



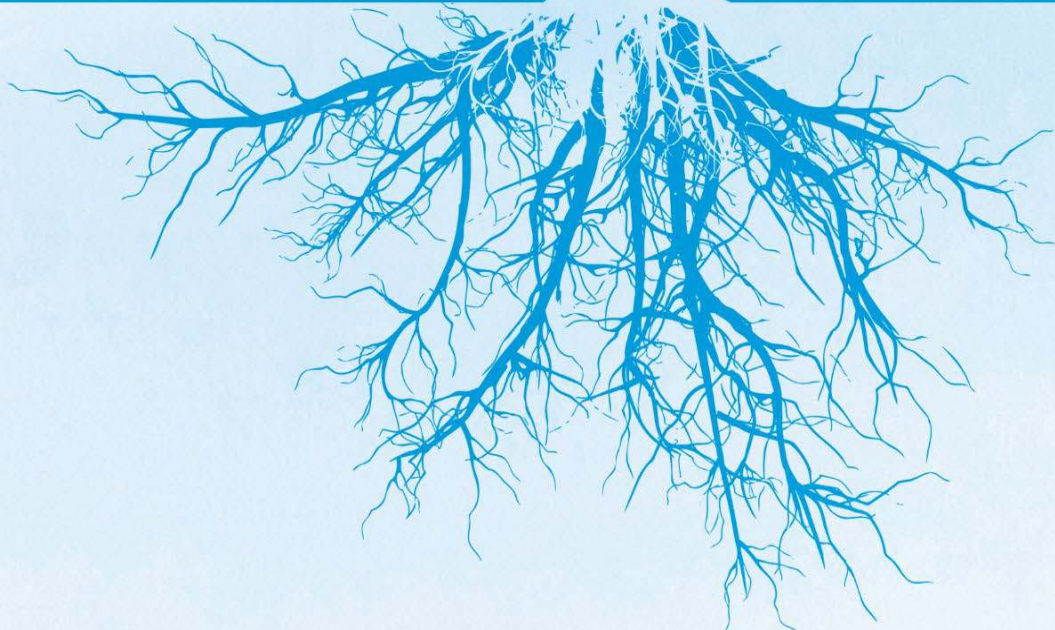
**USAID**  
FROM THE AMERICAN PEOPLE

world relief®

# MAKING OUR COMMUNITIES BETTER

*A vision casting manual for leaders*

*HIV Edition*



# ACKNOWLEDGEMENTS

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Written by Laura Van Vuuren, Clemence Nkulikiyinka and Dennis Mwangwela, with guidance and input from the World Relief Team that included Eeva Sallinen Simard and Myal Greene.

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World Relief  
7 East Baltimore Street  
Baltimore, MD 21202 USA  
Tel: +1 (443) 451-1900

[www.worldrelief.org](http://www.worldrelief.org)

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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.

In the SCOPE HIV edition, the 3-day seminar is broken into modules and combined with *Messages of Hope* and the *SASA! Faith Start Phase*. The combination of these curricula for faith leaders work together to create sustainable behavior change. The *Making Our Communities Better* curriculum is intended to be used in the earlier stages of behavior change, in particular, sensitizing and mobilizing faith leaders in community engagement in addressing gaps in the HIV response, 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 HIV care and treatment; and thus, the HIV care and treatment, gender, and justice for children content is presented at the basic level. World Relief has received 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 willing to engage in a local network of faith leaders and connect to Zonal Interfaith AIDS Committees and District Interfaith AIDS Committees.
- Be prepared to participate in *Messages of Hope* and *SASA! Faith Start Phase* trainings as a follow-on.
- Be prepared to welcome other HIV care, treatment and justice for children focused activities (events, HIV self-testing, support groups for people living with HIV, couples' strengthening groups, Male and Youth champions, *IMPower* clubs for girls and boys, survivors' groups for those who have experienced sexual and gender-based violence ) in their faith communities and be equipped to mobilize members of their faith communities and other people in the community to participate in those activities and events.
- Be equipped to answer questions by community members and other faith leaders about the SCOPE HIV 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. <b><i>Suggested responses</i></b> 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.
<b>Bold</b>	<b>Discussion questions</b> are in bold and main ideas are placed in boxes for easy reference.
	A <b>square box</b> is placed around key overview information for each section with notes to the facilitator, learning objectives, and preparation/materials.
<b>MAIN IDEA</b>	The <b>blue box</b> indicates the main idea for the lesson or portion of the lesson.
	The <b>rooted tree icon</b> indicates a new portion or concept in the lesson.
	The <b>talking icon</b> indicates an opportunity for application through a story.
	The <b>paper and pencil icon</b> indicates a review of concepts from the previous lessons.

## A NOTE TO FACILITATORS

Though the purpose of this training is to help faith leaders understand their role in helping communities improve HIV care and treatment for men and youth and strengthen justice for 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
<b>Lesson 1: What Can I Do To Make My Community Better?</b>	3 hours	The purpose of this lesson is to help faith community leaders understand and appreciate their individual role in community development.
<b>Lesson 2: The Role of Faith Communities in Community Development</b>	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.
<b>Lesson 3: Developing the Whole Person</b>	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>
<b>Lesson 4: Understanding Transformational Development</b>	2.5 hours	This lesson introduces the concept of holistic development and positive change, as well as what can hinder it.
<b>Lesson 5: Unity for Change: The Power of Working Together</b>	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.
<b>Lesson 6: Mobilizing the Whole Community for Change</b>	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.
<b>Closing and Commitments</b>	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."*<sup>1</sup>

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 Einstein<sup>1</sup>*
- **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:

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<sup>1</sup> 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:*

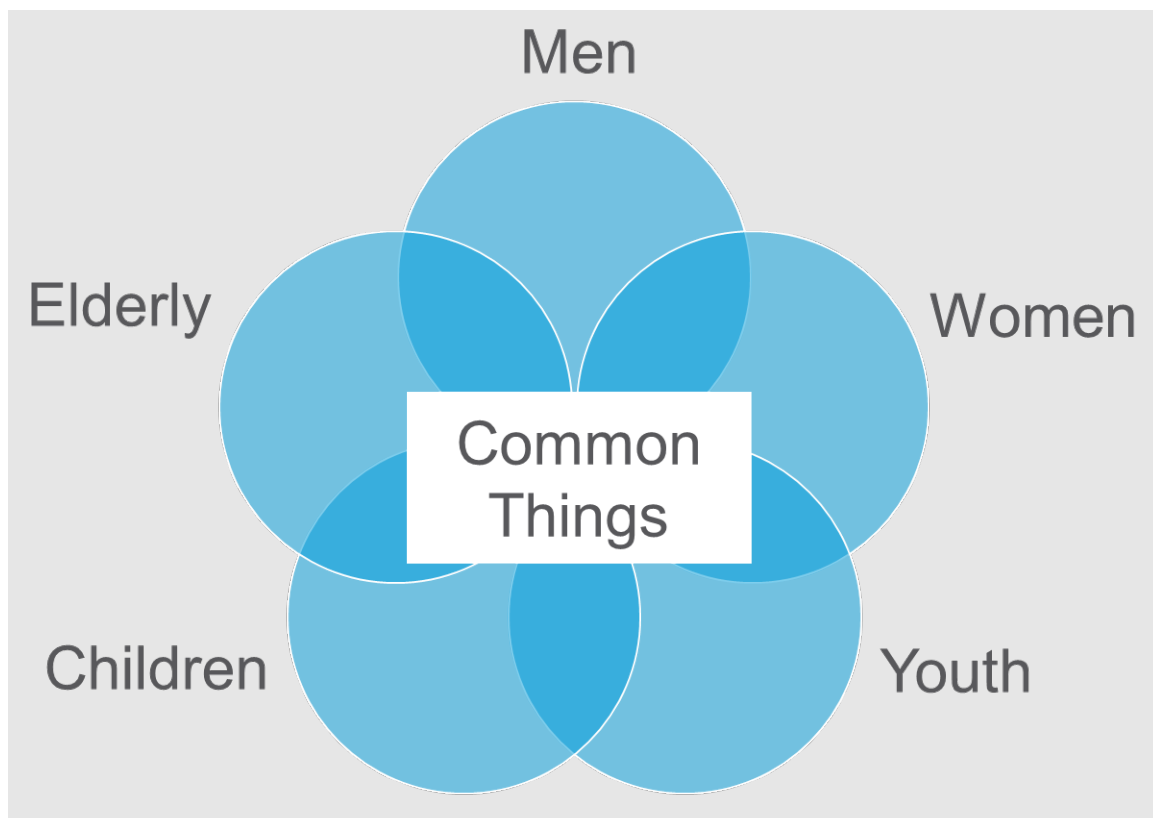
**Question 1: Basic things we need to survive**

