The Light Wheel
essentials pack

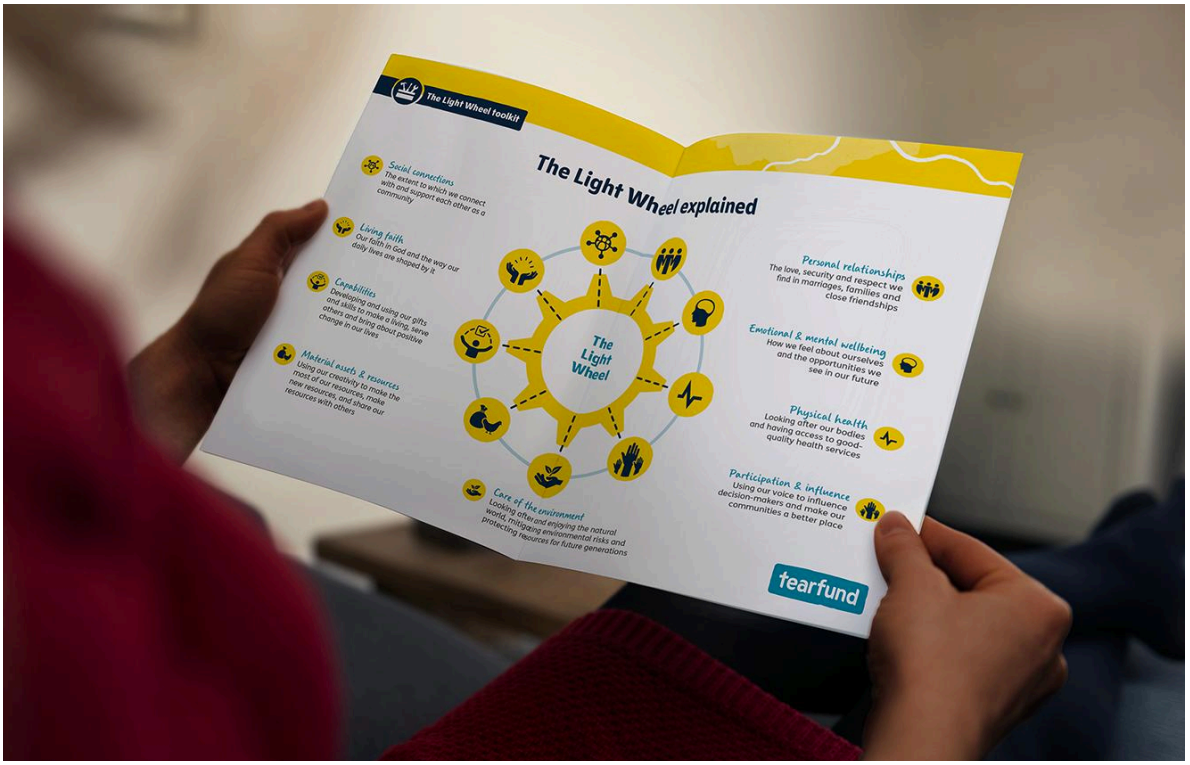
Part 3:
Resources



tearfund

Part 3: Resources for the Light Wheel

If you are looking for resources and templates for facilitating the Light Wheel tools, then you are in the right place! In this part, you will find all of the most commonly used practical resources that will help you facilitate each of the Light Wheel tools successfully.



A printout of one of the 'Light Wheel diagrams' in English (Resource 3.1.5).

If you are new to the Light Wheel, make sure you've already covered **Part 1: Prepare** and **Part 2: Facilitate** for all the background guidance you need to use these resources successfully. Parts 1 and 2 can be found at: **learn.tearfund.org/LW-essentials**

Additional Light Wheel resources are available by going to **learn.tearfund.org/LW3**. Some of these additional resources have already been referenced throughout this Light Wheel essentials resource.[1]

[1] Some resource numbers may appear to be 'missing' from the contents list on the next page because these resources can only be found in the Light Wheel toolkit.

Part 3: Contents

3.1 General Light Wheel resources

The resources in this section are relevant across different Light Wheel activities. In this section you will find:

3.1.1 Introduction checklist p6

Here is a summary of the information that you should provide participants with before gathering information using any of the Light Wheel tools. It can also be helpful to share this information with community leaders or other people in positions of influence so that they understand what you are doing and can provide support if needed.

3.1.2 Consent form template p8

You can use this consent form to gain participants' consent to participate, and their consent for the type of information about them you will store (e.g. photos). The form can be edited to suit your context, approach and purpose for the Light Wheel. You can delete any questions that are not relevant or be more specific about the nature of your Light Wheel activities. If you want to ask permission to use participants' names, you will need to edit questions 3,7 and 8 accordingly.

3.1.3 Descriptions of the nine aspects p9

Before any Light Wheel activity, you will need to explain each of the nine aspects of wellbeing in a way that everyone can easily understand. This resource provides an example description for each of the nine spokes, as well as the defining themes that help describe each spoke. Before using this resource, take time to review whether any changes are needed to tailor the definitions and themes of each spoke to your specific context.

3.1.5 Light Wheel diagrams p18

You can use the Light Wheel diagram as a visual when facilitating any Light Wheel activity, to help your participants understand the nine aspects of wellbeing and see how they interconnect. You might like to turn the diagram into a poster or banner.

3.1.7 Light Wheel Bible studies p22

This series of Bible studies is designed to help you unpack and explore the theology behind each of the Light Wheel's nine aspects of wellbeing. There is one Bible study for each aspect, as well as an introductory study about restoring broken relationships. You can use these Bible studies for your own personal reflection or with church congregations or small groups.

3.2 Group discussion resources

The resources in this section are for carrying out the Light Wheel group discussions and maturity model scoring. You will find:

3.2.1 Group discussion questions p35

Here is a set of questions for facilitating group discussions about each of the nine spokes. We recommend choosing three to four questions for each spoke that are the most relevant for your context. Feel free to change the wording or add your own questions to the list. You should also think about the order in which you introduce the nine aspects and start with a topic that is not too sensitive and that you think people will feel comfortable or interested to talk about.

3.2.2 Maturity model visuals p45

After you have generated a discussion about an aspect of wellbeing, you can introduce the maturity model and lead the group to debate and score their situation. The simplest and most friendly way to introduce the maturity model is through visual examples, which help explain the idea of change over time. This resource has different visuals that you can use, such as rungs on a ladder, a growing flower and batteries being charged up.

3.2.3 Simple maturity model descriptions p50

If you want a bit more guidance to help you describe each level, this resource gives you some simple descriptions of what the situation might look like in each aspect of wellbeing, as the community progresses from level one to level five. The examples given should be adapted to suit your local context and its specific issues. Add your own contextual examples to help bring the descriptions to life for your participants

3.2.5 Discussion conclusions template p59

It is important to record key points in the group discussion and the maturity model scores. Taking good notes is a key part of facilitating a group discussion as it provides the data to develop your findings when you come to the analysis part of your Light Wheel work (see **Part 2, Section 2.2** for more tips on note-taking). You can use this resource to write your notes during a group discussion. You can also plot your scores on the maturity model diagram.

3.3 Light Wheel survey resources

The resources in this section are for carrying out the Light Wheel survey. You will find:

3.3.1 Light Wheel survey template p62

This resource is a printable version of the Light Wheel survey template that you can use to record answers manually using pen and paper. You will need to print one copy of the survey for each participant in your sample. Before starting your survey, we recommend that you check all the questions are appropriate to your context and purpose. For more information on how the survey can be contextualised, see **Part 2, Section 2.3**.

For a digital version of the Light Wheel survey, please see **Digital survey form (XLS format)** (Resource 3.3.5), which is available at: **learn.tearfund.org/LW3-3**

3.4 Observation tools resources

In this section you will find resources for carrying out the Light Wheel observation tools. You will find:

3.4.1 Observation checklist and summary p97

This resource provides a list of things you might want to try and specifically look out for in relation to the nine aspects of wellbeing, for example if you are preparing to conduct a transect walk. It will give you prompts about what to look out for as you do your transect walk and provides a template to capture your reflections about each aspect, ready to compare with findings from other Light Wheel tools.

3.5 Context tools resources

In this section you will find resources for carrying out the Light Wheel context tools. You will find:

3.5.2 Force field analysis summary p104

This resource is designed to help you summarise the findings from your force field analysis activity. It will guide you to reflect on the forces that are having a positive or negative influence on the situation, and how you can maximise or minimise these accordingly. You should use one template for each aspect of wellbeing that you analyse.

3.1.1 Introduction checklist

Information to provide	Explanation	Check if complete √
Introduction	Say who you are and what organisation (if any) you represent.	▢
	Explain the activities you are going to be conducting and the role you would like the participant to play.	▢
	Give details of how you can be contacted if the participant has questions later.	▢
Purpose of the Light Wheel activity	Explain why you are doing this Light Wheel activity (e.g. CCT envisioning, group discussion to hear priorities, survey for an evaluation).	▢
Invitation to participate	Say why this person has been invited to participate (e.g. because they have been part of the project).	▢
	Explain what it will involve (e.g. what topics you will discuss, how long it will take).	▢
	Explain they have the right to leave the activity or withdraw their information at any point.	▢
Facilitator's responsibilities	Explain that it is your duty to treat them with respect, dignity and without discrimination or judgement.	▢
	Give details of how they can submit a complaint if they feel they have been treated unfairly. (You may need to provide contact information for someone in your organisation, for example.)	▢
Use of data	Say how the information you gather will be used (e.g. in a research report, a case study, in a newsletter etc).	▢
	Explain who the information will be shared with (e.g. project team, donors, local authorities).	▢
Anonymity	Explain what level of anonymity or type of identifying detail you will be using as standard in your activity (e.g. whether you are recording names or not). Explain that their information will be kept safe and secure.	▢

Data storage	Explain how you will keep the participant's information secure (e.g. on a password-protected computer) and how long you will store it.	▢
Benefits and risks of participation	Explain how the participant can benefit from taking part in the study and any risks they may experience (if any).	▢
	Be clear whether or not you are offering a financial incentive to participate so you can manage the participant's expectations.	▢
	When describing the benefits, you might talk about the project or work that will come out of the Light Wheel application (e.g. in an assessment of needs and priorities) and how that will influence the design of a holistic response. But be careful not to raise false expectations: don't imply projects are planned after a Light Wheel activity if this is not necessarily the case.	▢
Agreement to participate	Ask if the participant has any further questions. Then ask if they agree to take part now that they have all of the information above. If so, invite them now to fill out the **Consent form template** (Resource 3.1.2).	▢

3.1.2 Consent form template

Consent questions	Check YES √	Check NO √
1) Do you confirm that you have been given and have understood the information provided for the Light Wheel activity, and have asked and received answers to any questions you may have?	▢	▢
2) Do you understand that your participation is voluntary and that you are free to withdraw at any time without giving a reason and without your rights being affected in any way?	▢	▢
3) Do you understand that *[name of organisation]* ..... will hold all information and data collected securely and in confidence, and that all efforts will be made to ensure that you cannot be identified as a participant in the activity* (except as might be required by law)?	▢	▢
4) Do you give permission for the facilitator to hold relevant personal data?	▢	▢
5) Do you agree to take part in the Light Wheel activity?	▢	▢
6) Do you agree to the interview being digitally voice-recorded? (if relevant)	▢	▢
7) Do you agree to the use of your words in publications without mention of your name?*	▢	▢
8) Do you agree that your information used in the Light Wheel activity may be stored (without your name)*, electronically, until the information is no longer required?	▢	▢
9) Do you agree to have your photo taken and to it being used in publications?	▢	▢

Name of participant: .....

