough time and energy to take care of them as well as she would like. Suleiman believes that a big family is a blessing, he works hard to provide, but he believes that feeding and caring for children is the role of a woman. He does not help with childcare and is rarely seen playing with his kids.

When their children fall sick, especially those who are still under five, Diana has to visit a health center many times. She has noticed that there are other families whose children are not sick. She thinks that somehow, there may be a curse on her family, and she sometimes feels afraid to talk to her neighbors.

Suleiman really likes his big family and is thinking they should have more children. When he talks to other men at the community center, he feels challenged since all of their children are in school, and Suleiman can only afford fees for primary school. He hopes that good will come, but wonders what else he can do so that his children will not be the only ones uneducated in their community.

Ask the large group and fill in the chart as they respond.

- **What are Diana's beliefs? What are Suleiman's beliefs?**

DIANA	SULEIMAN
What does she believe? <ul style="list-style-type: none"> • She must not challenge her husband • Older children should help her • Curse on their family causes child illness 	What does he believe? <ul style="list-style-type: none"> • A big family is a blessing • Care of children and household are roles of a woman

- **What are the results happening in their lives that they are not happy about?**
Possible answers: children falling sick; worry for school fees, not having enough food, Diana being stretched by having to care for so many kids without the support of Suleiman
- **What can they do if they want to see positive and lasting change?**
Possible answers: Consider their capacity to raise their children and if they can afford to have more children; Learn more about Healthy Timing and Spacing of pregnancies in order to promote good health for Diana and any future children; Find out what services are available in their community for helping plan for the family; Explore how they can both play a role in caring for their children's needs; learn what causes their children to fall sick and prevent it.

Say:

If we wish to be transformed, we must consider what we believe and understand how it ultimately determines how we live and impacts the lives of our families. For example, Suleiman has the belief that a big family is a blessing. This is not necessarily a wrong belief, but it has influenced negative outcomes for his family. Suleiman and Diana are not able to care well for all of the children that they have, and the health of Diana and their children is often poor as a result of not practicing healthy timing and spacing of pregnancies. If they have more children like Suleiman wants, they will have even more difficulties in caring for those children and supporting the whole family.

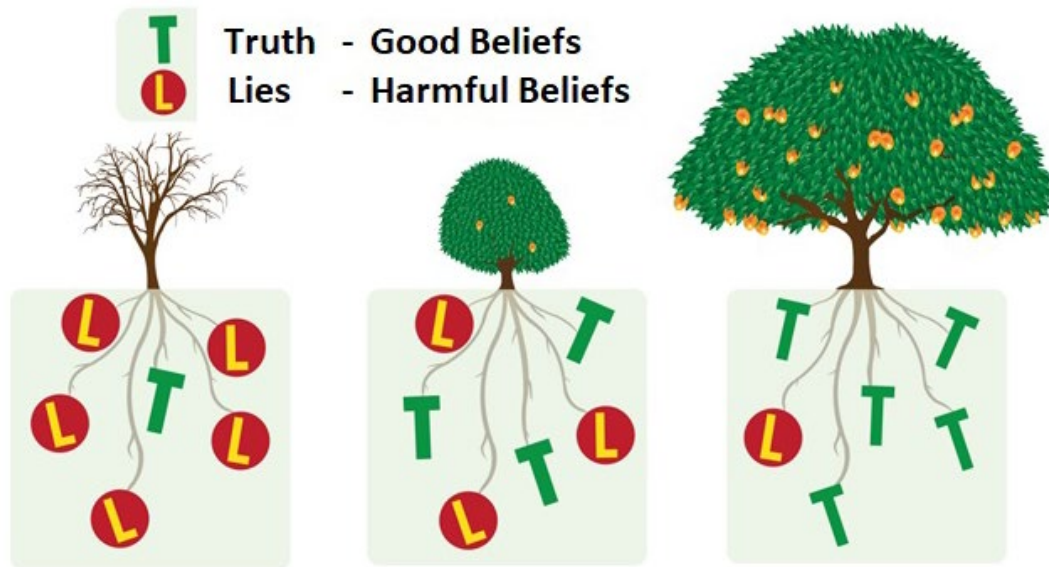
Our beliefs can also affect other people. For example, if we believe that women with disabilities should not have children because they cannot care for children, they may be ashamed to go out into the community. These attitudes might make mothers with disabilities less likely to health center if their child is sick.

Transformation will bring lasting change not only on a personal level, but also to households, communities and beyond.



Consequences of Harmful Beliefs

Have participants form groups of 4-6 people. Show the illustration of the three trees. Ask them to describe what they see happening, what they can learn from these pictures.



After the groups have had a chance to discuss for 10 minutes, ask the questions to the entire group. Try to engage members of each group as they respond to the questions.

Ask

- **What do you see in the pictures?**
Possible answers: Trees in soil fertilized with lies are barren and/or dead.
- **What is happening?**
Possible answers: Trees in soil fertilized with some truth show some life and vigor.
- **What can we learn from the pictures of the trees and their soils?**
Possible answer: The more truth in the soils fertilizing the trees, the stronger the tree.

Then ask the large group:

- **If these trees were communities describe what kind of communities they would be and why?**
Possible answers:
 - *First tree: Undeveloped, because bad beliefs and lies bring destructive actions, lack of cooperation.*
 - *Second tree: Not productive, because lies bring mistrust, there is no agreement, not all are participating*
 - *Third tree: Developed, productive, because people have good beliefs and values, all are cooperating and improving their lives.*
- **If these trees represented a person, what would be their beliefs?**
Possible answers:
 - *First tree: Their beliefs are not based on truths.*
 - *Second tree: They believe the truth in some things and the lies in others.*
 - *Third tree: Almost all their beliefs are based on truths.*

- **What happens in our communities if people believe harmful lies?**

Possible answers: People can be divided by believing lies; lies can cause mistrust and conflict; lies result in harmful behaviors.

Summarize by saying:

- Believing the truth is the foundation for good personal and community development.
- Lies and harmful beliefs are the foundations for community destruction and poor health.
- Truth and lies are not only held by individuals, but corporately by cultures and communities

Explain:

In our culture, we have many traditions and beliefs that have been taught to us by our parents, our grandparents, or maybe others in the community. Some of these beliefs are helpful to our families and communities. But other beliefs are harmful and can increase the challenges we face and cause much suffering.

Say to the group, while using the picture of the tree:

Consider the following belief: “If a baby eats an egg, he will become a thief. “

Ask:

- **What are the values that underlie this belief? What does this mother think is best?**

Possible answers: It is best to follow the traditional teachings to keep children from becoming thieves; it is important that her child not become a thief.

- **What happens as a result of this belief and value: What is done?**

Possible answer: The mother does not feed the baby any eggs.

- **What is the result?**

Possible answers: The baby lacks protein, which eating eggs could have provided. Without this important food in his nutrition, the baby is weak and his growth is stunted, both mentally and physically.