- 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, young girls, Sex-workers, displaced people, refugees, ethnic minority groups, men who have sex with men (MSM))*
- **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?**

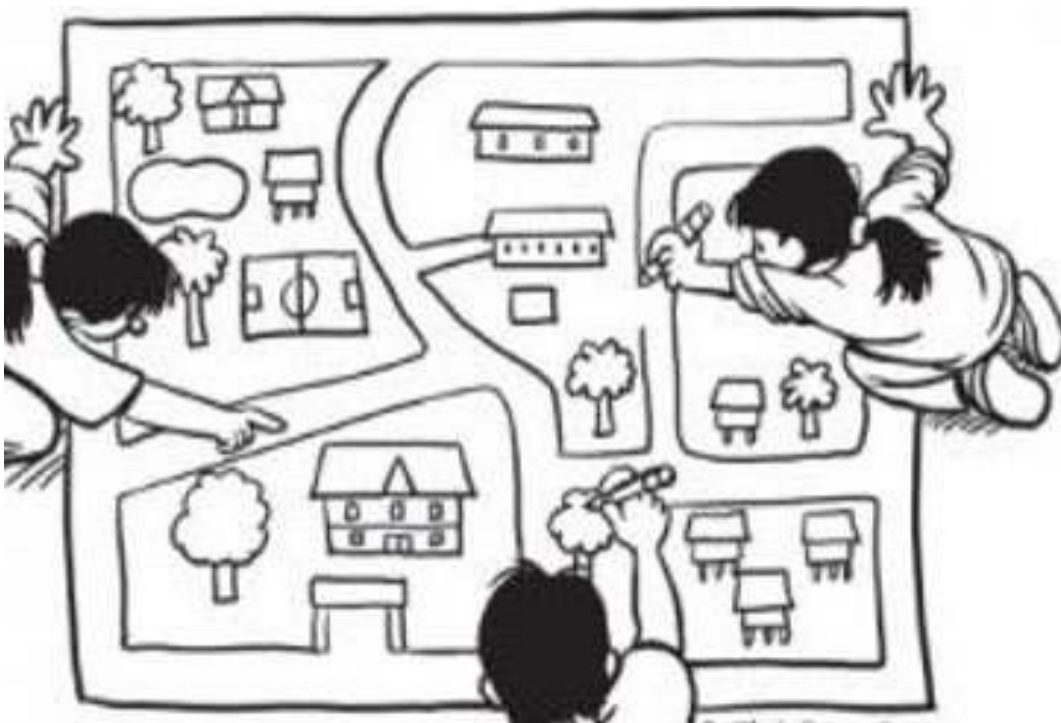
Say:

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 MUGENI

Mugeni is young woman married at the age of 16, now widowed, raising her children as a single mother. Mugeni grew up in a supportive family, though she lost her father at a young age. She was the eldest daughter. When Mugeni was a teenager, attending a high school in form four, she used to pass by a local shop of a young man Fazhili.

Fazhili had recently lost a wife who left him with two children. When Fazhili's wife died, all people in the community suspected that a family member who lived far away poisoned her. Mariam, Fazhili's wife fell sick and lost weight but her situation worsened after giving birth to a baby girl. She died when the child was one year old.

Fazhili was a good-looking young man, and dressed up well. He started to invite Mugeni in his shop and gave her treats whenever she passed by to school or when she came to buy things in the shop. Fazhili did not worry that Mugeni was young. He kept showing her attention and eventually convinced her that he was in love. Fazhili and Mugeni had unprotected sex. Within a few months, Mugeni found out that she was pregnant. She dropped out of school and moved in with Fazhili.

Mugeni started antenatal care at the local health facility. The nurses required a test for HIV among many other tests for pregnant women. Fazhili refused to accompany her for test, she went ahead and got tested. She was HIV positive.

Mugeni was devastated. She went to Fazhili and shared her status. She mentioned that the nurse thought it was best for Fazhili to be tested. He became angry and refused to be tested. He laughed and said he was strong.

Mugeni enrolled herself into PMTCT programs, though Fazhili was against it. Fazhili was angry and upset. Mugeni noticed more young girls coming to his shop frequently, and Fazhili gave them sweets and doughnuts. Mugeni wondered if these girls would also feel they were in love, and if they might have sex with Fazhili.

When Mugeni's baby turned two, Mugeni felt relieved. She had been on treatment and her baby was free from HIV. Fazhili fell sick, though his anger was still strong. He refused to visit the clinic and went to traditional healers instead. He was bedridden for six months and passed on. All people in his community believed that he was bewitched and traditional healers confirmed it.

Mugeni wanted the town to know more about HIV. Because of all she learned, she prevented her baby from having HIV and she was healthy. On the day of burial, Mugeni took her courage and informed all attendants that Fazhili was not bewitched. She shared that he was HIV positive, but refused treatment. Then she told her own story, and shared about her baby's health. Mugeni's news shocked the town. It was a scandal and everyone including her own mother stigmatized Mugeni. Her mother said Mugeni brought shame to the family and the community.

Mugeni was not discouraged by stigma. She had faced many heartbreaks in her lifetime. She got the support of community leaders, community health workers and friends she met through the mothers' group at the health facility. Mugeni organized community campaigns to raise awareness on HIV. When she told her story, she shared that Fazhili would still be around, seeing his children grow up, if he had known his HIV status and started on HIV treatment. People could see Mugeni, looking beautiful and confident, and were surprised to hear her say she was HIV positive. They were in awe of her healthy young child who was HIV-free.

It took a long time for people to stop stigmatizing her. She knew things had changed when more people from the town started buying more items from her small shop, the one Fazhili started. More people saw her as a brave, strong, and healthy neighbor. They did not fear her, and over time, they also did not fear HIV. Mugeni also shared that her HIV status, through treatment, was undetectable, and she could no longer pass on the virus to others. She married a kind man from the community and had another baby.

Because of Mugeni, many young people who are at risk have taken HIV self-tests, Mugeni educates these youth and refers them to the clinic. Her motivation is to save young girls from what happened to her, but also show to the whole community that treatment allows people living with HIV to live a long, healthy life.

*Please note this story contains many references to violence against children and violence between men and women. For this curriculum, it is not important to fully explore these issues. However, the facilitator should be prepared to acknowledge, should the topic arise, the ways that Fazhili exercised power over Mugeni, and the ways Mugeni suffered that might be related to her gender. If these topics arise in the*

group, mention that SASA! Faith training and other trainings in the community will cover these issues in more detail.

