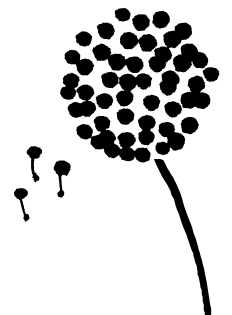


Footsteps

No.43 JUNE 2000

MOTIVATING CHANGE



TEARFUND

Helping communities change

FROM THE EDITOR

Who are the most important people in helping communities make changes that improve their quality of life? This is one of the most vital questions for anyone working in development. Is it the development worker, the church leader, the extension agent, the foreign donor, the local chief or leader, the Mothers Union leader, the health worker or the government expert? Or is it someone less obvious within the community itself – someone, perhaps, with no formal role who plays a key part in helping their community promote and manage change?

We write *Footsteps* for these special people and use the name *animator* for them, a word that helps to explain the way they work. They 'animate' their communities, acting as a source of warmth and energy. Usually, but not always, they are people from the local

community who have had some outside experience. They frequently encourage groups to form, though are often not seen as leaders. Indeed, workshops that only invite group leaders for training will often miss the animators. How can we find and support these people?

I have just completed four years of research, mostly in Uganda and Ghana, working with 75 groups of farmers. Nearly every time, after just half an hour of sitting and talking with these groups, you could begin to pick out the animators. They are always interested in new ideas, but don't just talk about them – they try them out and support others in

Animators make things happen – they can be young or old, male or female, well educated or without formal education. In almost every successful group there will be at least one animator.

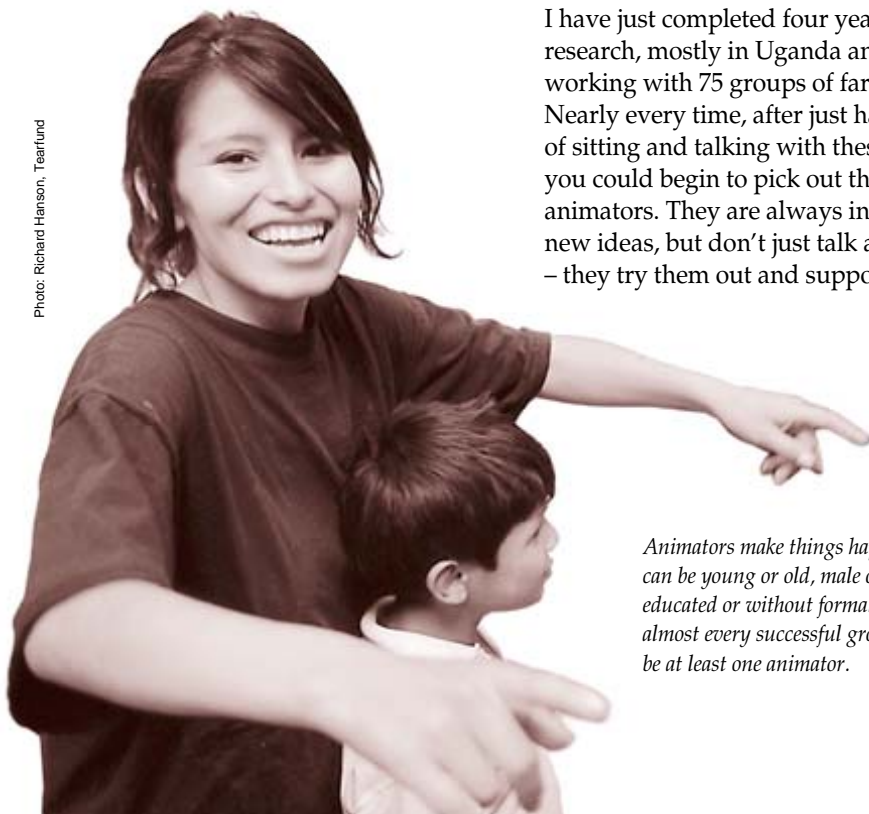
doing so. They make things happen within their groups. They can be young or old, male or female, well educated or with no formal education. Think about the groups you know. Who are the animators? Maybe you are one yourself? In almost every successful group there will be at least one, sometimes more. Supportive development agents, church leaders and, indeed, any of the people above may also have the gift to act as animators, and are often motivated by their faith.

This issue centres around the work of animators, on how to support them and to encourage change in communities. People often use other names for them. The Murnyaks use the word *motivator* in their excellent article. Others may use the word *trainer*. Animators rarely work alone but, more often, encourage groups to form. The article using beehives as a model will provide interesting discussion for groups. The centre pages provide ideas for sharing new information and other articles consider how to help share new ideas through training.

Isabel Carter

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Footsteps

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Footsteps is a quarterly paper, linking health and development workers worldwide. Tearfund, publisher of *Footsteps*, hopes that it will provide the stimulus of new ideas and enthusiasm. It is a way of encouraging Christians of all nations as they work together towards creating wholeness in our communities.

Footsteps is free of charge to individuals working to promote health and development. It is available in English, French, Portuguese and Spanish. Donations are welcomed.

Readers are invited to contribute views, articles, letters and photos.

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The role of volunteer motivators in development

by Dennis and Meredith Murnyak

The Fish Farming Project is a training and extension programme in northern Tanzania begun in 1984 as part of the holistic ministry of the Evangelical Lutheran Church of Tanzania (ELCT). It promotes and teaches basic techniques on raising tilapia fish in ponds dug in earth. The project focuses on working with subsistence farmers to raise fish as food for their families and for sale to increase their income. However, their ideas for training could be used in many other types of development work.

It began in a small area of Babati District, but soon spread throughout the Arusha Region and to other parts of Tanzania. Although the project is small with a relatively low budget, it has been able to help 15 partner organisations begin an Integrated Fish Farming Programme, has trained 500 volunteer motivators and assisted Tanzanian families to build over 4,000 fish ponds to raise tilapia.

Why has the Fish Farming Project been successful?

- It uses simple technology in aquaculture.
- Tilapia provide fast results.
- There are no free handouts (farmers build their own ponds, buy their fingerlings, and sell their own harvest).



Photo: D & M Murnyak

Fish pond at training centre.



Photo: D & M Mumyak

Teaching the use of nets.

- The programme staff are committed, capable, and dedicated.
- It centres around a system of volunteer motivators selected by their communities.
- The programme is long-term.

Farmers are selected by their communities to be trained and serve as volunteer motivators. They attend a two week training course at the ELCT's Integrated Agricultural Training Centre in Babati

Learning to build a pond

Teaching how to build a fish pond in the classroom is difficult. You can never be sure you are being understood and it is something best learned by doing. So in each course, participants are asked to build a fish pond, using hand tools as the village farmers will do. At first they groan and are reluctant to do this – it seems too much like hard work! However, once they get started they realise that 20 to 30 people working together for a few hours every other day can achieve a lot. Often they become desperate to finish the pond before the course ends. Sometimes they want 'their' pond to be bigger and better than others. They will ask for more 'free time' so that they can finish their 'monument' for future participants to see. The training centre now has 40 ponds and is running out of space! We are now asking nearby farmers if they want ponds built on their land.



Photo: D & M Mumyak

Trainer demonstrating how to measure out fish pond.

Jeremiah's story

Jeremiah was one of the first fish farmers and then the first motivator within his village. He had difficulty building a pond on the steep slopes of his farm, and had to remove many large rocks, requiring a lot of extra hard work. When the pond was finally completed and he started to fill it with water, it leaked and it took several weeks to sort out the problem before the pond would hold water and he could stock fish.

As he fed the fish and maintained the pond, some of Jeremiah's neighbours began laughing at him, saying he was wasting his time. However, at harvest time the pond produced a good crop of fish. Rather than selling the fish he had worked so hard to produce, he decided to give most of the fish away to his neighbours, hoping that after tasting the fresh fish they would then become interested in starting ponds of their own.



