CAPACITY STRENGTHENING AND SHARING COURSE

A Manual

For Community-Based Organisations

Written and Developed by:
Xavier Project and Community Partners

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Capacity Strengthening and Sharing Course for Community Based Organisations

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Introduction

Xavier Project and its Community Partners have developed this training manual with the aim of strengthening the skills of the leaders, managers and staff of Community Based Organisations all over the world.

In these modules, CBOs will evaluate their vision, define their goals, and acquire and refine the skills to implement their community projects successfully and independently. Learning is achieved through knowledge exchange in participatory sessions that encourage the sharing of experiences and in participant-led discussions that catalyse organisational improvements. This course does not impose solutions or dictate the decisions taken by a CBO, however, it aims to guide CBOs to thoroughly assess their operations in support of their desired goals.

This manual has detailed lesson plans for the facilitator to follow. The first 5 modules are designed to be followed sequentially, while modules 6 to 8 can be delivered standalone if necessary. Within the modules, each lesson has a similar structure. Guideline timings are provided.

Xavier Project would like to thank UNHCR for the funding to create this manual as part of the UNHCR Innovation Award 2019. We would also like to extend our greatest gratitude to our Community Partners for our years of working together as well as their input on the topics covered. These are L'Afrikana Community Organisation, URISE for Africa, Solidarity Initiative for Refugees (SIR), Resilience Action International (RAI), Turkana Christian Development Mission (TCDM), Tomorrow Vijana, Bondeko, Tenda Wema, and Community Alliance for Youth Empowerment (CAYE).

The Role of the Facilitator

As a facilitator, it is important to have a deep understanding of the community group you wish to take through the course. There can be no "one size fits all" mode of delivery -- yet one can tailor-make the course to suit the needs and requirements of the specific group participating. To this end, as the course progresses, the facilitator should develop a relationship with the group in order to understand their work better, and should aim to make the discussions and activities in the course more relevant to their needs.

This CBO Capacity strengthening Program is facilitated, not taught. It is an approach that provides the participants with active, positive and encouraging learning opportunities to generate critical, positive thinking, and to envision opportunity. To ensure that this occurs, you must also ensure that you leave room for new ideas, thought processes, and only offer nonjudgmental guidance.

We advise that you should read through the entire manual before you deliver it. This will enable you to familiarise yourself with the content, make notes on aspects that you think need more elaboration, and then develop hand-outs that best suit your method of delivery.

For this course, there are notes that guide the facilitator that are written in normal prose handwriting while the text in italics is a narrative of what you can choose to say. Please note that you should not have to say everything as it appears in the manual, but only use this as a guide to help you come up with your own talking points. This manual is a guide that you should custom make to your own 'voice'.

There are also supplementary learning materials -- slideshows and handouts -- that go with this course and are hosted on Xavier Project's website along with this document. If you see reference to a hand-out or powerpoint that you are not able to access please email Ruth, r.njiri@xavierproject.org and it will be shared.

Here are a few guiding principles for facilitation:

- Guide the group- do not share your personal opinions/values/beliefs instead let the group guide those and remain open minded
- Keep confidentiality- assure participants that everything that is shared in the sessions is confidential (and mean it!) Do not discuss anything that happened in the room outside of it
- Time management – keeping time is important to build trust and security in the sessions- please be sure to keep time.
- Listen to active participants- listening sensitively and openly to response is so important – do not cut participants off, rush them. Nod to show you are listening, and show encouragement. If someone is way off, be kind and guide them in the correct direction by asking the other participants if they agree with what the participant is being said, or if there is another way to look at it, or if anyone has anything else to add
- Answer questions- take all questions seriously and try to answer them. If you do not know the answer, tell them you don't know and will seek an answer. If you don't understand the question- be sure to ask for clarification
- Give time for all participants to speak- make sure no one is dominating the conversation and everyone has time to share and people respect each others time. If someone is taking too much time you can say "I am sorry to cut you off, but we need to move on" or "I think it is time we heard from other participants"
- Adapt activities- if you think an activity is not going well but have a better way to do it- adapt it to meet the needs of the participants
- Offer time out- tell participants if they need to leave the room or find an activity too difficult or emotional, that they can always opt for a timeout and observe or leave for a bit

- Make sure group work is understood by all members
- Give positive and encouraging feedback, not critical feedback – being a facilitator means supporting the learning in positive ways
- During activities, asking important questions may be very useful to go deeper into the thoughts, beliefs and values of the participants. The following questions may be very helpful in many activities:

    - Does that situation relate to you or your community?

    - Do you feel like that can constitute a change in your community?

    - What sort of change do you think you can make?

    - What are you taking out of this session; will you apply it to your organisation? How?

    - What would you do differently next time?

    - Is this something realistic that you and your community members can do?

For the sake of simplicity, this training manual will refer to your trainees as either participants or CBOs throughout this manual.

Target Audience

We have compiled this training manual for *implementers* wishing to train members of community based organisations (CBOs), locally run and founded NGOs, or any groups willing to develop their communities collaboratively. As an implementer or course facilitator we assume that you have prior experience in working in community development, that you have prior experience in running training, and that you have some experience working in the context that your participants are working in.

This manual is designed to help you deliver the capacity strengthening course, however the manual does not replace the need to plan your sessions. You may find from this manual that there are ways you need to adapt your content or add additional activities – this is encouraged. If you try to use this manual in a session without reading it through in advance and without planning you will find yourself ill-prepared to deliver the course.

Introduction to the course for participants

00.00 Welcome the participants and introduce yourself as the facilitator of the course

00.03 Ask to the participants to introduce themselves and take notes of their names and their roles in the CBO

00.10 Explain the objectives and structure of this course

With this course we aim to strengthen the skills of community based organisations to re-evaluate their vision, re-define their goals, function effectively and work towards sustainability.

Module 1 - Understanding and Describing Your Community: You will learn how to understand, examine and describe your community

Module 2 - Analysing Community Problems Together: You will learn how to identify, analyse and address community problems

Module 3 - Forming and Communicating a Vision: You will learn how to collectively formulate and communicate the CBO's vision

Module 4 - Strategic Planning: You will learn about strategic planning and know how to incorporate it to CBO's plans

Module 5 - Resource Mapping: You will learn how to identify and exploit existing resources in your CBO and community.

Module 6 - Leadership

Module 7 - Governance

Module 8 - Proving Impact

00.30 Explain the dynamics and guidelines of the course

Explain your role as a facilitator

Explain to the participants that the person who is directing the course must not be seen as a teacher. This is because the role of the facilitator is to stimulate discussions and among the CBO members

00.35 Set up a schedule with the participants

Module 1: Understanding and Describing Your Community

Introduction to Module One

It is important for CBOs to understand community -- what a community is, and the specific nature of the communities they work in. Anything we do in a community requires us to be familiar with its people, its issues, and its history. Carrying out an intervention or building a coalition are far more likely to be successful if they are informed by the culture of the community and an understanding of the relationships among individuals and groups within it.

Taking the time and effort to understand the local community well before embarking on a community effort will pay off in the long term. A good way to accomplish that is to create a community description -- a record of exploration and findings. It's a good way to gain a comprehensive overview of the community -- what it is now, what it's been in the past, and what it could be in the future.

In this module, the CBOs will examine the community in some detail and set down their findings in a community description.

Session One – Understanding Your Community

Resources: Display the PowerPoint entitled "Module 1 – Understanding and Describing Your Community" to your participants. If you do not have a projector you can create print-outs or run the session verbally.

- **00.00 Discuss the objectives of the module with them (5 mins):**

In this module you will learn how to understand your community

You will learn which tools you can use to examine your community

You will learn to describe your community

- **00.05 Introduce some of the aspects that define a community, using the next slide**

A community is any group sharing something in common:

Locale, Experience, Interest

- Instruct participants to discuss in pairs for three minutes. *What are some other aspects to consider in your community?*
- **00.10 Request feedback and have an open discussion based on their responses**

- **00.15 Go to the next slide and discuss the various bullet points.**

Try to launch an open discussion. Here are a few pointers to help you discuss the individual bullet points. Look out for context specific contributions from the participants. This is an introduction

Physical aspects. Most communities have a geographic area or areas they are either defined by or attached to. It's important to know the community's size and the look and feel of its buildings, its topography (the lay of the land -- the hills, valleys, rivers, roads, and other features you'd find on a map), and each of its neighbourhoods. Also important are how various areas of the community differ from one another, and whether your impression is one of clean, well-maintained houses and streets, or one of shabbiness, dirt, and neglect.

If the community is one defined by its population, then its physical properties are also defined by the population: where they live, where they gather, the places that are important to them. The characteristics of those places can tell you a great deal about the people who make up the community. Their self-image, many of their attitudes, and their aspirations are often reflected in the places where they choose -- or are forced by circumstance or discrimination -- to live, work, gather, and play.

Infrastructure. Roads, bridges, transportation (public or private transportation) electricity, land line and mobile telephone service, wifi services, and similar aspects, or lack thereof, make up the infrastructure of the community.

Patterns of settlement, commerce, and industry. For example, where are the poorer areas? Which areas are closer to business centres, or industrial activity? Are some parts of the community dangerous, either because of high crime and violence or because of unsafe conditions in the built or natural environment?

Demographics. It's vital to understand who makes up the community. Age, gender, race and ethnicity, marital status, education, number of people in household, first language -- these and other statistics make up the demographic profile of the population. When you put them together (e.g., the education level of black women ages 18-24), it gives you a clear picture of who community residents are.

History. The long-term history of the community can tell you about community traditions, what the community is, or has been, proud of, and what residents would prefer not to talk about. Recent history can afford valuable information about conflicts and factions within the community, important issues, past and current relationships among key people and groups -- many of the factors that can trip up any effort before it starts if you don't know about and address them.

Community leaders, formal and informal. Some community leaders are elected or appointed. Others are considered leaders because of their activities or their positions in the community -- community activists, CBO founders, teachers, pastors, health care workers, NGO workers (for example). Still others are recognized as leaders because they are trusted for their proven integrity, courage, and/or care for others and the good of the community.

Community culture, formal and informal. This covers the spoken and unspoken rules and traditions by which the community lives. It can include everything from community events to norms of behavior -- turning a blind eye to alcohol abuse or domestic violence -- to patterns of discrimination and exercise of power. Understanding the culture and how it developed can be crucial, especially if that's what you're attempting to change.

Existing groups. Most communities have an array of groups and organizations of different kinds – NGOs, CBOs, faith groups, youth organizations, sports teams and clubs, groups formed around shared interests, as well as groups devoted to self-help, advocacy, and activism. Knowing of the existence and importance of each of these groups can pave the way for alliances or for understanding opposition.

Existing institutions. Every community has institutions that are important to it, and that have more or less credibility with residents. Schools, libraries, religious institutions, hospitals -- all of these and many others can occupy important places in the community. It's important to know what they are, who represents them, and what influence they wield.

Economics. Who are the major employers in the community? What, if any, business or industry is the community's base? Who, if anyone, exercises economic power? How is wealth distributed? What are the economic prospects of the population in general and/or the population you're concerned with?

Government/Politics. Understanding the structure of community government is obviously important. What is the role of local government? Which parallel structures exist, such as responsibilities of UN organisations or community elected entities?

Whatever the government structure, where does political power lie? Understanding where the real power is can be the difference between a successful effort and a vain one.

- **00.35 Discuss with participants *Why Understand and Describe your Community?***

*What is the impact of **not understanding** your community? Have you ever seen examples of this happening?*

Explain the image of Marie Antoinette and the Mosquito Net misuse. Marie Antoinette is “supposed” to have said “let them eat cake” when starving peasants were thronging around her palace in Paris in the 1770s begging for food. It is often highlighted as an example of ignorance and arrogance, of not understanding the desperation of the starvation facing normal people, who didn’t even have bread let alone cake. A few years later there was a revolution and she was executed by the same peasants. Misunderstanding her community had dire consequences for her!

The other example shows the handing out mosquito nets to fishing communities is often not going to achieve the intended objective – again because of a lack of understanding. Fishing communities are more likely to focus on getting food for survival than avoiding disease, even if malaria still poses a big threat to them.

- **00.55 Discuss how the community description can be used and explain these basic principles for understanding the community:**

View the community as the teacher and yourself as the student.

There are not always simple explanations for everything you find in your community

Question the accuracy of all information.

- **01.00 Explain the exercise they must complete before the next session.**

They should divide into five groups and divide between the groups the aspects discussed above at 00.15. Each group should go out and learn about that aspect of the community and be prepared to share what they learn with the rest of the group. Give the team the option of feeding back the information in the form of a verbal presentation, an artistic/graphic layout, a short documentary made on a smartphone, or a newspaper article.

- **01.10 Ask each group to think about target audiences for their research, what methods they want to use to get the information they are looking for.**

Observation will be the key method and possibly some informal interviews. NB this is not an academic exercise, but more carried out out of interest. They should not feel the need to set-up long interviews or focus group discussions at this stage as this will come later.

Give the group at least a full day to complete this exercise. This activity therefore works best when the training is being held at the CBO's location.

Session Two – Describing Your Community

Resources: You may need large manila papers with coloured pans and sticky notes. You may need a collection of smart phones for making a documentary. Or paper and pens for writing up a newspaper article. You do not need a projector unless you want to recap session one.

- ## 00.00: Introduction

In this session you will give feedback to the team on what you have understood about your community. You will learn from others in your group about the aspects they were researching.

This session can be loosely structured, or you can let the CBO select a participant to chair the session. Encourage the participants to engage in lively discussions about their findings. You can use the opportunity to observe and learn about this community – by now they should know more about it than you do.

- ## 00.01 *Understanding Continuum.*

In this exercise the participants form themselves in a line that displays a continuum of understanding of their community. Line up the chairs in a straight line. Fix the extremes of the continuum in the following way: go to one end of the line and explain that this end represents full understanding of the community the other end represents complete ignorance of the community. The participants should place themselves along the line according to how well they feel they understand the community.

At the far right end the statement could be "*I fully understand the community I live in. I am well acquainted with all its features, demographics and trends.*"

At the far left end the statement could be "*I have no understanding of this community, its people and its trends.*"

Ideally most participants will place themselves at a point along the continuum and not at either of the ends. This is because even after researching the community in recent days there is no way they can understand everything about it.

Ask some of them to explain a few reasons why they placed themselves where they did. Was it based on their own research, or on the presentations of their peers or both? What more do they still feel they need to research to understand the community better?

It could also be interesting to ask the participants to now place themselves on the line according to where they believe they were before session one. This way you can visually see the impact of these two sessions. With their permission you could take two photos to demonstrate the change over the two sessions.

ASSESSMENT FOR LEARNING (AFL): This exercise will give you insight into how much the participants have learnt in the last two sessions. You may identify some participants who have not found the sessions helpful enough in understanding their community, or perhaps even the whole group have not increased their understanding as much as you would like. In this case you need to be ready to adapt. Perhaps they need more time to research, perhaps they need to revisit some of the concepts in session one. Perhaps some of them need a one-on-one session. As the facilitator use your judgement to take the best course of action. If they are seriously struggling at this stage it will make your job more difficult in later sessions so don't rush on to the next session.

Session Three – Describing Your Community 2 (optional)

In this session the participants write up their findings in a more academic way. This exercise would be useful if the CBO would like to publish their findings for their community members to read, or if they want to use their findings as part of funding proposals in the future. Ways you can run this exercise include:

- Each group write up a paragraph for each of the features they were looking at in session one
- A volunteer from the group with good literacy could write up two sides of A4 based on the presentations he or she observed
- As the facilitator you could offer to write up the two sides of A4 and present it back to the group
- You could set this exercise as homework to be done between your visits and perhaps sent to you to review by email.

Some guidelines: If possible you can display these guidelines on the powerpoint (see PPT) or print them off for the participants.

- *If you want to use data to back up your argument, make sure it is specific and ideally backed up by a source.*
- *Give a balanced account, with equal weight to each feature you are studying. For example, don't write one side of A4 on the geographic layout of your community, leaving only one page for everything else you have studied.*
- *Talk about positives in your community as well as challenges you may observe.*
- *Try to base your points on observations that were included in your research rather than on a whimsical opinion.*
- *Be careful with the statements you make. For example, don't say, "most of the time most teachers don't turn up to school," unless you are sure that a majority of teachers fail to turn up to school the majority of the time. "Most" is a very loaded word because it assumes a majority without giving much specificity.*
- *Think about your audience and be sensitive. Avoid stereotyping and be careful about pointing fingers at a particular demographic for an issue you have identified in your community. If you must highlight demographic differences, make sure your point includes input from that demographic group, that it is backed up with evidence and gives an unbiased representation of what you believe to be the truth about your community.*
- *Keep sentences simple and short like this one. Avoid subordinate clauses, by which I mean phrases, inserted haphazardly within larger sentences constructs*

such as this one, which add little value to what you, as the writer, are trying to say.
- *End your community description with a message of hope! Your community is already great, it's just that you want to make it a bit greater.*

Module Summary

By the end of this module, the CBO should have a clearer idea of what community they are a part of. They will have subconsciously or consciously referred to problems in their community and how they could be addressed, setting you up well for the next module. Have a reflection on how well you think this module went. Write a short paragraph summarizing your reflection and think of how the module could be delivered better and send that summary to your Community Enterprise Cycle co-ordinator. Xavier Project is always keen to improve the content of this course and your feedback is appreciated.