Location of interview: ..... Date of interview: .....

Facilitator/enumerator declaration: .....

I, ***[name of facilitator/enumerator],*** declare that I have accurately represented and recorded the consent of the participant.

**Please edit this question if you need to seek permission to use a participant's name when you share your findings.*

3.1.3 Descriptions of the nine aspects of wellbeing

Living faith

Our faith in God and the way our daily lives are shaped by it

The **Living faith** spoke looks at how people live out their faith, how important it is to them, and how their lives are shaped by it. It explores people's commitment to practising their faith regularly and the ways that people rely on their faith in times of difficulty or decision-making. It also looks at how individuals engage in acts of service with their faith group, and how different faith groups work together for the benefit of their community. Most of the **Living faith** themes can be explored from the perspective of any faith, but we have also included questions specifically for church groups.

Living faith themes

- **Importance of faith:** how significant and meaningful people feel their faith is to them
- **Personal practice:** the ways people engage in strengthening or living out their faith
- **Acts of service:** the ways that faith prompts people to respond compassionately to those in need
- **Community perceptions:** how faith groups are perceived by the community, and the part they play in serving community needs
- **Relationships between faith groups:** how different faith groups interact and collaborate

Below are some specific themes to help Christians reflect on how they are strengthening their faith and how the church is responding to the community's holistic needs.

Additional Living faith themes for Christians and church groups

- **Growing in discipleship:** the ways Christians engage with their faith by following the teachings of Jesus and demonstrating the fruit of the Spirit, e.g. generosity, patience, peace
- **Discovering gifts and calling:** how Christians discover the unique way that God has made them, including their abilities and sense of God's will for their life
- **Building relationships in communities:** how Christians act as salt and light in their communities and take action to bring change across all areas of the Light Wheel, including sharing God's good news

Social connections

The extent to which we connect with and support each other as a community

The **Social connections** spoke is about community dynamics and relationships. It looks at people's sense of belonging and connection to others in their community, and how people relate to others who are different to them. It considers whether everyone in the community is treated equally or if some people are excluded from certain opportunities or social spaces. It also looks at whether people collaborate to achieve common goals and support each other in times of difficulty, and how safe and protected different people feel in their community.

Social connections themes

- **Belonging:** whether people feel a sense of belonging in their community; and the groups they are involved in
- **Inclusion/exclusion:** how inclusive a community is, or whether some people experience exclusion and the impact this has on them
- **Collaboration:** whether people work together to achieve common goals
- **Support network:** how supported people feel by their community
- **Safety/protection:** how free from danger people feel in their community

Think about how you can make your Light Wheel activities an example of what it looks like for all people to be welcome, and ensure that the most vulnerable people are included and have a chance to be heard.

Personal relationships

The love, security and respect we find in marriages, families and close friendships

The **Personal relationships** spoke is about the relationships in people's lives that are deep and private: for example, with family members, spouses and close friends. (These relationships differ from social connections, which are more communal and public.) This aspect of wellbeing looks at the nature and quality of people's personal relationships and the commitment people have to develop and sustain healthy relationships. We consider whether people feel their relationships are based on trust and respect, and how people share roles and responsibilities, make decisions and resolve disagreements in their households.

Personal relationships themes

- **Relationship satisfaction:** how satisfied people are with the number and quality of their close relationships
- **Respect:** the appreciation and dignity people are given by the people closest to them
- **Trust:** how confident people are that those closest to them have their best interests at heart and can be relied upon
- **Roles and responsibilities:** whether people feel satisfied with the role they play in their household, including their level of involvement in decision-making and how tasks are shared
- **Handling disagreements:** how well people manage conflict or differences of opinion within their relationships

Personal relationships can be a very sensitive topic. Follow the guidance on inclusion, safeguarding and contextualisation in 'Key principles before we start', **Section 2.1**[2] in the Light Wheel toolkit, to ensure that your participants feel safe enough to share, and that your questions are sensitive to your context.

[2] Section 2.1 can be found in **Part 2: Facilitate** of the Light Wheel toolkit at: **learn.tearfund.org/LW2**

Participation and influence

Using our voice to influence decision-makers and make our communities a better place

The **Participation and influence** spoke looks at whether people feel able to share their opinions and make decisions in different areas of their lives. It considers people's perceived agency (how much influence they feel they have) to create changes in their community, as well as their practical knowledge about the steps they need to take to engage with and influence decision-makers. In this aspect of wellbeing, we also look at different people's experiences of being listened to – or not – by those in positions of power or authority, and look for examples of how decision-makers have responded to people's needs and requests.

Participation and influence themes

- **Having a voice:** whether people feel able to share their views in different public spaces
- **Agency to create change:** how strongly people feel that they can create change as a community
- **Advocacy knowledge and skills:** whether people know how to engage with decision-makers and how actively they work to make a difference to their community and beyond
- **Achieving change:** the degree to which people consider decision-makers to be actively responding to their needs and requests

In some contexts, discussion about influencing and accountability could be seen as challenging authority. Consider if you need to make adaptations to discuss this spoke of the Light Wheel in your context. For example, some users have renamed it 'Participation' to make it less contentious.



Emotional and mental wellbeing

How we feel about ourselves and the opportunities we see in our future

The **Emotional and mental wellbeing** spoke considers the different factors that impact a person's mental health and emotional resilience. We look at people's overall sense of life satisfaction and whether their daily life includes activities that interest or excite them. We also consider whether people have good emotional support within their personal relationships, and people's resilience to cope emotionally with responsibilities or difficult situations. This aspect of wellbeing explores how hopeful people feel about the future. We also look at the concept of self-worth and consider whether people feel positively about themselves and appreciated for who they are.

Emotional and mental wellbeing themes

- **Life satisfaction:** how contented people feel with their lives, and whether they have time for things that interest them and bring them joy
- **Emotional support:** whether people feel they have access to the emotional support they need
- **Coping with stress:** an individual's ability to cope with burdens or daily pressures in their lives
- **Hope for the future:** how positive people feel about the future and whether they believe it can be better than the past
- **Self-worth:** whether people see themselves in a positive way and feel appreciated for who they truly are



Talking about mental health is a very private and personal matter, and understandably this is often the aspect of wellbeing that people find hardest to discuss. Using the guidance on 'Safeguarding' in **Section 2.1.2**[3] of the Light Wheel toolkit to guide you, think about how you can help make people feel comfortable about sharing on this topic, and explain why talking is so important.

[3] Section 2.1.2 can be found in **Part 2: Facilitate** of the Light Wheel toolkit at: **learn.tearfund.org/LW2**

Physical health

Looking after our bodies and having access to good-quality health services

The **Physical health** spoke of the Light Wheel looks at the different factors that are important to maintain good physical health. It explores people's knowledge and practice of good health behaviours, such as drinking clean water, handwashing and sanitation, and the importance of a varied diet. It considers how healthy people in the community are, how often they fall sick and what the common illnesses are. It also looks at how easy it is for people to access healthcare, and the quality of the treatment available.

Physical health themes

- **Access to safe water:** how far people travel to access water and how safe it is to drink the water they access
- **Hygiene and sanitation:** how knowledgeable people are about preventative health behaviours (hygiene, handwashing, sanitation) and how frequently these are practised
- **Balanced diet:** how knowledgeable people are about what constitutes a balanced diet and how balanced their diet is
- **Health status:** how often people get sick and the common illnesses people have
- **Access to and quality of healthcare:** where people go for treatment, any barriers they experience in accessing healthcare, and how satisfied people are with the quality of the healthcare they receive



It's important that our discussions about health are accessible to people who have poor health or who live with disabilities, so that they can share their perspectives. What they need to live a full life may be very different from other people's needs. The guidance on 'Inclusion' in **Section 2.1.1**[4] of the Light Wheel toolkit will help you ensure that you take the necessary practical steps to allow them to attend your discussion in comfort.

[4] Section 2.1.1 can be found in **Part 2: Facilitate** of the Light Wheel toolkit at: **learn.tearfund.org/LW2**



Material assets and resources

Using our creativity to make the most of our resources, make new resources, and share our resources with others

The **Material assets and resources** spoke considers what people own and earn, and how they manage their resources. It looks at whether people have access to land or property and whether they have proof of ownership. It considers people's ability to earn a living, save money, have enough to eat, and pay for other essential household needs. We also look at the resilience of people's resources, and how people cope with unexpected costs or shocks. This aspect of wellbeing also explores people's attitude towards their resources, such as their creativity to make the most of what is available, and their willingness to share their resources with others.

Material assets and resources themes

- **Property and land ownership:** whether people have access to property or land and if they have formal ownership of that property or land
- **Food security:** whether people have access to sufficient food for their household throughout the year
- **Livelihoods, income and savings:** how diverse people's income sources are and if it is possible for them to invest in assets or save money regularly
- **Financial security:** how reliable people's sources of income are and whether they have effective ways to cope with financial shocks, such as having access to financial services
- **Attitudes towards resources:** people's ability to identify and use available resources to achieve their goals, and how willing people are to share what they have



People's access to material assets and resources is often determined by their gender, age, ability, class and other factors. It is important to disaggregate your data along these lines to understand how access to and use of resources differ for different groups.