Here is another traditional belief: “It is wrong to talk to your children about sexuality in order to educate them.”

Ask:

- **If that is the belief, what does it say about what parents think is best, what do they value?**

Possible answer: They value their traditional beliefs and practices.

- **If this is what they value, how do they act?**

Possible answers: Parents do not teach their children about sex. They stay silent on the subject even as their children grow into youths.

- **Do youth stop being interested in sex simply because their parents don’t talk to them about it? What are the results if parents do not talk to their children about sex?**

Possible answers: Youth go elsewhere for information about sex—such as their friends or the radio or the TV. They may hear incorrect information about sex that encourages them to engage in risky sexual behavior.



Discussion: Effects of Harmful Beliefs

Divide participants into small groups—of 4-5 people.

Say:

In this exercise, you will use stories to identify how beliefs and values lead to actions that may cause suffering and hardship in people's lives.

Once you are in your group, one member will read a very short story about a woman named Sarah and her family. Your group will then discuss the following questions for 10 minutes. Choose someone in your group to present the ideas your group discussed.

After participants are in their groups post the four questions on the flipchart.

- **What is true—what are the beliefs?**
- **What is best or important – values?**
- **What is done—what are the actions?**
- **What is seen—what are the results?**

Provide each group with one of the following stories that you have written out prior to the lesson. If there are more than three groups, give the same story to a different group.

GRACE'S BELIEFS	BELIEFS ABOUT CURSES	BELIEFS ABOUT ANCESTORS
Sarah's sister Grace believes the traditional advice given to pregnant women. For example, when she became pregnant, her grandmother firmly told her that pregnant women should not eat any meat. So, Grace did not eat any meat during her entire pregnancy. But, without this important food, Grace became malnourished and weak. When the baby was born, the baby was very weak and small.	Sarah and John are very sad after the death of their baby. They believe someone cursed them. They become suspicious of their neighbors. They think, "Is this person angry with us? Maybe he put a curse on us?" As a result, Sarah and John speak less with their neighbors. When they do talk, they often argue. When there is a community clean-up day, Sarah and John refuse to cooperate with their neighbors, even though a cleaner neighborhood would benefit their family, too.	Since the time she was a young girl, Sarah was taught to respect the ancestors, the spirit world, and the witchdoctor. Whenever she has a problem, Sarah first turns to the witchdoctor. When her crop is failing, when a child is sick—she goes to the witchdoctor for help. It costs her a lot of money each year. People tell Sarah that instead, she should spend money on fertilizer for her crops or visits to the clinic. But Sarah isn't sure that spending money on these things instead of the witchdoctor will help. She doesn't feel able to make the decision to live in a new way

After participants have discussed their story for 10 minutes in their small groups, ask one person from each group to read the story to the whole group and then present what they found to the large group.

Remind them to identify the beliefs and values in these stories, as well as the actions and the results. Write each group's answers on the flipchart under the categories for beliefs, values, actions and results.

Here is a summary of possible answers from the small groups' discussions on traditional beliefs that contribute to poverty.

STORY	BELIEFS	VALUES	BEHAVIOR (ACTIONS)	RESULTS
GRACE'S BELIEFS ABOUT DIET DURING PREGNANCY	Pregnant women should not eat meat.	It's important to follow traditional beliefs, It is important to avoid having bad things happen during pregnancy.	Grace does not eat meat during her pregnancy.	Both Grace and her child are malnourished. The baby was very weak when he was born.
SARAH AND JOHN'S BELIEFS ABOUT CURSES	People can use spiritual powers to harm and curse one another.	Value traditional beliefs and their power	Sarah and John are suspicious of their neighbors and argue with them.	There is less support in the neighborhood for clean-up day. Sarah and John have bad relationships with their neighbors.
BELIEFS ABOUT ANCESTORS	Traditional spiritual practices are the most powerful source of help and protect a person from evil.	Value traditional beliefs over their religious beliefs.	Sarah spends her money on rituals instead of using it for family needs.	Sarah lacks money for things that would definitely benefit her family (fertilizer, the clinic)—the rituals do not bring a benefit.

After discussing in a large group ask:

- **As we considered these stories about traditional beliefs, what did you find interesting?**
Let people share their thoughts and ideas.
- **Some of us may have been raised with these beliefs or similar beliefs. Who taught you the traditional beliefs?**
Possible answers: Family members, respected community leaders, friends
- **Why is it important to examine all of our beliefs—including our traditional ones?**
Possible answers: If beliefs are harmful, we will be negatively affected; we should examine our beliefs and values to see which ones lead to positive change and which beliefs hold us back.

Explain:

Some people, families and communities will not change for the better because of long-standing harmful beliefs. As we saw in each of the stories, people's lives can be harmed and, in some cases, even whole communities can be damaged.

Sometimes you will see changes happen in communities but then discover that they don't last very long. People sometimes make changes because they are asked or forced to make them but never change their beliefs and their values to support those changes. So the community falls back into the old way of doing things.

We see from these stories that there is a connection between what people believe and value and poor health.

Form groups of 4-6 people. Take 10 minutes to discuss the following questions:

- **What are some long-held beliefs about women's roles that could be harmful to her physical, mental or emotional health?**
- **What are some long-held beliefs about the needs of children from birth to 5 years that could be harmful to their physical, mental and emotional development?**

After they have discussed for 10 minutes, ask each group to share their ideas. Write each new harmful belief on a flip chart.

MAIN IDEA: We must examine our beliefs and values in our communities to see which ones lead to positive change and which ones are harmful and cause poor health.

As we have seen, harmful beliefs can be a barrier to making our communities healthier and better.

Faith community leaders, community leaders and other influential leaders in our communities have an important role in helping to turn any harmful traditional beliefs in our communities towards beliefs rooted in the truth.

Reflect on the harmful beliefs you identified that negatively affect the health and development of women and young children.

In your small groups discuss this question for 5 minutes. *Then listen to their ideas.*

- **What roles can we as faith leaders play in helping people overcome harmful beliefs?**
Listen to their ideas. Make a list.

Ask the whole group:

- **How can we, as faith leaders, help people understand that many of their problems can be addressed if they believe true and good information instead of myths or wrong information?**
Listen to their ideas.
- **How can we promote good and true information that would help improve the health and welfare of women and young children?**

Make a list of their ideas



Review

Say:

We have discussed many ideas today. Let's review what you have learned.

- **What different areas of a person need to grow and develop for us to be whole and complete?**
Answers: Physical, mental, emotional, social, making choices.
- **What is the first step in finding solutions to our problems?**
Answer: Identifying the root causes.
- **Why is what we believe so important?**
Answer: It determines our values, our actions and the results of our actions.
- **How can harmful beliefs about women and children negatively affect their health and welfare?**

Take a moment to think about the day. Ask yourself:

- **What did I learn today that would help me be more effective as a faith leader to make my community better?**
After a few minutes of silence, ask for volunteers to share what was useful to them.