Ask the participants in a large group:

- **What do you think about this story?**
- **What were some of the hardships that Mugeni experiences in this story?**

*Possible answers:*

- *She was married at a very young age.*
- *She was taken advantage of by an older man.*
- *She did not have anyone protecting her from this situation when she was a young girl.*
- *She had unprotected sex and got HIV.*
- *She dropped out of school.*
- *She got infected by a person who refused to get treatment.*
- *She became a widow at a young age.*

- **What do we learn from Fazhili?**

- *He was good looking.*
- *He was a businessman.*
- *He did not want to know his HIV status.*
- *He infected others with HIV.*
- *He consulted traditional healers.*

- **What were the conditions of Mugeni's life when she started to serve others?**

*Possible answers:*

- *She was mourning her husband.*
- *She was a victim.*
- *Her baby was healthy and HIV-free.*
- *She was still young.*

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 Mugeni's story?**

*Possible answers:*

- *Being HIV positive is not a sentence to death, with care and treatment you can live a long, healthy life.*
- *People on HIV treatment can reduce the virus in their bodies to the point where they can no longer spread the virus to others.*
- *With courage and purpose, people can overcome stigma.*
- *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. You do not have to pay evil for evil*
- *You do not 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. Chimwemwe.

### HELPING OTHERS WITH WHAT WE HAVE

Chimwemwe is a respectable man in his village. He is a farmer and owns a shop in the community. Though he did not have a chance to attend high school, he has dreamed of having a cross-border business since his childhood. Mr. Chimwemwe is a man of integrity, who is resourceful and easily interacts with people of all ages. He is married to Lydia and together have three children. He is also a member of village committee.

Chimwemwe's friends are truck drivers who most of the time stop at the trading center on the way to the city. He likes to interact with them so he can learn how to do cross border business better. Most truck drivers spend two to three days at this center before they continue with their trips. In most cases, these stops are for rest, car repair, and other reasons like heavy rains, depending on the season. In the center, there is only one lodge, with a few rooms and it is not always the most private place to stay. The center also has small houses rented out by women for a lower cost. Most of these women also offer sex for pay.

Some truck drivers have become friends with Chimwemwe, and sometimes discuss with him their personal matters. One truck driver asked him why it is rare to find a shop where they sell condoms. Chimwemwe was surprised and he replied, "well, men in this area do not use condoms, and you would be considered unfaithful if you do not trust your partner. We are traditional in this village, and we keep sex within our marriages, or with women we know very well. There are women with good reputations, and we do not need to use condoms."

The truck driver told him, "maybe you are lucky that you are always with your partner or people you trust, though you should not trust anyone in this regard, unless you are married. For us, we do stay at these small houses as lodgers. The women keep us company while we are here; when we leave, they can have other partners we do not know. We do it here and in other countries we visit. These small houses are less expensive in terms of lodging and we are offered some comforts, including free massage. Sometimes I worry, though, because I know of colleagues who have HIV. I had an uncle who died of AIDS. I have not taken a test recently, and I want to be careful."

Chimwemwe said, "oh that is sad. I never thought about all the risks you and your friends face. I have heard from the health center that they distribute condoms; I will ask the director if they can make them accessible at the center. Probably there are many people that need condoms but do not know how to get them."

When Chimwemwe accompanied Lydia to the health center for vaccination of their young child, he remembered what the truck driver told him, and he went to see the director, and discussed the issue. The director was amazed by his willingness to find solutions, and said: "thanks for bringing this issue to our attention. In fact, truck drivers and many other men struggle with coming to our clinic. For some, it is because the clinic is open during their

work days. For others, they perceive the clinic as a place for women and children. And for many who live with HIV or are at risk, they fear knowing their HIV status. There is no need for people to fear if they remain on treatment. Through treatment, people can reduce the amount of HIV in their bodies so much that they will not be able to spread HIV to anyone else. If you are willing to help, perhaps we can raise awareness of the hope we have in the community.

Chimwemwe learned so much from the director. Chimwemwe hung a poster in his shop encouraging men to know their status, and had leaflets about HIV treatment. He also started to sell condoms to those who are willing to buy them.

He brought up the issue in his village committee, after his experiences with his friend and the director. He committed to lead men to men dialogue once a week at his shop. and invite men to talk about different issues including HIV. The village committee and the director worked together to provide HIV self-test kits at his shop, and he distributes them to men who disclose any kind of risky behavior.

People enjoy the meetings at his shop, and many truck drivers have commented that Chimwemwe's shop cares for the health needs of men. It is true that he sometimes invites health workers to provide information and basic health checks, like blood pressure checks. Chimwemwe and the director joke that his shop is like a health post for men in the community.

Chimwemwe is now encouraging the leader of faith community he attends to allow him to start men to men groups in their congregation. He has not yet been given permission but he believes that men of faith can help spread important information about HIV that corrects myths and will reduce new HIV infections.

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

- **How did Chimwemwe get informed about the concern of truck drivers and how did he respond?**

*Possible answers:*

- *He befriended them, and they trusted him*
- *He sought for information at health center*
- *He started to share what he knows*
- *He innovatively engaged other men into fruitful talks*

- **How is the community benefiting from what Chimwemwe is doing?**

*Possible answers:*

- *People are getting information on HIV*
- *Beliefs and Myths about HIV are dismantled*
- *Truck drivers have access to condoms*

- **How does Chimwemwe make others feel?**

*Possible answers:*

- *People trust him enough to share personal matters.*
- *He is seen as a leader with influence*
- *He cares for men and wants them to be healthy.*
- *He supports his community.*

- **What do we learn from Chimwemwe?**

*Possible answers:*

- *He is compassionate*

- *He cares for others*
- *He uses his resources to support others*
- *He is setting a good example in their community*
- *Men need support that meets their needs related to HIV prevention, testing, and treatment.*

*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

### FAITH COMMUNITY UNITE TO DEAL WITH STIGMA AND DISCRIMINATION

The hill area of Alananga is home to an ethnic group called the Mwangalamwene. They have their own language and a rich tradition of dance and music. Sadly, HIV is five times as common among the Mwangalamwene people as it is in the rest of Alananga.

In the Alananga communities, most people living with HIV keep their condition a secret because of stigma and discrimination. They are afraid of being asked to leave the community or risk not having friends and family to interact with. People in the community as well as families often treat people living with HIV as outcasts, and people call them rude names. HIV was often linked to witchcraft, and people feared it.

After some time, an organization that specializes in planning HIV and AIDS response called LUGHANO came to work in the area. Faith leaders in the area were targeted. The organization trained faith and community leaders about the hope for people living with HIV, and current information about how to prevent new HIV infections. The faith leaders were surprised to learn that start and remain on HIV treatment can reduce the virus in someone's body to an undetectable level, and that people with high risks could be on a medication that will prevent them from getting HIV. The faith leaders also learned about the links between HIV and violence against women and children.

The faith leaders came together in a network, meeting every two weeks in a group of ten. These leaders discussed the challenges in their community, and the news about HIV. They decided to start with a focus on ensuring that people who were at risk of HIV understood that they must know their HIV status and start HIV treatment.

The faith leaders knew that in the past, people were not sure about HIV treatment, or thought it would be expensive or hard to get. Faith leaders used their influence to share facts and correct myths about HIV.

"Now, the role of faith leaders in dealing with HIV response in this community is being increasingly recognized, and it's a role that we're enthusiastic about," notes Nagano, the chairperson of a faith community group.

"We can already see the difference that LUGHANO's support has made in my life, faith communities and the wider community. I and other faith leaders in the community have developed a good set of skills and knowledge, allowing us to talk to people and support families living with HIV now," says Edward, the chairperson of a faith community group.

Edward and Nagano both noticed a change. Faith communities used to ignore HIV or condemn people's behaviors that can lead to HIV. The faith leaders in the group are now preaching sermons that are hopeful. The faith leaders have mobilized members of their churches living with HIV, embracing them as role models and giving them spaces to hold support groups. Other faith leaders have brought together community members to discuss tensions between men and women, and how these tensions increase violence against women and HIV in the community. Still others have supported clubs of children who are getting help to resist sexual abuse.