Capabilities

Developing and using our gifts and skills to make a living, serve others, and bring about positive change in our lives

The **Capabilities** spoke is about the skills, knowledge and ambitions people have. It explores how capable people feel of creating changes in their lives and taking action to reach their goals. It considers whether people have the skills and knowledge they need to maintain a good quality of life, and whether they can develop new skills or share their knowledge with others. This aspect of wellbeing also explores access to and quality of formal education, including the number of children who are in school, the quality of education they receive and the barriers that prevent them from attending.

Capabilities themes

- **Ambition/vision:** the goals and dreams that people have for their future
- **Personal agency:** whether people feel able to make changes in their lives, and the steps they are taking to achieve these changes
- **Skills development:** the skills and knowledge that people have developed to help them reach their goals or improve their lives
- **Sharing knowledge:** the opportunities people have to develop new skills and share their skills with others
- **Access to and quality of education:** the number of children who can go to school, the quality of education they receive and the barriers preventing them from attending

It is important to emphasise that every person is created in the image of God, and therefore has inherent worth, regardless of their education, ability, skill level or social status. Make sure you create a safe space where people feel able to talk about the barriers that make it hard for them to build their capabilities and to make the changes they want to see in their lives.

Care of the environment

Looking after and enjoying the natural world, easing the risks and protecting resources for future generations

The **Care of the environment** spoke explores the relationship that individuals and communities have with the natural world around them. It considers how aware people are of the changing climate and environmental degradation, and how these changes impact their daily lives. We also consider people's awareness of disaster risks and whether they are taking action to reduce those risks. We look at the actions people are taking to be more resilient, and protect the environment for future generations. In addition, we explore how natural resources are shared and protected, and whether people are able to enjoy the environment for wellbeing and leisure.

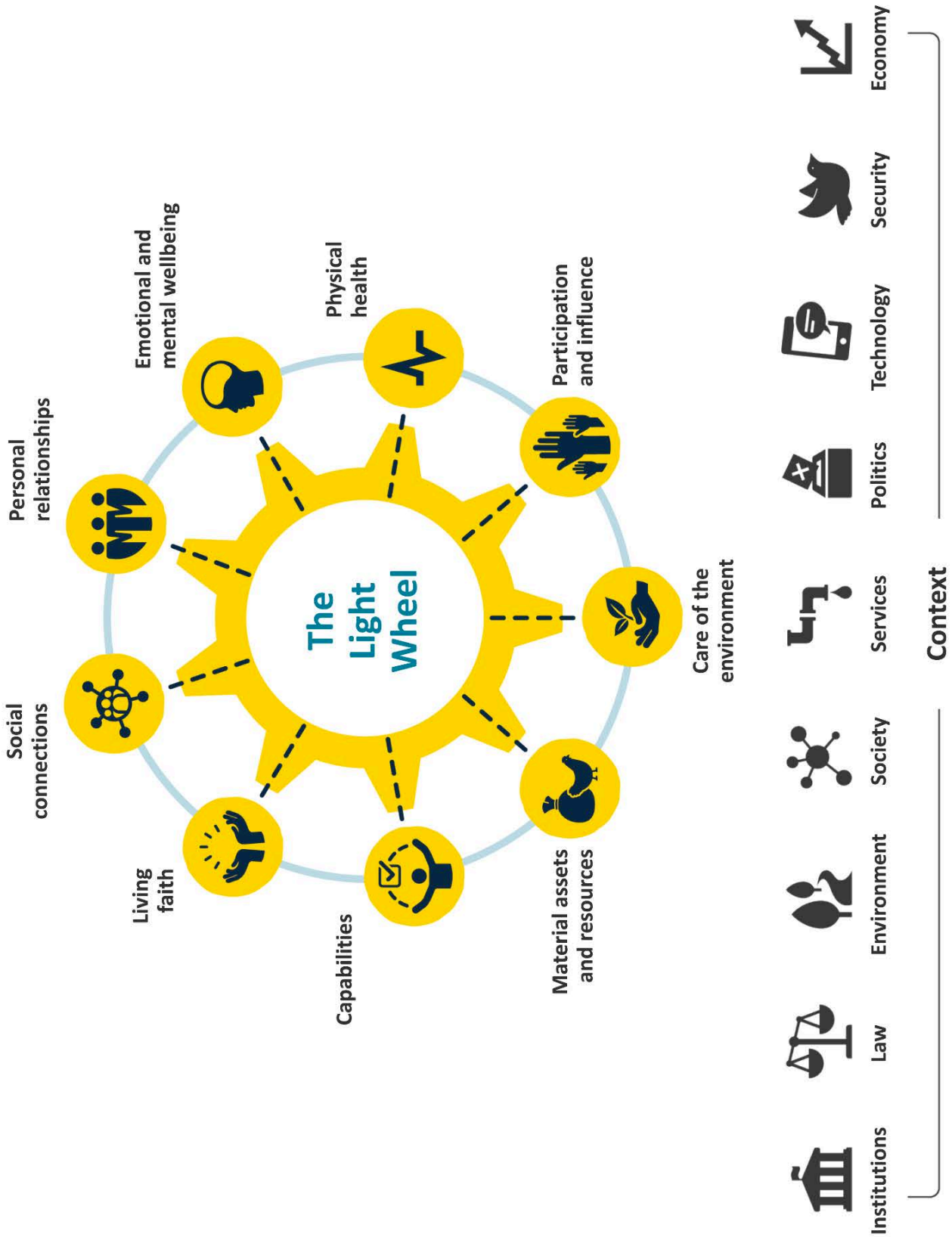
Care of the environment themes

- **Environmental changes:** whether communities are experiencing changes in the natural environment around them and whether those changes have caused any challenges to their daily lives
- **Disaster risk reduction:** how prepared communities are for environment-related disasters
- **Environmental protection:** what action people have taken to care for the environment and protect it for future generations
- **Access to natural resources:** how natural resources are managed, shared and protected for the future, both as a sustainable resource and a source of enjoyment

Disasters, climate change and environmental degradation have a disproportionate effect on the poorest, most vulnerable people. When discussing themes related to care of the environment, don't assume that everyone's experience is the same. For example, people with disabilities are often left out of disaster risk reduction planning so when a crisis occurs, they are not able to access help quickly.

3.1.5 Light Wheel diagrams




The Light Wheel
Physical health
Participation and influence
Care of the environment
Material assets and resources
Capabilities
Living faith
Social connections
Personal relationships
Emotional and mental wellbeing
Context
Institutions
Law
Environment
Society
Services
Politics
Technology
Security
Economy

The Light Wheel explained

Social connections
The extent to which we connect with and support each other as a community

Living faith
Our faith in God and the way our daily lives are shaped by it

Capabilities
Developing and using our gifts and skills to make a living, serve others and bring about positive change in our lives

Material assets & resources
Using our creativity to make the most of our resources, make new resources, and share our resources with others

Care of the environment
Looking after and enjoying the natural world, mitigating environmental risks and protecting resources for future generations

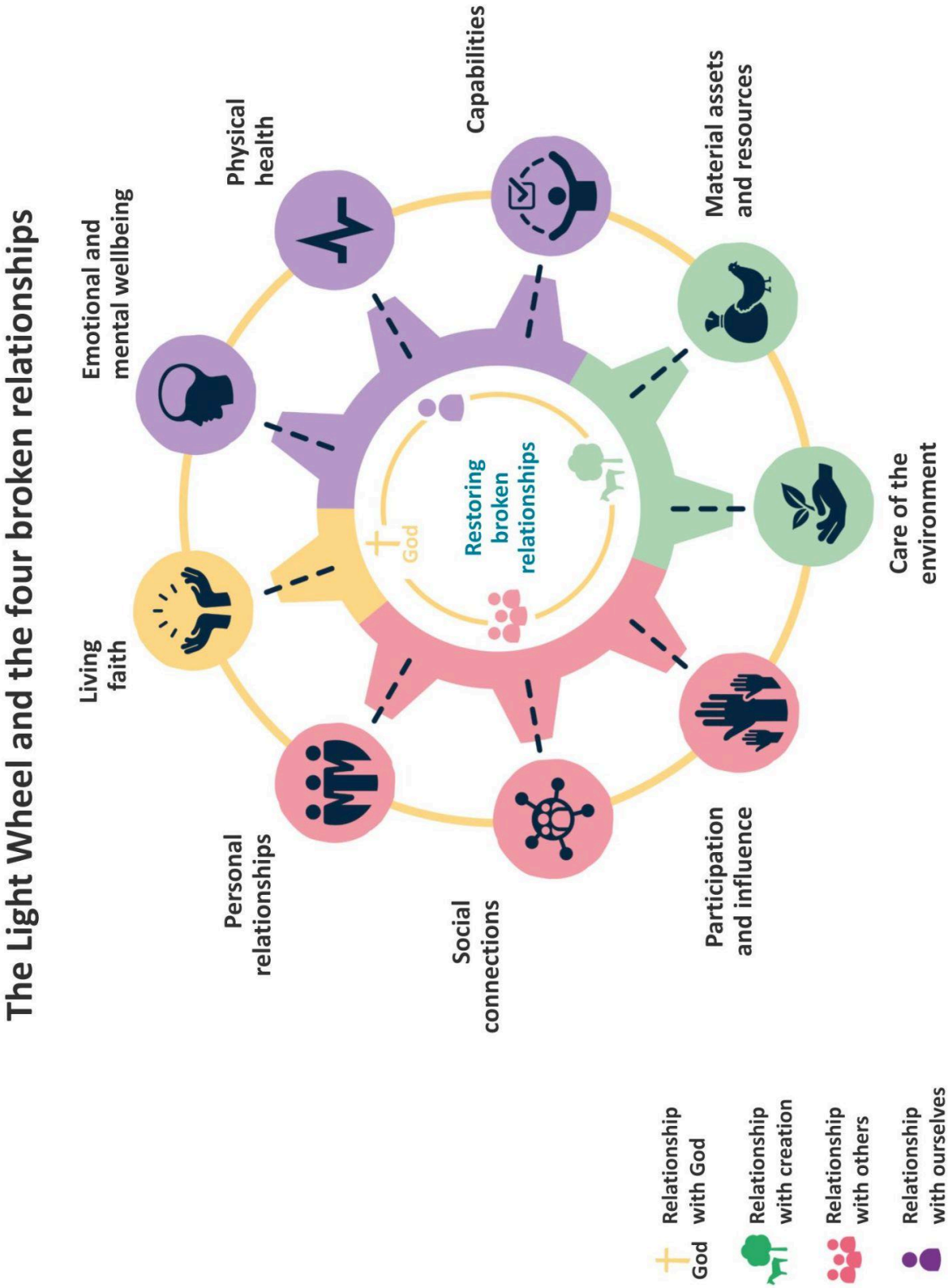


Personal relationships
The love, security and respect we find in marriages, families and close friendships