District. After this, motivators promote, teach and demonstrate fish farming within their communities. They also supervise fish farmers and record and report on activities to the organisation supporting the fish project in their region. They meet regularly with other motivators in their area to learn from and encourage one another and coordinate activities. One motivator will usually work with ten fish farmers.

A crucial question

What motivates the motivators, many of whom are subsistence farmers themselves? This is a question we have often asked when we see the amount of

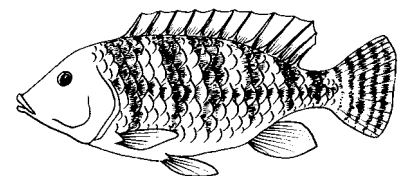
time and energy many of the motivators put into their work. Some of the factors we have identified show that motivators:

- want to help others
- believe that fish farming can help fight hunger and malnutrition
- feel satisfaction from being part of the project team
- sense their accountability to the project trainers and their own community
- appreciate the respect they receive as the fish farming 'expert' in their village.

The enthusiasm and dedication of some of the volunteer motivators has been remarkable, as shown in the three case studies on pages 3–5.

Advantages of using volunteer motivators

- The programme can keep costs low and cover a large area
- They live in the area and know the local language and customs.
- They keep knowledge in the hands of the local people.
- They do not depend on outside funding.



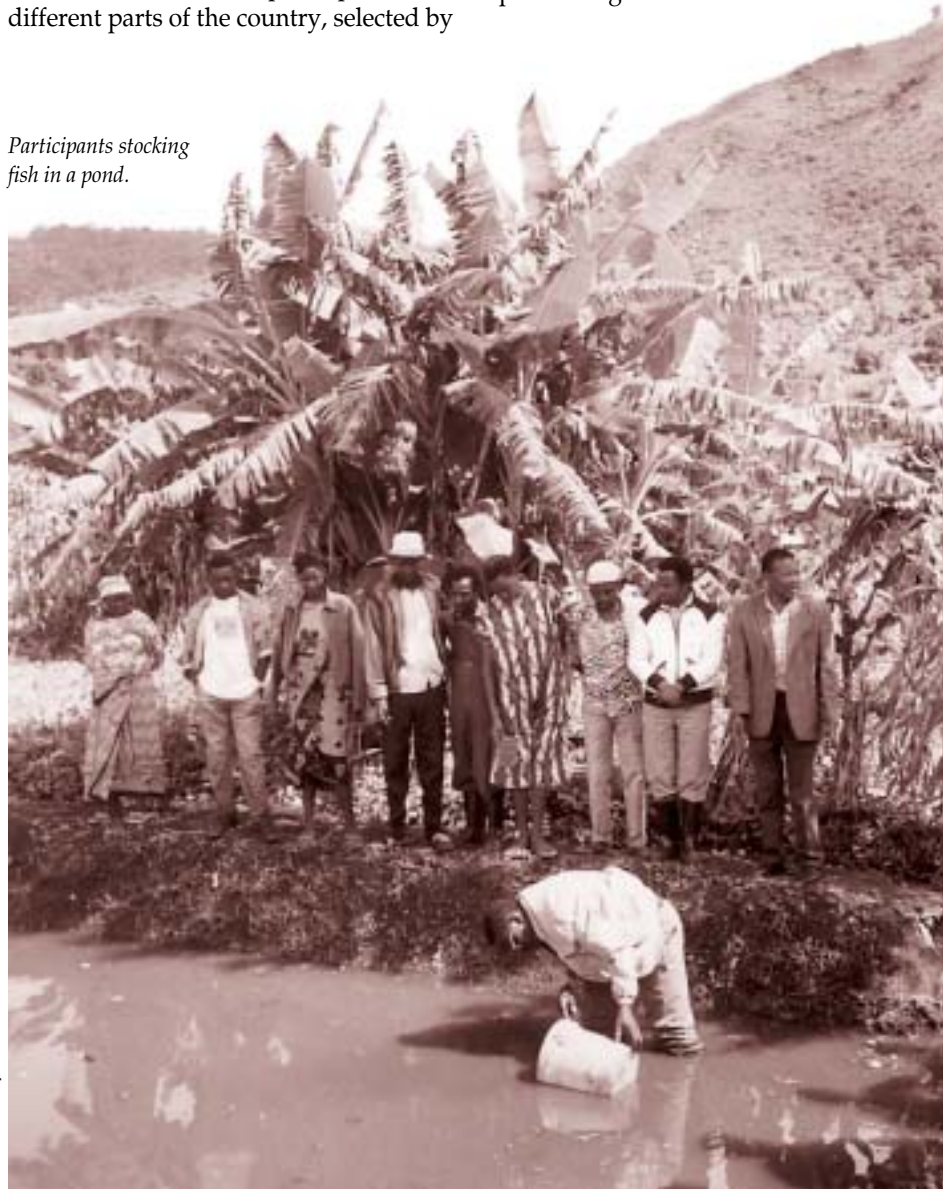
The motivators themselves developed guidelines to help communities select motivators. They decided these people should be:

- permanent members of their community
- literate
- respected members of their community
- good farmers
- unselfish
- self-controlled and not heavy drinkers of alcohol
- actively interested in fish farming.

Motivator training course

Each two week training course is held at an agriculture training centre of the ELCT with about 20–35 participants from different parts of the country, selected by

Participants stocking fish in a pond.



Isa's story

Isa's community in the Usambara mountains of northern Tanzania, sent him for motivator training. Six months after his return, many ponds had been built in his area, and he contacted us. During our trip to deliver the first supply of fingerlings we visited the four fish ponds he had built on his own land. All the ponds were dry! The soil on his farm was very sandy, and there had been little water to fill them that year. Unbelievably, Isa didn't despair, but went on to promote fish farming and assist farmers to build 70 ponds in his area. We visited most of them and found them to be well-built.

We were astonished to see that despite his own problems, Isa continued to help others to do a good job. As we questioned him about this, he explained, 'I was sent by my community to learn about fish farming and to help them when I returned. I will do this, even if I failed with my own ponds. I will find a suitable place to build my own ponds some day. I believe that fish farming can help my people.'

CASE STUDY

their communities. Three or four training courses have been held each year. No fees are charged to participants, but the partner organisations cover all their

travel expenses. No payments are given to participants during the course.

The course covers all basic fish farming techniques, ranging from the selection of pond sites to preserving fish after harvest. The course has an equal balance of class work, practical field work, and field visits to farmers and motivators. Lessons taught in the classroom are practised in the field and reinforced during visits to fish farmers.

Problem-posing approach

The course does not simply pass on information. Instead, it encourages participants to learn to use their own experiences, knowledge and skills to solve problems associated with fish

Why are the motivators excited after the training course?

- Trainers are committed, capable and believe in fish farming.
- Participants learn by hearing, seeing and doing.
- Visits to fish farmers and motivators in the training area help them see the possibilities of fish farming.
- Motivators have been stimulated and challenged.
- Motivators feel confident about their new skills.
- They know that they will be accountable to the community and to trainers during follow-up visits.



Photo: D & M Murnyak

Even the teabreak is a valuable learning opportunity.

Fish-stocking exercise

In the classroom, participants learn about harvesting, transporting and stocking fingerlings in ponds. They practise these techniques in some of the centre's 40 fish ponds. Since small fish are delicate, they learn that fish should be transported as quickly as possible without unnecessary delays. During one of the field days, participants are given the full responsibility to harvest fingerlings from a farmer's pond and to stock them in a pond in another village. The trainers plan for the route to pass by a local tea shop. As they go past, one trainer will invite the group for a cup of tea and some bread. Often the participants will forget the lesson and gladly accept the offer, leaving the fish in buckets outside the shop. While the group drinks their tea, the fish usually begin to suffer. When the participants return and find the fingerlings gulping at the surface of the buckets, they are reminded of the classroom lesson, and realise the mistake they made. Sometimes when visiting a motivator several years later, they will laughingly talk about the lesson they learned that day and the mistake they have not made again!

farming, building up confidence in their own abilities.