Edward mentions, "before it was difficult to address HIV or gender issues or violence in people's homes. Now we are talking about these things in our community, and we are seeing changes, and really touching the hearts of people."

*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 sharing hope in communities where many people experience the impact of HIV and AIDS in their communities. Having a vision and not giving up can lead to positive change; the faith leaders were leaders and helped reduce HIV related stigma and discrimination.*

- **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 there was stigma and discrimination of people living with HIV.*

- **What challenges did they face?**

*Possible answers: Resistance to change because of harmful beliefs linking HIV to witchcraft and not trusting the importance of HIV testing.*

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

*Possible answers: The faith leaders persisted, believed and encouraged the community leaders; they mobilized their members and followers;*

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

*Possible answers: Faith leaders are united to serve the needs in their communities. Stigma and discrimination of people living with HIV significantly reduced.*

*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 cannot do all things, but we can contribute to addressing the needs in the community. 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 including HIV can be resolved.

**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.

In this lesson, we talked about the faith leader's role and the faith community's role in the development



## Review

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

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

*Possible answers: Mental: the person can pay attention and learn better; emotional: the person 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.

### MADINA AND PETER

Madina and Peter have been married for 8 years. They love each other and are active members in their village. Their neighbors Nkuruma and Jane like to visit them, because they have many things in common that they discuss. Nkuruma and Peter met at work.

In January, Peter did not report for work for a whole week at the construction site where he works with Nkuruma. One afternoon, on Sunday, Nkuruma told Jane that he had not seen Peter, his friend and colleague for a week. They decided to visit their family friends. When they arrived, they found Madina by herself in the sitting room, looking very sad. "What is wrong?" Jane asked as she greeted her. "Peter is very sick. He refuses to go to a doctor. 'I think he is afraid.'" Nkuruma spoke up, "I will talk to him. It is good to be examined since he could end up missing work". Nkuruma went in to see Peter while Jane stayed to talk to Madina. Peter was coughing a lot and looked thin and weak. "My friend, you need to see a doctor," Nkuruma said.

After giving him a sip of water and sitting by his bedside for awhile, he gently said, "And it would be good to get an HIV test. Even our faith leader has been tested and he talked about the importance of getting tested for HIV. There is someone in our church, Freddie who distributes HIV test kits that you can use at home," said Nkuruma. "Ah, I know Freddie. We were in school together," said Peter.

Nkuruma asked Peter if he could have Freddie come to visit him. Freddie and Nkuruma came the following day and showed Peter how to take HIV self-tests, and shared that he had been healthy and living with HIV for several years, thanks to the medicines he takes every day. He even shared a picture of his baby and wife, who were both HIV negative. Peter decided to take the HIV self-test while Freddie was there. The test came back positive, and Freddie gently explained that this first test was an indication that Peter should go to the health facility to confirm, and to learn more about the treatment available. Freddie also gave Peter a test kit for Madina, and he also talked through the fears he had to share his own HIV test results. He encouraged Peter to go to the clinic with him, and with Nkuruma and Jane, the following day. Nkuruma said he would bring Jane. Freddie said that couples supporting each other was really important.

Freddie, Nkuruma, and Jane visited Peter and Madina later the next day, early in the morning. Together they went to the clinic and the couples were tested for HIV. A counsellor at the clinic spoke with each person one-on-one and offered to speak to the couples together. Peter and Madina came out of the counseling room quiet and tense, and then went into another room at the health facility and to the pharmacy before joining their friends to walk home.

After walking together in silence away from the clinic, Peter said, “I am HIV positive. Freddie and John knew from the self-test.” The friends stayed quiet, listening while Madina expressed confusion and pain. After awhile, Peter reached from Madina’s hands. “I am sorry, Madina. I brought this disease into our family. I ask for your forgiveness. I know I cannot face this challenge without you.” Madina looked down, and then into Peter’s eyes. She said, “This is very hard news, Peter, but I will forgive you and am trusting God will help us.”

Nkuruma and Jane continued to encourage them. Madina opened up that the counselor had been very hopeful with Peter. In fact, Peter already had medications in hand. Freddie jumped in, and told about his own good health while on HIV treatment. “You two made a good choice to be tested, to face this. Now you have told each other the truth, and Madina, you have forgiven Peter. These things are also good medicine,” said Nkuruma.

Freddie said he would return to take Peter to the health center for a peer support group, where several healthy young men who are HIV positive meet to share their experiences. He said, “Peter, this is not the end of your life. You are still a valuable person and you can still work and provide for your family. Accept forgiveness from Madina, and stay on treatment.”

Nkuruma said, “that is true, Peter, you are going to be stronger through this. Your courage in taking the test and facing this means you will heal, and I will see you again soon at work.”

Freddie, Nkuruma, and Jane left. Madina said to Peter, “now it is time for us to begin again, and to rebuild your health.”

Ask:

- **Which of this family’s problems relate to their physical needs?**  
*Possible answers: Peter is sick and unable to work*
- **Which of their problems relate to their emotional needs?**  
*Possible answers: Peter was afraid, Madina was sad and devastated*
- **How does this situation relate to the need to make good choices?**  
*Possible answers: Peter made wrong choices in the past that affected his current situation; Madina’s choice to forgive will help Peter to heal; Peter’s choice to be open with Nkuruma and Freddie helped him connect with lifesaving treatment*

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

- **What is the importance of social support in lives of those who are suffering?**  
*Listen to several people’s ideas before continuing.*

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 an adolescent dealing with HIV.

*Ask a participant to read the story*

#### **MESINA, AN ADOLESCENT DEALING WITH HIV**

Thirteen-year-old Mesina of Lufirya is HIV positive. Her parents knew about her Mesina's HIV status for many years, but they did not tell her right away.

When Mesina was nine years old, her parents told her of her HIV positive status. Neither Mesina nor her parents wanted any other people in their village to know about HIV in their home. Mesina's mother revealed to Mesina that she had been diagnosed with HIV when Mesina was two years old, and that the medicines she and Mesina took each day were keeping them healthy and strong.

Mesina's mother feared that people would tease her beloved daughter, so she advised Mesina to keep quiet about her HIV status. As Mesina became a teenager, she developed close friendships with some girls from her school. Mesina asked her mother to sit with her two best friends to share that she is HIV-positive. "I want my friends to understand this part of me, Mother. I want them to know that the medicines keep me healthy and strong, and that I am OK." Her mother was nervous but she agreed. One day after school, Mesina and her two friends sat drinking cold sodas with Mesina's mother, and they learned about Mesina's HIV. Her friends were shocked. One of the girls looked at the ground, but her friend Flora asked Mesina some questions. Flora wanted to be sure Mesina was not in pain, and that she could look forward to many of the same things that Flora looked forward to, like graduating high school and getting married. Mesina's mother said that all those things were possible for Mesina, and that babies born to mothers with HIV are able to be HIV-free when the mother and baby receive good medical care.

When her friends left, Mesina and her mother held each other close. Her mother said, "Mesina, you were brave to share the truth with your friends. However your friends respond, I am proud of you. Your character is so strong."

The following day, some children in school turned against Mesina. One of her dear friends shared that Mesina was living with HIV, and the other school children made fun of Mesina. She felt sad and alone. She heard people teasing her, saying she had many boyfriends and contracted HIV by being a bad girl. Some boys were very unkind, making a show of avoiding her and pretending as though being near her would kill them.

Mesina never imagined that her close friend would share her secret. She came home from school and refused to go back to school for many days. She locked herself in her room and refused to eat. She cried out, angry at God for giving her this disease.

After a few days, Mesina's mother knocked on her bedroom door. When she opened the door, Mesina saw Flora with her mother. Flora said, "oh Mesina, I am so sorry for the way our classmates acted. They do not know about HIV, and they were so unkind." Mesina cried a little, and then said, "Flora, you asked if I could get married one day. The boys all acted like I am a terrible problem. I may never find love."