Say:

I will read some of the ideas that we explored together for you to reflect on.

- Development means to grow and change over time.
- Every person of any age has the need for physical development, mental development, emotional development, social development and development of making healthy choices.
- Problems have root causes that must be identified in order to find a solution.
- Transformation happens when positive changes in our beliefs and values result in positive actions and positive results.
- What we believe on the inside ultimately determines how we live.
- We must examine the beliefs and values in our communities to see which ones lead to positive change and which ones are harmful and cause poor health.

Choose one of these ideas and draw a picture that illustrates this idea.



LESSON 5: UNITY FOR CHANGE: THE POWER OF WORKING TOGETHER

Time 3 hours

Notes to Facilitator

The purpose of this lesson is to inspire faith leaders to embrace unity and collaboration in responding to the issues that affect their communities. The lesson emphasizes the importance of working together and joining their efforts to respond or advocate for things that hinder community development.

Learning Objectives

By the end of this training, participants will:

- Discover the value of unity and collaboration
- Discuss how they can strengthen their unity as faith leaders
- Identify ways they can promote collaboration as they advocate or respond to community issues
- Identify the resources faith communities have that would enhance community change to improve MCH (asset mapping exercise)

Materials needed and preparation

- Flipchart paper and markers for participants to work in small groups
- Seven proverbs written on flip chart (*one proverb on each page*)
- Things to Consider when Working Together (*write out on flip chart*)
 - A leader to guide the process
 - Identify available resources
 - A plan to follow
 - Ways of resolving conflicts/problems
 - Assigning responsibilities
 - Accountability/assess progress
 - Celebrate success
- Instructions for Asset Mapping (*write out on flip chart*)
 - Draw in the major landmarks of your community
 - Add in other community resources
 - Add aspects of the community that contribute to the health of communities
 - Use a different color marker for different categories
- Eight copies of the Bientu Case Study

Welcome participants and review the previous lesson.



Welcome and Review

Before we begin this lesson, let us review what we learned in the lessons we have had so far in our first four lessons, we talked about the role of faith communities in transforming their communities. Let us review key areas that were covered.

- **Why should faith leaders be involved in community development?**
Possible answers: Faith leaders lead a large group of people in communities; are trusted in the communities; have moral authority and followers listen to them; have the ability to promote and advocate for change.
- **Why is it important for more people than the faith leaders to become involved in community development initiatives?**
Possible answers: Because everyone in the faith communities has gifts, talents and skills that they can use to address the need in the community. Leaders alone cannot deal with everything.
- **In what ways are members of faith communities' valuable resources to positive change in your communities?**
Possible answer: Each person has knowledge, skills and gifts to be used to address the needs in communities.
- **How should faith leaders help promote positive change in their communities?**
Possible answers: Faith leaders should lead by example by participating in the initiatives; faith leaders must know what and whom they have in their communities: faith leaders must mobilize their followers for involvement in initiatives and causes that address the needs in their communities.
- **What are the ways that faith supports positive changes?**
Possible answers: Faith informs our values; faith strengthens us when we face challenges.
- **What areas of a person need to be developed? (Use your hand to remind them) Physical, mental, emotional, social, making decisions.**
- **What is the first step in finding solutions to a problem?**
Answer: Identify the root causes.
- **Why are people's beliefs important when trying to promote positive change in our communities?**
Answer: What a person believes and values determines the choices they make and the actions they take. If people believe true and good information, their actions will lead to positive results; if they believe lies or harmful information their choices and actions will have negative results. What we believe determines how we live.

- **What roles can faith leaders play in helping people overcome harmful beliefs?**
Possible answers: promote the truth, provide good information, be a good role model.

Say

It is very clear from our review that faith communities have a critical role to play in initiating and participating in community development initiatives. The leaders of these faith communities need not only to be the first to be involved, but they should use their influence to mobilize their members and everyone in the community for issues that would lead to better and healthy communities.



Unity is Strength

Write the word “unity” on a flipchart and ask people to describe what unity represents in their perception.

Ask:

When you hear this word, what comes into your mind? Allow a few people to come up with ideas and appreciate all who shared their ideas. Record participant’s responses on a flip chart.

Organize participants into seven small groups; write the proverbs below on flip chart papers (one statement on each paper.) Each group should pick and discuss one proverb. The facilitator can also choose proverbs that are popular in that community and illustrate unity

- “If you want to go fast, go alone; if you want go far, go with others.”
- “Two are better than one, if either of them falls down, one can help the other up.”
- “Sticks in a bundle are unbreakable.”
- “Only someone else can scratch your back.”
- “Many hands make light work.”
- “One head alone does not go into council.”
- “A crowd can easily overpower a bull.”

In their groups, participants should discuss the following questions:

- **What does the proverb mean to you?**
- **Any scenario where this may apply?**
- **How does it relate to people working together?**
- **Identify one proverb in your culture, which helps to foster unity, collaboration and working together**

After 10 minutes of small group discussions, a representative of each small group should present in a large group. Allow other participants to ask questions.

Write down cultural proverbs that represent unity, collaboration and working together that the participants came up with.

Ask:

- **Why is it so important that we work together?**

Possible answers: We can learn from each other; we do not have to struggle alone; we can achieve more if we work together.

- **Are there examples in your community where faith leaders worked together in the past?**
 - **What was the situation?**
 - **How did it work out?**
 - **What were the results?**
 - **What do we learn from that?**

Ask participants to share their experiences.

Say:

We are made differently and we have different skills, talents and resources. Things that may seem hard for one person may be easy for another. That is why working together is important. It makes tasks easy.

Ask:

- **What are some reasons that may cause us not to work together?**

Listen to their ideas, write them on a flip chart.

Possible answers: Lack of familiarity, lack of trust, poor communication.

For each of the reasons they come up with, ask:

- **How can we overcome them?**



MAIN IDEA: Unity is strength. There is much that can be accomplished by many people. We learn from each other and we can reach far when we work together. Together everyone achieves more.



Working Together for a Common Purpose

Working in unity is good; however, it is even better when you have a common purpose. When there is a common purpose, we focus on what we have in common and we are able to join our strengths and resources for the common objective.

In the world, people have many things that differentiate them and give them different interests. However, we also have things that bring us together.

Ask:

- **What are some of the things that differentiate us from one another in our community?**

Write responses on one side of a flipchart.

Possible answers: Gender, social status, differing abilities (disability), economic status, language, continents, religions, preferences, etc.

Say:

We have many things that sometimes bring divisions among us, and it is easier to get along with people we share a common understanding with.

Ask:

- **What things do we have in common as human beings in our community?**

Possible answers: We all breathe, need food and water. We use the same infrastructure for water, safety, medical services, marketplaces, schools, recreation centers, etc. We all want our families to be strong and our children to grow up healthy.

- **As faith leaders, what are the things we have in common, in relation to how community members consider us?**

Possible answers: Respect, people expect support from us, trust, direction, etc.