For example, during one exercise on stocking fish, participants are asked to take fingerlings from one pond and stock them into another pond. They are not told that the first pond contains several species of fish. They net the pond, sort the fish and select the size they want for stocking. However, if they do not realise the pond has mixed species, they will stock several different types of fish into the new pond. When this is pointed out, it provides a useful starting point for discussion on the effect of mixed species on production. It also challenges the participants to draw on their experiences from agriculture and animal husbandry.

During the training course, posters, role play and stories are used to show real-life

situations associated with promoting fish farming, such as poor community response, apathy, dishonesty and theft. Participants are encouraged to think about and discuss different ways of solving these problems. They draw upon their own experiences and skills, often not directly related to fish farming. This builds their confidence to solve problems creatively and become more self-reliant.

Nearby farmers and motivators in the programme are also invited to share in teaching the course. At the end of the course participants take a written exam and are evaluated on their participation in field work. Before leaving they prepare a work plan and set goals for the next year. The project staff will use these plans during their follow-up visits to the farmers. There is a closing banquet

during which participants receive a certificate, a training manual, and a cap with the slogan '*Fuga samaki*' ('Raise fish') on it. They usually leave the course excited about fish farming and eager to begin work as motivators.

The Fish Farming Project with its training system and volunteer motivators has worked well in Tanzania, thanks to all the farmers and motivators who have generously given their time in helping others learn how to raise fish and to fight hunger within their communities. Our experience and methods may be useful in many other types of development work and in other countries. We encourage *Footsteps* readers to give it a try!

Dennis and Meredith Murnyak worked for many years with ELCT in Arusha Diocese and can be contacted via E-mail: hpitz@habari.co.tz

Further information on these excellent training courses can be obtained from Integrated Agricultural Training Centre, PO Box 631, Babati, Tanzania.

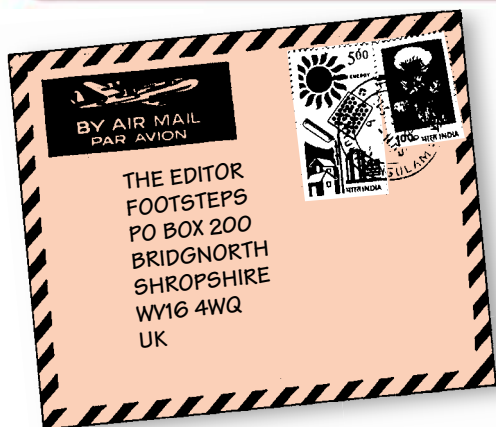
*Full details of fish farming techniques can be found in the manual *Raising Fish in Ponds*, mentioned on page 14 and summarised in *Footsteps* 25.*

Pastor Machege's story

Pastor Machege is a Lutheran pastor in northern Tanzania. After attending one of the motivator training courses he became very excited about fish farming. Soon after returning home from the course, he built two fish ponds on his own land, and began to tell everyone he could about fish farming – relatives, neighbours, friends and parishioners. He even began seeking invitations to preach at other churches so that he could tell these congregations about the possibilities of fish farming.

The idea caught on quickly and his work increased daily. He eventually went on to become the full-time coordinator of the Fish Farming Programme within his diocese. It is largely due to his enthusiasm, high energy and hard work that well over 1,000 new fish ponds were started in this area within less than two years.





Cassava (manioc) leaves

Cassava is a common crop here in Kenya, grown for the starchy edible roots. I have learnt from a medical book that cassava leaves are edible and contain seven times more protein and more vitamins than the roots. However, we have no tradition of eating the leaves as food. Is this really true?

Joel M Taiti
PO Box 236
Makueni
Kenya

EDITOR:

Cassava leaves are indeed edible, high in vitamins A, B and C and the younger, fully formed leaves contain the highest levels of protein. Cassava leaves, however, contain a poison which must be destroyed by boiling for at least 15 minutes. They must never be eaten raw and are best added in small quantities to stews and soups.

Community grain banks

Following community discussions in 1989, people in Ekwendeni identified a lack of food security as a major problem affecting the whole community, particularly during the rainy season when food can be hard to find. After a number of meetings and discussions, grain banks were established in 1992. Each bank is managed by a committee of

ten local people, eight of whom are women! They receive no outside support. During harvest time, people need money in exchange for their maize. During the rainy season they need maize in exchange for money. So the revolving fund is self-sustaining. The ten banks now established are valued as great assets by their communities.

In the future the committee hopes to establish grain mills nearby to help women grind their cereals quickly and easily.

Kistone A C Mhango
Ekwendeni Hospital
PO Box 19
Ekwendeni
Malawi

Problems with bats

Footsteps is so informative and entertaining, I feel like reading it again and again. Thank you for the good work you do in keeping us busy!

I'm hoping readers can help with advice. Here in Marsabit, bats have become a great problem. Instead of living in caves and trees, they are making their homes in our roofs. Their droppings rot away our ceilings and smell. During the mating season they make so much noise that people remain awake all night. How can I chase these animals out of our roofs. Can I use their droppings in a useful way?

Dominic N Kithendu
PO Box 129
Marsabit
Kenya

EDITOR:

Bats are helpful to have around the home. Some bats can eat hundreds of flying insects every hour including mosquitoes. However they are not

pleasant or healthy to have in the house. The best way to get rid of them is to hang a light nylon mesh or plastic sheeting over all the openings which the bats use. It should hang at least half a metre below the entry point. The bats will be able to leave the roof but unable to find their way back. After three days, when you are sure all the bats have left, seal up the holes. This must not be done when there are young bats in the roost. (This information was adapted from ECHO Development Notes 66.)

Do readers have any other advice?

Doves of hope

In our area, blind people are beggars and a responsibility not only for their families but also for society. Here in Togoville, the Institute of the Blind (IAT) takes in blind people as residents, and gives them an education. The youngest ones go to school and can study using books in braille to university level. Older people are helped with vocational training (manual work). Apart from this education, the blind people enjoy other activities – they have a choir and an orchestra which lead the mass on some Sundays and on special occasions.

Recently they celebrated their 15th anniversary with a drama and concert. The children released doves as a symbol of hope and peace.

They are looking for partners able to help them to set up a sustainable development project to enable blind people find employment after leaving IAT.

Amouzouvi Blèwoussi Max
Associacion Brimax
BP 3182
Lomé
Togo

E-mail: asbrimax@hotmail.com



Counselling skills

I am very committed to offering my skills and understanding to run counselling courses and in helping groups plan their future work. I have provided such courses for students, field officers working with teenage mothers and headteachers. My personal driving principles, which I encourage others to share during the training, include:

- making friends with my past, focusing on the present and being optimistic about the future
- having the love of friends and the respect of my enemies



Photo: Kistone A C Mhango

A community grain bank at Ekwendeni.

- having my responsibilities as my focus, rather than my rights
- loving the unlovable, giving hope to the hopeless, friendship to the friendless and encouragement to the discouraged
- knowing that success doesn't make me and that failure doesn't break me
- being secure in who I am, at peace with God and in fellowship with mankind
- looking back in forgiveness, forward in hope, down with compassion and up with gratitude
- knowing that 'He who would be the greatest among you must become the servant of all.'

Isaac B Muthamah
 Agape Fellowship Centre
 PO Box 1948
 Machakos
 Kenya

Skills on tanning

I live in an area where there are a lot of livestock. At present, most of the skins and hides of animals are thrown away due to a lack of skills in processing the hides. Can anyone help with technical knowledge of processing hides and running a small scale tannery?

Ofora Mchan
 PO Box 498
 Babati
 Tanzania

Committed to sharing information

CETEP (Centre for Popular Technology Management) has supported people for eleven years in their search, application, use and evaluation of suitable technologies which will help them improve their quality of life. Our Rural Development Programme has helped



with such things as organic manure, wood burning stoves and coffee processing. We also support groups in developing production, organisational and marketing skills. Finally, we have an information technology centre designed to be both appropriate and popular which is almost unique in this country. We congratulate *Footsteps* on your simple, direct style which makes your magazine important reference material for many people from other organisations who visit our documentation centre.