Emotional & mental wellbeing
How we feel about ourselves and the opportunities we see in our future

Physical health
Looking after our bodies and having access to good-quality health services

Participation & influence
Using our voice to influence decision-makers and make our communities a better place


The Light Wheel and the four broken relationships
Physical health
Capabilities
Material assets and resources
Care of the environment
Participation and influence
Social connections
Personal relationships
Living faith
Emotional and mental wellbeing
God
Restoring broken relationships
Relationship with God
Relationship with creation
Relationship with others
Relationship with ourselves

3.1.7 Light Wheel Bible studies

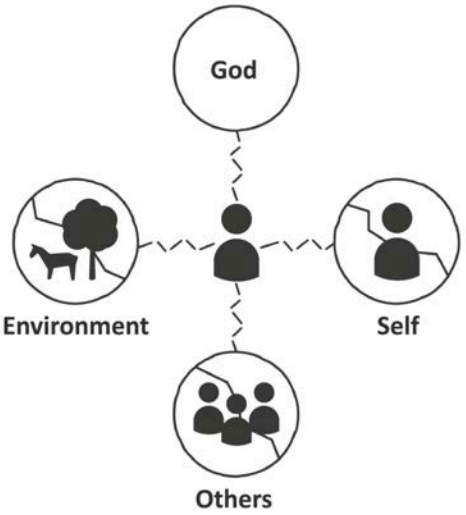
These Bible studies will help you to unpack and explore the theology behind Tearfund's Light Wheel. They can be discussed in a group or used as a personal reflection. There are 11 Bible study sessions: an introductory session on Tearfund's understanding of poverty and mission, nine sessions covering each of the nine spokes of the Light Wheel, and a final session that considers how each aspect of wellbeing fits within the bigger picture of God's mission. Throughout the Bible studies there are references to relevant Bible passages, so have your Bible ready! Please make it clear to participants that some sensitive topics or questions may be raised and they only have to share as much as they feel comfortable to.



Tearfund's understanding of poverty and mission

Before you work your way through the Light Wheel Bible studies, it may be useful to see them framed in the bigger picture of Tearfund's understanding of poverty and transformation. This theology is based on the belief that we have four broken relationships: our relationship with God, with self, with others and with God's creation. We believe that when God created the world, all relationships were in perfect alignment, but in today's world, these relationships are broken. We see this brokenness as the root cause of poverty.

Broken relationships



With God: After sinning, Adam and Eve hid from God (Genesis 3:8). The consequence of their disobedience was that their relationship with God changed and they were expelled from the garden.

With self: God created men and women in his own image (Genesis 1:26). However, after the Fall, Adam and Eve felt shame (Genesis 3:7). Consequently, they no longer understood or felt comfortable with themselves as God's image-bearers.

With others: The relationship between Adam and Eve was broken (Genesis 3:16). The genuine, natural harmony they enjoyed with one another was ruined and injustice entered the world.

With creation: The relationship between humans and creation was broken (Genesis 3:17). Consequently, there is no longer an ease in nature's bounty or fruitfulness.

In the gospel of John in the Bible, Jesus says, 'I have come that they may have life and have it to the full.' (John 10:10) As Tearfund, we believe that this fullness of life comes through restoration of the four broken relationships, and when all four broken relationships are positively changed, we call this whole-life transformation.

We believe all Christians are called to be part of fulfilling this mission of restoration and whole-life transformation. This is also known as integral mission – a way of living out our faith and serving others that aims to bring about change in every area of a person or community's wellbeing. The Light Wheel identifies nine different aspects of wellbeing (otherwise known as 'spokes') and helps us to think about what transformation looks like in each of these areas of life.

Introductory session:
Restoring broken relationships

This Bible study will enable us to think theologically about the four broken relationships that are the root cause of poverty and about our participation in God's mission to redeem and restore all of creation. It will look at how Jesus' ministry sought to be holistic, responding to the needs of the whole person. It will also consider how the Light Wheel's nine aspects of wellbeing help us to live life in all its fullness.

Reading: Genesis 1–2; John 10:10; Luke 4:16–21

Read Genesis 1–2. As you read, reflect on the four relationships: human beings' relationship with God, our relationship with ourself, our relationship with others, and our relationship with God's creation.

- What did God intend these relationships to be?
- How do we see each of these relationships broken in our world today?

Read John 10:10

- What factors do you think are important for people to be able to live a full life? Write or draw your ideas and we will come back to these in the final Bible study.

Read Luke 4:16–21

- What does Jesus' ministry look like in this passage? What does this tell you about Jesus' vision for his people?
- What relationships does Jesus talk about restoring in this passage?
- What is your understanding of integral mission?

Introduce the Light Wheel

Describe each of the nine aspects of wellbeing.

- How might transformation across all the nine aspects of wellbeing help restore broken relationships and contribute to God's mission to redeem and restore creation?

Study 1: Living faith

This spoke of the Light Wheel looks at how people live out their faith, what it means to them, and how their lives are shaped by it. It also tries to understand how different faith groups engage with each other and if they work together for a common good. For Tearfund, this aspect of wellbeing sits at the centre of all the others, as we believe it has an impact on every other aspect. We believe that restoration of our relationship with God, through Jesus, should lead to restoration in our relationship with others, ourselves and with creation.

Reading: Galatians 2:15–21; James 2:14–26; John 14:9–14

Read Galatians 2:15–21

- What does faith add to our lives?

Read James 2:14–26

- What does this passage say faith requires of us?
- How can we honour God in our everyday lives?

Read John 14:9–14

- How should our faith affect our attitude to people in the community?
- What does it mean for faith to 'come alive'?
- Why is it important to grow in our faith?

At its best, this aspect of wellbeing might look like: 'Faith is viewed as something that should underpin every aspect of life and everyone in the community commits to putting their faith into practice, e.g. through acts of worship, serving the community and collaborating with others. Faith groups often work together and are seen as key contributors to positive change in the community and beyond.'

- Which broken relationships are being restored by increasing our living faith?
- How could transformation in this aspect of wellbeing contribute to God's mission to redeem and restore creation?

Study 2: Social connections

This spoke of the Light Wheel looks at the social networks that people are part of and how unified or fractured the community is. It asks whether the community is formed of separate cliques or groups who keep to themselves, looking with distrust at others, or whether the community is inclusive, working together across social boundaries. This aspect of wellbeing considers issues such as prejudice and exclusion, and attitudes towards social groups, and looks at whether these groups are based on ethnicity, tribe, faith or wealth. It doesn't just look at relationships within the community but also asks how well the community is connected externally, exploring its ability to access wider government services and resources, expertise and knowledge. In addition to personal relationships, the Bible also shows us that broader social relationships are important to our wellbeing.

Reading: Acts 2:42–47; 1 Corinthians 12:12–31; Galatians 3:28

Read Acts 2:42–47

- What does the church in Acts look like?
- How is the church in Acts connected with the wider community?

Read 1 Corinthians 12:12–31 and Galatians 3:28

- What do these models tell us about diversity?
- How can these verses increase the quantity and quality of connections within and across communities?

At its best, this aspect of wellbeing might look like: 'Everyone in the community is committed to maintaining strong and positive relationships with each other, e.g. most people are members of community groups that work together to benefit the community. Differences are valued and everyone feels included and supported.'

- Which broken relationships are being restored by improving our social connections?
- How could transformation in this aspect of wellbeing contribute to God's mission to redeem and restore creation?
- Reflect on your own community or your workplace. How can you include the most marginalised and give them a voice?

Study 3: Personal relationships

This spoke of the Light Wheel considers the existence and quality of personal relationships. These relationships are generally fewer, deeper and more private than those that will be covered in the **Social connections** spoke: for example, family relationships or close friendships. This aspect of wellbeing looks at the commitment people have to developing and maintaining healthy personal relationships, and the role these relationships play in a person's sense of resilience and wellbeing. At the start of the study, encourage everyone to think of or list a few of their close relationships and discuss what they think a good relationship of this type looks like.

Reading: Genesis 2:18–24; Ruth

Read Genesis 2:18–24

- Why are personal relationships so important? What do they provide?
- How are they a reflection of God's character?

Recap together the book of Ruth and read Ruth 1:16–18

- Why is Ruth's level of commitment to Naomi significant?
- How does their relationship benefit each of them?
- What other close friendships in the Bible are also significant and why?

At its best, this aspect of wellbeing might look like: 'Everyone in the community feels happy with the personal relationships that they have in their life and these relationships are deeply meaningful to them, e.g. people feel respected, they make decisions together as a household, disagreements are resolved constructively, and people feel they can trust each other and talk about difficult subjects, for the common good.'

- Which broken relationships are being restored by increasing and deepening our personal relationships?
- How could transformation in this aspect of wellbeing contribute to God's mission to redeem and restore creation?
- Reflect individually on your own personal relationships. Think about how you may be helping or hindering these relationships to flourish.

Study 4: Participation and influence

This spoke of the Light Wheel explores the freedom that people have to share and express their views in different spaces, such as the household, private spaces such as churches or mosques, and public spaces such as community meetings. It then looks at how people navigate decision-making and how their views are received by those with decision-making power, and how much influence individuals or communities have to create change. This aspect of wellbeing seeks to explore people's perceived agency: how much do they feel they have influence over, and practical engagement with, decision-makers and those in positions of power or authority.

Reading: 1 Samuel 8; Matthew 14:13–20

Read 1 Samuel 8

- What level of participation does each person have in the decision-making process?
- What are the ways that influencing can be good or bad?

Read Matthew 14:13–20

- How does Jesus use his influence in this passage?
- What are the ways Jesus, the disciples and the crowd participate in this passage?
- Ask participants to think about their own lives and discuss the areas they believe they have influence in, and the areas in which they do not. Why is this?

At its best, this aspect of wellbeing might look like: 'Everyone in the community feels confident in sharing their views, and the voices of people from marginalised groups are always included. People are empowered and aware of how to raise their requests with decision-makers, and people in power seek out these views and work to meet the needs of all community members. There are many examples of where community advocacy has led to changes in policies and practices.'

- Which broken relationships are being restored by increasing our participation and influence?
- How could transformation in this aspect of wellbeing contribute to God's mission to redeem and restore creation?
- Reflect together about how you could increase your participation and influence in your church and community.