Say:

The fact that we are different in some ways does not mean that we do not have many things in common. Our diversity and broad experience become a source of strength, especially when we want to meet a common goal and common good.

Ask:

- **Do you have examples in the community where different categories of people worked together for the common good?**

Let them share examples. If they cannot remember, share an example of a time that people came together to improve the health of mothers or children in your country, not necessarily in this community.

Ask in a large group:



Things to Consider When Working Together

- **What are the essential things to consider when people are working together?**

Listen to their ideas. Write their responses on a flip chart.

Present the essential elements that you had already written

1. A leader to guide the process
 - *A leader has the capacity to bring people together and motivate them to work together on a common purpose.*
2. Identify available resources
 - *Depending on the common activity, we identify the resources we need and what we already have (our strengths, time, money, influence, contacts, infrastructure, etc.).*
3. A plan to follow
 - *What are we going to do?*
 - *How are we going to do it?*
 - *When are we going to do it?*
 - *What will be the results?*
4. Ways of resolving conflicts/problems
 - *Establish guidance on how we solve problems when we do not agree on something or face obstacles.*
 - *Some ideas to consider include:*
 - *Communication is important when we face obstacles or cannot agree with each other. Taking time to hear all sides can help us to understand each other's perspectives and have a more productive discussion to find a solution. Communicating with each other when we face challenges or obstacles can help us to see a way forward that we may not have known on our own.*
5. Assigning responsibilities
 - *Ensure that each one has a clear task in what we plan to do.*
 - *If there are people who will share responsibility, ensure that they share tasks.*
6. Accountability/assess progress
 - *We have a common project; if someone is not doing his/her responsibility, it may affect all of us. Set up ways you can ask others if they are doing their tasks well.*
 - *Assist those who may face challenges but encourage them to take responsibility and accomplish what they committed to for the common good.*
 - *Encourage the mechanism of communication.*

- *For a project that takes many days, check the progress in short intervals.*

7. Celebrate success

- *If you have accomplished your tasks, come together and celebrate.*
- *Recognize the role of everyone.*



Identifying and Mapping Assets and Resources

Sometimes we are aware of the needs around us but don't realize the resources that are already available to us that we can use to help meet these needs. In this session, we will consider the assets and resources that are available for faith communities and leaders in our communities. We will start by doing "asset mapping," a process we can use to identify or map the current strengths and abilities of our faith communities.

Ask the group:

- **How do you define an asset?**

Possible responses: Something beneficial, a good thing that can help you achieve your goals.

Say:

In the context of community development, an asset is anyone and anything in our faith communities that can contribute to the effectiveness of an initiative planned to bring positive change to our community. There are many assets in every faith community. Many times, they are overlooked or considered non-existent.

- Asset mapping will help us see our communities as places of strength and possibility.
- Asset mapping celebrates what is great about our communities.
- By engaging faith communities in talking about the community's strengths, we will build people's confidence and ensure faith communities are seen as a positive, helpful force in the community.

Every community has assets. These include skills, talents, ideas, and resources that communities can use to bring positive change to their communities. But often, these assets are not valued or used appropriately or effectively.

Asset mapping helps people identify a part they can play in bringing positive change to their communities. Change takes place if everyone feels the need and desire to contribute to the effort.

The asset mapping process brings out what different people in our communities can do to solve problems and positively contribute to developing their communities. And it helps them see things that they already have -- their space or buildings, their resources, their skills, their talents and their time -- that can be used to address the immediate needs and problems of people.

Ask participants to form small groups of 5 people. If possible, group those who are from the same community together.

Each group should create a map of their community that includes assets & resources. Give each group a big piece of flipchart paper and markers of different colors.

- *Post the asset mapping instructions that you have written out previously on the flipchart. Then read these instructions to the entire group.*
 - Start by drawing in the major landmarks of your community on your paper. This could be roads or rivers in your community or the main market. You should take only 5 minutes to do this.
 - Add in other community resources. Where are the schools? Water points? Churches? Mosques, health centers/clinics? Think of as many as you can, and draw them all on your map.
 - Think about aspects of the community that contribute to the health of communities, for example, maybe community health workers, volunteers from faith communities, women or youth groups, etc.
 - Put all these on your map. Use a different color marker for this. Work together quickly.
 - Take 15 minutes for this small group assignment.

Circulate to the groups while they are working to make sure they understand the instructions

After they have completed the maps, have each small group present their community maps.

After they have presented ask:

- **What did you learn that was interesting or surprising about your community when you drew your map?**
Hear from several different groups.
- **What people did you identify as assets?**
Possible answers: People, community health workers, traditional birth attendants, community outreach members.
- **Do we have these people in our faith communities?**
- **How do these people help improve the health of women and their children?**
- **How would you use the exercise that we did together with members of your faith community to help them see that they are a powerful and essential resource?**
Listen to their ideas.

Summarize by saying:

- Faith communities' leaders have access to many assets and resources that they can mobilize to address the needs of the people in their communities. All these are locally available in our communities.
- Faith community assets can be any of the following five things:
 1. Places, e.g., meeting places, community centers, event venues, etc.
 2. Events, e.g., Festive seasons and days of celebration, etc.
 3. People, e.g., their skills, talents, knowledge and perspectives, etc.
 4. Groups, e.g., women's, men's, youth's and family groups, etc.

5. Items, e.g., sound systems, office supplies, musical instruments, religious materials and texts, etc.

Ask:

- **How can we, as faith leaders, make sure these resources are utilized to improve our communities?**

Listen to their ideas.

MAIN IDEA: Faith community leaders have many resources at their disposal. Members of our Faith Communities are one of the key resources available to work with as we address many community needs, including the health and welfare of mothers and their children. (MCH)



Application Through Story: Designing Community Projects

Now we will learn how as faith community leaders we can influence and guide our communities in designing small community projects that address the needs identified in the community.

Ask participants to form groups of 6 - 8 people. Hand out the case study.

CASE STUDY: COMMUNITY OF BEINTU

Beintu is a small village located in a rural area but has a business center where most goods and services are acquired. It has a population of 75,900 people. Most people, both men and women, are farmers.

The community has a business center where most people meet. Though some community members travel long distances to reach the center, they regularly come because this is the only place where they can trade and sell or exchange their crops and animals. Whereas some men own bicycles, which they use for transportation, women find it hard to travel because they do not have access to bicycles. It is hard for women to do their errands.

Beintu has been facing different types of challenges for many years. Many children in the community are out of school and the infant mortality rate is very high. Ten (10) percent of their children die before the age of five. Despite this challenge, the number of children born in households is very high because of a widely held belief that some of the children will die. Therefore, if they have many children, there will be a few who survive. The number of children limits the ability of men and women to support each other in farming. They may also have limited time to take care of their children, especially during the farming season. In some cases, children are left at home and are looked after by their older siblings. In view of this, children may not be fed on time.