Module 2: Analysing Community Problems Together

Introduction to Module Two

In this module the CBO will get closer to defining the problems they witness in their community and choosing the problems they want to address as a team. The phrase "as a team" is vital for this module as it is in these sessions that they will start to think about how their vision as a group has to be a shared vision. This will take compromises from everyone because not everyone's interests and priorities can take centre stage when working as a group.

Session One – Why are you here?

Resources: Display the Powerpoint entitled "Module 2 – Analysing Community Problems Together" to your participants. If you do not have a projector you can create print-outs or run the session verbally.

- **00.00 Discuss the objectives of the module with them (5 mins):**

In this module you will think about why you are here and start identifying a shared vision as a team

You will learn how to identify and analyse community problems

You will select which problems you want to address as a group

- **00.05 Discuss the objectives of session one with them and introduce the activity.**

Divide the participants into groups of four, ideally with two pairs facing each other. Participants should spend five minutes discussing with the person opposite them why they are here in this room. When the five minutes are up the participants should turn to the person next to them and spend a further five minutes telling each other what the colleagues opposite them have told them. This way they are relaying second hand what someone else has told them about motives. They should then spend five minutes openly discussing their motives as a group of four. They should try to make a rough list of all the various motivations in their groups.

- **00.30 Display the first slide about internal and external motivations.**

Ask the group what they believe is meant by internal or external motivations. An internal motivation is a motivation that comes from within you to try and achieve a goal. An external motivation is a motivation from outside of you, a motivation that is outside of your control.

- **00.35 Before showing the next slide**

Ask the group to divide up their various motives into internal and external motives. Perhaps they have additional motives now that they are reflecting on internal and external.

- **00.40 Show the next slide that gives some examples of internal and external motives.**

Get feedback to see whether they are any similarities or overlaps with what the groups have in their list.

- **00.45 Show the next slide on positive and negative motivations and discuss the differences**

Ask the groups to consider whether they have both positive and negative motivations

- **00.50 Divide the room into four corners that represent the four boxes of the motivations matrix in the slide**

Ask the participants to put themselves into the box that best represents their motivations for joining and being part of this group. Hopefully the majority of the participants stand in the positive internal motivations box. Ask participants to justify why they selected that corner. It is great if participants are open. It is likely that participants do have positive internal motivations and they may need to take time to consider these. However, don’t force the discussion too much. This is a topic which you will come back to in later modules. The idea is that having shared motives deep down will be good for the team and they need to be happy to discuss these motives openly.

- **01.00 Discussing Motives**

Explain that having shared motives deep down will be good for the team and they need to be happy to discuss these motives openly. Congratulate them on being open about their motives. Give a brief explanation about how this session will have been relevant for the next session (see below).

Session Two – Identifying Problems in your Community

Resources: For this activity you need pens, sticky notes and large sheets of manila paper. Display the **Powerpoint** entitled "Module 2 – Analysing Community Problems Together"

- 00.00 Introduction

Some of the participants may have mentioned addressing social problems in their motives, whether in their internal motives in terms of being an agent for change, or in their external motives because this social problem may be affecting them directly and causing them to act as a way of protecting themselves or their families.

In this session, the group will start to cluster these community problems and analyse whether their desires to address them are internal or external. They will see how many overlaps there are in the community problems they have identified. This will enable the group to start focusing their attention on key problems they want to address as a CBO. First let's look in more detail at what a Community Problem is.

In this session you will more fully understand what is meant by a Community Problem

You will start grouping problems and looking at our motivations for addressing them

Link this session to the last session by asking the group to recall community problems that came up in the discussion about motivations.

- 00.15 Community Problems

The next 20 minutes is heavy on chalk and talk so try to keep the conversation as interactive as possible.

Share the list of example community problems. Prompt a discussion as to whether these problems are present in their community. Don't allow the conversation to get carried away.

- 00.20 Why do we analyse community problems?

To better identify what the problem or issue is.

For example, youth might gather on a street. Sometimes they drink; sometimes they get rowdy. What is the problem here? The drinking? The rowdiness? The gathering itself? Or, the possible fact that youth have nowhere else to go and few positive alternatives for engagement? Before looking for solutions, you would want to clarify just what is the problem (or problems) here. Unless you are clear, it's hard to move forwards.

To understand what is at the heart of a problem.

A problem is usually caused by something; what is that something? We should find out. And often the problem we see is a symptom of something else.

To determine the barriers and resources associated with addressing the problem.

It's good practice and planning to anticipate barriers and obstacles before they might rise up. By doing so, you can get around them. Analysing community problems can also help you understand the resources you need. And the better equipped you are with the right resources, the greater your chances of success.

To develop the best action steps for addressing the problem.

Having a plan of action is always better than taking a few random shots at the problem. If you know where you are going, you are more likely to get there.

In general, when you tackle a problem, it's better to analyse it before you begin. That way, you've got a deeper understanding of the problem; and you've covered your bases. There's nothing worse for member involvement and morale than starting to work on a problem, and running up against lots of obstacles -- especially when they are avoidable.

When you take a little time to examine a problem first, you can anticipate some of these obstacles before they come up, and give yourself and your members better chances of coming up with a successful solution.

- 00.30 Criteria for Addressing Community Problems

When identifying and prioritising problems in your community, you may want to consider some criteria:

- The problem occurs too frequently (frequency)
- The problem has lasted for a while (duration)
- The problem affects many people (scope, or range)
- The problem is disrupting to personal or community life, and possibly intense (severity)
- The issue is perceived as a problem (perception). A problem often becomes a more invasive problem when it is also perceived as a problem by the community at large, but just this perception is disruptive.

The problems that really need to be addressed more urgently are problems that display several of these criteria.

- 00.40 Problem Spamming.

- Depending on the size of the group, either divide them up into manageable groups of six or fewer or ask them to work as one group. Ideally for this activity you need sticky notes and large sheets of manila paper.

Ask the group to make a collection of problems faced by their community on sticky notes. The title of the problem should be underlined at the top of the sticky note. Under the title, the group should list criteria that the problem meets, such as frequency, duration, scope, severity and perception. You may notice some groups only coming up with very broad problems such as "poverty" or "displacement", and other groups might be overly specific such as "the fallen tree in zone C blocking the road". Try to nudge them towards more of a middle ground. If this doesn't work use a model example and demonstrate to the group as a whole.

- 00.50 Problem Clustering and Complex Problem Mapping

Having the problems listed on sticky notes enables the group to move them around on the manila paper. Ask them to cluster or bunch the problems together into categories. They may find at this point that there are different "levels" of problems. For example, one sticky note might say "lack of road markings", whereas another sticky note might say "poor infrastructure". Road markings are a feature of roads, which are a feature of infrastructure, so eventually the roads markings would go under "poor infrastructure". See if the group notice this themselves. Either way, encourage them to cluster these types of problems together and acknowledge the differing layers.

It is very likely at this point that complex or wicked problems will emerge – or vicious cycles of problems. An example would be, "the population are unproductive because of malnutrition. There is malnutrition because the population is unproductive." Show the slides of possible ways they can cluster or map their problems. This section will take initiative from you as a facilitator as it is difficult to predict what problems will emerge and how the group will choose to visually present them.

- 01.10 Example: Nile Perch

When this conversation has gone to its logical conclusion prepare to pause the session for a break. As a plenary you could show them the complex problem associated with the introduction of Nile Perch to Lake Victoria, see slide.

Nile Perch were introduced to Lake Victoria 40 years ago and preyed on all other species with profound effect, disturbing the natural ecosystem and the health of the lake as a whole. Originally they were introduced to improve food security.

Session Three – Root Causes

This session is a continuation of the previous problem spamming and clustering session. You will try to bring to order some of the thoughts about the problems faced by this community. This will not be straightforward – don't worry if everyone's thoughts, including your own, continue to seem entangled. The key thing is that there is some consensus on a collection of root cause problems.

- **00.00 Discuss the objectives of this session**

In this session you will look at the root causes of the problems you have identified in the previous session

You will start to decide as a group on which root problems you would like to address

- **00.05 – Recap on the complex problem of Nile Perch being introduced to Lake Victoria.**

This is an example of how trying to fix one problem lead to more problems. Trying to address the ecological imbalance that Nile Perch has caused will cost significant resources that could also affect the original problem of food security. On a related issue, certain types of fishing in Lake Victoria have been banned, ostensibly for environmental reasons. This might have long term positive consequences on the ecology of the Lake and subsequently food security, but in the short term fishing communities around Lake Victoria are starved of income and an array of economic and social issues, such as alcoholism, HIV infections and domestic violence may get worse in the process. In a situation like this it is hard to look at the root cause of the problem.

- **00.15 Introduction to root causes of problems**

Root causes are the basic reasons behind the problem or issue you are seeing in the community. Trying to figure out why the problem has developed is an essential part of the "problem solving process" in order to guarantee the right responses and also to help citizens "own" the problems.

- **00.20 Explain that not all problems have one root cause.**

Give the two examples of corruption and business productivity, as well as high skills and education from the PowerPoint.

- **00.25 Show that while problems might be cyclical, each problem also has multiple root causes.**

For example, corruption might exist because government salaries are not high enough, and also because the state or the system does not do enough to prevent corruption.

- **00.30 Show that cycles of problems have themes that overlap.**

For example, the reduced productivity of business leads to reduced government revenue, as well as fewer jobs. Reduced productivity might affect the cycle of problems related to education, as well as the cycle of problems related to corruption in government.

- **00.35 In the next slide, show that by overlapping these problem cycles and looking at various themes you can start identifying prominent root causes.**

Activity – *Arrange your problems in a way that enables you to identify overlapping themes or root causes.*

If the groups are struggling with this exercise you could introduce to them the "But Why?" concept. For example, if they say that too many people in their communities have problems with alcoholism, they should ask "but why?" Once they come up with an answer to that question, probe the answer with another "but why?" question, until they reach something closer to the root cause.

- **00.55 Ask the groups to either present their root cause problem trees or if they are in one group, have an open discussion about the way they have presented it.**

ASSESSMENT FOR LEARNING (AFL): Try to encourage all group members to contribute to the discussion. Take a note of the participants who have engaged with the exercise and contributed to the problem tree. For those who seem not to be fully understanding the process arrange a way to talk to them in a smaller group or one on one.

- **01.10 – Interventions and focus areas.**

Start a discussion as to how best the CBO could intervene. This is an introductory discussion which you will come back to in later modules. Hopefully the group will have come up with a number of root causes or overlapping problems. It can be possible to think of interventions that the problem cycles. In this activity you should think about which of these root causes the group might be best placed to address.

For example, three root causes given might be: LACK OF EDUCATION OPPORTUNITIES, LACK OF A FREE MEDIA, and ENVIRONMENTAL DEGRADATION. If the group is made up of participants with a teaching background they may choose to think about improving education opportunities. The answer could be very different if they are a group of exiled journalists, or environmental scientists.

(As a facilitator at this point, you could note that the **Community Enterprise Cycle** currently has good resources available for root causes related to education, business, social and emotional aspects. There are increasing resources for peace building, environmental and cultural aspects. On root causes related to public health, child protection, SGVB, democracy, media and many others the CEC is still lacking content. This may not affect the groups decisions as to which problems they wish to address, but they should be aware.)

Module Summary

By the end of this module, the CBO should have a clearer idea of the problems in their community, how they interrelate, and what some of the root causes to these problems are. Have a reflection on how well you think this module went. Write a short paragraph summarizing your reflection and think of how the module could be delivered better and send that summary to your Community Enterprise Cycle co-ordinator. Xavier Project is always keen to improve the content of this course and your feedback is appreciated. Please also attach examples of assessment for learning so that Xavier Project can build up a bank of evidence depicting success of the course. This might include images of the problem mapping or the motivation matrix exercise.

Module 3: Forming and Communicating a Vision

Introduction to Module Three

In this module the CBO will focus on the problems they want to address. They will visualise a future in which this problem or set of problems are solved. It is important that the imagination of the participants is triggered so that they can picture a future with different realities to the problems they see today. It is important that they believe that this future is possible. The final step is articulating this vision in a way that other people can start to also believe it is possible. At this point, and only at this point, a vision statement can start to be defined.

Session One – Use Your Imagination!

Resources: Display the PowerPoint entitled "Module 3 – Forming and Communicating a Vision." If you do not have a projector you can create print-outs or run the session verbally.

- **00.00 Give a brief introduction to the session.**

Go through the objectives of the module, linking the objectives to previous sessions on understanding the community and identifying community problems.

In this module you will imagine a different future

You will agree as a group on what kind of better future is possible

You will find a way of describing this better future (vision) and communicating it

- **00.05 Revisiting some questions from Module 1 and 2**

Giving a brief review about some sessions from Module 1 and Module 2 will induce the participants to rethink about the CBO's current state. Having previously identified and analyzed the characteristics and problems of the CBO, the facilitator may ask the participants to answer this questions again to assess the newer perceptions towards the community and start formulating a shared vision:

What is the community now? What could it be in the future?

Why are you here? Why are we all here as a group?

- 00.10 Ask the class

Why is having an imagination important?

Here are some ideas you could discuss in response, or you can use your own examples.

Having an imagination is vital. It is one major thing that makes human different from animals – we can imagine what life might be like in five minutes, in one hour, tomorrow or when we are old. We can imagine millions of possible future outcomes and select which outcomes we want to aim for. This helps us to make plans and making plans helps us to live more productively and in a more fulfilling way. For example, if we see big clouds we can imagine that is might rain soon. If we don't have a house we can imagine having a house and how it would be better to be in a house when it rains rather than out in the open air getting cold. This imagination enables us to build a house *before* it rains.

Another example would be planting crops. When we see a small seed, we have the power to imagine this seed turning into a huge maize stalk. We are imagining this huge maize stalk whenever we go and water our seeds, waiting for weeks or months for it to grow. Without the power of imagination what would we do with that seed?

There are no limits to the human imagination, just the limitations that we ourselves put on it.

- 00.20 Activity - Lead the group through a reflection writing piece

Dream Big. It doesn't cost you anything. Using your imagination, visualize a parallel world, or an alternative future in which your community did not experience the problems you identified in recent modules.

Imagine your community the way you would like it to be. Write out your ideas and don't worry about how they sound. The wilder and seemingly unrealistic the better, as long as it is what you would like to see.

Here are some prompts to help you think:

What does your community look like physically? What kinds of buildings are there? What kind of public spaces? Is it safe to walk around it during the day and at night?

What kind of work do people do? Who has what kind of jobs? Do people like their work? How do people exchange goods, services and money? What possibilities are there for young people, old people, and everybody in between?

How do people get along with each other? Do people from different groups communicate and get along? Do younger and older people have contact and good relationships with each other?

How do decisions get made? Are things fair for different groups? Does every group have a fair say? Are many people involved in sharing their ideas and solving problems?

- 00.45 Direct participants into pairs and request they share their vision for a better future with their partner.

They should be prepared to challenge their partner on the vision they present to see if it is really the ideal. As a facilitator you can listen to these conversations and challenge them as well. Often participants will not be ambitious enough in their dreams. In other words their imaginations are being reined in for one reason or another. To give an example, their ideal world might see 100% enrolment of children at primary school. However, surely an ideal world would also see secondary and even post-secondary educational opportunities for everyone for free? What is more, the class sizes would be no bigger than 30, and classrooms would be very well equipped with resources.

If the group resist this on the ground that it is unrealistic, remind them that there are parts of the world where all these things exist. In Germany, for example, there are no tuition fees at university. Lithuania has an average class size of 16 students per class at primary level. Even South Korea, which not long ago was a country with the same GDP per capita as most Africa countries, now has an average class size of 34 students per class.

ASSESSMENT FOR LEARNING (AFL): Request the participants to share their written visions. You can look through these after the session to get an idea of the types of vision each participant envisions. Take note of persuasive written work, innovative ideas, and clarity of thinking.

- 01.00 Group Discussion

How do these idealistic visions relate to the root cause problem you wanted to address as a group?

If the root cause problem you identified in the last module didn't exist, which part of your ideal future would this affect?

This discussion is important because at the end of the last session the group identified a root cause problem they wanted to address, partly because of the severity of the problem and partly because they feel best placed to address it as a group due to the talents of the team. In this activity they reflect on what the best case implications could be of addressing this problem. This is useful because it adds motivation to creating social change – they are not just avoiding negativity, they are aiming higher.

- 01.10 Is this possible?

In this activity you assess how confident the team feels about the best case implications ever being achieved in their community. You are not discussing WHY NOT? It is just to see how positive they feel about their vision ever coming about.

Either: make four statements based on the problem and the vision they are focusing on. These statements could be in increasing level of positivity. For example – “I feel confident we will see free quality education to the age of 18” followed by “free secondary education may be possible but not in my lifetime” followed by “secondary schools in our community will always have fees” followed by “we are unlikely to even have universal access to primary school in this community”. Put one statement in each corner and ask participants to stand in the corner with the phrase that best represents their beliefs.

OR: Request participants to collaboratively make a line with the most positive person at one end and the least positive at the other end. It having “joint” positive group members is allowed but they should try and find out the order of positivity by asking each other questions about how possible the imagined future is. Another way to distinguish comparative positivity is them to state how long they think it will take for their vision to be achieved and create the order that way.