Study 5: Emotional and mental wellbeing

This spoke of the Light Wheel looks at the different factors that impact a person's mental health and emotional resilience. Emotional and mental health might be more difficult to see than physical health, but we know that the way we feel mentally and emotionally has a significant impact on our overall sense of wellbeing and on our ability to cope with difficulty when it comes. Emotional and mental wellbeing can be impacted by different factors such as the way people think about and value themselves, how they overcome past trauma and hurt, the support networks people have, and whether or not people can find a sense of hope for the future.

Reading: 1 Samuel 1:1–17; Matthew 26:37–46; 2 Corinthians 1:3–7

Read 1 Samuel 1:1–17

- How has Hannah's experience impacted her?
- Describe how Hannah, Elkanah and Eli responded to this situation.

Read Matthew 26:37–46

- What emotions is Jesus experiencing?
- What do you think 'emotional resilience' is and how does Jesus demonstrate it? Why is he able to respond in this way?

Read 2 Corinthians 1:3–7

- What does this passage teach us about God's character?
- How can we understand mental and emotional suffering as a result of the Fall?

At its best, this aspect of wellbeing might look like: 'People in the community have good emotional and mental health and everyone takes actions on a daily basis to maintain this and to support others. People are emotionally supported by their friends and family, are able to talk openly about feelings, and can cope with their responsibilities and stresses. As a result, people feel optimistic for a better future. Everyone has a strong sense of self-worth and believes they can contribute positively to the community.'

- Which broken relationships are being restored by improving our emotional and mental wellbeing?
- How could transformation in this aspect of wellbeing contribute to God's mission to redeem and restore creation?

Study 6: Physical health

God's original plan was for people to experience wholeness and wellbeing. This spoke of the Light Wheel considers the physical health of the people within the community: how well people feel and how frequently people feel sick or suffer from illnesses. It also looks at the health facilities and services that are available to the community, such as clinics, nurses and antenatal care, and asks whether everybody can access these services equally or whether some are excluded, perhaps because they are too difficult to get to or too expensive.

Reading: Matthew 8:1–17; Luke 8:40–54; Leviticus 11

Read Matthew 8:1–17 and Luke 8:40–54

- Who does Jesus heal in these passages?
- What is Jesus' approach towards the people in these passages?
- What do these miracle stories tell us about who should or shouldn't have access to health resources?

Read Leviticus 11

- Why does God provide Israel with these laws?
- How relevant are they for us today?

Think back to the discussions held in the previous Bible studies in this series.

- How can a community achieving well in other areas of the Light Wheel also increase the range and quality of health resources that are available to them?

At its best, this aspect of wellbeing might look like: 'Everyone in the community has good physical health and most health challenges have been resolved, e.g. everyone has access to safe water, observes good hygiene practices and eats a balanced diet. Everyone has access to good-quality healthcare when they need it and as a result people rarely fall ill – and very rarely from preventable illnesses.'

- Which broken relationships are being restored by improving our physical health?
- How could transformation in this aspect of wellbeing contribute to God's mission to redeem and restore creation?

Study 7: Material assets and resources

This spoke of the Light Wheel looks at the material assets and resources that people own and have access to, and how resilient they are. Within this aspect of wellbeing, both individual and communal assets and resources are explored as well as people's attitudes towards these resources, particularly how willing people are to share their resources with others. In this aspect, we look at people's ability to pay for essential household needs, such as food, shelter and healthcare, and whether they feel they have the resources they need to live a good life.

Reading: Leviticus 25:23; Psalm 24:1; Matthew 6:19–34

Read Leviticus 25:23 and Psalm 24:1

- What do these verses tell us about God's view of the world's resources?
- How do these verses speak to us about justice?
- God is creative. If we are made in his image, how are we able to be creative?

Read Matthew 6:19–34

- What do these verses tell us about material possessions and resources?
- What does it mean to 'store your treasures in heaven'? How does this impact how we understand material assets, resources and money?
- How does our view of material assets impact our relationship with God?

At its best, this aspect of wellbeing might look like: 'Everyone in the community has the material assets and resources they need to feel secure and achieve their goals, e.g. everyone has the chance to own land, and people have secure income sources and regularly save money. This means all households are resilient against shocks, e.g. they have savings, bank accounts and access to credit. Everyone is able to identify and creatively use the resources around them. It is common for people to share their resources, even outside the community.'

- Which broken relationships are being restored by improving our access to, and attitude towards, material assets and resources?
- How could transformation in this aspect of wellbeing contribute to God's mission to redeem and restore creation?

Study 8: Capabilities

This spoke of the Light Wheel considers the skills and knowledge that individuals have that enable them to improve their quality of life and to help others. This aspect of wellbeing also explores the mindset changes that help individuals to reach their goals, create changes in their lives and develop a vision for their future. The current skills that individuals have is explored, as well as their ability to develop new skills where they need them. Underpinning this aspect is also the willingness that people have to share their skills and knowledge with others and how frequently they have opportunities to do this.

Reading: Genesis 1:26–28; Romans 12:3–8

Read Genesis 1:26–28

- What does it mean to be made in the image of God?
- What are some of the characteristics, responsibilities and capabilities that are ours because we are made in God's image?

Read Romans 12:3–8

- What are some of the different capabilities that the church is made up of?
- Why do we all have different capabilities?

At its best, this aspect of wellbeing might look like: 'People in the community have a range of valuable skills and knowledge, and they continue to develop their expertise. They regularly share their skills with each other and others outside the community. All school-aged children attend good-quality schools. People in the community have a clear vision for their future and they are making progress towards their individual and collective goals using their own resources.'

- Which broken relationships are being restored by improving our capabilities?
- How could transformation in this aspect of wellbeing contribute to God's mission to redeem and restore creation?
- Reflect on your own life. How can you increase your capabilities?

Study 9: Care of the environment

This spoke of the Light Wheel explores the relationship that individuals and communities have with God's creation. It looks at the experience that individuals have with climate change and its impacts, as well as the different adaptations that people have taken to protect or restore creation. This aspect of wellbeing also explores access to and availability of natural resources (such as water, land, forests) and any conflicts that arise over access to them. It looks at how prepared communities are to withstand environment-related disasters and whether they have disaster preparedness plans in place.

Reading: Genesis 1:26–28; Genesis 2:15; Leviticus 25:1–7; Romans 8:19–25

Read Genesis 1:26–28 and Genesis 2:15

- What were God's intentions for humankind's relationship with creation?

Read Leviticus 25:1–7

- How are the Israelites told to look after the land?

Read Romans 8:19–25

- How did the Fall affect humankind's relationship with creation?
- Think about our lifestyles today. What are the ways in which we each care for creation well and not so well?

At its best, this aspect of wellbeing might look like: 'Everyone in the community is aware and committed to reducing the impact of climate change. Everyone takes actions to preserve and protect the environment for today and for future generations, e.g. all community members are aware of disaster risk reduction plans, there is a good waste-collection system and the environment is free from pollution. Everyone has equal access to natural resources and can enjoy spending time in nature for their wellbeing.'

- Which broken relationships are being restored by improving our care for God's creation?
- How could transformation in this aspect of wellbeing contribute to God's mission to redeem and restore creation?
- Are there any practical actions you could take to look after creation better?

Concluding session:
How do the spokes fit together in the mission of God?

This final Bible study will help draw together each of the spokes of the Light Wheel and consider how they all fit together, influence and impact each other. We will then think about how this fits within the mission of God, and therefore its relevance for us and our calling as the church.

Reading: John 10:10

Look at the Light Wheel and the four broken relationships (with God, ourself, others and creation)

- What are some practical ways you can grow in each of the aspects of wellbeing?
- Which broken relationships would these actions help restore?

Read John 10:10. Think or look back to everyone's answers from the first session, about what they think it means to 'have a full life'.

- How has your understanding of 'full life' changed?
- How has your understanding of poverty changed?
- How has your understanding of mission changed?

Think about your church and community.

- What activities are you/your church involved in?
- Which aspects of wellbeing do they contribute to and how do these connect?
- Which broken relationships are these activities seeking to restore?
- Is there anything you have been challenged to change in your life as a result of understanding poverty and mission holistically?

3.2.1 Group discussion questions

Living faith

Our faith in God and the way our daily lives are shaped by it

Theme	Question
Importance of faith	• Which different faith groups are there in this community? • Do people in this community think faith is important? • Have you seen any change in the importance placed on faith in this community over time? Why do you think this is? • How important is faith in your life? Can you give some examples of times in your life when your faith has been most important to you?
Personal practice	• What activities do you do to strengthen your personal faith? (e.g. prayer, meditation, reading religious writings, worship, acts of service) • What difference do these activities make to your faith? • When do you feel closest to God/most connected to your faith?
Acts of service	• How involved do you think faith groups should be in the local community? What role can they play? • Do you participate in any acts of community service with your faith group? What activities do you participate in and who do you help?
Community perceptions	• What do you think people outside of your faith group think about your faith group? What are their perceptions and assumptions? • Do you think faith groups are a force for good in this community? • Are there any issues that you think faith groups should be addressing in this community?
Relationships between faith groups	• What is the relationship like between different faith groups or denominations in this community? • Do different faith groups or denominations work together, or is there conflict between groups? Can you give examples?

The **Living faith** discussion questions can be explored from the perspective of any faith. We have also included below some specific questions for Christians and churches to reflect on how they are strengthening their Christian faith and how the church is responding to the holistic needs of the community, for example through church and community transformation (CCT) work.

Additional Living faith questions for Christians and church groups

Theme	Question
Growing in discipleship	• How many people in this community identify as Christian? • How many people go to church? Is church attendance increasing or decreasing? Why do you think this is? • How have levels of giving to the church (in terms of time, money and skills) changed over the last year? Why do you think this is? • When do you feel closest to God? Were there times you felt your faith was weaker or stronger? What has contributed to that?
Discovering gifts and calling	• What gifts or talents do you believe God has given you? How do you use these? • Have you ever felt God calling you to a particular ministry or service? How did you respond to that calling? • How do you see people in your family and community living out the fruits of the Spirit (love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control)? • Which fruit of the Spirit do you think others witness most often in your life, and which do you want God to grow in you?
Building relationships in communities	• As a Christian, what do you see as your responsibility to your community? • How do you share God's good news with others? • What do you think is the church's responsibility to the community? How well does your church live that out? • Thinking about each of the nine aspects of wellbeing, what could your church do to bring positive change in each area? *CCT specific questions:* • Has your church run a CCT process in this community? What did that involve? • Have you been involved in that CCT process and, if so, how? • How has involvement in CCT had an impact on you/your church/your community?