Javier Vazquez
 CETEP
 Apartado Postal 9
 Barquisimeto
 Venezuela

E-mail: aalzuru@dino.conicit.ve

A young old doctor

Dr S N Amin is still working as a medical officer and superintendent at the age of 91. After a varied career, he found the Lord in 1966 and has served as a



Dr S N Amin – still working at the age of 91.

missionary doctor ever since. He now works 15 hours a day for Nareshwar Charity Hospital and still drives an ambulance. He also cares for sick animals and donates much of his salary to the poor patients fund and the Society for the Prevention of Cruelty to Animals. He is called 'old in age but young in spirit' by those around him!

Shree Rang Adadhoot Hospital
 Nareshwar, Post Sayar
 via Ankaleshwar 393 107
 Gujarat
 India

An appreciative poem

We have journeyed together and enjoyed every issue of *Footsteps* for the past ten years. We have used the information to motivate our health workers and volunteers. The new ideas and Bible

studies have been very helpful. Here is a poem with our appreciation:

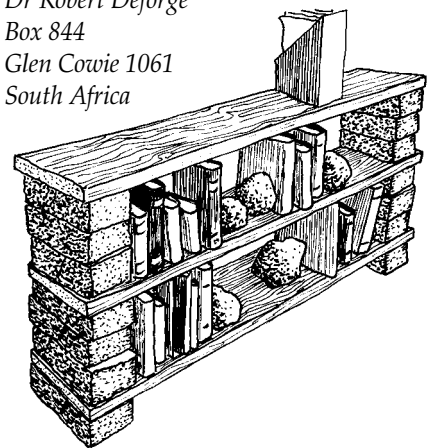
Far-reaching issues to the world's farthest corners
Other languages overcoming obstacles
Outlook outgoing, giving opportunities
Think to tell others the good news of *Footsteps*
Serving others wherever we are
Tens of thousands touching each other's lives
Exciting, encouraging, entertaining
Positive thinking and acting brings success
Sensitive to the needs of others.

Sister Lucia Lynch
 Chipini Health Centre
 PO Box 4
 Chingale
 Malawi

Library improvements

In *Footsteps* 37 you had an article on 'building up your library'. The design shown could be improved by adding bricks under the bottom shelf in case water seeps in, so the bricks – not the books – would be damaged. I also recommend from experience, tilting the library at a slight angle towards the wall. Then if a child decides to climb it, the bookcase will fall inward rather than outward.

Dr Robert Deforge
 Box 844
 Glen Cowie 1061
 South Africa



The end for polio?

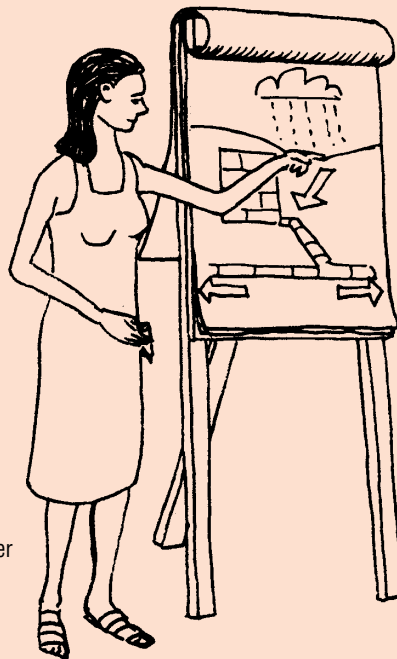
To mark the turn of the millennium, WHO and UNICEF are urging for the battle against polio to be won by the end of the year 2000. Since 1988 when the campaign was launched, reported cases have dropped from 350,000 to 5,200 in 1999. Polio remains a risk in 30 countries and particularly in India, which has 70% of the world's remaining cases. All health workers are urged to support widespread immunisation campaigns this year so that the disease can be eliminated for ever.

Visual aids for training

Flipcharts

A flipchart is a series of posters used to teach small groups about a particular subject. Each main idea is shown on a poster. Their use makes teaching much easier, as each poster reminds the trainer of all the important points and communicates the message to the audience in a memorable and vital way. Posters should be made on good quality paper so that they will last a long time. Sheets of coloured plastic (such as the yellow plastic often used to dry grain and coffee beans) could also be used. This will allow trainees to copy posters to make up their own flipcharts.

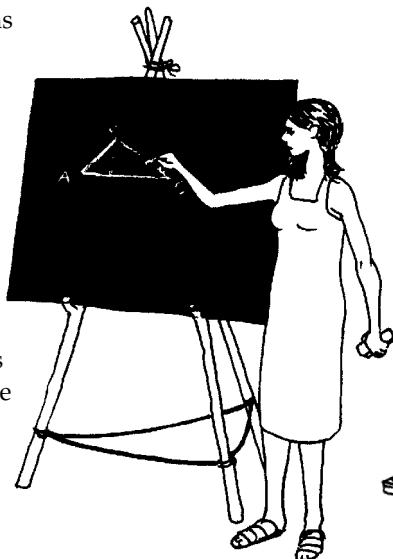
The posters should be bound together in a set. Strengthen the top with heavy tape if possible. Punch holes in the tape and bind the posters together with either ring binders, string or strips of wood.



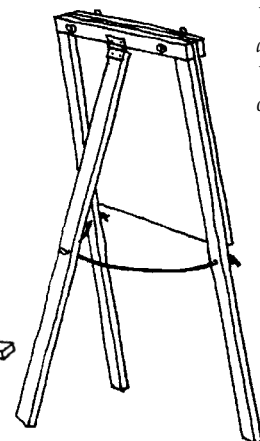
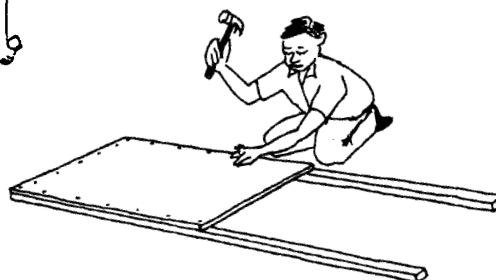
Easels

Here are two ideas for making supports for boards (easels)...

■ Tie together three strong poles of wood, using the stumps of side branches to support the board.



■ Nail together a wooden frame and attach a board. Use a hinge to attach a back leg. Tie rope or wire through the three legs to prevent the easel falling over. To make a flipchart, attach hooks or nails at the top of the board to hang the poster sets.



With thanks to World Neighbours and Healthlink Worldwide for some of this information.

Chalkboards

The chalkboard (or blackboard) is widely used as a teaching aid. It is very useful for drawing diagrams or pictures, for emphasizing key words or points. Coloured chalks are cheaply available and can improve the interest of written material and diagrams.

Practise drawing and using the chalkboard before training sessions. Use a clean board cleaner that removes chalk easily. It is a good idea to have some material already on the board when trainees arrive. Avoid writing on the board too much – a clean board is better. Talk to the board! Trainees will get bored watching you write.

Repaint old, worn chalkboards. You can make permanent chalkboards simply by plastering a smooth surface onto a wooden board. A good size is 1 metre x 1.5 metres. Mix a mortar of four parts sand and one part cement. When the plaster is almost set, smooth it carefully with a trowel. Cover the wall with damp sacking to allow it to dry slowly, preventing cracking. Leave for seven days to dry completely before painting.

Portable chalkboards can be made from pieces of plywood or wood. Sand the wood well before painting.

Paint

You can buy special blackboard paint. You can also make your own – two recipes are given below. Apply at least two coats of paint. Before using the chalkboard, rub the board with a cloth covered in chalk dust to condition it.