Her mother held her tight, and Flora reached out to touch her shoulder. "Mesina," said her mother, "you are still young. And your classmates are young, too. They will learn and grow. Their response of mean words and actions to you shows that they are not yet able to show love. I see your friend, Flora, is here for you. From her heart, she cares about you. Anyone worth falling in love with can hear you tell the truth about who you are, and about HIV, without leaving you."

Flora smiled at Mesina and her mother. "Mesina, I think one day, someone will come who will love you just the way you are. You were brave to tell me and our other friend about your HIV status. I learned from you, and I also spoke up to the teacher to say that our classmates were treating you badly. I did not share your story with the teacher, but I did ask her to stop teasing and bullying. I want you to return so that we can achieve our dream of finishing our certificates." Flora left Mesina some sweets and went home.

Mesina's mum asked her daughter to come out of her room to eat dinner. "My daughter, I know you are going through a very difficult time right now. I want you to know that we as your parents are here for you no matter what. We will support you. I am happy to work with the teacher and the headmaster to stop the teasing. I also want you to hold your head high, and to know the truth about who you are, and how special you are. You are healthy and strong, and you have a bright future."

Ask

- **What is the problem in this story?**  
*Possible answers: Mesina experiences loneliness and teasing after she discloses her HIV–positive status to her friends; She is deserted and her public life is affected. She stops going to school and is angry at God.*
- **What is the cause of the problem?**  
*Possible answers: Mesina was not psychologically prepared for the consequences of disclosing her HIV – positive status. She had not received any counselling.*
- **How is the problem solved?**  
*Possible answer: A friend, Flora help her to understand based on her own experience. Mesina also gets encouragement from her mum.*
- **What are the results?**  
*Possible answer: She is deserted and her public life is affected. She stops going to school and even contemplates suicide. After a friend and mother's intervention, Mesina slowly goes back to normal life and eventually goes back to School. Mesina now has important knowledge about HIV and how to live positively even when there is a lot of teasing and stigma.*

Say:

Mesina knew she was HIV–positive but did not realize that as an adolescent she would have difficulties when she disclose her status to others. The problem is that no one prepared her for what was to come. Flora her friend helped her understand that if she had been given the right type of counsel she could have managed the situation better. Flora helps Mesina understand the cause and solves the problem.

Flora also paid attention to different areas of need that Mesina 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?**  
*Mesina's parents provided all Mesina needed. During one of the talks with Mesina, her mum gave her food.*
- **What mental need was met?**  
*Mesina received adequate information and support about living a positive life from Flora*
- **What emotional need was met?**  
*Mesina was encouraged, felt strong again, and was able to go to school again.*
- **What social need was met?**  
*Flora showed that she cared. She was able to remain a friend to Mesina even when others left.*

- **What need to make a good decision was met?**

*With help from Flora, Mesina was able to choose to live positively though she had HIV*

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.

#### **CHAKWANULEKA CASE STUDY**

Tatenda is from Chakwanuleka village. She is an orphan because her parents died when she was 13 years old. After the death of her parents, there was no one to take care of her in the village. Her Uncle and Aunt decided to take her to town where they stayed so that she could have access to better education. For the first couple of years she was happy. Her studies went well. She was excited about her future despite losing both her parents.

Three years later, her uncle started to behave in strange ways. He would stare at Tatenda, and would sometimes come into rooms when she was alone and take up space so that it was not possible for her to leave or move away. She tried to push past him, but her uncle would hold her wrist or her arm and squeeze tight. She said she would tell her aunt, but he laughed and said, “She will not believe you, and I will stop paying your school fees and send you out to live in the streets alone.”

One day Tatenda arrived home from school to find her Aunt was away. She went outside to tend to the animals, and when she returned to the house, her uncle grabbed her. He abused her that day, and then any time in the future when he could find her alone, he would abuse or rape her. Tatenda suffered in silence.

At Tatenda's school, she heard about a program for girls. She attended it and learned that there were ways to stop abusers, and to get help if you were abused. She cried one day to her teacher, telling her story. Her teacher helped her get support at the clinic and from social welfare. Tatenda tested positive for HIV. Tatenda's village leaders found a new place for her to live, and her uncle was reported to the authorities. Her teacher and a group of others who had survived sexual abuse and rape met together to support each other each week.

“Maybe my uncle believed that sleeping with me would cure his HIV,” said Tatenda at one of the group meetings. Other women and girls in the group nodded. This is a common myth about HIV. “I am thankful that I am able to receive my medications and to live.”

The support of the other survivors in the group helped Tatenda's emotions to heal while the medicines helped her body to heal. Tatenda became a strong advocate for women in her community, and was

excited when her faith leader invited her to join a training to end violence against women and promote HIV prevention. She turned her sorrows into strength.

*Give each participant a copy of the Chakwanuleka 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?*

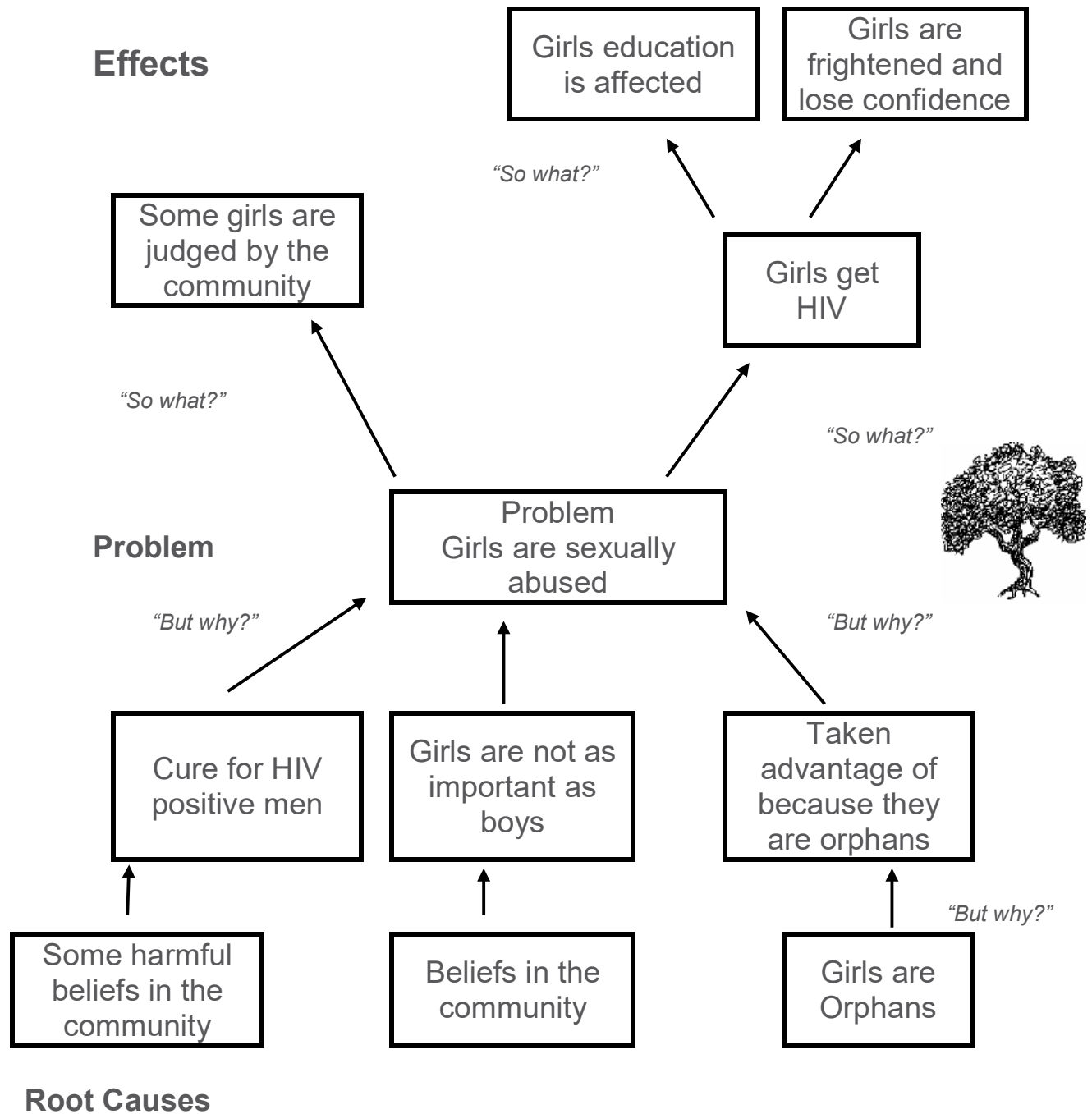
*After 10 minutes of group discussions, bring the participants back in the large group for presentations.*