This is a plenary activity which you will come back to in the next sessions. There is no need to spark an extensive group discussion based on the layout of the room.

ASSESSMENT FOR LEARNING (AFL): Both of these activities would give you insights into how positive the group members are that the vision they are starting to form will ever possibly be achieved. You can take a record of the layout in the room, and with their permission even take a photo (which you will show them in a decade when their vision has been achieved!!). It is likely that many of them will feel daunted by the realities of life and the scope of the problems they face. It is fine to recognise this and in future sessions you will look at how to address these problems in bite-size chunks, with a view to getting a tiny bit closer to the vision. However, in future sessions (and you could introduce this way of thinking gently now) you will want to encourage the group to believe that their vision is possible. As community leaders they have to be the ones to believe in a different future, as if they don’t it is unlikely the people they lead will believe it.

Session Two – Believe in your vision

Resources: Display the **Powerpoint** entitled "Module 3 – Forming and Communicating a Vision." If you do not have a projector you can create print-outs or run the session verbally.

By this point in the course there should be a consensus forming as to the root problems in the community that the group wants to address, the reasons why they want to address that particular problem or set of problems (maybe based on their skills) and a consensus forming on what the ideal world could look like if that problem was solved.

In this session the group will have a chance to find a compromise between the ideal world they envisaged in the last session and a vision that they all feel is realistic.

In this session you need to be flexible as a facilitator because different groups will have made varied amounts of progress by this stage. For example:

- The group may still have differing views on the root problems they want to address. Their visions will also therefore be quite different. At this point, they can either find a way to merge these competing ideas into something broader or settle on one. For instance, one vision might be for universal free healthcare, while the other is for a reduction in drug addiction. Do they prefer to choose one or could they come up with a broader vision around general well-being or public health?

For this see activity A – merging or selecting

- There may be unanimity on the theme of work, but a lack of consensus on what is feasible or possible. In this scenario you may need to help them find a compromise, encouraging the more cautious members to think big, while encouraging the more ambitious members to understand why other members in the group may have concerns

For this see activity B – is it possible, YES why, can this be accepted by the community?

- There may be unanimity on the theme of work and what is feasible, but a lack of clarity on what kind of a role the group wants to play. For example, one CBO might want to have a holistic spectrum of priorities, acting as a conduit for smaller groups of community members to address more specific problems. This is fine. Another type of CBO may feel they have a niche answer to a specific problem, such as bringing on-line work to a refugee settlement to address the problem of unemployment (for example). This is also fine. It is possible that varied group members may have differing views on what kind of a role their CBO can play. This debate will come up again in the next module, but if it is causing a rift at this stage it needs to be discussed.

For this see activity C

However, it is also possible that the group have a consensus on what problems they want to address, the vision of a better future they want to bring about and the general role the group would like to play in achieving that. If you are sure this is the case, skip to **00.40**

For other cases, identify which of the activities you need to run between **00.10 – 00.40**

Activity A – merging or selecting.

Go back to the exercise in session two of module one called "clustering and complex problem mapping". The group should have their maps graphically arranged. Try to see where the division in opinion comes in as to the best problem to address. You can start to ask the group some of the following questions:

Can more than one problem be addressed with similar ideas?

Are there other actors better placed to address one of the problems identified? If so, can an initial step made by the CBO be to engage these actors?

Can the CBO play a more overarching role in addressing multiple problems? Would the group members want to play this role?

Now that these questions have been answered, is there a clearer vision as to how the future could look better and the role the group would play in getting there?

Activity B – Is it possible?

During this activity you are helping the group find a compromise. On the one hand, it is possible to be unrealistically optimistic. Some group members may have a vision for a future that is almost certainly not possible within our life-times. "The end of employment", "universal peace (and end to war)", "Nakivale Aeronautics and Space Association", "Uganda is renamed the Republic of Wakanda", "Kakuma to host the Winter Olympics", "invent artificial rain and control weather systems". E.g. such visions. It might be nice to have such visions on an individual level, but remember we need to communicate this vision to a population who are currently focused on achieving basic living standards. It will not be possible to sell this vision wholesale to such a group and it would not be sensitive to try to do so.

A more common problem will be for group members to lack faith in bringing about even far more achievable visions. This is natural and is a feeling we all share. It is *especially understandable in people who have experienced extreme hardship, living conditions that have deteriorated over time and/or an increased suppression of rights. The challenge of the next few modules will be to lay out a credible plan as to how reasonable visions are in fact achievable. Today though, you need to try and show that it is possible by giving examples in history when collective efforts have overcome incredible odds and adversity. It is up to you to choose a suitable narrative. Take time to research the story and involve other team members in its telling.*

- *The end of Apartheid*
- *The civil rights movement*
- *The end of the widespread global slave trade*
- *The collapse of expansionist colonialism (maybe including the story of Gandhi)*
- *The transformation of Singapore*

More localised examples to East Africa would be:

- *Wangari Mathai and the Greenbelt Movement*
- *Peter Tabichi and Keriko School Science Students*
- *Phiona Mutesi (the Queen of Katwe)*
- *Denis Mukwege and the Fistula Foundation*
- *Stephen Kiprotich (Olympic Marathon Runner from Uganda)*
- *Michael Werikhe the Rhino Man*

All these stories show that things can improve and visions can be achieved with targeted and sustained actions. In all the locations where the CBOs you are working with are based, it is possible for life to improve and for a better future to come about. It will be important for the CBO to really believe this so that when they start communicating their vision to the rest of the community they can spread their vision credibly.

Activity C

Have an open discussion and see if you can encourage a consensus. If you feel there are polarised views on this it might make sense at this stage to divide the group into two, with one group forming a technical task force on a specific issue, and another group forming a CBO that will have a more holistic approach.

- 00.30 Defining what is vision and mission

By this point the group must have consensus over three aspects: roots problems, feasibility of the imagined future and the role that the CBO wants to take. It is important to explain the differences between vision and mission and provide examples. Having a mission will allow the CBO to make use of the previously discussed information and express their intended actions to achieve their vision.

1. **Vision Statement:** describes WHERE the organization wants to be upon achieving its mission. This statement reveals the WHERE of an organization, also considering the future state of its community or the world as a result of the organization's service.

   Examples of Vision:

   - Alzheimer Association: A world without alzheimer
   - Teach for America: One day, all children in this Nation will have the opportunity to attain excellent education
   - Microsoft (at its founding): A computer on every desk and in every home

2. **Mission Statement:** It can be seen as an action-oriented vision statement, declaring the purpose of the organization serves to its audience. It can also be seen as the roadmap to achieve the vision in which you intend to clarify the "what", "who" and "why" of an organization.

   Examples of Mission:

   - Doctors without Borders: To work in nearly 70 countries providing medical aid to those most in need regardless of their race, religion, or political affiliation.
   - Teach for America: Growing the movement of leaders who work to ensure that kids growing up in poverty get an excellent education
   - Invisible Children (NGO working against violence in Africa): To end violence and exploitation faced by our world's most isolated and vulnerable communities

- 00.35 Writing the Vision and Mission

Now that we have a clear idea about the Vision and Missi, spend 5 minutes to discuss and write the Vision and Mission for the CBO.

- 00.40 How Long?

In this section you will be discussing how long it will take for this vision to be achieved. Have a five minutes discussion in which you give a rough estimate as to when it could come about.

- 00.45 Ten Years

It is likely that the date set in that activity will be in the remote future, say 25 years or a lifetime. If so try to work out how things will look in ten years. For example, if the lifetime vision is to see free tertiary education for all, a ten year vision might have university places to affordably accommodate secondary school graduates looking to go on to further study. A ten-year vision is suitable in terms of making strategic plans, and it is easier to communicate to the rest of the community. Beyond ten years it is not even clear whether the same individual CBO group members will still live in the vicinity, let alone be willing to commit their efforts to this cause.

- 00.50 Newspaper article

Guide the group through the following exercise, which is designed to enable them to articulate their vision in an imaginative and detailed way. The main objective of this exercise is to demonstrate the progression and feasibility of the community's vision and build up trust and motivation among the participants. The activity is structured in two parts.

Part one: Writing an article

The participants can start an exercise that would train their communication skills and capacitate them to transmit and discuss their future plans with other members of the community.

Divide the participants into 6 groups. Every group will be asked to imagine themselves as reporters who are visiting their community in different time periods. The groups will have to choose between 6 different time spans (10 years, 5 years, 2 years, 1 year, 6 months, 3 months) and write a newspaper article about the current state of the CBO and the challenges that the community has gone through until that time.

Part two: The 10-year vision timeline

Guide the participants through the following steps in an open discussion to build the 10-year vision timeline and make sure to be taking notes to document the exercise:

1. *You will ask the groups to read their newspaper article starting with the group "10th year" group and finishing with the "3rd month" group.*
2. *Discuss about which goals should be accomplished by then in order to reach the vision written in the top of the board. We will call these "transitional goals".*
3. *Ask the participants to place the previously identified root problems in the timeline depending on the time in which they think they would be resolved.*

ASSESSMENT FOR LEARNING (AFL): Collect the newspaper articles at the end of the session. Read them and assess the achievements of the group so far based on how realistic vs ambitious the visions are, how clear the visions are, how well articulated and detailed they are, and how much consensus there is as a group. These could be interesting documents to look at again in ten years time, and hopefully by then a real reporter from a national newspaper might be able to make similar headlines.

Session Three – Communicating Your Vision Part I

Resources: Display the PowerPoint entitled "Module 3 – Forming and Communicating a Vision." If you do not have a projector you can create print-outs or run the session verbally.

You will also need print-outs of HOW TO COMMUNICATE YOUR VISION TO OTHERS taken from the Community Tool Box of Kansas University (see resources library)

- ## 00.00 Give a brief introduction to the session.

Go through the objectives of the session, linking the objectives to the previous sessions.

In this session you will consider why it is important to communicate your vision to others

You will think about when and how to communicate your vision

You will then make a plan for how you will communicate your vision with your community and get feedback

- ## 00.05 Explain why it is important to communicate your vision to others

Why communicate your vision to others? Because no one can decide to follow you until they know what direction you're headed in.

If your vision is one that touches a chord with many people and if you can communicate it well, people will join you in reaching towards your goals.

Sharing a vision is a central role of a leader--a vision gives people a bigger picture of what things can be like. It helps people raise their hopes and expectations; it inspires them. When people are inspired, they are more likely to work on something.

- 00.10 How to communicate your vision to others

Hand around a two page print-out called HOW TO COMMUNICATE YOUR VISION TO OTHERS taken from the Community Tool Box of Kansas University. Request the team members spend ten minutes reading this document.

- 00.20 Facilitate the conversation on the print-out

What ideas and suggestions stood out for you while reading this?

Hopefully the group will mention some of the following and more. If they don't you could prompt them:

- Talk about your vision a lot
- Enable others to take ownership of the vision
- Don't talk too much – listen
- The "balancing act" section mirrors the compromise activities the group carried out in the last session

- 00.30 Making plans to start communicating the vision

Over the next 30 minutes, the group should make plans as to how they intend to communicate the vision with the community and get feedback. They need to decide on the format, the key principles, the feedback tools, and ideas for iteration.

Format – the following formats could be used to communicate the vision in the community

- One on one conversations with a variety of community members
- Conversations in pairs or small groups
- A larger focus group discussion
- A mobile survey
- Others? / all of the above

Key principles to bear in mind

- A format should be chosen that encourages the community to talk, rather than just listen
- Clearly let people know you are looking for their feedback
- Make clear what you're going to use the feedback for
- Guarantee anonymity
- Group members should remember to create a balancing act in terms of what is going to be credible
- Group members should be sensitive to the challenges and hierarchy of needs faced by community members. For example, someone struggling with grief or hunger may not want to talk about a future ten years from now

The group need to decide how they will record this feedback

- By making notes after the conversations
- By making notes during conversations or group discussions
- By recording or filming conversations
- Asking participants to write their own comments, or even a journal
- A combination of above

The group needs to think about what they will do with this feedback

- Plan a group debrief session to examine the feedback and see how it affects the way the group formulates the vision
- Work in the feedback into the next modules in terms of strategic planning
- Write up the feedback and design additional documents that outline the shared vision in multiple forms of media

- 01.00 Community Feedback

Based on these decisions, send out the CBO into the community to start communicating their vision and getting feedback. Plan a time or date for the next session.

Session Four – Communicating Your Vision part II

- 00.00 Give a brief introduction to the session.

Go through the objectives of the session, linking the objectives to the previous sessions.

In this session, you will examine the feedback from the community and see how it affects the way your group formulates its vision

You will use multiple forms of media to communicate your vision

- 00.05 Spend 10 minutes discussing the feedback from the community on the vision.

Has the feedback encouraged the group to reformulate their vision? If so, try to analyse why with them and see whether their reasons for editing ideas are justified. Spend a further fifteen minutes in this discussion if this is the case.

- 00.30 Communicating a vision on multimedia

It is crucial that the group can articulate the vision in a few sentences. This is sometimes known as the "elevator pitch" which refers to the amount of time it takes to ride in an elevator (1 to 2 minutes) – that should be how long it takes you to communicate your vision.

The elevator pitch for the groups vision should describe what the vision for a better future looks like.

It should explain why the group feel it is important to reach this better future.

It should explain why they feel it is possible.

This will be using content derived from all of the previous sessions as well as the feedback from the community.

In order to deliver an effective elevator pitch, there are some steps that must be followed:

- Step 1: Start with a question or an impressive fact that catches the attention of the audience
- Step 2: Present yourself and say what is your role in the community
- Step 3: Go over the main problems and needs that were discussed in Module 2
- Step 4: Talk about the solutions that were proposed to tackle the problems

- Step 5: Talk about the main benefits that the community will have and specifically to the person who is listening to you
- Step 6: Give arguments about why your project is the ideal one for the community
- Step 7: End the elevator pitch with a call for action. (Ask for a telephone or e-mail address to send more information, ask for feedback or ideas, invite to further meetings.)

- 00.45: Elevator Pitches

Spend 10 minutes practicing to perform the elevator pitch this in small groups.

One of the group members could volunteer to perform the elevator pitch on camera, perhaps using a smartphone video function. This can be used later on a website or social media.

The group may feel ready to communicate their vision in one "soundbite" sentence. This is not vital at this stage. A few examples to help prompt the group, though, in case:

"A world without Alzheimer's disease." – Alzheimer's Association

Oxfam: "A just world without poverty"

Save the Children: "A world in which every child attains the right to survival, protection, development, and participation."

Kiva: "We envision a world where all people – even in the most remote areas of the globe – hold the power to create opportunity for themselves and others"

Habitat for Humanity: "A world where everyone has a decent place to live."

Disney: "To make people happy"

If the group are able to come up with their soundbite vision statement then that is great. Come up with ways in which it can be recorded, perhaps:

- On a flyer
- On a website
- On social media
- On a governing document

ASSESSMENT FOR LEARNING (AFL): Hopefully you know have a recording of one of the group members performing the elevator pitch describing the groups vision. As the group leaves the session, encourage them to communicate their vision on one of the other formats just discussed, be it on-line or in written form, or any other formats. This does not need to be done immediately, and there are later modules on "branding", but one of the take-away activities could be to get started on that.

Module Summary

By the end of this module, the CBO should have a vision for a better future and be able to communicate that vision in an interactive way. Write a short paragraph summarizing your reflection and think of how the module could be delivered better and send that summary to your Community Enterprise Cycle co-ordinator. Xavier Project is always keen to improve the content of this course and your feedback is appreciated. Please attach in the email examples of you assessment for learning, such as newspaper articles describing a better future, recordings of the vision elevator pitch, and links to on-line resources that include reference to the CBOs vision statement.

Module 4: Strategic Planning

Introduction to Module Four

In module one the CBO studied and described their community, in module two they identified problems in their community, and selected problems they wanted to address. In module three they imagined what a different future would look like if those problems did not exist (and better) and found a way to communicate that vision. However, there are still big gaps in thinking between recognising problems today, imagining an ideal future, and coming up with ways to bring that vision about. This is where strategy comes in and this module concerns this topic.

There are (at least) two schools of thought as to how you should plan strategically. The traditional school of thought envisions a specific future and makes a step by step plan as to how to bring that about. Session one will cover this approach. Another school of thought accepts that you don't know what the future will look like, it is the way of planning and continually readjusting that is important. This approach is known as Design Thinking and will be the topic of session two. In session three this course proposes a blend of these approaches and gives the group the opportunity to choose which approach best suits the way they will make plans.

An optional session four can enable the group to make more detailed strategic plans, although it should be noted that strategic planning should be an on-going process that the CBO continually engage in – this course is designed to give them the skills to do that.

Session One – Traditional Strategic Planning

Resources: Display the **Powerpoint** entitled "Module 3 – Forming and Communicating a Vision." If you do not have a projector you can create print-outs or run the session verbally. You will need post-it notes, pens and ideally manilla paper

- **00.00 Give an introduction to the module.**

Go through the objectives of the session, linking the objectives to the previous sessions.

By the end of this module you should know how to plan strategically

You will know which form of strategic planning you would like to employ as a group

You will learn about traditional strategic planning, design thinking and blended approaches

- 00.05 Discuss the objectives of this session

This session you will learn about traditional strategic planning

For this process it is important to have a precise picture of what success looks like. Targets to be reached at the end of the strategic planning period should be specific, measurable, achievable, relevant and time bound. Most people plan strategically this way and it is a very effective way of working, especially when you know exactly where you want to get to.