Recipe 1

- 1 part lamp black
- 1 part varnish
- 1½ parts kerosene

Mix varnish and kerosene well. Then add lamp black and mix thoroughly.

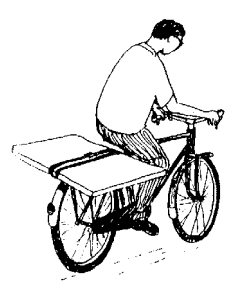
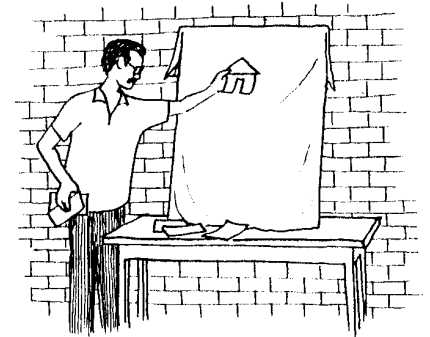
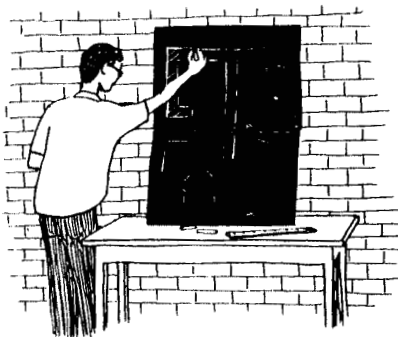
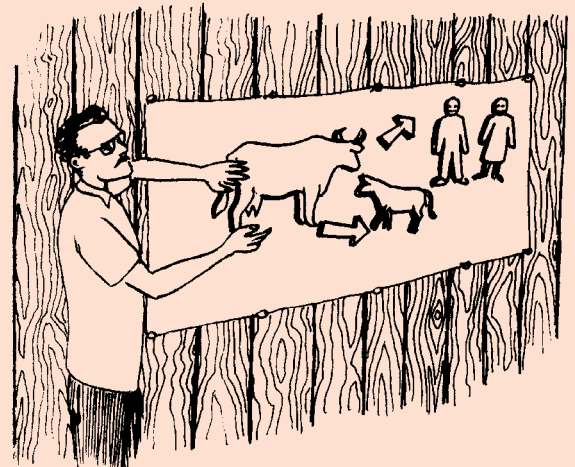
Cloth boards

Also known as *flannelgraphs*, these are simply boards covered with rough cloth or flannel. Figures and pictures can be quickly added, easily moved about or removed from the board. They are very useful for telling stories or describing situations that keep changing. Used well, they will encourage interest and stimulate discussion of issues. They are particularly useful if you will be sharing the same information many times with different groups.

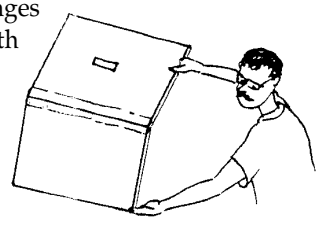
Preparing pictures to use on flannelgraphs takes time but, with care, they will last for many years. Use pictures that are appropriate for the local culture. Draw pictures or cut them out of magazines. Certain words and signs, such as arrows, may be useful. Mount the pictures on thin card. Glue small pieces of sandpaper on the back of the pictures so they will stick to the cloth. Alternatively, apply glue or a paste of flour and water, and sprinkle with sand or rice chaff. Make sure the pictures are large enough to see well.

Making figures and training materials would be a very useful group exercise for trainees. Flannel boards are ideal for training sessions in schools and markets because they attract and hold people's attention.

Look after pictures with care and keep them arranged in the right order, ready to use again. Flannelgraphs can simply be a piece of flannel or blanket pinned up on a wall and rolled up when not in use. Make permanent boards by stretching cloth or flannel over a board and nailing or gluing it in position.



Paint one side to use as a chalkboard. Cover with cloth when using as a flannelgraph. Attach a small piece of wood to the back and use a stick to prop up the board. Or attach string to one end so it can be hung up.

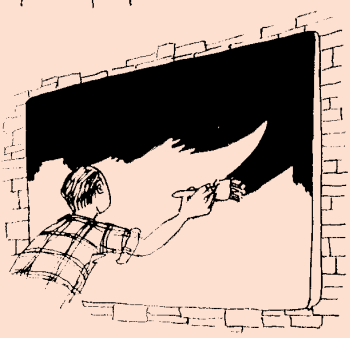


A portable board

A chalkboard can be combined with a flannelgraph. Cut a piece of wood into two halves and hinge them together (using either metal hinges or a strip of strong cloth glued to both halves). This will make it easy to transport on a bicycle.

Recipe 2

Use a tin of dark coloured matt (not gloss) paint – black, dark green or brown, for the first coat. To add abrasive to the final coat of paint, take two old kiln fired bricks and grind them together to make a fine powder. Sift the powder through a coarse cloth to remove lumps. Add 1 part of powder to 10 parts of paint. Mix together well.



The Beehive Model for team building

by Chiku Malunga

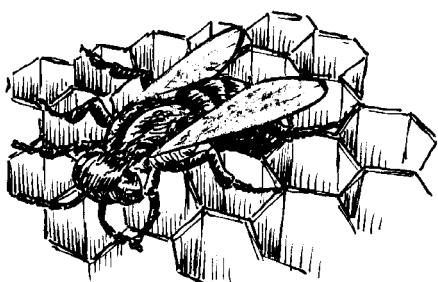
This article introduces 'the Beehive Model' of team building. It compares the work of teams with the way bees behave in a hive. It may help to raise awareness and understanding within organisations and community groups about the importance of using teams and of what makes a successful team. It may also provide ideas for looking at how existing teams perform.

What do we mean by *teams*? They are usually groups of between four to twelve people who meet together over time and solve problems together. Teams may help to:

- cope with complicated situations because of their members' varied experiences
- bring rapid responses
- maintain high motivation by valuing each individual member
- ensure high quality decisions.

The Beehive Model

Bees live in hives with clear social organisation. Each hive has three types of bees, each with distinct work. The **queen** is responsible for laying eggs, the male **drones** for fertilising them, and the female **workers** for gathering food and caring for the hive. Each type of bee is adapted for its work. The workers change their duties as their age increases. They start by feeding the larvae; then they ventilate and cool the hive by fanning it with their wings; then they



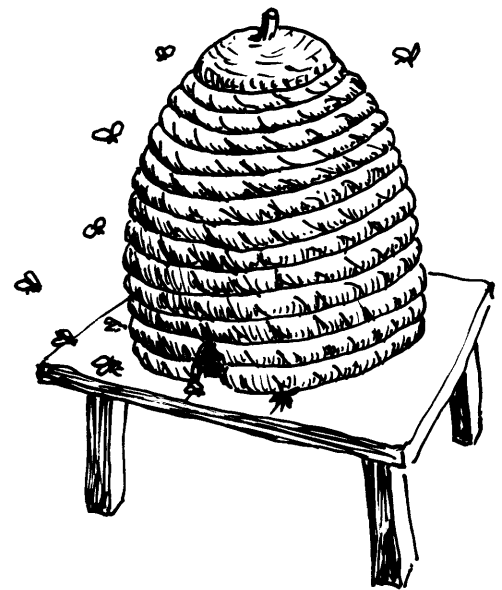
clean the hive and finally they leave on food-collecting expeditions. Bees of different ages carry out all these varied tasks at any one time.

The worker bees' other main duty is to attack and, if necessary, sting intruders. When the worker uses her sting, her gut is usually ripped out and she dies soon afterwards. Her defence is therefore an act of suicide in which she sacrifices her life for the other bees.