*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?**

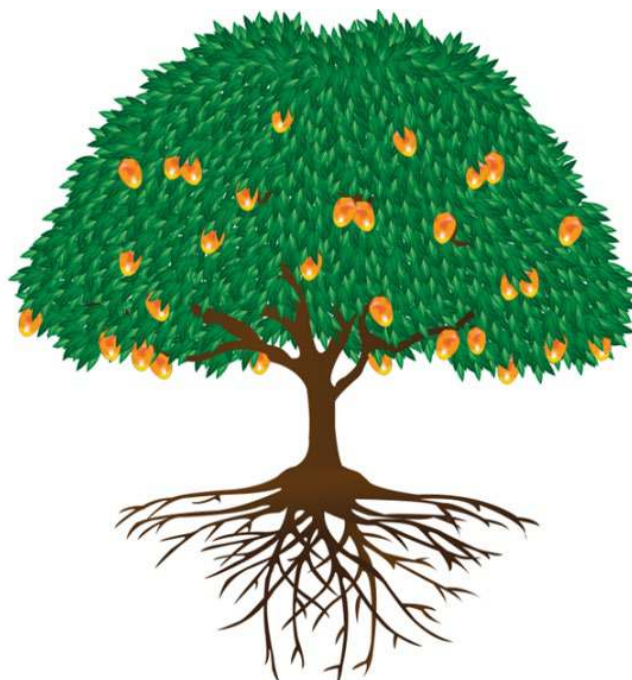
*Pause for them to answer and have the other volunteer place the “VALUES” label on the tree where they suggest it should go.*

- **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.*



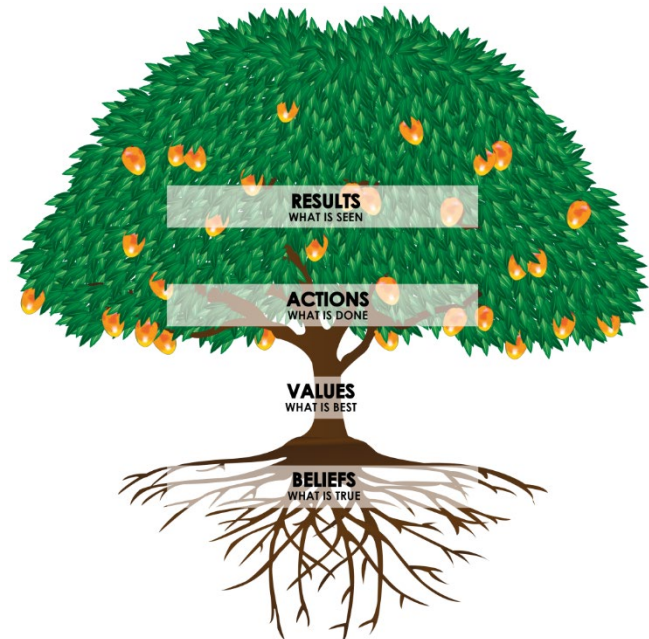
Invite the group to make suggestions or corrections to the position of the labels and move them as they suggest.

*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 Elizabeth and her husband, Jacob.

#### ELIZABETH AND JACOB

Elizabeth and Jacob have four healthy children. They have been married for 15 years. Elizabeth is a hardworking and enterprising woman; she is very busy taking care of their children but at the same time ensuring that her businesses are running well. She wants to do her best so that her children, a great gift they have received have all they need at home and in school. Jacob, Elizabeth'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.

Jacob believes that all people - men and women - are equal because they are both created in the image of God. Jacob has also seen suffering. His father and two of his uncles died with AIDS. He knew that some of this was because of their lifestyles, and some of this was because medicines that are available now were not available for his father's generation. Jacob is thankful for healthcare, and has a sister who is a midwife at a health facility in his home area.

When Elizabeth was pregnant with their first child, Jacob thought it was best for her to receive prenatal care and learn from the nurses and midwives at the health facility. Jacob gave Elizabeth money for transport to travel to the clinic. At the clinic, Elizabeth was encouraged to return with her husband to be tested for HIV in case she needed to take medicine to keep the baby from getting HIV. Jacob agreed, remembering his father and his uncles. Both Elizabeth and Jacob tested negative. When she was ready to deliver, Jacob took Elizabeth to the maternity clinic. Elizabeth gave birth to a healthy baby who did not have HIV.

Since her first pregnancy and childbirth, Elizabeth and Jacob often remind each other of their promises to be faithful to one another, and to raise their children in a home full of love. Jacob does not have many women the way his uncles and his father did. He wants his children to grow up seeing the love between him and Elizabeth. Jacob also goes for an HIV test with Elizabeth during each of her pregnancies. He wants her to know that he supports her.

ELIZABETH	JACOB
<b>What are Elizabeth's beliefs?</b> <ul style="list-style-type: none"> <li>• Hard work</li> <li>• Children are a gift</li> <li>• Home can be full of love</li> </ul>	<b>What are Jacob's beliefs?</b> <ul style="list-style-type: none"> <li>• Men and women are equal</li> <li>• Grateful for healthcare and medicines</li> <li>• Men support their wives and families.</li> </ul>

- **What are the results happening in their lives that they are happy about?**  
*Possible answers: They have very healthy children. Safe delivery of all their children and all of them were HIV negative.*
- **What can they do if they want to see positive and lasting change?**  
*Possible answers: As husband and wife, they should be faithful to one another; they should do HIV test so that they know their status and live accordingly.*

### Say:

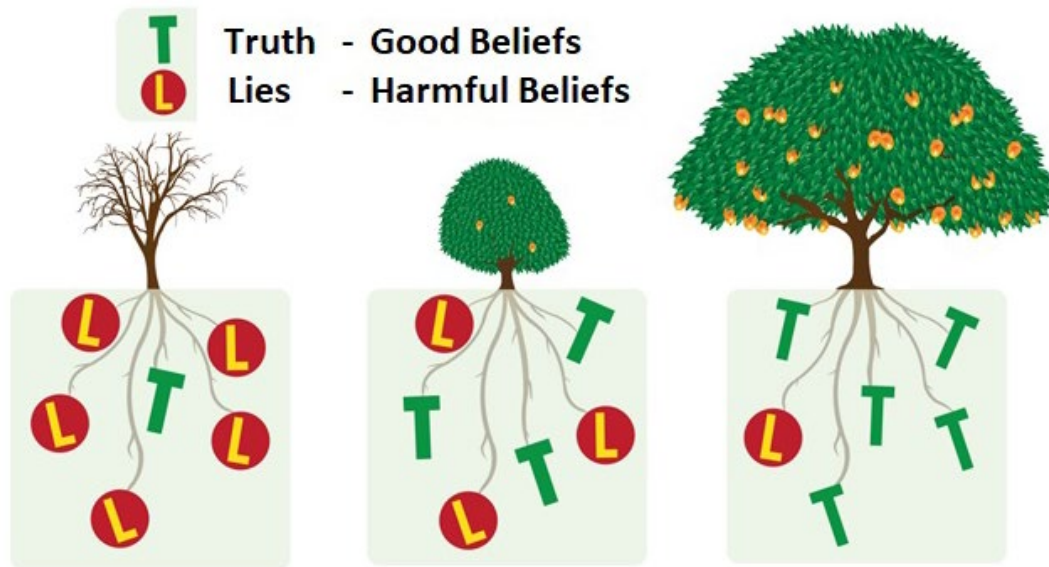
If we wish to be transformed, we must consider our beliefs and values and understand how they ultimately determines how we live and impacts the lives of our families. For example, Jacob has the belief that men and women are equal. This has influenced positive outcomes for his family. Elizabeth and Jacob are able to take care of their children. Because of the value that all people are equal and that children are a gift, Jacob took good care for Elizabeth when she was expecting their children, provided money for Elizabeth to go to a clinic; both Jacob and Elizabeth went for an HIV test each time they were expecting a child. They wanted to make sure that the wife, children are protected, and they are free from HIV. The result is that they had a healthy family free from HIV as well.