To demonstrate this process, you will strategically plan how to make ugali (this assumes all your groups are familiar with ugali / posho).

- 00.10 Strategic Planning

To understand this form of strategy, you will strategically plan how to make ugali. Making ugali is a good example of this type of strategic planning because you know exactly what result you want at the end of the strategy.

Everyone should have a flat working area, ideally a large piece of white paper, and as many "post-it" notes as they like. Ask each individual group member to write out a plan for making ugali. Each process in the plan should have its own sticky note and the sticky notes should be placed in the correct order in terms of the step by step instructions for making Ugali. For example, "add water to the sufria" should have its own sticky note / step, and so should "add flour to the sufria".

Do not give too many instructions, just see how the individuals logically make their plans. It is common when doing this for the first time for participants to use around six steps. For example,

- Boil water in a sufria
- Add flour to the boiling water
- Stir the flour until you reach the right consistency
- Allow the ugali to sit for a few minutes
- Serve the ugali

- 00.20 Sharing our Plans

Make groups of three or four and share the steps you have taken. Make one unified "make ugali" plan, with as many steps as you like.

When the individuals collaborate in larger groups, they soon realise that others have included steps that they missed out, but that none of them are incorrect. This leads them to decide that the process should actually have many more steps if the instructions are to go into a deeper level of detail. Instruct the group to make new instructions that incorporate all the necessary steps. This will typically lead to chains of steps numbering 12 + eg:

- Prepare the stove
- Light the charcoal on the stove
- Put your sufria on the stove
- Go to the water basin and fetch water
- Add water to the sufria
- Go to the flour store and open the flour container
- Fetch flour

And so on…

- 00.35 Merging Plans

When smaller groups have made these strategic plans of 12+ it is possible to merge into one large group and make an even bigger logical chain of plans number 20 or 30+. This can be done on a huge sheet of paper at the front of the room, or on a whiteboard, still using sticky post-it notes. Typically the steps will go down to minute details such as “open the match box” followed up “select a match”. At this stage there can occasionally be debate as to what steps come first. Eg, should you light the stove first or fetch water first. Interestingly, it has been found that the plan will be more comprehensive if you ensure that this part of the exercise is done *in silence*.

It can be preferable to put a time limit on this exercise. Aside from the strategic benefits of this exercise, this activity is also an interesting team building exercise!

Often, the end result is also more specific after this exercise. Instead of simply “serve ugali” the last steps might concern what the ugali is served with, how hot to serve it, whether or not it is enjoyed, swallowed and digested. In other words, the process of strategic planning also makes the vision more vivid.

- 01.00 Feedback

When this exercise is over, have a feedback session inviting the participants to share their experiences of strategic planning. Ask them how well their plan to make ugali fits into the metrics of being specific, measurable, achievable, relevant and time bound. Ask them to loosely explain how this way of planning could be employed in the case of their own vision as an organisation. Would it be possible to start laying out these steps in a similar way? This is a question that will be more fully answered in session four.

ASSESSMENT FOR LEARNING (AFL): Take photos of the “make ugali” processes, comparing the individual, small group, and large group representations. Analyse how incrementally the participants increased their level of detail in making strategic plans. Compare this with their responses in the plenary session.

Session Two – Design Thinking

Resources: Display the **Powerpoint** entitled "Module 4 – Session 2 – Strategic Planning Using Design Thinking."

If you do not have a projector you can create print-outs or run the session verbally.

- 00.00 Give a brief introduction to the session.

Go through the objectives of the module, linking the objectives to previous sessions on traditional strategic planning. It is important to remind the participants that this is a different approach to strategic planning.

By the end of this module, you should be able to:

- *Define Design Thinking*
- *Illustrate exactly what it involves*
- *What Design Thinking Matters or Its Value*
- *How Design Thinking Works*
- *Describe the Benefits of Design Thinking*

Go to the next slide

- 00.05 Introduce the concept of Design Thinking

Design thinking is a systematic approach to handling problems and generating new opportunities. It is an approach that is used for practical and creative problem solving. It focuses on the humans, or the people first, seeking to understand what they need and come up with effective solutions to meet those needs. Simply put, it is a solution-based approach to problem solving.

Ask the class –

What is the difference between solution based and problem based approaches?

Give the class 5 minutes to discuss with each other before you discuss with them the answer below. Go to the next slide, discuss the chart and determine whether it can be a tool used for solution-based approaches.

As the name suggests, solution-based thinking focuses on finding solutions; coming up with something constructive to effectively tackle a certain problem. This is the opposite of problem-based thinking, which tends to fixate on obstacles and limitations.

Go to the next slide.

- 00.10 The Design Thinking Process

Now that you understand what design thinking is, let us discuss the process of design thinking. The design thinking process can be described as very progressive and user-centric.

The Four Principles of Design Thinking

- **The human rule:** No matter what the context, all the strategic design activity is social in nature, and any social innovation should be focused on the people.
- **The ambiguity rule:** Ambiguity is inevitable, and it cannot be removed or oversimplified. When trying to design a strategy one must think outside and beyond the 'box'
- **The redesign rule:** All design is redesign. While technology and social circumstances may change and evolve, basic human needs remain unchanged. We essentially only redesign the means of fulfilling these needs or reaching desired outcomes.
- **The tangibility rule:** Making ideas tangible in the form of prototypes shall enable you to communicate those ideas more effectively.

- 00.20 The Five Phases of Design Thinking

Based on these four principles, the Design Thinking process can be broken down into five steps or phases, they are: Empathise, Define, Ideate, Prototype and Test. Let's explore each of these in more detail.

Phase 1: Empathise

Empathy provides the critical starting point for strategic planning using Design Thinking. The first stage of the process is spent getting to know your audience or beneficiary and understanding their wants, needs and objectives. This means observing and engaging with people in order to understand them on a psychological and emotional level.

Ask the class – *Can you give examples of who you think your beneficiary is and what they want in your community?*

Allow ten minutes for discussions in groups and with the class as a whole.

Phase 2: Define

The second stage in the Design Thinking process is dedicated to defining the problem. You'll gather all of your findings from the empathise phase and start to make sense of them: what difficulties and barriers are your beneficiaries coming up against? What patterns do you observe? What is the big user problem that your community or team needs to solve? By the end of the define phase, you should have a clear problem statement. The key here is to frame the problem from the ''people's or the beneficiaries'' perspective. Once you've formulated the problem into words, you can start to come up with solutions and ideas.

Ask the class – *In those same groups, please discuss what you think are the problems that are affecting your community?*

Allow ten minutes for discussions in groups and with the class as a whole.

Phase 3: Ideate

With a solid understanding of your beneficiaries and a clear problem statement in mind, it's time to start working on potential solutions. The third phase in the Design Thinking process is where the creativity happens. Here you should hold brainstorming sessions with your stakeholders, beneficiaries and the community at large in order to come up with as many new angles and ideas as possible. Towards the end of the ideation phase, you'll narrow it down to a few ideas with which to move forward.

Allow ten minutes for discussions in groups and with the class as a whole.

Ask the class – *Can some of the groups share some of the ideas they have come up with?*

Take home assignment: Get the class to get actual feedback from a couple of beneficiaries in their home area and present the feedback during the next session. See if the feedback aligns with their ideas.

Phase 4: Prototype

The fourth step in the Design Thinking process is all about experimentation and turning ideas into tangible products. A prototype is basically a scaled-down version of the product which incorporates the potential solutions identified in the previous stages. This step is key in putting each solution to the test and highlighting any constraints and flaws. Throughout this stage, the proposed solutions may be accepted, improved, redesigned or rejected depending on how they are perceived.

Allow ten minutes for discussions in groups and with the class as a whole.

Ask the class – *Can some of the groups share some of the prototypes they have come up with?*

Allow the class to give substantive feedback on this and ask questions or assist to polish the ideas better.

Phase 5: Test

After prototyping comes user testing, but it's important to note that this is rarely the end of the Design Thinking process. In reality, the results of the testing phase will often lead you back to a previous step, providing the insights you need to redefine the original problem statement or to come up with new ideas you hadn't thought of before.

Ask the class - ***Is Design Thinking a linear process?***

Allow the class 5 minutes to discuss this before you move to the next slide and give the answer below, be keen to link it to the images showing the nature of the design thinking process.

No! You might look at these clearly defined steps and see a very logical sequence with a set order. However, the Design Thinking process is not linear; it is flexible and fluid, looping back and around and in on itself! With each new discovery that a certain phase brings, you'll need to rethink and redefine what you've done before — you'll never be moving in a straight line!

- 01.20 What are the benefits of Design Thinking?

As a community leader, you have a pivotal role to play in shaping the projects or ideas that your CBO has in your community. Integrating Design Thinking into your strategic planning process can add huge value, ultimately ensuring that the projects you decide to implement are not only desirable for beneficiaries, but also viable in terms of your available resources.

With that in mind, let us consider some of the main benefits of using Design Thinking at work:

- ***Significantly reduces time-to-market:*** *With its emphasis on solution based problem-solving, strategic planning using Design Thinking can significantly reduce the amount of time spent on design and development*
- ***It saves costs:*** *Getting successful projects to implementation faster in the community ultimately saves resources.*
- ***Improves beneficiaries' community engagement:*** *Design Thinking should ensure community engagement by focusing on the beneficiaries.*
- ***Can be innovative:*** *Designing your strategy using Design Thinking allows you to be innovative in your projects and allows you to be creative. It will also help you to be creative when thinking about your beneficiary.*

ASSESSMENT FOR LEARNING (AFL): Remind the class of their take home assignment and that they need to get feedback from their beneficiaries. They would need to engage with their actual communities ad document the feedback. Also remind them to keep their notes and the feedback they received from their fellow participants so as to enable them to refine their strategies for the sake of having and delivering better projects and services to their respective communities.

Session Three – Blending approaches and choosing a way forward

- 00.00 Give a brief introduction to the session.

Go through the objectives of the session, linking the objectives to the previous sessions.

In this session you will compare traditional strategic planning with design thinking

You will look at how these approaches could be blended

You will settle on a way of working for your CBO

- 00.05 Pros and Cons of Different Ways of Planning

Divide the participants into groups of three or four. Ask them to compile a list of pros and cons for both traditional strategic planning and design thinking. Here are a few non-exhaustive points:

Traditional - pros	Design Thinking – pros
You are able to envisage a very detailed vision It is therefore easier to communicate this vision It is possible to make a plan that starts today and ends in ten years' time with the vision achieved	It is very flexible It makes mistakes an asset because of learning, which is good because there are always mistakes It is very collaborative You might end up with a future that is even better than what you could originally envisage
Traditional – cons	Design thinking -cons
It might not always be possible to identify one version of a better future, or find consensus for one vision	It is harder to communicate because you don't really know exactly where you are going It therefore can be harder to get support and "buy-in"

Once you have made a plan, it is harder to deviate from it, even if the plan isn't working In reality, the steps rarely go to plan exactly as envisaged	You can't plan so far ahead

- **00.20 Ask the group to feedback their responses.**

One way of planning might have more pros and fewer cons than the other. This might give you an idea of which way of planning the group feel more confident with. Maybe you will pick this up from the tone of how they discuss each way of working.

- **00.25 Although different, both approaches do have a lot of similarities as well. Ask the group if they can highlight those similarities?**

- They are both designed to produce measurable changes

- They are both designed to be people orientated and make a lasting difference to the community

- They are both based on logic, just different processes

Can it be possible to merge both ways of thinking?

Two ways you could possibly merge the two approaches:

1. You could use the process of traditional strategic planning, while benefiting from some of the principles of design thinking. For example, could you create a range of creative ideas at each step? Could each step of a strategic plan have community feedback built into it?

2. You could make a traditional strategic plan with multiple steps. Then you could switch to the process of design thinking as you try and get to that step. While you are prototyping and testing solutions to get to that step, you could build in mechanisms for redesigning your longer-term plan based on the feedback. For example, instead of moving on to the next step once you feel you have completed one step, use that milestone as an opportunity to redesign your long term plan, and even redefine your vision.

Discuss these ideas with the group and try to get a sense for where they feel most comfortable.

- **00.40 Encourage the group to make a commitment as to how they intend to conduct their strategic planning.**

What does it mean to them to ideate creative ideas? To engage community feedback? To test and prototype? To assess and re-strategise? This conversation could be a warm up to the next session when they start the actual process of strategic planning.

Session Four – Strategic Planning Workshop (optional)

The group should now have the skills necessary to start strategic planning. For their work to be sustainable, they should be able to plan *without* your regular presence. However, they may request you to join them for their first session. While you are away encourage them to continue strategic planning so that their own plan is developing as this course progresses.

ASSESSMENT FOR LEARNING (AFL): During this process, if the group put any of their planning down on paper, ask them to share it with you so that you can assess their capacity to plan strategically, and plan any necessary recap sessions. Later in the course, they may want to put their strategic plan down on paper in a way that can be shared with external supporters but that does not need to happen now.

Module 5: Resource Mapping

Introduction to Module Five

On-going strategic planning will get easier when the group have completed some of the subsequent modules. In this module the group will look at the resources they already have. In the first session they will look at the resources in their group, focusing on the experience, talents and motivations they bring as individuals and as a whole. In session two, the group will look at the resources available in their immediate community. This module is not about fundraising which will come up later. Session three considers how the group can tap into these existing resources to add to their strategy and achieve their vision.

Session One – Resources existing in the group

Resources: Display the **Powerpoint** entitled "*Module 5 – Session 1 – Resource Mapping – Resources Existing in the Group.*"

If you do not have a projector you can create print-outs or run the session verbally.

- 00.00 Give a brief introduction to the session.

Go through the objectives of the module, linking the objectives to the definition of resource mapping.

In this module, we will look at resource mapping. By the end of this module, you should be able to:

- *Define Resource Mapping*
- *Look at the resources available in your group*
- *What resources do you bring in as a group*

Go to the next slide

- 00.05 Introduce the concept of Resource Mapping.

Allow five minutes for each of the discussions below.

Ask the class – *Can anyone define what they think a resource is?*

A resource is a stock of materials, staff, money or other assets that can be used by a person or organisation in order to function effectively.

Ask the class – *Can anyone define what resource mapping is?*

Resource mapping is the process of aligning resources available to a group towards a specific strategy, goal or expected outcome. When you map your resources, you are able to make better decisions about how to achieve your goals. With a resource map, you can have greater insight to what is available for you and your community, effectively decide how to distribute your resources, as well as keep track of their usage.

Ask the class – *What are the benefits of resource mapping?*

Go to the next slide

Some of the benefits of resource mapping can help communities to accomplish a number of goals, including:

- Identifying new resources;
- Insuring that all youth have access to the resources they need;
- Avoiding duplication of services and resources;
- Cultivating new partnerships and relationships;
- Providing information across agencies that work with youth; and
- Encouraging collaboration.

- 00.20 Go to the next slide

How to Look at the Resources Available to Your Group

Step 1: Create a Map

Divide the class into groups of five people and facilitate the following activities. Provide each group with a piece of flip chart paper and a marker pen to illustrate. Allow 15 minutes for each of the discussions and activities.

How can we look at and identify the resources available in our respective group? In groups, construct a map illustrating the main natural and physical resources of the area. You can use a flipchart and/or other materials to represent the different resources available in that area and their distribution in the map.

This exercise encourages effective participation and participants are able to make as many corrections as they need to. After an agreement has been reached on a first sketch as a good representation of the project site, participant representatives can then transfer it on a clean flip chart.

Step 2: Discuss with the Class

In each of the groups, have them discuss the following questions.

1. Who has access to which areas and the resources described on the map?
2. Who does not benefit from rights to access resources in particular areas of the map? why? (Indicate restrictions/barriers).
3. What rights, if any, apply in the area?
4. What resources are managed under a legal contract? By whom?
5. What regulations apply on what areas?
6. Are any resources depleting? Finishing?
7. What livelihoods depend on what resources?
8. What conflicts are there on natural resources?
9. How do we contribute to the resources in the area?
10. What resources are under our control?
11. Can we leverage partnerships to attain more resources?

Step 3: Uses and Benefits Analysis

Working in the same groups, ask the class to discuss how their beneficiaries would use the resources mapped and how they benefit from them. Use the following questions as a guide:

1. What resources in the map are used to satisfy your needs (resources that benefit you)? List the resources and the satisfied needs using a table on a flipchart (Remember needs can be direct and indirect).
2. Describe the resource in terms of abundance, seasonality (if natural resources) and/or functionality (if physical resources).
3. How do you use the resources?

Ask the class to divide up the resources discussed into the table below:

Resources	Abundance	Accessibility	Seasonality	Functionality	Direct and Indirect Benefits

Abundance: 1 very rare, 2 few, 3 some, 4 abundant, 5 very abundant

Accessibility: 1 difficult to access, 2 relatively easy to access, 3 very easy to access

Benefits: The participants list some direct and indirect benefits from the natural resources, such as their use for food, trade, health care, and mobility

- 01:20 Assessment for Learning (AFL)

During this community mapping process, take pictures of the maps created and of the discussions. Get each group to go round the class evaluating each other's maps comparing their understanding of their environment and the resources available to each of them

Session Two – Existing resources in the community

***Resources:** Display the **Powerpoint** entitled "Module 5 – Session 2 – Resource Mapping –Existing Resources in the Community "*

If you do not have a projector you can create print-outs or run the session verbally.