Social connections

The extent to which we connect with and support each other as a community

Theme	Question
Belonging	• How many different community groups are there within this community? (e.g. sports groups, women's groups, savings groups) • What groups are you part of? Do you benefit from being part of these groups? • Are these groups open for anyone to join? • Are there any spaces or groups in this community where you feel especially happy or welcome? Why do you think that is?
Inclusion/exclusion	• Are people in this community very similar to each other or are there differences between you? • To what extent do people mix with others who are different to them, or do people associate mostly with people who are similar to them? • Are all members of this community treated equally? (e.g. people from different faiths, cultural backgrounds, ages, genders or abilities) • Are there any people who are excluded or marginalised in this community? Can you give any examples?
Collaboration	• How common is it for this community to come together as a group to work on a project together or help people in need? • Can you think of any examples of something that has been achieved in this community as a result of people working together? • Are there any challenges that make it difficult for people to work together?
Support network	• If you want to get something done, or if you have a problem, do you usually try to solve it on your own, or ask for help? • Whose support do you feel comfortable asking for? • When people in this community face difficulty, who do they rely on for support?
Safety/protection	• Do you feel safe living in this community? • Would other groups of people in this community feel the same way? (e.g. women, girls, the elderly, those living in poverty) • Who or what do you think protects this community and keeps people safe?

Personal relationships

The love, security and respect we find in marriages, families and close friendships

Theme	Question
Relationship satisfaction	• Who do you have the closest relationships with in your life? • Do you think people in this community would say that they have enough close relationships, or are some people lonely? • What would you say are the qualities of a good relationship or friendship? • How important do you think it is to invest in building strong relationships in your life?
Respect	• How would you expect to be treated by someone if they wanted to show you respect? • In which contexts in your life do you feel most respected? (e.g. home, work, church, social group) • Are there any places in your life where you do not feel respected?
Trust	• How do you know if you can trust someone? Do you have people you trust in your life? • Generally, do people in this community trust each other? • Do you talk to your partner, family or close friends about things that are important to you, such as your hopes and concerns?
Roles and responsibilities	• What are your roles and responsibilities within your household? • Do you feel satisfied with the way that your household shares household tasks or childcare? • How are decisions made in your household? Who is involved in making decisions? • What decisions are you involved in making about your own life?
Handling disagreements	• Generally, how do people in this community resolve conflicts in their households? • Do you feel that conflicts in your life or community are resolved fairly? Please explain if you can. • How acceptable is it in this community for violence to be used between partners?

Participation and influence

Using our voice to influence decision-makers and make our communities a better place

Theme	Question
Having a voice	• How often do you get the chance to share your ideas and opinions with other people, as you are doing in this discussion today? • Are there any particular places where you feel most comfortable sharing your ideas and opinions? (e.g. at home, in church, at work, in community meetings) What is it about that space or environment that helps you feel comfortable to talk openly? • Do you think it is easier for certain types of people to express their ideas and opinions in this community? • Which groups of people in this community have greater voice and influence? (e.g. age, wealth, education, religion, gender)
Agency to create change	• What changes would you most like to see in this community? • Do you think it is likely that these changes will be made? • Do you believe that in this community you have the ability to bring about the changes you want to see? Please explain your answer.
Advocacy knowledge and skills	• If there was something in your community that you wanted to change, do you know how you would raise a request or concern with your local community or government representatives? Can you tell me what steps you would take? • Have you ever used these steps to raise a request with decision-makers? What was the outcome? • Has anything stopped you from raising a request with decision-makers?
Achieving change	• Do you feel decision-makers listen to your ideas or respond to your needs? • Can you think of a time when decision-makers *did* listen to your ideas or respond to your needs?

Emotional and mental wellbeing

How we feel about ourselves and the opportunities we see in our future

Theme	Question
Life satisfaction	• When do you feel happiest in your life? • How often do you experience a sense of satisfaction, joy or delight in your life? Are there certain activities or people who make you feel particularly positive?
Emotional support	• Generally, how would you describe people's mental health in this community? Are there any common mental health challenges? • Do people in this community typically feel able to talk about their feelings and emotions or do they tend to keep things to themselves? • When you are going through a hard time, who do you talk to about your feelings? • Can people access any formal mental health services?
Coping with stress	• What are some of the duties and responsibilities that you have in your life? • Do you feel able to manage all your responsibilities? • What are the biggest causes of stress and worry in your life? • How do you cope with stress in your life?
Hope for the future	• What do you think the future will look like for this community? • Do you believe that the future will be better than the present? • What makes you feel hopeful?
Self-worth	• Generally, do you think people in this community think positively about themselves? • Do people in this community encourage and appreciate one another? • Can you think of a time when someone said something positive about you or when you felt proud of yourself?

Physical health

Looking after our bodies and having access to good-quality health services

Theme	Question
Access to safe water	• What are some of the things we need to do to keep our bodies healthy? • Do most people in this community have access to clean water? • How far do people have to travel to access clean water?
Hygiene and sanitation	• Do you take any actions to prevent the spread of illnesses in this community/in your household? • When do you think handwashing is most important, and why?
Health status	• Which illnesses do members of this community commonly experience? Why do you think this is? • Are there certain types of people who are more likely to get sick than others?
Access to and quality of healthcare	• Can people in this community access healthcare when they need it? If not, what are some of the factors that prevent them? • How satisfied are people in this community with the quality of healthcare available? Why? How could it be better?
Balanced diet	• What does a healthy diet look like for you? • Are people in this community able to access the food they need to have a healthy diet all year round? Is it the same for everyone?

Material assets and resources

Using our creativity to make the most of our resources, make new resources, and share our resources with others

Theme	Question
Property and land ownership	• Do many people in this community own their own property or land? Is that important to people? • Do people tend to have formal proof of property or land ownership? • What other assets are important to people in this community? How many people have access to these types of assets? • Are there any differences in what people own? (e.g. based on gender, age, ethnicity or other factors)
Food security	• Where do people in this community tend to get their food from? • Does everyone in this community have enough food to eat all year round? • Are there any factors that affect people's ability to access food? • How do people cope when food is limited?
Livelihoods, income and savings	• What are the most common sources of income in this community? • What sources of income do you have in your household? • How secure and reliable are these sources of income? • Are there any mechanisms in this community to help people save money, e.g. Savings Groups? • Have you been able to save money over the last year? What do you hope to use your savings for?
Financial security	• Have you experienced any changes to your income or outgoings in the last year? • Are there people in this community who struggle to pay for their household expenses? Why is that? • How do people in this community usually cope with unexpected or unaffordable expenses? Is there any support available? • What sort of financial services do people in this community have access to? (e.g. bank accounts, savings groups, loans) Does everyone have equal access?
Attitudes towards resources	• Do you feel you have access to the resources you need to fulfil your plans and goals in life? • How common is it for people in this community to share their resources with each other or give to someone who has less than them?

Capabilities

Developing and using our gifts and skills to make a living, serve others, and bring about positive change in our lives

Theme	Question
Ambition/vision	• What would you like your community to look like in the future? • What does a successful life look like to you? • What goals or ambitions do you have for the future? (individually or as a community)
Personal agency	• Do you feel able to create the changes you want to see in your life? If so, what are some of the things you are working on at the moment? • Do you face any barriers to creating the changes you want to see in your life? Do you have any ideas of how to overcome these barriers or do they feel outside your control?
Skills development	• What do you think are the most important skills or knowledge for a person to have? • Do you believe you have the knowledge and skills you need in order to live a good life? • Is there any skill or area of knowledge that you would like to develop? • Have you been able to develop any new skills or expertise in the last year? How did you develop this? • Does anything prevent you from learning a new skill or developing your knowledge?
Sharing knowledge	• What are some of the ways that people can learn new skills in this community? • Do you ever have the opportunity to share your knowledge or skills with others? How do you do this?
Access to and quality of education	• Do you think it is important for children to go to school? Is it the same for boys and girls? • Do most children in this community go to school? Is it the same for girls and boys? • If children do not go to school, what are some of the reasons for that? • How good is the education provided in this community?

Care of the environment

Looking after and enjoying the natural world, easing the risks and protecting resources for future generations

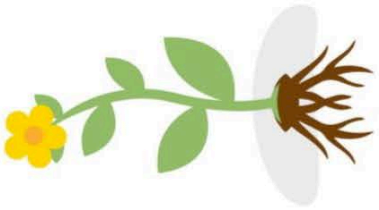
Theme	Question
Environmental changes	• What is the climate in this community typically like throughout the year? • Have you noticed any changes in the climate or environment in this community in the last year? • Have changes in the climate or the environment had an impact on any aspects of your daily life? How significant have these impacts been?
Disaster risk reduction	• Do you know what the main disaster risks are for this community? • Does this community have a disaster preparedness/response plan to prepare or respond to future disasters? • Has this community taken any steps to prevent future environment-related disasters? If yes, what were they?
Environmental protection	• What do you think the natural environment might be like in this community in the future? • Do you take any actions, or have you changed any of your behaviours, to better care for the natural environment and protect it for future generations? • How do you usually dispose of your garbage in this community? Do you recycle things?
Access to natural resources	• Do you think people have access to the natural resources they need in this community? • Have you experienced any conflicts or disagreements over access to natural resources (e.g. land, water, forests) in this community? • Do you think your children or grandchildren will have access to the natural resources they need in the future? • Do you ever spend time outdoors or enjoying nature for leisure? How common is it for people in this community to do this?