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.*

BELIEFS ABOUT HEALING	BELIEFS ABOUT CURSES	BELIEFS ABOUT ANCESTORS
Tamaona believes the traditional advice he gets from the elders in the community. One such belief is that when there is a healer who can even cure HIV through prayers. When Tamaona tested HIV positive he went to many of the prayer services at this healer's home. Many times, Tamaona brought offerings and money to the faith leader, and prayed and danced and sang hoping for his HIV to be cured. When he fell ill, he continued to pray. His mother encouraged him to see the doctor and start antiretroviral treatment. Tamaona thought God would see this as a lack of faith. Tamaona is growing thin.	Sarah is very sad because her young, strong son John is sick. John says he has HIV, and he is starting medication. Sarah is scared about HIV, and she believes someone cursed her son. She grows suspicious of their neighbors. She thinks, "Is this person angry with our family? Maybe he put a curse on my husband?" As a result, Sarah speaks less with her neighbors. When they do talk, they often argue. When there is a community clean-up day, Sarah refuses to cooperate with their neighbors, even though a cleaner neighborhood would benefit their family, too.	Since the time he was a young boy, Timve was taught to respect the ancestors, the spirit world, and the witchdoctors. Whenever he has a problem, Timve first turns to the witchdoctor. When his crop is failing, when someone in their family is sick—he first goes to the witchdoctor for help. It costs him a lot of money each year. A few years ago, Timve tested positive for HIV and started on treatment. However, he dislikes the clinic and trusts the witchdoctor. He stops returning the clinic for his medications. He takes remedies from the witchdoctor. For a couple of years, Timve is doing well. Then he catches a cold and cannot get well. Instead of going to a hospital, Timve opts to go to a witchdoctor. Some community leaders have encouraged him to go and spend month at clinic where he will get better results and could be treated.

		However, Timve remembers the people working in the clinic. They were not people from his village. They seemed busy. The witchdoctor has known him since he was a young boy, and helped bring his family many good crops. Timve likes feeling respected and does not think the clinic staff respect him.
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*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
<b>TAMAONA'S BELIEFS ABOUT HEALING AND HIV</b>	Faith and prayer can heal HIV	Prayer is powerful.  There are miraculous healings.	Tamaona does not seek HIV treatment. Tamaona prays for healing. Tamaona gives offerings of money for healing prayers.	Tamaona is ill.  Tamaona is growing thin.
<b>SARAH'S BELIEFS ABOUT CURSES</b>	People can use spiritual powers to harm and curse one another.	Value traditional beliefs and their power	Sarah is suspicious of their neighbors and argue with them.	There is less support in the neighborhood for clean-up day.  Sarah has bad relationships with their neighbors.
<b>BELIEFS ABOUT ANCESTORS</b>	Traditional spiritual practices are the most powerful source of help and protect a person from evil.	Value traditional beliefs over help from clinic and hospitals  Value familiar people and rituals over help at clinics	Timve spends his money on rituals instead of using it for test at a clinic or hospital.  Timve quits HIV treatment.	Timve grows ill.  Timve feels the clinic cannot meet his needs.

*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:

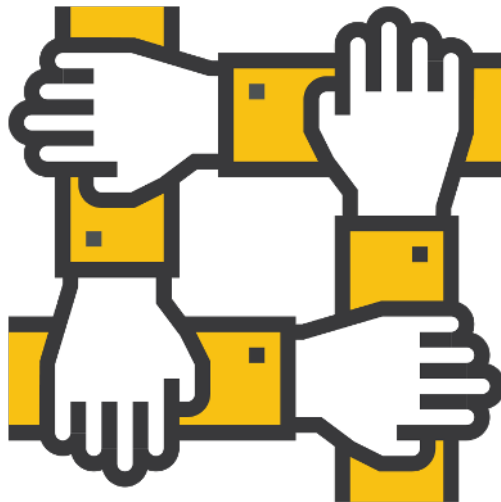
- **What are some reasons that may cause us not to work together?**

*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 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 people living with HIV you know, 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 people are living with HIV, young girls are marrying when they are under 18 and many children in the community are out of school.

Most people are farmers but they have limited access to agriculture inputs and when they harvest, buyers offer little money during the harvest season. Besides many young people, use drugs and 15% of women aged 25 and below have been raped at least once in so far.

Faith leaders in the community of Beintu are always saddened by what is taking place in their community, sickness and deaths, rapes, 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 a limited number of health workers, and most of times people do visit the health center mainly for sickness that cannot be addressed by using traditional medicine. People are not tested timely, including those with HIV, thus they continue to spread it and their bodies are weakened before they start treatment. Many people start HIV treatment, but because it is difficult to continue on treatment, they stop taking the medication and fall ill or infect others in the community.

The government recognizes that this community has limited infrastructure, which affects all people, including adolescents and young families. Nevertheless, the government also sees that people in the community need to play their role to respond to some of their needs, including access to information or rapid testing for some 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 to reduce premature deaths.

*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:

- Create men clubs to foster positive manhood
- Mobilize community members to improve their roads, and advocate to the local government for a minibus that serves for public transport to the center
- Build small health posts in each area, that perform rapid HIV tests and treat simple illness

*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

<b>PROJECT NAME:</b> Smart men protect their women in the community (positive masculinity/manhood)								
<b>TIMELINE:</b> Three months				<b>PROJECT LEADER:</b>				
<b>OBJECTIVES:</b> <ul style="list-style-type: none"> <li>Create 20 men groups of young men aged 21 to 30 years to educate on positive manhood and how they can contribute to reduce rape in their community</li> <li>Follow up on peer education</li> </ul>								
<b>RESULTS:</b> After three months: <ul style="list-style-type: none"> <li>30% of men in that range, will have exposed to 12 key lessons that contribute to positive manhood</li> <li>15% of members will reach other peers and share messages</li> <li>20% of men will change their attitude towards women and girls</li> </ul>								
<b>OBJECTIVE 1. ACTIVITY 1</b>		Mobilize community members to understand what positive manhood means, and encourage them to enroll in groups						
<b>OBJECTIVE 1. ACTIVITY 2</b>		Elaborate training manual and train group leaders who will facilitate training						
<b>OBJECTIVE 2. ACTIVITY 1</b>		Follow up men who commit to reach out their peers and share their learning						
<b>OBJECTIVE 2. ACTIVITY 2</b>		Conduct community talks to assess if there is a shift in mindset						
<b>RESOURCES</b>		Human resources: group leaders, traditional leaders, people in business and others						
		Training manual						
		Community meeting places						
		Community meeting places						
<b>TIMELINE</b>		Activities	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6