- 00.00 Give a brief introduction to the session.

Go through the objectives of the module, linking the objectives to the definition of resource mapping and the previous session. Also give a recap of Module One, Session one on Understanding your community, it will help to recap the key points from that module as the participants discuss their existing resources.

In this module, we will look at the existing resources in each of your communities. By the end of this module, you should be able to:

- *Identify the Existing Resources in Your Community*

Go to the next slide

- 00.05 Introduce the concept of how to identify existing resources in your community.

Ask the class – *Now if you could all look at your own community, picture your environment, and try to visualise, what do you believe are the resources you can use. Take five minutes to reflect on your own.*

- 00.10 Now get into groups of five and take turns discussing each of your resources.

Make sure to ask why one person chose one thing over the other. What they feel is the most important resource to them and why is that so?

Some of the resources can be:

- It can be a *person* -- Participants can be empowered to realize and use their abilities to build and transform the community. The local community leader who organises a meeting to address a problem they are facing and so on.

- It can be a *physical structure or place* -- a home, school, hospital, church, library, recreation centre, or a field. It might also be an unused building that could house a community space that is ideal for meetings. Or it might be a public place that already belongs to the community.
- It can be a *community or local organisation service* that makes life better for some or all community members - public transportation, shared community facilities, cultural organization.
- It can be a business opportunity that provides jobs and supports the local economy.

You and everyone else in your community are potential community resources. Everyone has some skills or talents, and everyone can provide knowledge about the community, connections to the people they know, and the kind of support that every effort needs - making phone calls, taking initiatives, giving people information, moving equipment or supplies - whatever needs doing. This suggests that everyone in the community can be a force for community improvement if only we knew what their resources were, and could put them to effective use.

- **01:00 Discuss in your groups why you feel that we as community leaders should identify existing community resources?**

Allow ten minutes for discussion and within that time allow some groups to share with the entire class their findings.

Some of the reasons can be:

- They can be used as a foundation for community improvement.
- External resources from NGOs or donors may not be available. Therefore, the resources for change must come from within each community.
- Identifying and mobilizing community assets enables community residents to gain control over their lives.
- Improvement efforts are more effective, and longer-lasting, when community members dedicate their time and talents to changes they desire.
- You can't fully understand the community without identifying its assets. Knowing the community's strengths makes it easier to understand what kinds of programs or initiatives might be possible to address the community's needs.
- When efforts are planned on the strengths of the community, people are likely to feel more positive about them, and to believe they can succeed. It's a lot easier to gain community support for an effort that emphasizes the positive - "We have the resources within our community to deal with this, and we can do it!" - than one that stresses how large a problem is and how difficult it is to solve.

ASSESSMENT FOR LEARNING (AFL): During this process of getting the community leaders to identify their existing resources available to them make sure you encourage each community group to speak and talk about what resources they have available to them and get the class to give feedback of how realistic they are, take pictures of the discussions.

Session Three – Exploiting existing resources

Resources: *Display the **Powerpoint** entitled "Module 5 – Session 3 – Resource Mapping – Exploiting Existing Resources "*

If you do not have a projector you can create print-outs or run the session verbally.

- 00.00 Give a brief introduction to the session.

Go through the objectives of the module, linking the objectives to the definition of resource mapping and the previous session. Get the participants to give a short recap on what the previous sessions. It would be helpful to also give a short recap session on the module four on strategic planning.

In this module, we will look at how exactly we can exploit or fully utilise existing resources in each of your communities. By the end of this module, you should be able to:

- *Identify and align your existing resources to your strategy*
- *Exploit your resources to achieve your goals*

Go to the next slide

- 00.05 Introduce the concept of aligning your resources to your strategy

Now that you've established a clear direction and the road map to get there, you and your team is ready to align the strategy to resources, you align resources to the strategy. Accomplishing this task can be simple or complex, depending on how detailed you want to get.

The simple approach is to review your goals and objectives and look for any areas where you need additional resources to successfully accomplish the activity.

Ask the class –

- *Do you have your resources aligned to your goals and objectives?*
- *Do we have the right people to achieve these goals and objectives?*

· *What are your engagement or communication methods with your beneficiaries or community?*

Allow the class to get into groups and discuss the questions above together. Allow ten minutes for discussion and get each group to present their ideas for five minutes each.

- **00.30 Discuss with the class some key tips on how they can best exploit their existing resources by aligning them to their strategies in ways that work.**

Key Tips on How to Align Your Resources to Your Strategies

Set realistic expectations

First, understand that you as the Community leader or community based organisation thus far have developed the skills to understand your community, identify its problems and come up with solutions on how best to solve those problems. Sometimes, you may find that some projects you want to accomplish are not aligned with the overall strategy so from the beginning, you need to have a thorough understanding of what that strategy or that goal is.

Consult key stakeholders

This is important because each key stakeholder or beneficiary you intend to work with will have an opinion or an idea for why a project was taken on and why it is important. From this information, you can learn things about how to effectively take on the project you intend to achieve, which will help you better understand where or why the project fits into the strategy at the current moment.

Remember: change happens

A community is a living entity. A famous boxer once said something to the effect of "everyone has a strategy until they get punched in the mouth." The same idea applies to your organization's strategy. It is great and perfect until its first engagement with the real world. So you have to be prepared and understand that your community development projects and strategy are living entities that will grow and change as they engage with the world. This can be either a positive event or a negative event; you must be able to adapt and to adjust to fit into this.

It's okay to stop and start again

Finally, the most important thing to remember maybe, it is okay to stop projects. The idea of a trying to save a sunk cost can really trip up an organization. No matter how rational it is to stop throwing good money after bad on a project that is misaligned or so far off track that there is never anyway that value will be captured from the project, many organizations become so stuck on a single idea that they continue to make every effort to recoup something from the project but end up going on heavy losses that seriously affect them. To more effectively align your resources to your strategy you have to come to the realization pretty quickly that it is not just okay, but required that in case something is not working, you can stop, start again and this time align your resources in the right place.

Activity

Divide the class into groups and get them to discuss the following questions:

How can resource mapping help with strategic planning?

Are strategies to be formed and resources available related?

How can one make a sustainable strategy using the tools discussed in the resource mapping sessions?

Finally, get the class to share ideas on the questions above and get their feedback from the group in general.

ASSESSMENT FOR LEARNING (AFL): During these discussions try and make the sessions as interactive as possible, encourage the participants to really think realistically about the strategies they choose in module four and now realistically align what they have and what is available to them for their intended community development projects. Encourage them to talk amongst themselves, their beneficiaries and stakeholders, putting down the feedback where they can on paper so as to document the journey.

Module 6: Leadership

Introduction to the module

In this module, the CBO management will look at different forms of leadership, different attributes of leadership and different motives around leadership. The objective of this module is to promote a form of leadership that is not only the most genuine, but also the most effective and long lasting – leadership through service. By leading through service, inspired by empathy, solidarity and compassion, the CBO leaders will unite the community towards a common vision.

Session one will look at the concept of leading through service, while session two focuses on leading peers. Session three enables the participants to look more closely at leadership attributes needed for day to day leadership.

Session One: Community Leadership – Why Lead?

Resources: Display the PowerPoint entitled "Module –Leadership" to your participants. If you do not have a projector you can create print-outs or run the session verbally. You will also need a print-out of the worksheet – "five words most closely associated with leadership"

00.00 What is Leadership?

Ask the participants to circle **only** five words or phrases that they would associate with leadership. There are 14 words/phrases so they need to prioritise. Ask them to write their name on the document as you will be returning to these at the end of session three.

00.05 Discuss the objectives of the module with them (5 mins):

In this module you will learn about different forms of leadership

You will explore deeply the concept of leading through service

You will learn attributes for leading your peers as well as focusing on day to day leadership attributes

00.10 *By setting up this group you are taking on the role of community leaders – WHY?*

Ask the group to discuss this question

Prompting questions from the slide:

***Why** are you doing this?*

*Why are **you** doing this?*

*Why are you doing **this?***

Have a 15 minute discussion about why the participants feel they should take on this challenge of leadership. Your responses may revolve around:

- We are committed to our community members, to bringing about positive change for them
- We have a clear vision for the community that we have been able to define and communicate
- We believe in our vision, others do not yet believe in it
- The vision is there, but we need people to kickstart it, someone has to take action, catalyse
- We have the skills, the good faith and the confidence to bring the community with us.

If they don't, try and use these bullet points to provoke discussion.

00.25 - Show the slide with the following prompts

People Centred Leadership

Otherwise known as Leading to Serve

***Who** are you leading?*

Ask the group whether they know the people they are leading?

Let the group stop and think for a few minutes.

You are leading people with unique lives who all have a story to tell. Think of two people in this community with unique stories. Be prepared to share the stories (maybe anonymising the individuals).

Allow the group to share the stories. There do not need to be any themes drawn from the stories, they exist purely to show the humanity of the people in their community.

00.35 The next slide shares the following insights which you can reflect on.

Leadership through service is the most effective and the most natural form of leadership.

Service Leadership Depends on Empathy.

Empathy, Solidarity, Compassion.

The next slide is designed to be informative, so you can read through the three short paragraphs with the group.

Cognitive empathy is the ability to understand how a person feels and what they might be thinking. Cognitive empathy makes us better communicators, because it helps us relay information in a way that best reaches the other person.

Emotional empathy is the ability to share the feelings of another person. Some have described it as "your pain in my heart." This type of empathy helps you build emotional connections with others. This can also be described as solidarity.

Compassionate empathy goes beyond simply understanding others and sharing their feelings: it actually moves us to take action, to help however we can.

This level of empathy will spur a leader who wants to serve into action.

00.40 In this section, go into more detail on each of the three aspects of empathy.

Cognitive Empathy – Discuss with the group

What is needed to understand how a person feels and what they are experiencing?

- *Ability to listen*
- *Check your biases and prejudices*
- *Take time to engage with others*

Emotional Empathy – Solidarity

This level of empathy goes beyond understanding how someone feels to <u>sharing</u> how they feel. Can you think of any examples where you have felt something in solidarity with someone in your community? Share examples.

Solidarity is not just about sharing emotions with others, but also being accessible to them. To be accessible you need to open up to the possibility of learning from them, or being guided, even led, by them.

Compassion

Compassion harnesses the empathy and solidarity and moves us to take action.

Compassion is an emotional response that is only possible if you are present to another person, or people and their situation.

Compassion can come with a price – it can be disturbing to really feel what others feel and involve yourself in their lives

Compassion may not only be triggered by experiencing someone's suffering, but compassion is also a part of sharing other people's hopes and dreams.

01:00 Take-away task:

Instruct the group on the following activity:

Go out into the community and listen to people. Meet a minimum of two people before the next session and let them open up to you about what they would like to see different. Allow yourself to feel empathy and compassion for their situation. A few prompts to help you listen mindfully:

- *Don't tell them why you are doing this exercise, other than that you just want to listen to them*
- *Put aside distractions*
- *Ask open ended questions (not leading questions)*
- *Be conscious of what they are saying and do not interrupt.*
- *Give them time to speak openly without feeling awkward*
- *Encourage your respondent to tell you more*
- *Pay attention to the other person's tone and body language*
- *Notice your emotional responses to what is said as they arise*

After you have had these discussions, think about how you empathise with the person you were talking to. Do you feel solidarity with them? Do you think they are aware, or believe that you feel solidarity or compassion for them and their life situation?

Session Two: Feedback and Leading Peers

Resources: Display the PowerPoint entitled "Module –Leadership" to your participants. If you do not have a projector you can create print-outs or run the session verbally. You will also need a large manilla paper and pens.

00.00 Ask the group to give feedback on their discussions.

Did listening mindfully to people in their community help them to feel empathy, solidarity and compassion for the people in their community? Does that compassion spur them into action to make changes? To what extent does this provide the motivation for them to lead? Did the people they spoke to feel in solidarity with *them?* If not, what are some of the barriers to that solidarity? *Answers could include:*

- *Coming from a different community*
- *Coming from a different demographic such as age, gender etc*
- *There is too much of a difference between the challenges the two of you face. For example, the CBO leader might be much better off materially than the community member and this might create a division between them in the conversation.*

00.15 How can these barriers be overcome?

No matter the barriers, it should be possible for most people to believe you care about their lives and the challenges they face. In the end it comes down to their trust in you as leaders and your motives for leading. If you show that you are driven by compassion eventually they will believe that. Leading effectively will be easy when there is a mutual sense of solidarity between the community members and the community leaders.

00.30 Leading Peers – Leadership within the management committee

Is leading with empathy, solidarity and compassion relevant when leading your peers?

Yes!

Ask the group share examples of good leadership attributes they would like to see exemplified within their group. Allow an open discussion. A whole load of examples may come through such as leading by example, leading with compassion, taking responsibility, visionary leadership, charismatic leadership, values-based, good communication, strategic leadership and others.

Ask the group to share examples of bad leadership that they would like to avoid. Examples might be autocratic leadership, do-what-I-say-not-what-I-do, leadership based on hierarchy and positions, leadership based on fear, absent leaders, risk averse leadership, undemocratic leadership, split leadership, leadership that places too much pressure on one individual.

00.45 The CBO leadership charter

Ask the group to write the leadership attributes they would like to see on one side of a Manila Paper and the attributes they would like to avoid on the other side. This will later be used as a commitment by the management committee that can be attached as an annex to their governing documents.

Session Three – Drilling Down on Day-to-Day Leadership Attributes

Resources: Display the PowerPoint entitled "Module –Leadership" to your participants. If you do not have a projector you can create print-outs or run the session verbally. You will also need the print out on "leadership attributes" ideally one copy per participant. You may choose to print out some of the individual paragraphs on leadership attributes as well.

00.00 Discuss the objectives of the session with them:

In this session you will focus on day to day leadership attributes

You will have the chance to reflect on which attributes you would like to improve on

00.05 Hand out the worksheet on leadership attributes.

Ask the group what each attribute means to them and to fill in the boxes for each attribute.

Some resources for this section:

(On Inspiring Better Implementation)

The way to assess whether the radical changes are due to your intervention is to ask yourself the following question. If your colleagues could pinpoint how you have left your footprint on your department what would they say? If the answers are very mundane then it is likely that you are doing what you think is expected of you rather than ***owning*** *your programme and setting your own targets. For example, if the answer is that you have re-indexed the filing cabinet, or designed some nice business cards for your team, then it is likely that someone else is doing your creative thinking for you. If the answer is that the strategy for your department has been realigned to fit with the long term vision of the organisation and there has been a thorough overhaul of how the strategy is implemented – because of you – then you are on the right track. Every department in an organisation from business development, to communications, finance, HR, logistics, and programme departments can increase its relevance in the strategic plan for the organisation as a whole and there is no one stopping you from bringing that innovation.*

(On taking responsibility)

Taking responsibility is about owning both successes and challenges. This means avoiding blaming other people when things go wrong. When you blame someone for something you are effectively stating that you are not able to lead in the situation and rectify the problem. Blaming people does not solve the problem and usually the person you are blaming did not mean to make a mistake. But taking responsibility also means you can point to successes when they come and go on to share with others the secrets of those successes. On a practical level, taking responsibility also means going beyond the limits of your "job description" or role and helping out your fellow team members when they need help, without any expectation of being "paid back" for it. Overall you should be willing and ready to put in more than your fair share and do more than you will ever expect to be recognised for. If everyone does this you have a very happy team!

(On establishing a safe, transparent and honest working environment)

It is important as a leader that your organisation complies within the rules and laws that have been made in your area or country. Aside from keeping you out of trouble, this is also a part of leading by example and shows that you fit legitimately within the bigger picture of your state or nation. But to keep your staff and participants safe you may need to go beyond the laws and regulations and set up your own policies designed to protect them in your specific line of work. And feeling safe is not the only aspect of a welcoming working environment. Staff and participants should feel emotionally and socially supported. Again you will have to lead by example on this, because if you are not interested in sustaining a positive working environment, others won't be either. It also means being aware of the dynamics within your team and taking steps to promoting good relationships.

00.25 Ask the group to form pairs and discuss each attribute and think about what they could do differently to meet each attribute target.

00.35 After hearing some feedback on the previous session, ask the group to reflect on which leadership attributes they should collectively work on as a management committee.

00.45 Find the leadership charter and ask the group if they would like to add or subtract commitments on the charter based on this session.

00.55 ASSESSMENT FOR LEARNING (AFL):

Return to the first exercise in this module, the print-out asking participants to circle the five words that they most closely associate with leadership. Ask them to carry out the exercise again with a different coloured pen. They should make a 'key' that shows which colour they used before and which colour they used after.

01:00 Request that the participants turn the paper over and answer this question on the back.

If you five words have changed, WHY have they changed? Has your view on leadership changed during the course of this module?

01.05 Ask one of the students if you can take a picture of their worksheet, to show the difference between the before and after. Give time for any further discussion or questions.

Module 7: Governance

Introduction to the module

In this module, the CBO management will pick up from the previous module on Leadership and put it into practice by understanding what governance is and why it is important to have good governance practices in their organisations. The objective of this module is to get the CBOs to evaluate their current governance practices and improve them. They shall also discuss in detail different governance structures they could adopt and how to make them effective. They shall also get to assess their existing constitutions, section by section, understanding and evaluating the importance of each and how they can put the statements into everyday practice.