3.2.2 Maturity model visuals



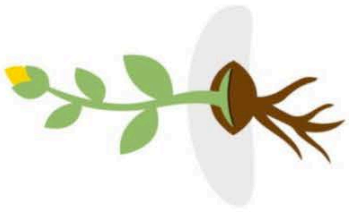
Level 5: Advancing

Everyone is committed to resolving identified issues and many impacts are seen



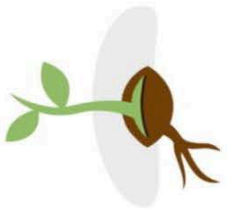
Level 4: Achieving

Issues are being worked on individually and collectively, and more results or changes are being seen



Level 3: Active

Individuals and communities are taking small actions with some signs of change on the issues they have identified



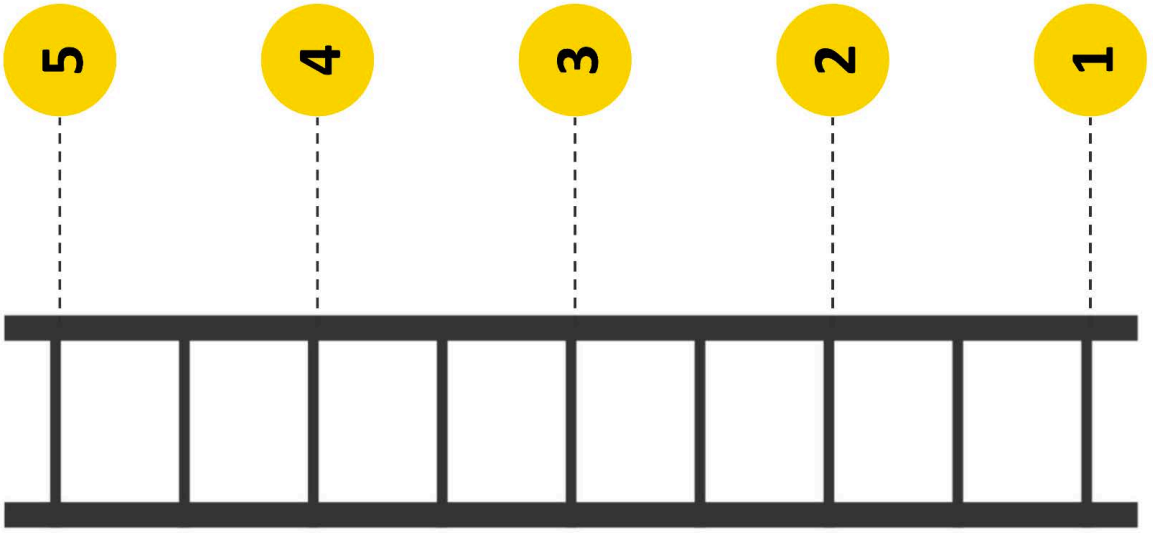
Level 2: Aware

Individuals and communities have identified issues and have a desire to change but have not yet been able to take action



Level 1: Avoid

Individuals and communities have not identified issues; there is no sense of action or there is a lack of willingness to take action



Level 1: Avoid

Individuals and communities have not identified issues; there is no sense of action or there is a lack of willingness to take action

Level 2: Aware

Individuals and communities have identified issues and have a desire to change but have not yet been able to take action

Level 3: Active

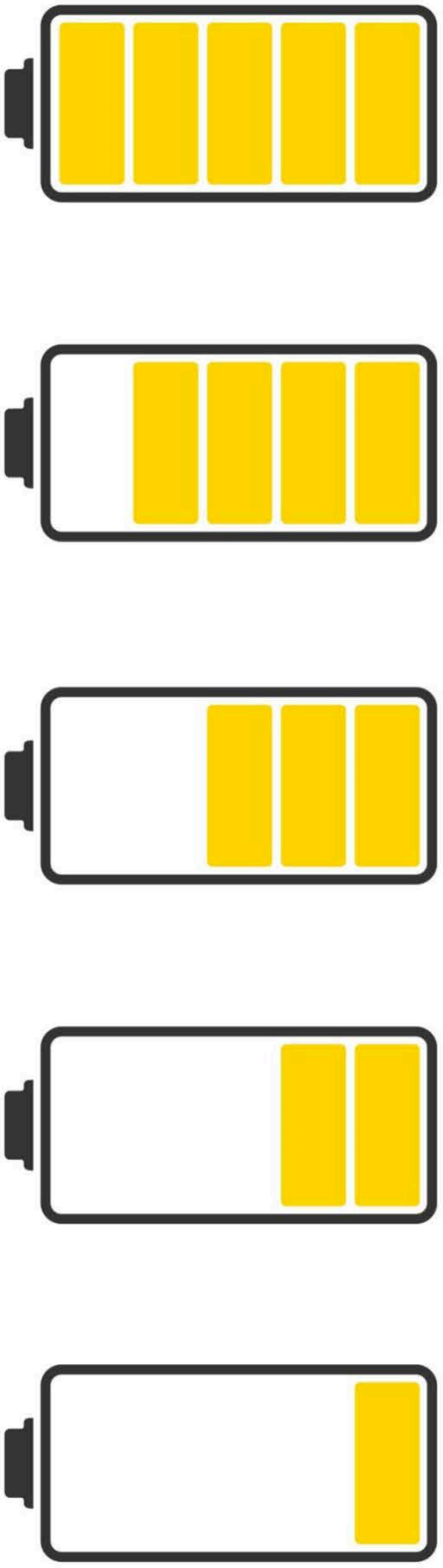
Individuals and communities are taking small actions with some signs of change on the issues they have identified

Level 4: Achieving

Issues are being worked on individually and collectively, and more results or changes are being seen

Level 5: Advancing

Everyone is committed to resolving identified issues and many impacts are seen



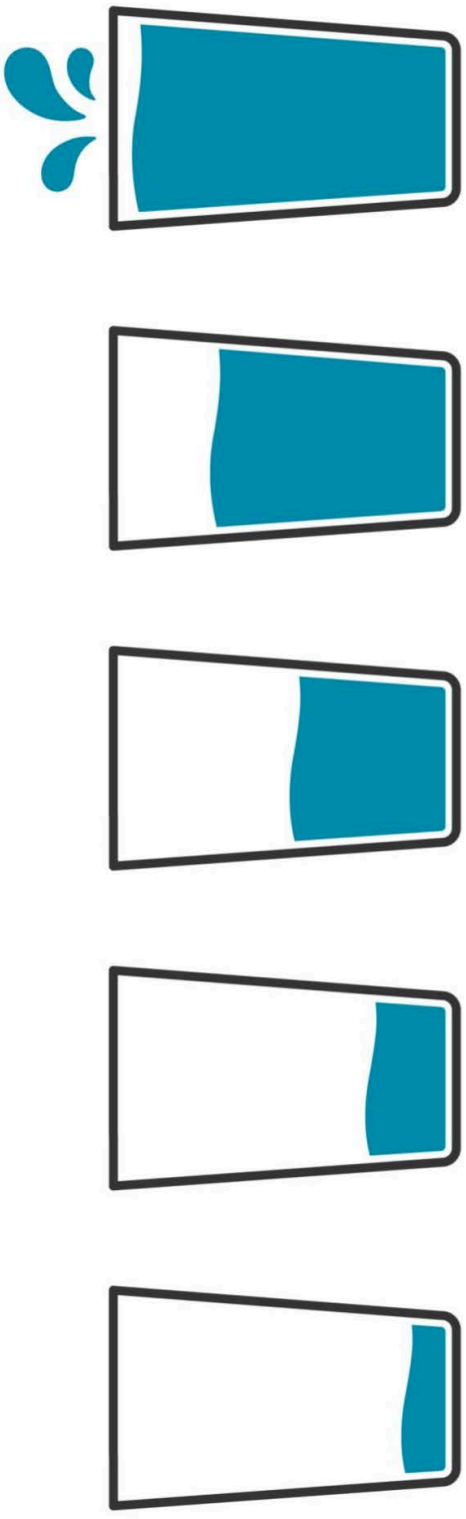
Level 5: Advancing
Everyone is committed to resolving identified issues and many impacts are seen

Level 4: Achieving
Issues are being worked on individually and collectively, and more results or changes are being seen

Level 3: Active
Individuals and communities are taking small actions with some signs of change on the issues they have identified

Level 2: Aware
Individuals and communities have identified issues and have a desire to change but have not yet been able to take action

Level 1: Avoid
Individuals and communities have not identified issues; there is no sense of action or there is a lack of willingness to take action



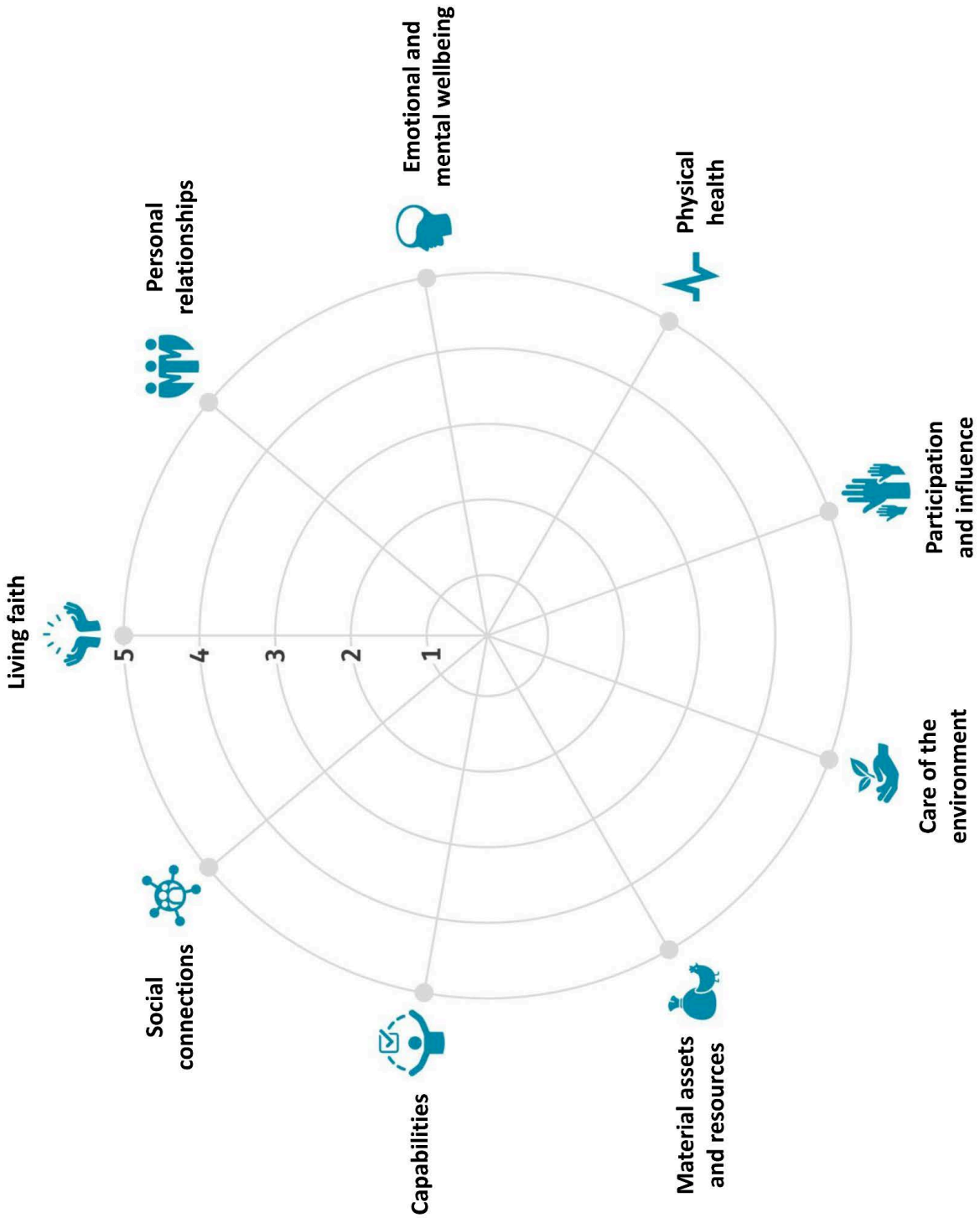
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Individuals and communities have not identified issues; there is no sense of action or there is a lack of willingness to take action