Project 2

<b>PROJECT NAME:</b> Mobilize community members to improve their roads, and advocate to the local government for a minibus that serves for public transport to the center								
<b>TIMELINE:</b>				<b>PROJECT LEADER:</b>				
<b>OBJECTIVES:</b> <ul style="list-style-type: none"><li>Organize campaigns and coordinate the action in collaboration with local leaders</li><li>Advocate to the government for minibus and set up a mechanism of management</li></ul>								
<b>RESULTS:</b> 								
<b>OBJECTIVE 1. ACTIVITY 1</b>								
<b>OBJECTIVE 1. ACTIVITY 2</b>								
<b>OBJECTIVE 2. ACTIVITY 1</b>								
<b>OBJECTIVE 2. ACTIVITY 2</b>								
<b>RESOURCES</b>								
<b>TIMELINE</b>		Activities	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6

### Project 3

PROJECT NAME: Build small health posts in each area, that perform quick tests and treat simple illness							
TIMELINE: Six months				PROJECT LEADER:			
OBJECTIVES: •							
RESULTS: •							
OBJECTIVE 1. ACTIVITY 1							
OBJECTIVE 1. ACTIVITY 2							
OBJECTIVE 2. ACTIVITY 1							
OBJECTIVE 2. ACTIVITY 2							
RESOURCES							
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 mobilized to support their communities in reducing sexual and gender-based violence and HIV?**
- **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"><li>• Fostering collective power</li><li>• Sustained engagement with the community</li><li>• Systematic</li><li>• Multi-faceted</li><li>• A process</li><li>• A struggle for social justice</li><li>• About fostering activism</li><li>• Requiring a range of people, groups and institutions</li><li>• Going beyond individuals to influence groups</li><li>• Building social networks or capital</li><li>• Fostering alternative values</li><li>• Stimulating critical thinking</li><li>• Holistic and inclusive</li><li>• Based on the principles of human rights</li><li>• Positive and supportive</li><li>• Democratic</li><li>• Changing norms</li><li>• Collective: everyone must work together for change</li><li>• Benefits-based</li><li>• Focused on root cause (power imbalance)</li></ul>	<ul style="list-style-type: none"><li>• Using power over others</li><li>• One-off activities</li><li>• Ad hoc or done without a plan</li><li>• Done with one strategy</li><li>• A project</li><li>• A technical quick-fix</li><li>• About implementing activities</li><li>• Possible with few individuals or groups</li><li>• Focused only on individuals</li><li>• Dividing individuals or groups</li><li>• Providing only information and facts</li><li>• Telling people what to think</li><li>• Limited to specific individuals or groups</li><li>• Based on benevolence or protectionism</li><li>• Blaming and shaming</li><li>• Hierarchical</li><li>• Changing just specific behaviors</li><li>• Possible with individuals acting in isolation</li><li>• Punitive</li><li>• Focused on manifestations of violence</li></ul>



**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
<b>ENGAGE THE WHOLE COMMUNITY (CIRCLES OF INFLUENCE)</b>	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.
<b>FACILITATE A PROCESS OF SOCIAL CHANGE</b>	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.
<b>PROVIDE REPEATED EXPOSURE TO IDEAS</b>	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		
<p><i>Local organization:</i></p> <p>A local organization in the community in Zangaphe believes in engaging as many community members as possible in their efforts to help break the silence around HIV and dispel common myths and beliefs. 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 available testing, care and treatment for HIV. 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 healthier life in their homes including better care and treatment for HIV.</p>	<p><i>Sarah's Reaction</i></p> <p>Sarah hears one of the radio programs with a faith leader on it talking about HIV testing, care, and treatment.</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 available testing, care and support for HIV. She is so interested in the topic that she stays to listen. It really makes her think about her family and the community.</p>	<p><i>Musa's Reaction</i></p> <p>Musa hears a Pastor on the radio talking in support of abolishing harmful community norms, attitudes and beliefs about men and women. 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 harmful beliefs and norms about men and women have led to increased incidence of HIV and of harm to children. He talks to Musa about how he too can benefit, since men sometimes hold back from getting healthcare because they think they must always appear strong. He encourages Musa to come to the activities led by his neighbor, who has a group for people to discuss these issues and put them into practice in their homes.</p>

*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:

<b>FAITH COMMUNITY MEMBERS ARE GUIDED BY THEIR FAITH</b>	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.
<b>A PURPOSE OF FAITH IS TO IMPROVE SOCIETY</b>	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

<b>FAITH COMMUNITIES HAVE THE TRUST NEEDED FOR CHANGE</b>	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.
<b>FAITH BRINGS PEOPLE TOGETHER FOR CHANGE</b>	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 HIV Project interventions that will be implemented in your communities.

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

*Hand out copies of SCOPE HIV 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
MESSAGES OF HOPE	<ul style="list-style-type: none"> <li>• Learn the 13 key messages of hope about HIV.</li> <li>• Share the 13 key messages of hope with your congregation.</li> <li>• Meet every other week in the faith network to learn new messages and to report on activity in your congregation.</li> <li>• Shift attitudes about people living with HIV</li> <li>• Collaborate with health facilities and Male/Youth Champions to engage more youth and men in HIV care and treatment</li> </ul>	<ul style="list-style-type: none"> <li>• Increased access and utilization of HIV care and treatment services</li> <li>• Changed behaviors and attitudes towards seeking HIV care and treatment</li> <li>• Strengthened linkage and retention to HIV care and treatment</li> </ul>

<b>SASA! FAITH</b>	<ul style="list-style-type: none"> <li>• Attend the SASA! Faith Start Phase training</li> <li>• Share messages about the Four Types of Power, Powerful Choices, The Space Between Us, Four Types of Violence, and Connecting Violence against Women and HIV to your congregation</li> <li>• Review SASA! Faith key messages in the bi-weekly faith network meetings</li> <li>• Report back on your experiences in the bi-weekly faith network meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Changed behavior and attitudes towards SGBV services and HIV care &amp; treatment</li> <li>• Strengthened linkage and retention to services</li> </ul>
<b>PROVIDE SUPPORT FOR VOLUNTEERS AND GROUPS THAT SUPPORT PEOPLE LIVING WITH HIV AND COUPLES</b>	<ul style="list-style-type: none"> <li>• Promote the spirit of volunteerism among their members and the entire community.</li> <li>• Offer space and promote for peer groups of people living with HIV.</li> <li>• Offer space and promote couples' groups for couples affected by HIV.</li> </ul>	<ul style="list-style-type: none"> <li>• Male/Youth Champion Networks recruited and mobilized.</li> <li>• Peer support groups for people living with HIV active where they do not currently exist.</li> <li>• Couples' support groups active where needed to ensure adherence and retention in HIV care and strong families.</li> </ul>
<b>PROVIDE SUPPORT TO COMMUNITY GROUPS MOBILIZED TO REDUCE SEXUAL AND GENDER-BASED VIOLENCE</b>	<ul style="list-style-type: none"> <li>• Promote the spirit of volunteerism among their members and the entire community.</li> <li>• Support activities and policies that protect women and children within the local congregation and community.</li> <li>• Offer space and promote peer support for survivors of sexual and gender-based violence.</li> </ul>	<ul style="list-style-type: none"> <li>• SASA! Faith Networks recruited and mobilized.</li> <li>• Survivors in Recovery groups active in multiple communities.</li> <li>• Child protection committees active and functioning.</li> <li>• Church and mosque policies updated to protect women and children.</li> </ul>

*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;**

- **Changing behaviors and attitudes about HIV and gender norms**
- **Creation of community groups for supporting people living with HIV, couples, and survivors of sexual and gender-based violence**
- **Supporting volunteers in the Male Champion and SASA! Faith Networks**
- **Increasing the numbers of people living with HIV who are on care and treatment**

*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.*

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