Another challenge in this community is water. Not all people stay closer to boreholes. Most of those that live far from water sources do not have enough water at home, and therefore, the practice of proper regular hand washing is limited and far between. Though handwashing may help to prevent some of the diseases that kill children, the practice is not common for all people.

Faith leaders in the community of Beintu are always saddened by what is taking place in their community, sickness and deaths, just to mention a few. As leaders, they try to comfort people and pray for them, but they wonder and ask themselves, "Are there other measures that they can follow or things they can do so that they should have have a healthy community?"

The community has only one health center/clinic. People do visit the health center mainly for sickness that cannot be addressed by using traditional medicine. Women do not really like to walk to the health center because it takes time, and they try to avoid if they can. This means that in most cases they go to the health center only where both children and adults are severely sick and end up being admitted. If they would go to the health centers quicker, some of the deaths and other problems that came due going to the clinic later than sooner would be reduced or even prevented.

The government recognizes that this community has limited infrastructure, which affects the health of children, youth, men and women in the community. Nevertheless, the government also sees that people in the community need to play their role to prevent diseases. Government leaders wish that influential community leaders should work together and come up with ways of reducing some of the problems the community faces so that the health of children improves.

Read the case study to the large group or ask a participant to read the case study aloud.

Ask the large group:

- **What are the key issues and problems in the community?** *Encourage participants to use their understanding of finding the root causes of a **problem** from the previous lesson. List responses on a flip chart so that all agree on the problems.*

Ask participants to form small groups of 6-8 people.

- In your groups, you will design a project to address some of the problems you have identified. This exercise should take 45 minutes. *Participants may take a short break of 5 minutes if required.*

Choose one of these three areas to design your projects:

- Teaching our community members the importance of handwashing
- A project of advocacy to our district authority to get an ambulance for our community
- Build a community information center to increase access to information

Tasks for each group:

- Identify a leader who will facilitate this assignment
- Review responsibilities and assign tasks or have members choose a task
- Discuss how you will work together (solving problems/conflicts)
- Keep time allocated: decide on how to keep on task and watch the time
- Fill in the workplan format provided

Tools to use

Explain how to use the project sheet.

Project Sheet

PROJECT NAME:						
TIMELINE:			PROJECT LEADER:			
OBJECTIVES:						
RESULTS:						
OBJECTIVE 1. ACTIVITY 1						
OBJECTIVE 1. ACTIVITY 2						
OBJECTIVE 2. ACTIVITY 1						
OBJECTIVE 2. ACTIVITY 2						
RESOURCES						
TIMELINE						

Responsibilities Chart

ACTIVITIES	TIMELINE	RESPONSIBLE PERSON	OTHERS	EXPECTED OUTCOME

Meeting plan:

- Frequency: weekly, monthly, etc.
- Time: a day to meet and length of meetings

Challenges and Responses

OBJECTIVE	ACTIVITIES	POSSIBLE CHALLENGE	HOW TO HANDLE CHALLENGES
OBJECTIVE 1	Activity 1		
	Activity 2		
OBJECTIVE 2	Activity 1		
	Activity 2		

Explain that once they have their project plan completed

Each group will present:

1. The project they are working on
2. Project activities they will do
3. Expected results or outcomes
4. How they will be resolving issues

After presentations

Review one project (already written on a flip chart) to help participants understand key issues.

Project 1

PROJECT NAME: Teaching our community members the importance of handwashing								
TIMELINE: Three months				PROJECT LEADER:				
OBJECTIVES: To teach 30% of community members key times of handwashing and the importance of handwashing To support community members to set up a tippy tap in their compound								
RESULTS: After three months: <ul style="list-style-type: none"> 30% of our households will have been taught the importance of handwashing and how to wash hands (each family visited three times) 20% of households will have a tippy tap 								
OBJECTIVE 1. ACTIVITY 1		Train people in our faith communities who can teach others						
OBJECTIVE 1. ACTIVITY 2		Provide key messages on handwashing to households						
OBJECTIVE 2. ACTIVITY 1		Organize community meetings and demonstrate how tippy tap is built						
OBJECTIVE 2. ACTIVITY 2		Visit households to encourage building tippy tap						
RESOURCES		Human resources: our members, community health workers, traditional leaders, people in business						
		ICC tools -						
		Items to make tippy taps						
		Community meeting places						
TIMELINE		Activities	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6

Project 2

PROJECT NAME: Advocacy to our district authority to get an ambulance for our community								
TIMELINE:				PROJECT LEADER:				
OBJECTIVES: <ul style="list-style-type: none"> To gather documents to raise awareness for community need Continuous advocacy for an ambulance 								
RESULTS: Improved means of transport for community members who are very sick								
OBJECTIVE 1. ACTIVITY 1		Collect cases/stories of affected families who lack means of transport						
OBJECTIVE 1. ACTIVITY 2		Write a document and an official letter to authorities						
OBJECTIVE 2. ACTIVITY 1		Build key contacts with district leaders and health centers and continue to present case						
OBJECTIVE 2. ACTIVITY 2		Organize community meetings and agree on the responsibility of people						
RESOURCES		Key contacts						
		Skilled people who can help us to put the document together						
TIMELINE		Activities	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6

Project 3

PROJECT NAME: Community information center								
TIMELINE: Six months				PROJECT LEADER:				
OBJECTIVES: <ul style="list-style-type: none"> Set up a community information center for youth and adults Manage community center 								
RESULTS: <ul style="list-style-type: none"> Community members have a place to access information on health issues Community members set up a committee to manage the community center 								
OBJECTIVE 1. ACTIVITY 1		Identify a place where the center can be placed (an existing place or a new place) close to the business center						
OBJECTIVE 1. ACTIVITY 2		Mobilize resources to put the center in place						
OBJECTIVE 2. ACTIVITY 1		Mobilize community members who have skills and who can facilitate in management/ leadership						
OBJECTIVE 2. ACTIVITY 2		Assign leaders who rotate to lead the project						
RESOURCES		A community building or places (existing center or school with a meeting hall)						
		People to organize information, volunteer at the center etc.						
		Other resources as needed						
TIMELINE		Activities	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6

To summarize this session

Ask:

- **Why is working together in unity a good thing?**

Possible responses: You can draw on more skills, resources, you because we can achieve more. We have realized that we can make a plan and share responsibilities. It is important to have a plan, and everyone has to play a role. Each role is crucial because everyone contributes to the project based on his or her strengths and resources.

MAIN IDEA: Joining our efforts and working together for a common purpose helps us to transform our communities.

Take-home Assignment:

Encourage faith leaders to conduct the same exercise with their members in their faith community. Consider something you have not done before that can serve your members or other people in the community. A project that can be accomplished within a week and using locally available resources that you can afford

1. Find a simple project you want to work on
2. Assign a leader
3. Plan what you want to accomplish
4. Share tasks and responsibilities
5. Plan time to meet and assess progress
6. Review the progress and celebrate what you have been able to achieve

We have discussed how we can work together as faith leaders.