Session One – Understanding Governance

Resources: Display the PowerPoint entitled "*Understanding Governance*" to your participants. If you do not have a projector you can create print-outs or run the session verbally.

00.00 Discuss the objectives of the module with them (5 mins):

In this module you will learn how to understand the meaning of governance

You will learn the importance of governance for CBOs

You will also learn some basic guidelines for governance and power

You will also learn the importance of having an effective decision making process

00.05 Introduce some of the aspects that define a governance, using the next slide

Governance is a set of rules, values, practices and processes by which an organisation is directed and controlled. Governance is a system by which your CBO can be directed and controlled. It is concerned with the structures around your CBOs day to day activities as well as the processes in place for decision making, accountability, control *and the general behaviour of the team at the top. Good governance can be seen through positive outcomes of your organisation.*

Better yet, governance can be defined as the combination of your CBOs policies, systems and structures that together with a strategic and operational framework aligns your organisations leadership to take actions so that they can make effective decisions and be held accountable.

Instruct a participant to read the case study below. Allow five minutes for the reading.

Case study of the 'Community for Change AIDS Project'

Two neighbours who had children who had died of HIV and AIDS related illnesses within the same year decided to do something to help other parents. They felt that if only they as parents had been more involved in their children's lives, things would have been different and now they thought they had an opportunity to impact and hopefully save many lives amongst the youth. They thought one of the main problems African youth face the cultural barriers that hinder parents from speaking openly to their children about safer sexual practices, or youth who are sexually active being secretive about their sexuality are all factors that are contributing negatively to the spread of HIV and AIDS.

They decided as parents they will come together to create awareness programs that will teach youth safer sexual practices as well as break the stigma around sex, speaking about sex and having healthy sexual habits. One of the two parents had a house that had room for training. They started with the children from their neighbourhood and soon their information sessions attracted a number of youth and parents from the different areas. As their training programs became more frequent, a number of people within the community who were affected by the impact of HIV and AIDS felt they needed to be involved with this project and soon the two parents had eight volunteers.

Their services soon became very popular and they were invited to many other communities, churches and schools to conduct their talks. One day the project volunteers and leaders sat down and discussed the way forward for their project. They realized that the community was demanding more from them and that they have to make some decisions. The costs attached to their training had been money from donations from good Samaritans as well as money from their own pockets. All these sources were now no longer enough. They had heard that if they wanted to get funding to expand their activities, they would have to be registered with the government.

They decided to try and become a formal structure and to call themselves the 'Community for Change AIDS Project'. The two parents who founded the organisation became part of the Board and some of the regular volunteers were also recruited to be *part of the Board. This meant that they were no longer workers in their project and had to allow others to take over their day to day work. Creating more structure in the organisation also meant that they needed to have a Manager to take over the running of the organisation while the board became less active in the daily activities of the organisation but more in the strategic direction of the organisation. This was a very difficult time for the organisation as the two founders were very passionate about their work, having started the organisation.*

The organisation was nearly divided as the manager came in with her own ideas on running the activities which made the founders often upset and interfering with their work. The board was not always happy as they felt their project was changing unnecessarily. They then decided to come up with clear rules and guidelines that would help facilitate the new direction and although this phase was difficult, at the end of it the organisation became stronger and was able to position itself for more funding to achieve greater impact.

00.10 Request feedback and have an open discussion based on their responses to the story

Try to facilitate an open discussion. Guide the participants to point out the following statements as they also reflect on their own experiences in their own organisations. Some of these are recaps from previous sessions, try and keep the discussions to one example each to save on the time spent.

- How and why the parents came together – their problem
- What they aimed to do – their vision
- How they started and operated
- Why they decided to formalise their activities
- How did they formalize?
- What challenges did they have?

00.20 Go to the next slide and discuss the following.

What is the importance of Governance?

Allow a couple of responses from the group before giving the responses in the bullet points.

It is important for organisations to adopt good governance practices because it:

Preserves and strengthens the confidence of members of your organisation: *It gives members the trust and enables them to support the efforts of your organisation more.*

It is the foundation of a high performing organisation: *Just like the example above, good governance is important because it enables an organisation to achieve its goals as achieving that goal requires input and support from various levels of an organisation. A higher level of accountability provides the framework for planning, implementation and monitoring the performance of those goals.*

Ensures the organisation is well placed to respond their growing needs*: In order to better be able to handle your community's growing needs, and organisation must adapt a suitable governance structure.*

Can you think of why adapting a governance structure is important for your organisation?

Allow a few responses before moving on.

Many CBOs such as the case study above emerge to address a problem in a community and sometimes may operate for many years in an informal and unstructured way. CBOs such as these are important because they come together to fill the gap between the needs of their immediate communities and the services that government is unable to provide. It is the work of many small, dedicated groups of people such as these who are passionate about their causes that bring about change within various communities.

Many CBOs can sometimes because of how they came about, be very informal in the way they operate and in their structure. By informal we mean the organisations have never fully either operated under defined rules or guidelines that control the way they operate. This however does not mean that it is a must for every CBO to adopt a more formal structure; this is just in the case that that formalisation, such as the case study above, shall go towards their own development. For most CBOs if they are functioning well as they are without any formalisation, they may just choose to remain that way. However, sometimes under-pressure from the growing need in their community and in order to gain more credibility or the desire to get financial support from funders who expect certain structures, then these CBOs may choose to organise themselves in a more formal way.

Like the case study above, if you felt like your structure was limiting your growth, then you decided what kind of organisations you wanted to become (by adopting the legal structure of a CBO), then you developed the rules and procedures for how the 'formal' organisation will be run (by creating a constitution), then you selected a group of people who will oversee and guide the organisation (by electing a governing body), and then ensure that there are people to do the work (by appointing a management team to run the day to day work activities). It is important as a facilitator not to dictate any one structure to these organisations that have often been functioning in an autonomous way for many years, but to suggest options (and why this could be beneficial) and to educate on those areas that are legally required. Many of the *suggested structures and approaches covered in the learner's guide can be adapted to suit differing organisations and environments.*

0.40 Go to the next slide and ask the following question.

What is power? Do you think that adapting a governance structure makes you lose power?

Allow some answers from the group, direct answers from particular members of the group so as to get different perspectives on the answer such as:

- Founding members
- Members of the organisation
- Management teams
- Day to day workers of the organisation

Give only five minutes for the discussion and move on.

Power is the capacity of an individual to influence the behavior of an organisation. The reason the concept of power is important when discussing governance is to understand that governance serves as a form of decentralising power within an organisation by instituting controls that help make an organisation more efficient and ultimately work better.

It is important to note that some structures can be counterproductive in that they may slow down the effectiveness of an organisation. This is where it is important for your organisation to carefully map out a set of rules and principles that help determine everyone's roles and clearly stipulate what power(s) are acceptable.

0:50 Before going to the next slide and ask the following questions:

Can anyone tell us who makes major decisions in your organisation?

What do you think constitutes a major decision in your company?

Allow for some answers from the session, you can prompt some responses such as:

What is the meaning of a decision? Can a major decision be…?

- *Attending this capacity strengthening session?*
- *Partnering with an organisation?*
- *Allocating financial resources to specific activities?*
- *Making the activity plans for the next year?*

Allow for some answers from the session, before asking the follow up question below:

- *When the person(s) you have mentioned have made a major decision in the organisation, is there anyone who holds them accountable to ensure that the decision gets done?*
- I*s there anyone who holds the entire CBO accountable for any of their activities and how they have managed their resources throughout the year?*
- *Are there times when you have mapped out a specific plan, come up with a budget but did not manage to execute the plans as intended? What happened?*
- *Do you think having such a person(s) will help your organisation?*

Allow for some answers from the session, before going to the next slide.

A decision maker is a person who is responsible for resolving an issue, or responsible for having the final say on a major matter within an organisation. The person(s) are usually in charge of resources, activities and people.

Making good decisions is a skill that must be learned. Some decisions may be easy but others may be hard. Some of the hard decisions in the organisation that require a lot of resources require more evaluation and more transparency.

Like the case study, the decision they made to register their organisation and distribute their organisation into a board, a management team and people who do the day to day activities required a consensus from the entire team, not just the founders. That being said, when the decision was made, the founders were appointed into different roles than their day to day management jobs and they found it very difficult to not get involved with the day to day issues.

Sometimes, just like in the case study, some levels may want to get involved in other levels, this is why it helps to have a document that regulates the different roles such as a constitution. This helps the every level understand their roles and the limitations and scope of those roles. We shall discuss this in another session.

1:10 Go to the next slide and organise the group in the following activity. Divide the group into even groups.

ASSESSMENT FOR LEARNING (AFL): Ask the participants to think about their organisations governance structure and the distribution of power within their organisations. Have each group discuss every individual in the group's role and what powers are associated with each role. Also, ask them to discuss who is charged with any governance within their organisation, do they know what those roles are, who is to perform them and what is expected of them?

Allow twenty minutes for discussion above. After this, allow one founder or one member present their answers and allow other members to add on or adjust the presentations. Give ten more minutes for this.

Session Two – Common Board Governance Models that Can Be Used by a CBO

***Resources**:* Display the **PowerPoint** entitled "Common Governance Models that Can Be Used by a CBO" to your participants. If you do not have a projector you can create print-outs or run the session verbally.

00.00 Discuss the objectives of the module with them (5 mins):

In this module you will learn how to understand the meaning of a board governance model

You will discuss within a models of governance, a board and the common types of boards and their roles

00.05 Introduce some of the aspects that define a board governance model, using the next slide

A governance model is a framework that describes how the organisation makes decisions, outlines the roles and responsibilities of each entity. It is important for CBOs to agree to work with a specific model that suits your unique characteristics and suits your capabilities and activities well.

From the definition of governance from the previous module, a governance model can also refer to how your CBOs policies, systems and structures interface with each other and where the responsibilities lie.

As a CBO, there are different types of governance models that you can adopt; however, you must make sure that they are suitable for your requirements as an organisation. For instance, one must find a suitable model that allows your CBO policies, systems and structures to interact effectively with each other and with the organisation. Furthermore, it must outline specifically whether the responsibility for that interaction lies with the board as a whole, or with the individual board members.

It is important to note that board governance models for non-profit and for-profit organisations are different. Many board governance models can be used for either non-profit or for-profit entities, but some of the governance models may have to be amended to suit the needs of your organisation however some models are more appropriate for non-profit organisations, while other models are more appropriate for for-profit organisations. It is common for an organisation to form a combination of *board governance models that caters to the feature of the organisation and the composition of the board. This must be specified in the constitution.*

00.10 Before moving to the next slide allow for a discussion on the points above while also asking if anything needs to be clarified further.

00.12 Go to the next slide:

We shall go into what exactly is a Board. A board is a group of people elected as directors of an organisation to provide oversight functions over various aspects of an organisation. A board member is an elected participant tasked with the roles of providing oversight over certain management functions and leadership for an organisation. They serve as agents of the owners or founders of an organisation ad are obligated to look out for the safety and soundness of an organisation. There are several common types of boards each having distinguishing characteristics:

***Collective Board**: A collective board is a group of people with a shared focus or purpose. They make decisions collectively and each individual represents themselves and their own interests within the organisation.*

***Governing Boards**: This type of board leads the organisation using authority to direct and control policies provided by the owners and the legal act of formation. They set the initial direction and have the full authority to act in the owners' or founders best interests. Governing boards function at arm's length from the day to day operations of the organisation. They focus on the big picture, future-oriented and act as a single entity.*

***Working Boards**: This is a board that leads the organization but are also active day to day staff members of an organisation. These are common in CBOs. Working boards often get caught up in day to day operational project management and sometimes set aside the governing function.*

***Advisory Boards**: This type of a board serves to provide insight and perspective to the CEO or leader of the organisation. An advisory board typically does not have authority of its own but works to educate the management team on particular areas of operation.*

***Managing Boards/Executive Boards**: This type of Board is formed by a group of people who actually manage the operations as a collective group (instead of a single CEO). They are not the same as a governing board but may work under one. They make the day to day decisions of what gets done and the long term decisions about how to organize operations to achieve the organization's purpose.*

***Fundraising Boards**: This type of board is often only a "board" in its name alone; its real purpose is to use its members' connections and influence to raise funds and resources for the organization.*

***Policy board**: A policy board is any board, typically a governing board, that directs operations by developing policies which guide operational decisions rather than making the actual yes or no decision themselves. The CEO with their management team is then expected to carry out all policy.*

00:40 Before going to the next slide and ask the following questions:

Can anyone tell us which Board they believe is best and why they think it is best?

What type of Board is currently in operation in your CBO?

What do you think are the main roles of a Board?

Allow for some answers from the participants then go to the next slide.

A board has nine basic responsibilities:

Hiring
- Senior most exexcutive running the organisation such as a CEO*

Support
- Day to day guidance for the CEO*
- Evaluate performance of the CEO

Vision and Strategy
- Determine and advise strategic direction

Planning
- Ensure effective organisational planning

Resource mapping
- Assure availability of resources and protection of assets.

Management Oversight
- Maintain oversight of programs and services

Public Relations
- Enhance public image

Accountability
- Assure legal and ethical behavior and accountability

Capacity
- Build governance capacity and evaluate the board's own performance

Which of the nine tasks above would you believe are the main or the most important tasks that a board should have?

Give the participants five minutes to discuss amongst themselves, and then allow for some answers from the groups.

00:50: Go to the next slide.

Ideally, over and above the nine tasks above, the board's main tasks should be direct oversight over the management team, ensuring there is proper management of financial resources and finally ensuring the organisation has a sound strategy and is on track to achieving its vision.

A board must ensure they spend enough time on each of the categories above. In the case study in the previous session, we saw the founders of the Community for Change AIDS Project, as Board members get heavily involved in management activities, this can be a huge distraction for a board member and should be immediately resolved. In such a situation having a constitution to regulate the roles of board members can be helpful. Ideally the board should only interact constantly with the senior most member of the team.

The board should be particularly responsible for the careful and prudent use of money within an organisation. In order to do it, the board should determine or approve financial policies that the management team must follow. Most importantly, the board should help develop and approve the annual budget. This is a significant responsibility because approving the annual budget has an effect on all other priorities within the organisation. It is important that the approval is done by no one else—not even the management or finance committees. Furthermore, they should oversee the operating *budget, making sure the organisation is running as per its plans. The management team should send them financial and accounting balance sheets and reports. This ensures that everybody is up to date on the financial situation and changes can be made if necessary. Lastly, the board members as a whole should be insistent upon an annual audit for the organisation. If possible, this should be done by an independent auditor.*

Additionally, the Board should make efforts towards providing resources for the CBO to run, however, this will be dependent on the individual board members and their ability to interact, attract and influence donations from various partners. They can set fundraising goals with the CEO and formulate strategies to ensure they have the funds and resources necessary to operate effectively.

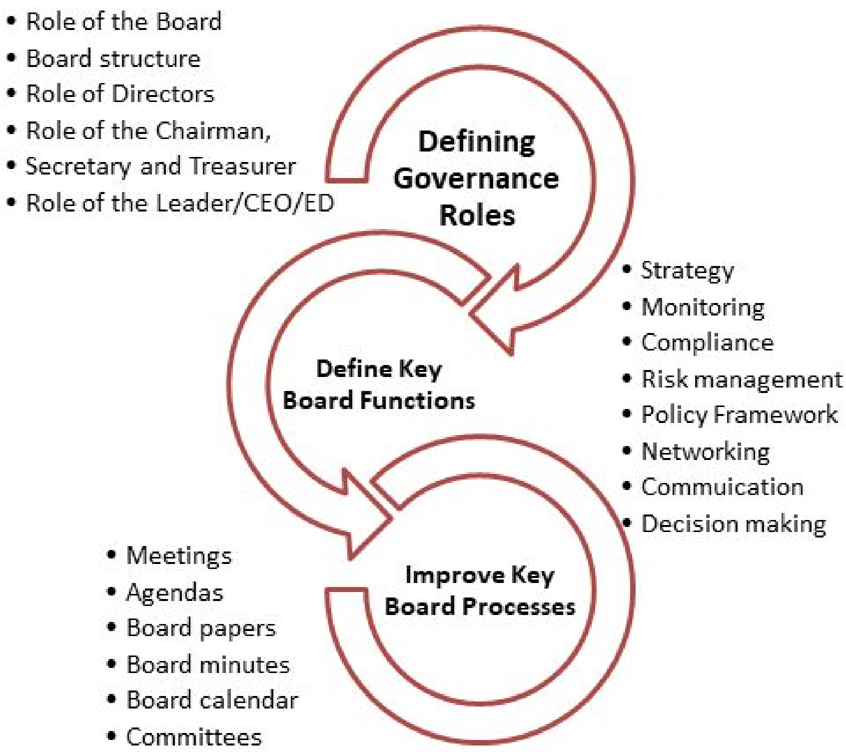
Finally the Board is responsible for ensuring the CBO has enough financial and human resources to achieve its vision. The Board should ideally also help the organisation develop realistic goals and achievable strategies to get to this vision. They are also able to hold the management team accountable to those set goals and strategies and to ensure the entire team is working towards attaining them.

1:00: Ask the participants if they have any questions, and if they are agreeable with the three main tasks above.