Social ties hold the bees in the hive together. The workers lick both the larvae and the queen when they are not busy working. The workers collect food for everyone in the hive. Worker bees out collecting food, pass on messages to tell other bees where to find food. They do this by 'dances'. On returning to the hive from the food source, two kinds of dances may be performed. If the food is less than 100 metres away the bee performs a dance in which it moves round and round in a tight circle telling

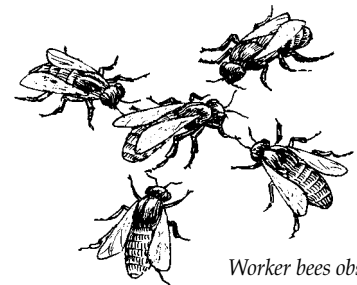
Discussion starters

- What makes bees an effective team?
- Can we learn something about gender from the model?
- How similar is this model to our team situation?
- How different is it from our situation?
- Is there anything we could do differently to be a more effective team?



the other bees food is near but not exactly where to find it. If the food is more than 100 metres away, another dance is performed which tells the other bees exactly where the food is.

After sharing this model (which is ideal for use in workshops), let people consider their own situation and discuss this first in small groups (see box). Then



Worker bees observing the 'dance' that tells them where food has been found.

encourage people to share their insights together.

What can teams learn?

■ **Organisation** The beehive has a structure that is clear and understood by all its members. The bees live together over a long period of time. The bees live close together and work together well.

It may take several years for teams to work well together. They need clear aims. They need to work closely together to share and discuss ideas and solutions with all members contributing.

■ **Membership** In the hive there are three types of bees, each with different functions. Each type is adapted for its particular job. The different individuals are accepted and appreciated. Each group in the hive is qualified and experienced and therefore has something to offer to the team.

Teams are made up of individuals, and it is their different values, skills and experiences that help the team to work well. Effective teams need a mix of people able to work together.

The expectations are very clear in the hive. The drones are expected to fertilise the queen, the queen is expected to lay eggs and the workers are expected to maintain the hive.

Teams will not progress if expectations are not clear. Members must understand and be clear about their role and what is expected from them to reduce the risk of conflict and misunderstanding.

■ **Division of work** There is a clear division of labour in the hive, but no bee is forced to work – they do it willingly. The workers ensure that the hive has all the practical resources it needs to perform well. They change their duties as their age increases. This division of labour by each type is determined by sex, upbringing and age.

Teams should offer opportunity for individual growth and development and allow people gradually to take on more demanding and challenging work. Flexibility in teams is a great asset. Varied activities make life more exciting. Teams that offer little variety may soon lose their appeal.

Bees have clear and meaningful work – producing eggs, caring for the larvae and maintaining the hive in good order. Likewise, teams need a good balance between clear goals and maintaining or building up team members.

Team members should benefit from belonging to groups. Members should gain more from their membership than they put into the group. Team building is vital.

■ **Support among the team's members** In the hive, there is a high degree of support among team members. Workers feed the larvae – the weak members. They also



Photo: PROESA

Bees live close together and work together well.

attack and, if necessary, sting intruders, sacrificing their lives in the process. They are willing to give up their lives for the well being of the hive.

Team members need to support one another. New members may need a lot of support. Belonging to a team may call for sacrifices from the members. Membership may involve changing individual values and behaviour to those needed for the team as a whole.

Each team member must take this responsibility to protect the team from outside forces which might destroy it. Team members need to be committed to the team's purpose and to one another. This commitment is the force that bonds the members together.

■ **Communication and fun** When they come back from their food expeditions successfully, the workers perform dances. Teams will not be successful without effective communication. Open communication builds trust. Teams need

access to information so that members can manage themselves. Team members need to listen to each other.

Successful teams are fun. Dancing is a sign of celebration, happiness and fun. Members get a lot of satisfaction by being part of the team and may openly express excitement, enthusiasm and enjoyment while carrying out their roles and tasks.

Every time the workers come back from the food expeditions, they call for a 'meeting' to give feedback of the success of their trip. Frequent and regular meetings play a critical role in the success of teams. Teams must physically meet and update each other about developments in relation to the task. After the 'meetings', the bees go out together to get the food. Effective teams get the job done!

Conclusion

Just like any other model, this one has limitations. For example, the number of bees in a hive is far more than twelve. In addition, bees are born into the hive – they do not choose to join 'the team'. However, we can learn much from bees and the model may prove very useful. Can you apply it in your own situation using the discussion starters on page 10?

Chiku Malunga is a consultant working in rural development and NGO capacity building for CABUNGO, PO Box 1535, Blantyre, Malawi. Tel/fax: (265) 636 295 E-mail: cabungo@malawi.net



A worker bee, gathering food for the hive.

Encouraging change and learning

Advice from some successful groups

Put the trainees' needs first

In Uganda the Community Based Health Care Association (UCBHCA) has found that the way training is organised and conducted is very important. They give first priority to making sure the training is relevant to the needs of their trainees, participatory and appropriate for adult learners. They believe that their training is a model for the way in which trainees will, in turn, share what they learn. Their facilitators are therefore role models. They encourage people to use their own experiences as the main resource during training.

They find they have problems with trainees who come expecting and wanting formal teaching. Donors expect fast results at low cost and find this type of training does not provide this. In addition, trainers may find the trainees ask questions which they cannot answer, making them lack confidence in their training.

UCBHCA find it helpful to:

- identify training needs before planning the training
- develop the training with some of those who will benefit, to make sure it will be relevant
- include evaluation of each session as well as the whole course
- include very practical skill sharing
- facilitate learning rather than teaching
- provide supportive follow-up for trainees and monitor their performance.

Training needs to be:

- **LEARNER CENTRED** and to consider the interests, needs, expectations, experiences, challenges and environment of the learners
- **PROBLEM POSING** – focusing on situations and problems which the trainees experience with a view to stimulating thinking and analysing the situation
- **SELF-DISCOVERY** – remember the Chinese saying 'When I hear, I forget. When I see, I remember. When I do, I understand.' Help trainees to discover things themselves.
- **ACTION ORIENTED** – motivating participants to practise what was learnt.

UCBHCA, PO Box 325, Entebbe, Uganda

Solutions – first or last?

The popular process of development begins with a solution to a problem. People are helped to understand how the solution is just what is needed to help them and they are encouraged to put the solution into action.

However, once a group has become aware of the need to make changes, the way to encourage members towards self-sufficiency is not to provide solutions. Instead, start first with the problem, then look together for a solution and then motivate people to put the solution into action. This process of animation within a group is a long-term process and should never be rushed.

Gilbert Konango, CEA, BP 17023, Douala, Cameroon

We are precious stones

The Aroles in Jamkhed, India, work to promote primary healthcare. They work with rural communities to build relationships and support people in finding their own solutions. Health worker training focuses on changing attitudes and values. The Aroles believe that everyone is made in the image of God and has potential. They comment, 'It is especially important to unlearn the belief that village people are ignorant; it is essential to respect them as of equal intelligence and as knowledgeable people.'



Many of the health workers come from the outcast classes of society. Within their communities they are valued less than their husband's animals. When they first come for training they are given a mirror and learn to look at themselves, to say their names and say to themselves 'we are valued'. Many of them have hardly heard their names used before, as they are normally referred to by their husband's name. One lady called Sarubai commented, 'We realised we are not our husbands' slaves but human beings. We are not like the cast-off rocks we used to think we were. We are precious stones; we have value and we want to share with others that they too are valued.' Building such self-confidence takes a long time and needs regular encouragement over several years. Another trainee commented, 'I learnt because the people here sat close to me, spent time with me, demonstrated things to me and then let me try them. I was shown love.'

Tine Jaegar, Tearfund



Photo: Greenleaf/Tearfund

Multiplying and strengthening

The PRAAL Co-ordinating Centre works to support communities in two ways. It has established a Pilot Centre which can provide demonstrations, resources and training. Voluntary 'animators' (facilitators) and women's leaders are selected by village development committees to receive a three month training course at the Pilot Centre. Each month they spend two weeks at the centre and two at home supervised by their trainers. They learn about new techniques in agriculture such as rabbit husbandry, poultry and fish farming and try these out in the homes. As animators complete their training they continue to be supervised by the trainers, and they in turn supervise new trainees. In this way each person is responsible for just three or four others, allowing for good relationships and continued support.