Ask

- **What are some of the people who we can work with in the community other than our members?**

Possible answers: Teachers, businesspeople, traditional leaders, and other people who have different skills.

Say:

As we have been able to map out resources, we can also think of other people who can work with us on various projects. People are resources. We have to know who we need, why they are required and when we need them.

Ask:

- **Does anyone remember the story we read in lesson two, where faith leaders advocated for a school?**
- **Who are the different categories of people who played a role until the project became a success?**

In the next lesson, we will discuss how we can mobilize different people to work with us on different projects.

Reflection question: Ask yourself this question:

- **Who is the person around me who I think is resourceful, but I never interact with that person?**



Review

- **What did we learn about unity?**
Possible answers: Unity is strength, unity is power, etc.
- **What are the key things we should consider to work together successfully?**
Answers: A common project, a plan, a leader, shared responsibilities, accountability, solve problems, celebrate successes etc.



LESSON 6: MOBILIZING THE WHOLE COMMUNITY FOR CHANGE

Time: 2.5 hours

Notes to Facilitator

This lesson will focus on equipping faith leaders to mobilize individuals and whole communities to ensure that the intended changes and community development agenda is achieved. Mobilization starts with a shared vision; it considers existing structures and institutions, beliefs, values and attitudes. It encourages, supports and celebrates efforts, both large and small.

Learning Objectives

During this lesson, participants will

- Identify ways to mobilize individuals and communities to encourage positive change in their community.
- Consider ways to faith community leaders can work within existing structures in their local faith communities and community in general
- Review ways for faith community leaders to lead action that would bring positive and lasting changes to their communities.
- Identify ways to keep their members and other people in the communities motivated to continue with the change process.

Materials needed and preparation

- Flip chart paper, markers, pens and tape
- Handout: “What Community Mobilization Is and What it Isn’t”
- Handout: “Guiding Principles of Community Mobilization”
- Written definition of community mobilization on flip chart

Share the learning objectives for today’s lesson.



Introduction: Defining Community Mobilization

Ask

- **What is ‘community mobilization’?**
Participants need to know that these are two words combined. Looking at the two words separately may be helpful. Brainstorm answers and write on the flipchart.

Say:

By community, we mean a group of people who share a common place, common experience, or common interest. We often use this term for people who live in the same area: the same neighborhood, the same state, city or town, village and even the same county.

People may also consider themselves part of a community with others who have had similar experiences.

For example, people may see themselves as part of a:

- Racial or ethnic community (for example, African, Asian, Chinese, etc.)
- Religious community (for example, Muslim, Christian, Hindu, etc.)
- A group of people interested in the same things (business, advocacy, etc.)

Put up a pre-written definition of community mobilization on the flip chart. *Read the definition:*

Community mobilization is the process of engaging or working with individuals, groups and institutions in a community over time in many different ways to inspire, encourage and support them in making positive changes in their lives.

Note the similarities and any differences between their ideas and the definition on the flip chart.

Expand the definition of community mobilization by sharing what is on the table below:

COMMUNITY MOBILIZATION- WHAT IT IS AND IS NOT	
COMMUNITY MOBILIZATION IS	COMMUNITY MOBILIZATION ISN'T
<ul style="list-style-type: none">• Fostering collective power• Sustained engagement with the community• Systematic• Multi-faceted• A process• A struggle for social justice• About fostering activism• Requiring a range of people, groups and institutions• Going beyond individuals to influence groups• Building social networks or capital• Fostering alternative values• Stimulating critical thinking• Holistic and inclusive• Based on the principles of human rights• Positive and supportive• Democratic• Changing norms• Collective: everyone must work together for change• Benefits-based• Focused on root cause (power imbalance)	<ul style="list-style-type: none">• Using power over others• One-off activities• Ad hoc or done without a plan• Done with one strategy• A project• A technical quick-fix• About implementing activities• Possible with few individuals or groups• Focused only on individuals• Dividing individuals or groups• Providing only information and facts• Telling people what to think• Limited to specific individuals or groups• Based on benevolence or protectionism• Blaming and shaming• Hierarchical• Changing just specific behaviors• Possible with individuals acting in isolation• Punitive• Focused on manifestations of violence

MAIN IDEA: Community mobilization is the process of engaging key stakeholders in the community over time to support and participate in initiatives that lead to a desired change in the community.



Why Mobilize the Whole Community?

In a large group, with all participants brainstorm on the importance of mobilizing the whole community for change being desired.

Ask:

- **Why should all people in the community be involved in a campaign to change issues affecting them?**
Record ideas on a flip chart.

Summarize the importance of all people to participate in the community by saying:

Community mobilization:

- Allows for the participation of volunteers and community members, who might not normally have a voice in change.
- Allows the community to create local solutions to local problems; the mobilization approach can be culturally appropriate and satisfy the specific needs of the community.
- Creates change from within that will last well beyond the implementation of external-type projects.
- Leads to community ownership of the initiatives and allows for an expanded base of support.
- Fosters strong relationships between faith communities, community members, local leaders, governments and other stakeholders.

It also includes identifying community priorities, resources, needs and solutions in such a way as to promote representative participation, good governance, accountability and peaceful change.

The story of the faith community who build a school in Mzimba that was shared in Lesson 2 is a good example of this and the importance of participation by all and at all levels.



Principles of Community Mobilization

Now that we know what mobilizing the community means and why mobilization of the whole community is important, let us move to the key principles of community mobilization.

In a large group, ask:

- **Can anyone share an initiative from your own experience where the whole community was mobilized and focused on a common purpose? What was it about? What were the results?**

Record all the responses on a flip chart. Refer back to this example as you discuss the key principles of community mobilization.

Say:

Let us look at the principles of community mobilization.

At this point, provide only the principles without explanations. Let the people discuss what these principles mean to them.

Ask participants to count off to form 4 groups

- Distribute papers with titles of the Guiding Principles of Community Mobilization
- Ask each group to focus on the same principle as their group number. (e.g., Group 1 will work on the first principle, etc.)
 - Ask: **What actions would you do to apply the principle you are discussing?**
- The groups have 10 minutes to discuss and 3 minutes to present.

Ask representatives of groups to present what they have come up with in plenary. Allow limited discussion.