Assure them that this capacity strengthening course is a working document and can also be improved and added onto. Go to the next slide

Reviewing the Governance Model

It is not just enough to choose a suitable governance model or a board; an organisation has to ensure that the model is working effectively. Since the Board is responsible for all the major actions and decisions of an organisation, it will need to have specific charters, policies, and similar governance documentation to guide organisational behavior. Such documents should clearly outline the following:



These documents should be developed in consensus with all major stakeholders in the organisation so as to ensure they are inclusive and relevant to the organisations' operations.

01:05 Go to the next slide

What is Effective Governance?

Ask the participants this question above, allow for some few answers of what they think before giving them the definition below.

Good governance is about good leadership. Effective good governance means that your CBO is able to thrive, improves its impact while making sure its assets are protected and funds are used appropriately. An effective governing model must ensure that a CBO has:

- *A good mix of skills in their boards and management teams*
- *An effective Chairperson and CEO/ED*
- *Committees for specialist tasks such as finance and procurement*
- *Well-managed meetings that are participatory and decisions can be made effectively*
- *Forums that allow for different expression of opinions*
- *Strategic partnerships and alliances that provide perspective or insight on various matters in the industry*

- *A good system of evaluation and accountability (we shall touch on this in the next module on **Proving Impact**)*
- *Understand the difference between governance and management*

For many CBOs it may be difficult to expect a thorough and clear cut distinction between governance and management. This is because in most cases, most CBOs have a working board. Can anyone remember what a working board means?

Prompt a member of the class to answer and encourage them not to refer to their notes before they answer the question. Have them define it from memory in their own words.

With a working board, it can be a challenge to separate issues of strategic governance from day-to-day management because there might not be many staff or members so people perform multiple roles. However, as your organisation develops and grows, having this distinction will become increasingly important.

The difference is that governance is the role of leading an organisation and management is its day-to-day running or operating. Governance is the job of a governing body, such as a Board, that provides direction, leadership and control. Management is typically the job of a management or executive team, led by a CEO or ED and his/her staff and volunteers. The governing body's role is to oversee management and not to manage.

Can we see how the case study from the previous session had quite a few challenges? That said, during transition, such challenges are expected and provided there are mechanisms to resolve such conflict, with an open mind, and room for flexibility, all will be well.

No one can claim to have a perfect governance system. It is impossible. However, one can aim to promote good governance practices by building an amicable relationship between the governance level and the management level.

01: 10 Go to the next slide and organise the group in the following activity. Divide the group into even groups.

ASSESSMENT FOR LEARNING (AFL): Ask the participants to think about their organisations in depth and determine what type of board do they have and what types of boards do they desire to have.

If you have members from different CBOs and organisations in the session, make sure you divide them up so that each group has only the members of one CBO that is their own. This will make their analysis and feedback on the issues more practical and relatable.

Allow the class a break of at least one day to prepare for the next session. Ensure the participants of each group meet within that time period and prepare for the next session. They shall make the presentations during the next session.

For the next session, have the CBOs come with a copy of their constitutions, they shall be reviewed in detail then.

Session Three – Governance - Bringing It All Together

Please Note: This entire session can be seen as an **Assessment for Learning Section**, therefore, is a very long session with mini-sessions and presentations. Ensure that your participants are able to dedicate an entire half day (3 hours) for the session or if you break it up into sections that they keep the momentum flowing between sessions by having them follow each other back to back.

Resources: Display the PowerPoint entitled "Governance - Bringing it all Together" to your participants. If you do not have a projector you can create print-outs or run the session verbally.

00.00 Introduce the session, using the next slide

Now that we have gone through a lot of theory regarding governance, this session shall be more practical and we shall all thoroughly discuss what governance structures we all have in our CBOs, seeing how they are working and putting down the principles learned in a constitution.

Discuss the objectives of the module with them (5 mins):

In this module you will practically analyse your CBO governance system and its effectiveness and come up with or redefine your existing constitution to reflect these changes.

From our last AFL, we had some presentations to do. Let us organise ourselves into our groups and present our thoughts on the activity.

Refresh their memory of the activity.

Remember the activity was for you to critically think about your CBO and determine:

- *If you have a governance model you follow*
- *Do you have a Board? If yes, what type of Board is it?*
- *What types of Board do you desire to have?*

Allow a five to ten minute discussion as they organise themselves into their various groups. Go to each group and make sure they have effectively answered the questions above and are ready to present.

Give each group at least 15 minutes to present their findings, if you have only one group, you can make the time longer but do not exceed thirty minutes.

00:30 Go to the next slide

Great work everyone, I see you have really given some thought towards your governance and now what is left is to make those plans a reality.

One way to work towards making a proper and effective governance system is to have a working constitution. We know that most CBOs have a constitution, however, but can we say our constitution now is aligned with all the wonderful work we have developed as part of this capacity strengthening course. Perhaps yes or no, either way let us discuss our constitutions.

What is a constitution? What does your constitution mean to your CBO?

00:35 Allow for some answers from the group, if not prompt them with the bullet points in the next slide.

A constitution can be defined as a document that contains the principles by which it governs its daily operations. It also should establish the specific rules by which your CBO should function. When you write or reanalyse your constitution it will help you clarify your purpose (as was seen in module one) delineate your basic structure and provide you with a platform to build an effectively governed group.

What do you think should be covered in a constitution? Please refer to your existing constitutions and give the general outline of each category.

Do you agree with these categories you gave? Are they practical and do they effectively represent your groups interests?

Allow for some answers from the group, picking some participants at random.

We shall discuss below a basic guideline or outline of the standard information that we think should be included in a constitution. Our main objective with this section is to enable you to re-evaluate your constitution and maybe even reword it.

The sample outlines below is a basic guideline that you can follow, please note that you can either amend some of the sections if you feel they are not relevant to your CBO or you can also add other sections that you think are relevant.

Give out the hand-out entitled *CBO Sample Constitution* and have them make references to it for the next part. Have them note that this is an example and

not what they should have, and the sections below are only a guideline. They can opt to not have some of the sections.

We shall now move into discussing each of the sections in detail, some may be longer than others, but ensure that you discuss each section in detail, posing after each section to get feedback from the participants on its relevance and whether it is practical to their activities.

Ideally a constitution should have:

Title of Document: Constitution of 'Organisation's Name'

Preamble: A one paragraph statement of the mission or vision of the CBO, telling why it was created

1. Name of the CBO

This is just the legal name in full

2. Purpose of the CBO

This section discusses why the constitution exists.

The section can also outline why it was created, what community it operates in, where it operates and what are its objectives.

3. Management Committees (or Leadership)

This section outlines who makes up the management of the CBO who are either elected or nominated to act on behalf of their CBO in either a management capacity or as a Board governing capacity. It must be clear that the members in this section are not the participants or the beneficiaries of the CBO but the managers (and governors ie a Board).

Sometimes a CBO has participants who contribute towards their activities that are sometimes referred to as registered members. It is important to note that one must make that distinction and perhaps give them another name because as per definition, members are elected or nominated to their roles.

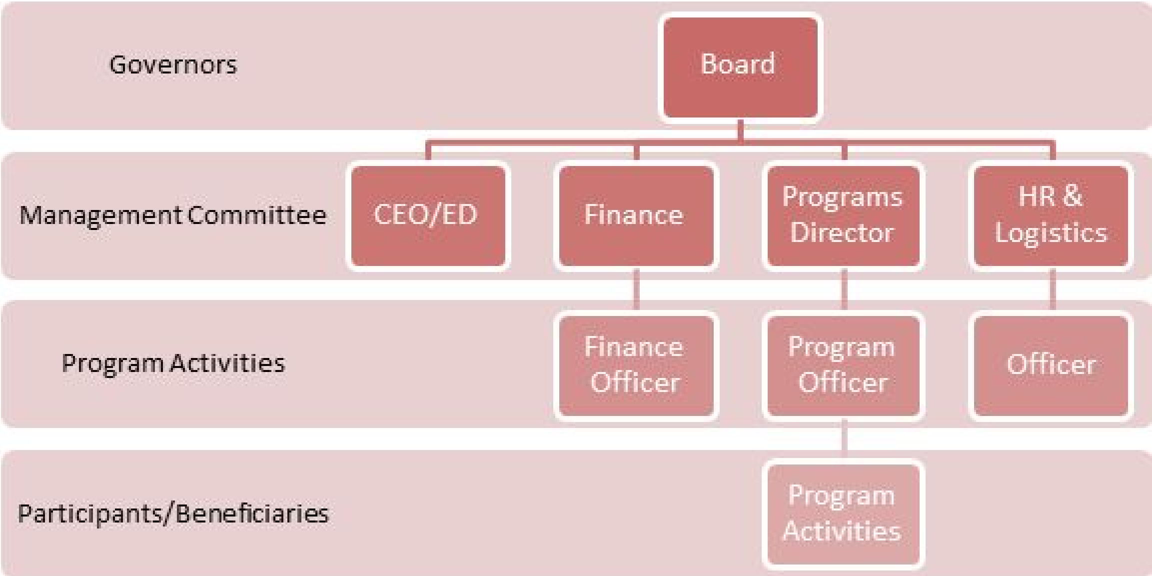
This is because this section also must outline the voting rights of each member above and when the membership period is applicable, how the membership comes about, and when the membership can be terminated.

4. Composition of the CBO

This section outlines what conditions make up the entire structure of the CBO.

a. Organisational Structure

In this section it is important to outline the entire structure of the CBO and what positions there are. For example:



b. Officials

This section outlines the elected or nominated managers or board governors in terms of what positions are available. The list above is a guideline and not conclusive, remember it your CBO and your CBOs activities that will dictate this structure above

c. Elections and Appointments

This section outlines what positions or levels are elected positions, what positions are nominated positions, and the conditions for the elections. It should also clearly outline special conditions that may arise that may call for a suspension or an immediate election over misconduct.

d. Terms of Office

This section will determine how long the appointments in the previous section shall be viable.

e. Powers

This section should clearly outline the powers that each of the officials have in each of the levels of the organisation, especially when it comes to **decision-making**. It should also show who has more powers than others especially when it comes to voting over important decisions. It should also outline what level such as the management committee is responsible for decision making and in the event of a tie, which position has the power to break that tie, for example, the Chairman.

f. Governing Rules

This section should outline what your CBO believes to be effective governance principles that they should follow in their governance.

5. Meetings

This section should detail what would constitute each meeting, and who has the power to call for and convene a meeting. There are different types of meetings (for example a management team meeting, board meeting, annual meeting and general meeting) and their membership and attendance should be distinguished.

a. Resolutions, Voting and Powers at Board, Management Committee, Annual and General Meetings

This mini section should outline what issues can be determined at each meeting. They should also determine who can vote and what powers are at such a meeting.

b. Quorum

This clearly states what conditions make a meeting able to proceed such as attendance and perhaps the presence of particular officials.

c. Procedures during Meetings

This section outlines at each meeting level who takes charge and who takes notes at each meeting level. It can also detail a structure of the meeting.

6. Dispute Resolution

This mini section outlines the conditions to resolve disputes that may arise in the or among the different levels of the CBO. It should also determine in the event that a dispute cannot be resolved, what measures can be put in place to resolve it such as mediation by an independent third party.

7. Amendment of the Constitution

This section clearly outlines what conditions are necessary to amend the constitution, such as who has the authority to call for such an action and what procedure is required to see such an amendment come to pass.

8. Termination of CBO

This mini section discusses the conditions that will lead to the termination of the CBO and all its operations. It should also discuss who will handle the dissolution of assets and funds.

What do you think of the list above, do you agree with the sections?

02:00 Responses

Wait for some responses; prompt answers by asking them to compare with their current constitutions. Do they have the same sections? Do they think they are too many? Too few? What can be added or removed?

Now let us move into our final activity of the session on Governance. In the same groups, we need to develop constitutions or amend our constitutions as per the feedback we have just given.

Please remind the class that you are not influencing them to change their constitutions but from their own feedback, and their knowledge sharing from this and previous sessions, if they believe they have areas in their own constitutions that can be amended or reworded, added or removed, then, now is the time to work on them and see them come to action.

Give the groups an hour each and take notes on the actions they want to take and ensure that you follow up in the coming session(s) on whether they saw these changes they made come to action.

Module 8: Proving Impact

Introduction to the Module

Showing the good things you're doing through simple but important Monitoring and Evaluation methods

In this module you'll cover why Monitoring and Evaluation methods are important for CBOs. In the first module you'll go over perhaps the most important lesson — *why* proving impact is important. This includes the way they can use this proof to improve the projects they're doing, as well as to reach new donors and funding opportunities.

The subsequent 2 modules will go into more details on specific Monitoring and Evaluation methods.

It is recommended that you read the entire module before delivering it. Also, there is an accompanying slideshow for projecting a few key images, if you have access to a projector.

Session 1: Why Do We Need to Prove impact?

00.00: Introduction to the module:

We may have good ideas for projects that benefit our communities, but we also need to PROVE that those ideas are good.

In this module we will learn why proving the impact of our projects is important, as well as specific ways we can collect data to do this. This process is also often called "Monitoring and Evaluation" -- or even "Monitoring, Evaluation, Accountability and Learning", or MEAL for short.

00.01: Introduction to session: why is proving impact important?

First off, we're going to look at WHY proving impact is important. To phrase this another way: why would we want to prove that our projects are doing good things? That they have good results?

Ask the participants for ideas. Write them down on the board.

Thanks for all the ideas, everyone! I see you've got most of the reasons covered. Today let's talk about two important reasons in particular. These reasons are:

- *To make our projects better*
- *To show donors and other potential funders that our projects do great things that they should support*

00.10: Making our projects better

Now I want to talk about how we can make our projects better. There's actually a very simple cycle we can use to do this.

Draw the following cycle on the board, or project it using the accompanying slideshow:

Now, a lot of people think of projects or ideas as a straight line, with a beginning, middle and end. But instead, I want you to start thinking of your projects as a cycle, like this one.

In the beginning, you have your idea. Then you put your idea into practice. But that's not all! Then you can LEARN what can be done better — that's where proving impact *comes in — and then you use those lessons to make the whole project better, by improving your original idea.*

This cycle can happen as many times as you want! In this way, a project can continuously improve.

I want you to divide into groups, and each group will spend a few minutes describing how this cycle can be used for different activities.

Divide the class into 4 groups. Ask each group to apply the cycle to the following mini "projects":

1. Cooking a new recipe
2. Tailoring a new kind of outfit
3. Making a new kind of jewelry
4. Running a farm

Ask them to:

- Describe their idea in detail
- Describe how they will measure if the idea is a success or not
- Describe how they will make the original idea better based on that feedback

Give the class time to complete the exercise.

Once they've completed the exercise, ask each group to present the cycle for their specific project.

Thanks everyone! I hope we've all learned a little about how valuable it can be to collect data on our projects and then put what we've learned into practice.

00.50: "Failing Forward"

Now I want us to talk about failure. Or, more importantly, I want to change your view what other people call "failure".

There's an expression that is used a lot in engineering that is called "failing forward". That means if something goes wrong -- or if an idea doesn't do well -- then you don't declare it a failure and stop trying. Rather, you LEARN from the mistakes or failures and use that information to try again and DO BETTER!

It's the same idea as the cycle we talked about earlier -- but this time you have to not let yourself be disheartened by failure. In fact, you could even plan to EXPECT failure (or at least challenges, mistakes, and unforeseen consequences) in your project -- and you could plan to LEARN from them before they even happen! Engineers do this all *the time, usually by testing their machine or product to breaking point, and then seeing HOW it broke and therefore HOW it can be made better.*

Video on this topic.

Now we don't have to do anything as extreme as that. But the main lesson here is to change how you view failure. Instead of being the END of something, our difficulties become part of the LEARNING PROCESS.

The trick here is to collect data regularly -- and to not be afraid of data that challenges our assumptions, or that shows the project idea isn't as good as we thought. Then the cycle we talked about today can help you constantly improve your project and make it a success.

01:10: Data for Donors

Another big reason we need to collect data is for donors -- that means, showing we're doing good work so people will give us money to deliver our projects, and will CONTINUE giving us money by showing those projects are successful.

The process of raising money for our projects is called fundraising, and we will be covering how to do that in another module. But proving our impact by getting good data is a BIG part of fundraising. In the next two lessons we will look more on HOW to get that data and HOW to prove our impact.

Now I want to end the session with a fun activity. I want you to imagine you are a very rich philanthropist who has $1 million US dollars you want to do good with. You don't want to give it to just 1 organisation -- instead, you want to invest or donate to MANY organisations or CBOs.

- What kind of projects or organisations would you choose?
- How would you select them?
- How much would you give each one?

Give the class time to complete the exercise, and then ask each person to share their ideas.

Thanks everyone for sharing. You've just had the chance to think like a donor! Our job, as people seeking funding from donors, is to make our projects stand out from the crowd and show that it has the best value for money, by PROVING that it has good impact.

// END OF LESSON

Session 2: Quantitative Methods

00:00: Introduction to Session: Stories vs Numbers

Hello everyone! To start this session, we are going to talk about types of data.

Write up "Qualitative" and "Quantitative" on the board.

Does anyone know what these words mean?

See if the class has any answers. If they don't know (and even if they do), write "stories" under Qualitative, and "numbers" under Quantitative.