The village development committees were concerned about the continued loss of young people to the cities, frequent deaths and changing local politics. So we have encouraged three to five villages to begin working together in 'Pools'. This has helped to overcome ancient conflicts. Roads, bridges and water within each pool can be better managed and become everyone's responsibility. Meetings within the 'Pools' offer the chance of new friendships and enthusiasm between villages.

Revd Nimi Luzolo, PRAAL, BP 50, Tshela, Democratic Republic of Congo

Planning

When planning programmes our motto is always 'People above programmes.'

We must always seek to have programmes...

OF the people, BY the people, FOR the people.

Beware of aimless programmes, meetings or talks. Always have a specific **aim** each time people meet together – plan agendas based on the last meeting.

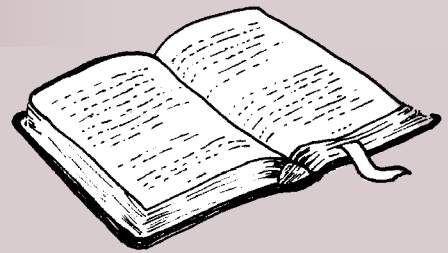
Vary the methods of presentation – use sketches, talks, group discussions, study, research, debate, activities, games, songs and music.

Revd Ted Correa, Palawan Rural Life Centre, Makiling Heights, Lalakay, Los Baños, 4030 Laguna, Philippines

BIBLE STUDY

The role of churches in development

by Revd Dangako Wango Aboloyo



In this Bible story from Matthew 14:13-21, Jesus gives lessons in development to his Church, and he chooses to do it through a miracle. Jesus shows himself as a facilitator, using appropriate methods to share ideas. This story could be seen as a lesson on development given by Jesus to his disciples. A good development worker must know how to teach, using educational material like Jesus did.

Read Matthew 14: verses 13-21

Verses 13-16 'Give them something to eat yourselves,' said Jesus to his disciples. Jesus sends his Church into the world like the Father sent him. He commands the disciples to have a heart of compassion like his for the hungry and the poor. The basis of all development action undertaken by a Christian comes from a changed heart.

Verse 17 Jesus makes use of locally available resources – fish and bread – to perform his miracle. Here he shows us that development is not a gift. Local people must bring their own resources, in other words 'build their foundation in stone and cement' for development work to be successful. Build on what is available and freely given.

Verse 19 Jesus prayed before acting: showing the need for prayer in all development activity undertaken by a Christian development worker.

Verse 20 Jesus did not simply work his miracle with bread but with fish as well. Jesus did not limit himself to just fight against

hunger but also to fight against malnutrition. God wants people to eat well and eat until they are no longer hungry. The struggle against hunger and against malnutrition go together.

Verse 20-21 Even though the food was obtained through a miracle, what was left was not thrown away but gathered up and kept in baskets. We could use this as a lesson in management. In agricultural work, the priorities should be providing more food, combined with good management and conservation policies.

For Jesus it is clear that evangelism and development are linked together. Even when Jesus says, 'Seek first the kingdom of heaven,' it is simply to say that God's kingdom is an adequate solution for the problems of mankind, of whatever sort. Jesus came to give mankind abundant life (John 10:10).



Revd Dangako Wango Aboloyo is Director of BDC/CBZN, Bangassou, Central African Republic and teaches at FATEB on the Church and Development.

Books Newsletters Training materials

Permaculture: A Sustainable Way of Farming

by Stephen Mann

Photocopies of this booklet describing the thinking behind the need to introduce sustainable agricultural practices, together with many ideas about how to practise permaculture, are available from the *Footsteps* office. The booklet is based on the work of the Fambidzanai Permaculture Centre in Zimbabwe and reprinted in memory of Stephen (who sadly died in 1998, aged 28).

Footsteps

PO Box 200, Bridgnorth, Shropshire

WV16 4WQ

UK

Trilogy of Training Manuals

by Chuck Stephens

This series of manuals aims to help leaders, trainers and managers to work more effectively in management. They present useful and practical information and tools from a biblical perspective. There are three manuals in the series:

Book One – Leading Groups in Civil Society

Book Two – Managing People and Resources

Book Three – Managing Work

They are available in both English and Portuguese and cost US \$11 for one complete set, including surface postage (US \$8 within South Africa). Individual books cost US \$5 including postage. Order from:

Lowveld Centre

PO Box 2510

White River, 1240

South Africa

E-mail: c41@mweb.co.za

Raising Fish in Ponds: A Farmer's Guide to Tilapia Culture

by Dennis and Meredith Murnyak

Full details of all the fish farming techniques referred to in the article on pages 2–5 can be found in this useful, well illustrated and very practical manual. It costs \$6, including postage, and can be ordered from:

Heifer Project

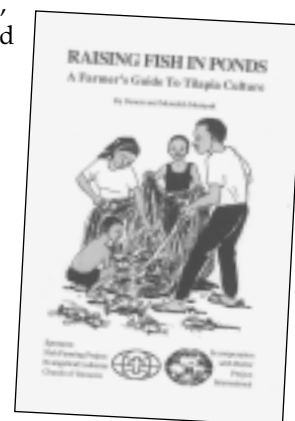
International

Box 808

Little Rock

AR 72203

USA



New banana hybrids

Severe disease problems on bananas worldwide are making it increasingly difficult for smaller producers to continue cultivating this crop. An enthusiastic banana specialist has dedicated his life to working on producing excellent quality bananas, aimed at improving production and disease resistance for small banana producers. Now, five new hybrid plants are available from Honduras. They are all semi-dwarf, resistant to nematodes and most common diseases and are very productive:

- **FHIA-01** – can be used as both a sweet and cooking banana
- **FHIA-03** – a cooking banana which can be harvested one hand at a time over two months (see photo)
- **FHIA-17** – a sweet banana which ripens naturally to yellow
- **FHIA-18** – an apple flavoured banana which ripens naturally to yellow
- **FHIA-25** – a cooking banana which has proved more popular than boiled green plantains

Dr Phil Rowe has generously offered to help provide samples of these new hybrid bananas to *Footsteps* readers. They are sent as tissue cultured plants which are readily potted by following the instructions included in each shipment. Normally the packages of bananas cost US \$80 to send, but for organisations and farmers unable to pay this, Dr Rowe hopes to be able to send them free of charge. If bananas grow well in your area, please write with brief details of your work and how you might be able to distribute suckers to farmers in future.

Dr Phil Rowe, FHIA, Apartado Postal 2067, San Pedro Sula, Cortés, Honduras E-mail: fhia@simon.intertel.hn



Photo: FHIA

Training For Transformation: Book 4

by Anne Hope and Sally Timmel

This is a new book which extends the original series of three workbooks for community development workers. It focuses on five issues which have become more prominent in community concerns around the world: the environment, gender and development, ethnic and racial conflict, intercultural understanding and participation in government. Each section contains information, case studies, discussion starters and ideas for use with the community.

The book costs £12.85 for surface postage and £15 for airmail postage from:

TALC

PO Box 49

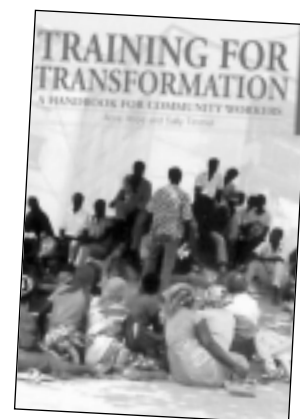
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AL1 5TX

UK

E-mail: talcul@btinternet.com

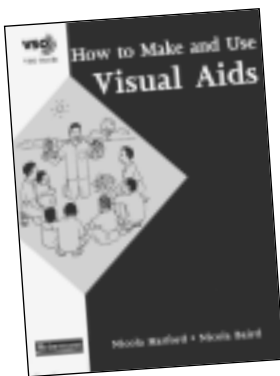


How to Make and Use Visual Aids

by N Harford and N Baird

VSO Books

Visual aids can be very helpful in communicating new ideas effectively. This book provides a number of useful and practical methods for making visual aids quickly and easily, using low cost materials. Among the ideas included are card games, puppets, models and toys. The book is available from TALC (address above) at £6 for surface postage or £7 for airmail postage.