After presentations in plenary, summarize the following key principles of community mobilization by saying:

PRINCIPLE	EXPLANATION/EXAMPLE
ENGAGE THE WHOLE COMMUNITY (CIRCLES OF INFLUENCE)	One-off efforts that engage isolated groups or implementing sporadic activities have limited impact because there is a need to build enough support that the whole community works through the process of change on issues desired. For example, success in preventing mortality of children under the age of 5 depends on reaching and engaging a broad group of women, men and youth at the individual, relationship, community and societal levels. Since people live in community with others, the whole community needs to be engaged for community-wide change to occur.
FACILITATE A PROCESS OF SOCIAL CHANGE	Changing community norms is a process, not a single event. Projects based on an understanding of how individuals and communities naturally go through a process of change can be more effective than those that thrust haphazard messages into the community. The process can be broken down into phases, awareness phase, supporting phase, action phase and sustaining the change phase. Change is a process and therefore takes a long time.
PROVIDE REPEATED EXPOSURE TO IDEAS	Community members need to be engaged with regular ideas (consistent messages) that build on and reinforce each other, from a variety of sources over a long period. This contributes to changing the climate in the community and building momentum for change. For example, in one week a man may hear a talk about maternal health at a clinic, a sermon on the same in a church or mosque, hear a radio program about the health of women in childbearing age and be invited by a neighbor to join a men's group to discuss women issues. Repeated exposure to ideas from a variety of sources can make a difference in people's attitudes and behaviors.

PROMOTE COMMUNITY OWNERSHIP

Effective initiatives aimed at changing harmful beliefs and practices in a community must engage and be led by members in the community. Your role is to facilitate and support change. If everyone in the community participates, there is ownership. Initiatives that follow this process will live for a very long time.



Application Through Story

Ask

- **Who can share an issue related to family health that is affecting your communities now that you would consider mobilizing your whole community for participation?**
Listen to their ideas.

Ask for three participants to act out this story while you read it to the rest of the participants.

SARAH AND MUSA		
Local organization:	Sarah's Reaction	Musa's Reaction
A local organization in the community in Zangaphe believes in engaging as many community members as possible in their efforts to prevent the death of children under the age of five because of malnutrition. They design posters with thought-provoking messages and train interested faith leaders, community members, community leaders, and others on how to create discussion using the posters. They have one staff that does weekly radio programs that ask people critical questions about the child nutrition situation in their communities. They often engage interested community leaders and even faith leaders to be on their radio program. The faith leaders use quotes that align with their faith and that support the need for children to have a healthier life in their homes.	<p>Sarah hears one of the radio programs with a faith leader on it talking about child nutrition in the home.</p> <p>She feels so happy that a religious leader can think this way, and goes to see him. On the way, she sees one of the women she buys from at the market, away from her stall but engaging a group of women in a conversation about good nutrition for children. She is so interested in the topic that she stays to listen to. It really makes her think about her children and the family.</p>	Musa hears a Pastor on the radio talking in support of good nutrition for children under the age of five. He has never heard another man talking like this and thinks he must be very soft or crazy! He goes to attend to some business at the community leader's place and brings up the radio program to him. Much to his surprise, the community leader says he agrees with the Pastor. He has been to a workshop by a local organization recently and has come to realize that health children have benefits for the whole family and community. He talks to Musa about how he too can benefit from children being well taken care of in his home. He encourages Musa to come to the activities of a neighbor of his, who has a group for people to discuss these issues and put them into practice in their homes.

After the story has been read and acted out

Ask

- **Which key principles have been applied in this story?**
Possible answers: Engage the whole community (circles of influence, provide repeated exposure to ideas)

- **What were the results?**

Possible answer: Sarah and Musa are exposed to multiple sources of messages that could possibly lead to change.

Summarize and say

Mobilizing the whole community is critical for initiating changes that can lead to positive behavior and attitude changes in communities.

MAIN IDEA: Whole community mobilization is critical for initiating changes that can lead to positive behavior and attitude changes in communities.



Who Mobilizes Communities?

In pairs, discuss the following questions. Take two minutes:

Note: There are no wrong answers. Encourage as many participants as possible to share what they know.

- **Who should be involved in community mobilization?**
- **How do we mobilize within our sphere of influence?**
- **How do we work with existing structures in our communities?**

Ask a few participants to share what they have discussed. Write their responses on a flipchart paper.

Summarize by saying:

- Community mobilization is a communal effort and focuses largely on the use of local expertise.
- Important stakeholders in community mobilization can include faith leaders, community leaders, local governments, police, businesses, and community members, including youth. Involving lots of different kinds of people, especially people from minority and vulnerable groups, helps to make sure that no one is left out of the transformation.
- Mobilization begins with leaders in the community. This is where faith leaders like you are important.

MAIN IDEA: Community mobilization is a communal effort, and faith/religious leaders have a critical role to play that can influence change.



Faith Leaders and Community Mobilization

Say:

In the second lesson, we talked about the importance of faith community leaders in the initiatives in their communities.

Ask:

- **Can someone remind us why it is important for leaders of faith communities like you to be involved in initiatives that would lead to change in the community?**
Record responses on a flip chart.

Say:

This is an important session in the lesson. It is like a call to action. We will summarize the important role of faith community leaders in mobilizing whole communities for the change process in their communities;

YOUR ROLE	WHY
Use your influence as faith/religious leaders to talk to other leaders to begin a process that would lead to desired community health	Many people and stakeholders listen to faith community leaders.
Religious/faith leaders can call on their members and followers to be the first to participate in some desired change. This would be a great contribution to the whole community mobilization campaigns.	Faith communities have many followers.
Connect with other faith/religious leaders and others to create a movement to support initiatives for change in your communities.	Unity and connection of faith/religious leaders
Religious leaders also have the power to promote and advocate for the policies that protect the health of mothers, children, and families.	Change in policy influence by faith leaders can lead to significant changes in communities because key stakeholders listen to what faith leaders say.

Say:

At the household and community level, faith leaders have the power to raise awareness and influence attitudes, behaviors and practices.

Do you agree?

You, as faith leaders, can shape social values in line with your faith-based teachings.

I will make a statement and pause to allow you to consider it. Please indicate if you agree that faith leaders are capable of these actions and that you are willing to commit to this.

As leaders and influencers at the household and community level, faith leaders can and should:

- Come together to create a movement to support positive initiatives that lead to a healthier community.
What do you say?

- Motivate and educate followers and other community members to adopt healthy behaviors that are compatible with religious teachings.
What do you say?
- Promote and encourage appropriate health behaviors that need to be changed. For example, good nutrition, breastfeeding, health-seeking behavior, etc.
What do you say?
- Through relevant forums, facilitate communication within families to create a more supportive environment for the health of woman and children.
What do you say?
- Remind families of the husband's responsibility to support the wife before and after childbirth.
What do you say?
- Influence communities and families to support women to only breastfeed for the first six months and to continue breastfeeding for the child's first two years.
What do you say?

MAIN IDEA: Faith/religious leaders can use their influence to lead and mobilize other leaders, key stakeholders and their followers to influence and catalyze change.