So these are just science-words for the main types of data we can collect:

"Qualitative" means to do with Quality -- that is, the kind of impact our projects have on the thoughts, feelings, emotions and mindsets of our participants or community. They use words, images and videos to tell the story of how our project does good.

"Quantitative" means to do with Quantities -- that is, numbers. This means the specific, countable ways our projects impact our participants and communities.

These types of data are just as important as each other. It is really important to be able to detail the numbers for your project -- how many people it reaches, for example. But a photo of those participants doing the project makes it "real" for people in a way that numbers can't.

Now let's look at some types of data and decide whether they're qualitative or quantitative.

Read out the following types of data (in the left column) and ask the participants to decide if they're either Qualitative/Stories or Quantitative/Numbers. Write their answers under each heading on the board.

Answers and explanations for your benefit are also provided in the right column (DON'T read these out: they are for you in case you need to explain why to the class). If the class are finding it difficult, ask them to think whether the data is numbers-based, or is telling a story.

Data	What type?
Attendance records	Quantitative

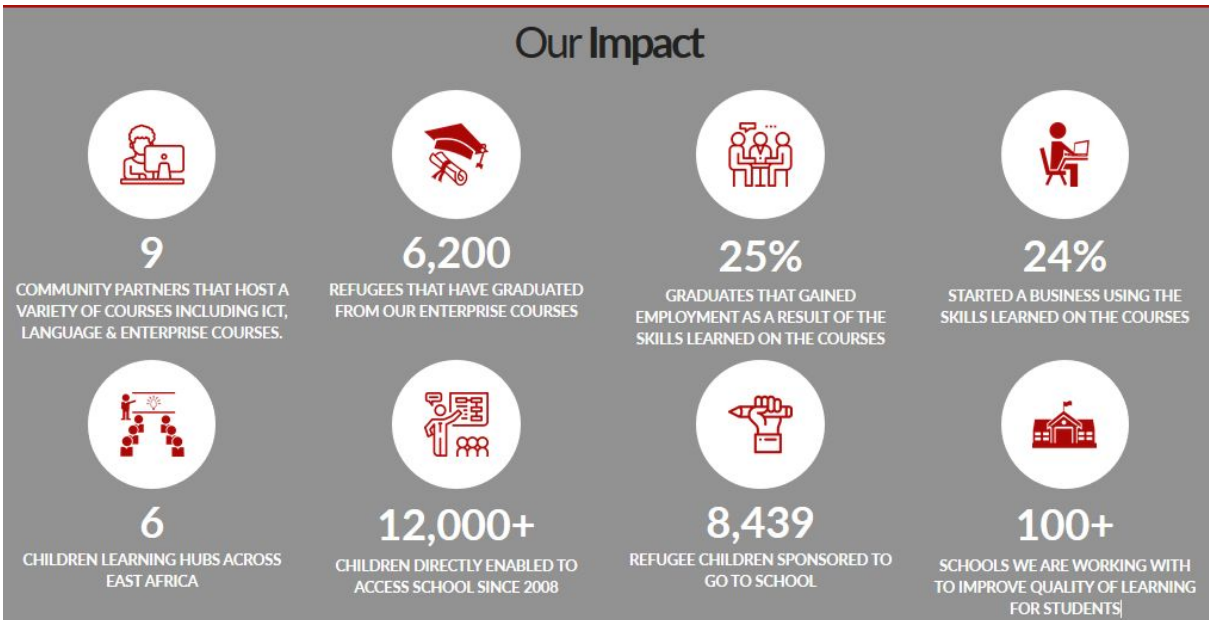
Photos of Activities	Qualitative. Photos tell stories!
Test results	Quantitative
Quotes from participants	Qualitative
Describing a project for a donor	Qualitative
Number of items given out	Quantitative
Usage numbers	Quantitative

Thanks everyone! For the rest of the session we're going to talk more about Quantitative data and how to collect it -- that is, how to show your project is doing good through NUMBERS.

00:20: Counting the Basics

For any project or any organisation, you must count all its key numbers and keep track of them at all times. Take a look at what Xavier Project had on its website in late 2019:

Show the class the following picture. Project it if possible, or print copies.



All of this is quantitative data. Most of it is just a simple count of the number of participants, partners, and locations Xavier Project is working. Although it is basic data, it is important because it gives people an idea of Xavier Project's reach, size and abilities as an organisation. These 8 numbers describe Xavier Project simply and directly to any person who doesn't know about them.

I now want you to do something similar for your own organisation. I want you to come up with 8 numbers that show your organisation's key facts. These might include:

- Number of participants reached
- Number of locations you work in
- Number of men vs women reached
- Number of disabled people reached
- Number of staff
- Number of partners
- Number of items given out

Give the class time to come up with their organisation's key numbers, and have a representative present them.

That's great, thanks. Before next session, I want you to create a 1 page document with these 8 numbers, along with a short description of what your organisation does. You can then use this 1 page document as a template for any future funding applications.

00:40: Before and After

Now let's take it up a level. Having these numbers is great, but to better demonstrate the impact of a project or organisation it sometimes helps to show your key numbers alongside what the situation was like BEFORE you started.

For example, an organisation might have the goal to build public latrines in their community. By counting the number of latrines that exist before they start, and counting the number at the end, they may be able to say something like:

"Before our organisation started, there were only 2 public latrines in our area. Now, thanks to our work, there are 10".

This is very powerful information to have. Other examples, for other imaginary organisations, might include:

"Before we started delivering tailoring lessons to women in our community, there were no vocational training options open for women at all. Now, thanks to our work, 30 women have graduated our class and are starting tailoring businesses."

Or…

"Before taking our class, the children scored an average of only 40% on a literacy test. Now all the children who took our class have an average score of 80%".

So comparing numbers before and after (or before and during) the project, shows both ourselves, and any donors, that what we're doing has impact.

These Before and After comparisons are very important if you're doing any kind of teaching activity, and you want to show that your participants have gained skills as a result of your training. You do that by giving them a test at the BEGINNING of the course, and then doing the SAME test at the END of the course, therefore showing how much they have IMPROVED by.

Let's now talk a little more about tests, percentages and averages.

00:50: Tests, Percentages and Averages

We sometimes have to use maths to make our data simple and presentable to other people. Look again at the image of the Xavier Project data. You will see two percentages, for example "25% of graduates gained employment as a result of the course". What does that mean?

Ask the class.

Well done. Yes, it means that for every 100 participants, 25 of them got a job after doing the course -- or that every 1 in 4 got a job.

A percentage is a portion of something. To calculate a percentage, we take the number of that portion -- in this case, 25 people -- and divide it by the total number (in this case, 100). So 25 divided by 100 is 0.25 -- or 25%. It's as simple as that.

Another example might be a test you give a class. Say there are 20 questions, and a participant gets 17 of them correct. What is their percentage score?

Ask the class to do the calculation. (Answer: 85%)

Let's now do some percentage exercises with ourselves! How many of us are in this room?

Ask students and write down the number.

Great. I'm now going to ask everyone some opinion questions, and we're going to work out the percentage of us with that opinion. Please use the calculators on your phones to help me with the calculations!

Ask the class the following questions (you can answer too!) and lead them in calculating the percentages:

- How many of us like eating rice?
- How many of us like dogs?

- How many of us are women?
- How many of us have more than 4 children?
- How many of us like Coca Cola?

Ask the class for 2 or 3 more ideas for questions, and lead them in calculating the percentage.

Thanks everyone. You've done really well. I now want to talk about one more maths calculation you can do to make your numbers and data more simple to understand, called finding the average.

Say you have 50 participants on a course, and they all do a test. They all get different scores. How do you show a donor the kind of scores they got? You can't show the donor all 50 separate scores -- instead, you find the average.

You do that by ADDING UP all the test scores up and then DIVIDING them by the number of participants who took the test. This is also called the "mean average", and it's the most common way of doing the calculation.

Let's find some averages for our group here!

Once again, ask the class the following questions and lead them in calculating the average for each one:

- What's our average shoe size?
- What's our average height?
- What's our average age?
- What's our average number of children?

Ask the class for more ideas for questions, and lead them in calculating the average.

For tests and education, you sometimes have to find the AVERAGE PERCENTAGE for a group. For example, you might have 15 participants, all with very different percentage scores on the test. If you add up those percentages and divide them by the number of participants, you will get the average percentage score for the class.

Note: if the class has taken a long time to get the hang of percentages and averages, you can break here and continue the session at another time.

01:20: Counting more difficult things: Using 5-point scales

Sometimes we want to get data from a group of people that is more difficult to put into numbers. Instead of yes/no questions, or test results, we want to ask how they feel about something and put a number on it. To do this, we have to use a scale.

A good example of this is used in Xavier Project's learning hubs. To get a good measure of how people feel about the Hub's safety, we ask people to answer the following question:

You can project this, or write it up.

How safe do you feel in the Hub?

1. Very unsafe
2. Unsafe
3. Neither safe or unsafe
4. Safe
5. Very safe

This scale goes from 1, which is Very Bad, to 5, which is Very Good. By asking lots of people this question, we can calculate the AVERAGE safety rating of the Hub, out of 5! This number then gives us a good indicator of how well we're doing in providing a safe learning space. For example, a rating of 3.8 shows we need improvement, but 4.6 would show us we're doing well. By the way, it's VERY important to have number 3 in there -- a middle option which is neither good or bad -- because sometimes things are just like that, neither good or bad and just average.

Let's do some of these ourselves. I want you to rate the following things on a 1 to 5 scale, with 1 being very bad/not at all and 5 being very good/a lot, with 3 being in the middle.

Ask the class the following questions, go round the room and ask each participant for their rating, and lead them in calculating the average.

- How much do you like chips?
- How is Manchester United as a football team?
- How is the food at a local restaurant?

Ask the class for 3 more things they can rate, and lead them in calculating the average.

Well done everyone! So now you have 3 key tools in your data collection arsenal -- percentages, averages, and ratings out of 5. These will take you a long way. Before we get on to how to actually collect this kind of data, I want to talk about one very special calculation you can do which donors will find VERY important -- and which is important for you as an organisation, too.

01:40: Cost-per-participant

At the end of the day, donors want to get the biggest impact for their money. As an organisation, you should too. After all, money is limited, and you need to use it wisely.

Many donors will ask for something called the "cost-per-participant". That means how much the project costs to deliver for EACH PARTICIPANT. It's a way of assessing the project's value for money.

To calculate it, you take the total cost of the project and divide it by the number of participants it reaches. For example, if a project costs 100,000 KES, and it has 70 participants, that means it costs 1428 KES per participant. Can someone please check the maths on their phone's calculator to make sure I got it right?

Now let's do some quick exercises to work out the cost-per-participant for some imaginary projects.

Read out the following and lead the class in the calculations:

- A latrine-building project that costs 20,000 KES per latrine, and each one can be used by 40 people.
- A children's learning hub that costs 350,000 to build, and can reach 4000 children.
- An app project that costs 900,000, but can reach only 60 children.

As a general rule, donors want a project's cost-per-participant to be <u>reasonable compared to the expected outcome</u>. Most donors are looking for good value for money -- so that means a low cost per participant -- but if a project is too cheap then they may question its quality.

01:55: Logistics of collecting data -- tools you can use

Note: this section requires you to be familiar with online tools for data collection. The best are either Google Forms (www.forms.google.com) or SurveyMoney (www.surveymonkey.com). Please familiarise yourself with one of these before delivering this part of the session. This part of the session also requires a computer with an internet connection.

Now let's talk about ways we can collect data -- specifically, tests or quizzes for participants. First, it is very possible to write these down on paper, or ask participants the questions orally. But there are some very helpful free online tools we can use to make the process a lot easier.

These tools provide are easy ways to create forms, collect data from participants, and even have ways to download and display your data using graphs and ready-made images.

Show participants the basics of Google Forms or SurveyMonkey using your computer, or via a projector if you have one.

As homework, I want your organisation to design a 5-question survey that you can use in one of your existing projects, using this online tool. Perhaps it could be an exam of sorts, or a questionnaire on participants' experiences with your organisation.

// END OF SESSION

Session 3: Qualitative Methods

00:00: Homework Recap

Ask a representative to present their digital survey to you.

Ask another to present their 1 page document with the organisations' key facts and figures and their description of activities.

Thanks for that! Last session we talked a lot about collecting good data in the form of numbers to help us prove impact. This session I want to talk about the other side of proving impact -- the qualitative data.

00:10: Focus Group Discussions

Focus group discussions -- often abbreviated to "FGDs" -- are one of the simplest but most powerful ways of getting information from people. They are essentially just discussions with a small group of people on a specific topic. For organisations, their most important uses are as follows:

- Helping you understand a community's needs. This can help you create ideas for projects.
- Helping you understand their feelings about your project. This can be a particularly good source of feedback for the project cycle discussed in session 1.
- Helping you understand a particular viewpoint that is important to them.

Usually these discussions will be led by a facilitator (from your organisation), with 1 or more specific questions that will help lead the discussion. The facilitator can either take notes, or record audio of the session for later review.

The ideal number of participants is anywhere from 3 to 8. While you can certainly hold FGDs with more people, it becomes difficult for everyone to have a say. When it comes to time, around 1 hour is usually enough -- although going up to 1 and a half hours is fine. Anything more and the discussion can become tiring!

It's also important for the facilitator -- that is, the person from your organisation leading the discussion -- to be neutral and non-judgmental throughout the discussion. Some FGDs may be on sensitive topics, for example gender issues, and for those it's important to make the participants feel as safe and respected as possible. So, depending on what's being discussed, it may not a good idea to have a man leading a FGD with a group of women, and vice-versa. Also, in some circumstances, it may be better to have 2 people from your organisation facilitating the FGD instead of just 1.

It's also important to accept the NEGATIVES. As we discussed earlier, they are not a sign of failure -- they can be used to make the project better.

Now let's do an activity where we hold our own focus group discussion! We will spend the next 20 minutes getting a feel for how they work.

Lead the participants in a focus group discussion using the following questions:

- What has been your experience of these Capacity Strengthening sessions so far?
- Which session has been your favourite and why?
- What other topics would you like to have sessions on?

Thanks everyone for your participation!

00:40: Photos, Videos and Stories

Aside from focus group discussions, the other main source of qualitative data is collecting photos, videos, and written stories about your project. There are many ways to collect these, but there are some common rules for all these forms of media:

- These stories should be about PEOPLE. Although you're collecting the stories in support of your project, they are not ABOUT your project -- they are about way your project has improved the life of this specific person (or family, community, etc). So make sure all photos you take have people in them, same with all video footage -- and that any written stories you tell have a "main character" (or many) who the audience can connect with.
- Highlight people's dignity, not their suffering or hardship. We all know about those pictures of starving children that big UN agencies used back in the 70s and 80s. A lot of people didn't like them, because they felt the UN agencies were exploiting the children's suffering to raise funds. Same with us. We should not use the suffering of others as a tool to raise money. Instead, focus on people's resilience, their spirit, their perseverance. That's not to say some stories can't describe people's hardship -- but the hardship should NEVER be the focus. We want our audience to feel respect and admiration, not pity or guilt.
- Keep them brief, and choose quality over quantity. One great photo is better than 20 mediocre ones. A 5 minute (or even 3 or 2 minute) video with great footage is better than a longer one. And a brief 300 to 500 word story is better than 1000+ words.

00:50: Bringing it all Together: The 3 Levels of Data

Now that we're coming to the end of the module, I want to introduce a way of thinking about data and our impact that we can employ on an organisational level. We do this with the "3 levels of data":

Describe the table below to participants. It can also be projected.

	Data Examples	Reasons we do this
Level 1 "Outputs" "Activites"	Numbers of participants and deliverables, photos of activities, gender ratios, numbers of marginalised people participating	This shows ourselves (and our donors) that we have done the project's activities as planned
Level 2 "Impact" "Outcomes "	Increase in participants' skills, learning, income, and quality of life measured through test scores, self-reported questionnaires, interviews, focus group discussions, etc. Long-term changes in the way things are done	This shows the impact the project has on people. Data (and thinking) on this level helps us IMPROVE projects by seeing what works and what doesn't. We can use the cycle discussed in Session 1 to constantly improve our projects. Accept the negatives, and remember there's no such thing as failure. Use what you learn to improve things and move forward.
Level 3 Comparing projects	Comparing data for different projects, particularly when it comes to their impact and their cost-per-participant / value for money	Do this on an organisational level to decide where to focus energy and resources

01:00: Bringing it all Together: Monitoring and Evaluation Plans for Existing Projects

Now that we've looked at the 3 levels of data -- as well as a variety of data collection techniques to help us prove impact -- let's apply it to our real-life projects, or ideas for projects.

I want you to choose a project that your organisation is doing, or planning to do, and brainstorm the best ways you can collect data for it (or improve your current data *collection systems). We will do this activity for 20 minutes before presenting our ideas. Feel free to ask me any questions you have.*

Make sure your strategy to prove impact covers the following points:

- How will you prove the project has reached people?
- How will you prove the project has positively impacted people?
- Does the project represent good value for money?

You can project these questions using the accompanying slideshow. Otherwise, write them up.

You can split the participants into groups if they have multiple projects they want to work on. During the 20 minutes, answer their questions but otherwise don't get involved. Once they're finished, they can present their ideas to you (or to the rest of the class if they're split into groups).

// END OF SESSION
// END OF MODULE