Training courses

RURCON offers training in Christian Rural Development. They provide short residential courses in Holistic Development, Appropriate Technology, Income Generation, Management Skills and Gender in Development at their headquarters in Jos, Nigeria. Write for details to:

RURCON, Old Airport Road, PO Box 6617, Jos, Nigeria E-mail: rurcon@hisen.org

COTA offer an information service for French speakers: they will answer your technical questions or give information as to equipment suppliers, advice on setting up projects, and point you to other resource centres. COTA's concern is with appropriate technology, participatory development and decentralised co-operation. Write to:

*COTA, Rue de la Révolution 7, B-1000 Bruxelles, Belgium Fax: +32 2 223 14 95
E-mail: cota@village.uunet.be*

OASIS provide a number of short courses and seminars on counselling, both at their headquarters in Nairobi, Kenya and on request in a number of countries, including Rwanda. Subjects include trauma counselling, leadership training, gender in development and youth counselling. Write for details to:

Oasis Counselling and Training Institute, PO Box 76117, Nairobi, Kenya E-mail: oasiscc@maf.org

The International Institute of Rural Reconstruction (IIRR) offer regular 2–4 week training courses on a range of topics. They are designed for development leaders and focus on field experience and participatory approaches. Courses are usually held in the Philippines but also in Nepal, Bangladesh and Thailand. Future topics include Rural Development Management, Sustainable Agriculture, Community-managed Health, Food Security, Environmental Management, Sustainable Aquaculture, Farmer-led Extension, Watershed Management and Gender issues. Write to:

*Training Department, IIRR, YC James Yen Center, Silang 4118, Cavite, Philippines
Fax: +63 46 414 2420 E-mail: etd-iirr@cav.pworld.net.ph*

Why do poor people want computers?

When Rodrigo Baggio first began talking about starting computer schools in the *favelas* or shanty towns of Rio de Janeiro, people told him computers weren't for the poor, but for the middle classes. Fortunately he didn't take their advice.

Young people growing up in the *favelas* of Rio have two choices – either to join the drug traffickers and risk an early death or to face a lifetime of unemployment or poorly paid manual work. Baggio, with considerable skills in computing, wanted to give poor youngsters more opportunities in their lives. He began looking for old computers from firms upgrading their equipment. Eventually he persuaded one large company to give him five old computers in 1995. He began offering three month basic computing courses, enough to make the youngsters employable. Whilst learning the skills, trainees work on subjects such as teenage pregnancy, violence and racism – designing posters and cards on these



Rodrigo with young trainees at Vigario Geral slum.

subjects. The idea is not just to teach the skills but to encourage community awareness. Trainees have to be literate and pay a symbolic cost of US \$5.

Five years later, the Committee to Democratise Information Technology (CDI) as it is called, has now set up 107 schools in *favelas* in 13 Brazilian states. UNESCO has described Baggio as 'a future leader of humanity'. The CDI estimates it has taught basic computing skills to 25,000 young Brazilians. Now they receive many requests from other countries wanting to launch similar projects.

Max Freitas is 15 and a year ago had never used a computer. Now he has a job and goes to school at night. He comments, 'The CDI didn't just show me a path, it opened my horizons.'

The CDI website address is: www.cdi.org.br

© *The Guardian*. Adapted from an article by Alex Bellos.

Planning a training programme

by João Martinez da Cruz

PRAIDS, an organisation dedicated to the care of people with HIV/AIDS in São Paulo, Brazil, realised that their management staff, workers and volunteers needed help to carry out their jobs adequately and to achieve all that was expected of them. For example, the workers expected management staff to deal effectively and efficiently with any problems facing the organisation on their behalf.

Due to the large number of training needs and the limited resources which they had, PRAIDS decided on the following plan:

Plan of Action A volunteer with experience in the area of facilitation and training was asked for help. She assisted in defining clearly their needs and priorities and prepared a 'Plan of Action' for the whole year. Training needs in the following areas were identified: management skills, practical operational needs, relationships and behaviour and clinical skills.

Encourage ownership All the workforce was consulted. People were able to make their expectations clear, and to check that

the needs and priorities that had been identified were correct. People owned the proposed Plan of Action since they felt involved with it from the start. The Plan of Action was then evaluated and approved by the management.

Look for skills among members Several key members of the organisation were brought together to investigate how this Plan of Action would be put into practice. They reached the conclusion that some people within the organisation already had enough knowledge and skills to be able to train others. For example, one staff member had been on an NGO management course and volunteered to train others in financial

management and human resources. Another person became responsible for checking that each person was carrying out what they had promised to do.

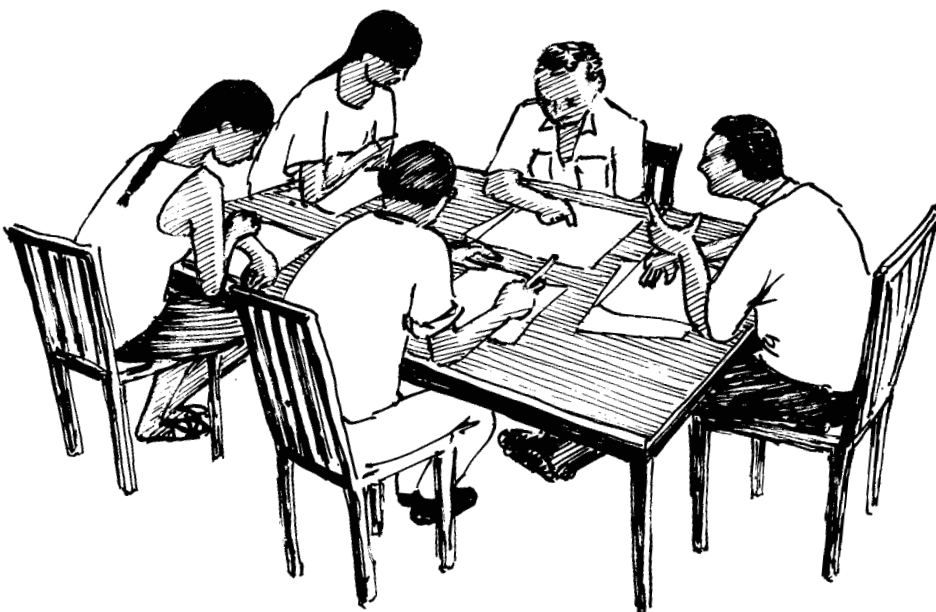
Use available local training Only after looking at their own resources, did they look for outside help. They discovered that some hospitals in the city were able to train the workers in some clinical matters linked with HIV/AIDS, free of charge. This training increased the confidence of their workers. PRAIDS later found that it also improved the quality of the services it was providing to its patients.

A better use of resources

The overall cost of the training programme was finally very small, since PRAIDS had not only used expertise already within their organisation but had succeeded in gaining voluntary help from professional people. With the money saved by receiving training on a voluntary basis, they decided to set up an annual budget for training and facilitation for the following years. PRAIDS' supporting agencies liked this idea and started to give priority to this (since, after all, training would lead to a greater efficiency and a better use of their resources).

PRAIDS now evaluates its training programme every three months to find out if people are understanding, using, sharing and making good use of the training they receive.

João Martinez da Cruz is Tearfund's Regional Advisor for Brazil. He worked as a Project Officer in Tearfund's head office for six years and has a special interest in training and facilitation. His address is Avenida Giovanni Gronchi, 5394/22 Vila Andrade, São Paulo – SP, Cep 05724-002, Brazil. E-mail: jmcruz_tf@uol.com.br



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