Review and Conclusion

As you come to the end of the seminar, say;

Faith communities are powerful and should be part of the whole change process in their communities because of the following:

FAITH COMMUNITY MEMBERS ARE GUIDED BY THEIR FAITH	If faith leaders take a stand on issues, they have the tremendous ability to influence the whole community for desired changes, especially if the teachings of their religion guide and support these changes.
A PURPOSE OF FAITH IS TO IMPROVE SOCIETY	Faith communities have a long history of working for justice and helping those in need. This means that if faith leaders like you are mobilized, significant changes will take place in communities
FAITH COMMUNITIES HAVE THE TRUST NEEDED FOR CHANGE	Religious leaders have the trust of a large and committed body of believers who are eager to listen and live their lives based on their guidance and religious principles.
FAITH BRINGS PEOPLE TOGETHER FOR CHANGE	Meeting together, hearing teaching by leaders, special gatherings, and other faith-based activities bring the same people together again, this collective experience can shape people's attitudes and behaviors.



CLOSING AND COMMITMENTS

Time: 1.5 hours

Notes to Facilitator

This is the third and last day of the training workshop of faith leaders. They have learned and been introduced to many lessons and ideas that can help transform lives and communities. The purpose of this closing session is to encourage participants to reflect on all they have learned and done in the past 6 lessons. We want them to reflect on each lesson and how what they have learned has personally affected them. This lesson also challenges participants to make commitments to put into practice at a personal and community level. This would also be an opportunity for the faith leaders to commit their participation and support towards the SCOPE Project.

This is the time for action and commitments.

Objectives

- Review some of the key points learned over the entire curriculum.
- Determine what personal commitments and actions they will take as individuals, as faith community leaders and members of their communities, to initiate change in their community.
- Determine what commitments and actions will faith community leaders and members of their communities take to support SCOPE Project interventions in their community.

Materials needed and preparation

Put up the different flip charts and visual aids used in earlier lessons to help in reflection, such as the community maps, problem and solution tree, pictures of transformation tree, pictures of the healthy and unhealthy trees and other helpful flip charts created by participants. Write out reflection questions for small group discussion and/or write on a flip chart.

Copies of the SCOPE interventions to circulate to each small group and/or SCOPE interventions written on a flip chart. To help guide participants towards considering the commitments they make to take action in their communities, give examples that fit each particular context.



Looking Back and Looking Ahead

Divide the group into small groups with at least four people in each group. If possible, have people who come from the same communities in the same groups so that in the next activity, they can begin to talk about how they will work together to support the successful implementation of the SCOPE Project interventions.

Distribute the review questions to each small group or post the questions on a piece of flip chart paper.

- **What are the dreams you hope for in your community? Think about how to reach these dreams.**
- **What actions will you take as faith leaders to reach your dreams of the type of community you want to have in your area?**
- **What harmful beliefs do you think need to change in your community? What do you intend to do to contribute towards that step towards change in your communities?**
- **How will you, as faith leaders, help your faith communities and communities at large to take action?**



Support Towards SCOPE Project Goals and Objectives

We have discovered and learned many new things together. You have practiced and applied these ideas in our sessions and in your reflection.

Let's now talk about how we will apply some of the lessons in supporting the SCOPE Project interventions that will be implemented in your communities.

- **How many of you have been introduced to the SCOPE project that World Relief is implementing? Raise your hand if you have heard about it.**
- **What do you know about SCOPE, its objectives and goals?**
Hear what they already know about SCOPE, before you present the specifics of the program.

Hand out copies of SCOPE Project interventions to each small group or post flip chart so all can see. Then present the information.

Here is a summary of SCOPE Project interventions that will require faith communities participation and support:

SUMMARY OF SCOPE PROJECT INTERVENTIONS THAT FAITH COMMUNITIES COULD SUPPORT		
INTERVENTIONS	ACTION REQUIRED BY FAITH LEADERS/ COMMUNITIES	ANTICIPATED RESULTS
ORGANIZE AND HOST COMMUNITY DIALOGUES ON FAMILY PLANNING	<ul style="list-style-type: none"> • Sensitize community leaders about community dialogues and the need for the same. • Mobilize faith community members to lead community dialogues. • Host community dialogues about fertility, voluntary family planning, and reproductive health services. • Mobilize their members to lead and participate. • Mobilize people in the community to participate in community leadership. 	<ul style="list-style-type: none"> • Demand for family planning and reproductive health services created in the community.

FACILITATE CREATION OF COMMUNITY GROUPS FOR FAMILY PLANNING AND PARENTING	<ul style="list-style-type: none"> • Mobilize faith community members to lead couples' groups for family planning and parenting. • Mobilize men faith group members to form male groups for family planning and parenting • Mobilize churches, mosques and religious institutions to engage men for skilled maternity care. 	<ul style="list-style-type: none"> • Couples' groups formed and operating. • Male groups formed and functioning.
PROMOTE CARE GROUPS FOR DELIVERY OF REPRODUCTIVE, MATERNAL, NEWBORN AND CHILD HEALTH (RMNCH)	<ul style="list-style-type: none"> • Mobilize faith followers as volunteers into Care Groups for RMNCH. • Promote the spirit of volunteerism among their members and the entire community. • Follow up in the implementation of care groups in their communities. • Encourage participating volunteers 	<ul style="list-style-type: none"> • Care groups formed and delivering RMNCH messages.
PROVIDE SUPPORT TO COMMUNITY GROUPS INITIATIVES TO SUPPORT REPRODUCTIVE, MATERNAL, NEWBORN AND CHILD HEALTH (RMNCH)	<ul style="list-style-type: none"> • Mobilize faith community members and others in the community to participate in savings groups for RMNCH expenses. 	<ul style="list-style-type: none"> • Men and women in communities in Savings f groups and using part of their savings to cover RMNCH expenses.

Ask participants to go into their small groups and let them discuss the following questions and possible action in helping the SCOPE Project achieve its goals and their dream of a better and healthier community.

What will be your role and your members' role in;

- **Hosting community dialogues in family planning**
- **Creation of community groups for family planning and parenting**
- **Promoting Care Groups for delivery of reproductive, maternal, newborn and child health (RMNCH)**
- **Provide support to community groups Initiatives to support reproductive, maternal, newborn and child health (RMNCH)**

Give participants 10 minutes to discuss in their groups. Allow for a further 15 minutes for discussion and sharing plans to support SCOPE Project in their community.

Take note of the action points on how faith communities will support the SCOPE initiatives in their communities. Community facilities could use these plans as they follow up with the faith leaders in their communities.



Closing and Next Steps

Thank participants as you close:

- It has been a very special time to go through this learning process with you. Thank you so much for coming and participating. I have learned from you. Please do not waste the valuable lessons you have learned here. Take what you have learned and put it into action.

Next steps:

- The SCOPE Project team will be following up with you to advise on the next activities on the project.
- The faith leaders committee that has just been set up will go through a separate training on their roles and responsibilities on the project.
- **What questions do you have about the next steps?**
Answer any questions or, if appropriate, be available after the training to meet with faith leaders to answer their specific questions or concerns.

Say:

- It is always helpful to support one another in our efforts to improve our communities. We hope you will encourage and support one another in the initiatives and activities you undertake.
- Feel free to contact the SCOPE Project Team with your ideas and questions.

(Optional) As time allows, and if appropriate, close the training with a time of prayer for one another.