Emotional and mental wellbeing
Physical health
Participation and influence
Care of the environment
Material assets and resources
Capabilities
Social connections
Personal relationships
Living faith
1
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3.2.3 Simple maturity model descriptions



Living faith

Our faith in God and the way our daily lives are shaped by it

Levels	Description
Level 1: Avoid	Faith does not have a place in people's daily life and people do not spend time on activities that develop or outwork their faith, e.g. they don't take part in acts of worship or serve the local community. People in the community do not see faith groups as a source of support. There may be conflict between faith groups.
Level 2: Aware	People may acknowledge and respect the value of faith but it does not have a significant place in their daily lives, e.g. they do not spend time in acts of worship or serve the local community. Some people are interested in investing more in their faith and building relationships between faith groups, but no actions have been taken.
Level 3: Active	There are some people in the community who see faith as important in their lives and they take some actions to build and practise their faith personally and collectively, e.g. through acts of worship, relying on God in times of difficulty or decision-making, and serving the wider community. There is a general view that faith groups have a positive influence within the community and the relationship between faith groups is mostly peaceful.
Level 4: Achieving	Most (but not all) people see faith as important to their lives and community, and make time for activities that deepen and outwork their faith, e.g. acts of worship, and working together with their own faith group and others to serve the community. Different faith groups collaborate to respond to community needs.
Level 5: Advancing	Faith is viewed as something that should underpin every aspect of life and everyone in the community commits to putting their faith into practice, e.g. through acts of worship, serving the community and collaborating with others. Faith groups often work together and are seen as key contributors to positive change in the community and beyond.

Social connections

The extent to which we connect with and support each other as a community

Levels	Description
Level 1: Avoid	People in the community have very bad relationships with each other but they do not see this as an issue and nothing is being done to address this, e.g. there is mistrust and exclusion between different groups of people, they do not work together or support each other, and people do not feel safe living in the community.
Level 2: Aware	People recognise the value of having good relationships in the community, but they are not taking any actions to overcome the issues causing bad relationships, e.g. mistrust and exclusion, lack of collaboration or support networks, and people feeling unsafe in the community.
Level 3: Active	There are some people who are taking steps to build good relationships in the community, e.g. taking part in community groups and working together on collective projects. People are aware of the need to include people from marginalised groups and support one another. Most people have others they can rely on in times of difficulty and mostly feel safe in the community.
Level 4: Achieving	People in the community have mostly good relationships with each other, e.g. most (but not all) people take part in at least one community group, they are actively trying to be more inclusive, and they have a support network they can lean on in times of difficulty. Most people feel safe living in the community and trust those responsible for protecting them.
Level 5: Advancing	Everyone in the community is committed to maintaining strong and positive relationships with each other, e.g. most people are members of community groups that work together to benefit the community. Differences are valued and everyone feels included and supported.

Personal relationships

The love, security and respect we find in marriages, families and close friendships

Levels	Description
Level 1: Avoid	People are deeply dissatisfied with the quality and number of close personal relationships they have, e.g. they don't feel respected, they don't have a say in decisions affecting them, there is a lot of disagreement and conflict, and people do not trust each other. But people show no desire to change this.
Level 2: Aware	People are dissatisfied with their close relationships but there is a desire to improve them, e.g. people can see the importance of shared decision-making, better conflict-resolution and more open communication. But at the moment they are not taking action towards this.
Level 3: Active	People can see some good things about the number and quality of personal relationships in their lives, e.g. they receive some respect, some decision-making power and some satisfaction from how disagreements are resolved. However, they feel there is still room for improvement, e.g. to feel even more respected, to have more involvement in decision-making, or to be able to talk more openly about difficult topics.
Level 4: Achieving	Many (but not all) people feel they have good personal relationships and are committed to investing time and effort to maintain and improve them, e.g. most people feel valued and respected, households make decisions together and resolve conflicts well, and people have others they can talk to openly and discuss difficult subjects with.
Level 5: Advancing	Everyone in the community feels happy with the personal relationships that they have in their life and these relationships are deeply meaningful to them, e.g. people feel respected, they make decisions together as a household, disagreements are resolved constructively, and people feel they can trust each other and talk about difficult subjects, for the common good.

Participation and influence

Using our voice to influence decision-makers and make our communities a better place

Levels	Description
Level 1: Avoid	People in the community do not voice their opinions or have their views taken seriously in community spaces, e.g. they do not speak with decision-makers or advocate for their needs. They are not really concerned by this situation and they are not taking any action to change things.
Level 2: Aware	People in the community are aware that their voices and views are not being heard or understood by decision-makers. They believe they have legitimate views, needs and rights that they should be able to talk about. But they are not aware of the steps to take to engage with decision-makers, or they are not confident to do so.
Level 3: Active	Some groups of people feel confident to share their opinions in community spaces, although marginalised groups do not. Some people in the community feel confident they can create change and know how to engage with decision-makers, but usually decisions are still made by a few powerful people.
Level 4: Achieving	Many (but not all) people feel confident expressing their views in community spaces and believe that they can create the changes they want to see. Most people are aware of the steps they can take to engage with decision-makers, and all different types of people are involved in decision-making. As a result, decision-makers are usually good at responding to the needs and requests of the community.
Level 5: Advancing	Everyone in the community feels confident in sharing their views, and the voices of people from marginalised groups are always included. People are empowered and aware of how to raise their requests with decision-makers, and people in power seek out these views and work to meet the needs of all community members. There are many examples of where community advocacy has led to changes in policies and practices.



Emotional and mental wellbeing

How we feel about ourselves and the opportunities we see in our future

Levels	Description
Level 1: Avoid	People feel low in their mind and their mood, but they see this as normal and do not see it as a problem, e.g. they might be dealing with painful memories from the past, feel isolated or unsupported, or feel stressed or overwhelmed by their responsibilities. As a result, people feel their future is hopeless or that they have no worth or value.
Level 2: Aware	People are aware of feeling low or sad (as in Level 1), but they have a desire to feel differently. They believe that their future can be better than the past, and they are aware of things that might help them feel better, e.g. doing activities that interest them, and sharing struggles and fears with others. As yet, however, they have not taken actions to improve things.
Level 3: Active	People in the community know the importance of having good emotional and mental wellbeing, and some people are taking steps to improve how they feel. Most people have at least one person they can talk to about their fears or stresses, and there is a sense of optimism for the future. However, some people still struggle to talk about their mental wellbeing, and have mental health challenges that are not being addressed.
Level 4: Achieving	Most (but not all) people are taking daily actions to help them have good emotional and mental wellbeing, e.g. they do activities that make them happy, they have a support network to share any worries or stresses with, and they have dealt with past traumas. As a result, most people feel positive about the future, have strong self-worth and believe they make a meaningful contribution to the lives of others.
Level 5: Advancing	People in the community have good emotional and mental health and everyone takes actions on a daily basis to maintain this and to support others. People are emotionally supported by their friends and family, are able to talk openly about feelings, and can cope with their responsibilities and stresses. As a result, people feel optimistic for a better future. Everyone has a strong sense of self-worth and believes they can contribute positively to the community.

Physical health

Looking after our bodies and having access to good-quality health services

Levels	Description
Level 1: Avoid	People in the community have poor physical health (e.g. they are often sick, they are malnourished and there are high levels of mortality), but people are not aware of the causes of this, e.g. drinking unsafe water, having poor hygiene, not accessing healthcare and not having a balanced diet.
Level 2: Aware	People in the community have poor physical health (as in Level 1) and they are aware of the issues that are causing this (e.g. drinking unsafe water, having poor hygiene and not eating a balanced diet), but they have not yet taken any actions to change this.
Level 3: Active	Some people are taking small steps to address the issues they face in relation to their physical health, e.g. treating water to make it safe, washing their hands and eating a balanced diet. As a result, the physical health of the community is improving and most people do not get sick from preventable diseases. There are still issues, though, such as not being able to access or afford good-quality healthcare.
Level 4: Achieving	Most (but not all) people are taking steps to have good physical health and tackle the health challenges they face, e.g. most people have access to clean water, and have good hygiene practices (e.g. handwashing) and a balanced diet. Most people (but not everyone) can access healthcare services. As a result, people rarely fall ill from preventable diseases.
Level 5: Advancing	Everyone in the community has good physical health and most health challenges have been resolved, e.g. everyone has access to safe water, observes good hygiene practices and eats a balanced diet. Everyone has access to good-quality healthcare when they need it and as a result people rarely fall ill – and very rarely from preventable illnesses.



Material assets and resources

Using our creativity to make the most of our resources, make new resources, and share our resources with others

Levels	Description
Level 1: Avoid	Most people in this community do not have many material assets or resources, e.g. very few people have land, good homes or savings. This means most people have to resort to negative coping strategies to meet unexpected costs, e.g. selling assets or taking high-interest loans. People are unaware of the resources that exist in the community, and are not willing to share the little they have.
Level 2: Aware	Most people do not have many material assets or resources, but they would like to improve this and they are aware of some steps they could take, e.g. obtaining title deeds for land, saving money and taking out insurance. People are aware of resources that exist within the community, but they are not taking steps to use these or share with others.
Level 3: Active	Some people are exploring ways to make their material situation more secure, e.g. proof of land ownership, saving money and accessing formal financial services (such as mobile banking). This means some people have material security and can meet unexpected costs, but there are still some people who are financially insecure. People are using community resources in creative ways and sharing what they can with others.
Level 4: Achieving	Most (but not all) people feel their material assets and resources are secure and sufficient. Most people own land, have secure livelihoods and can save money. This means most people can afford unexpected expenses and have access to formal financial services, such as banking. Many people are creatively multiplying resources in the community and building reserves so that they can share with others.
Level 5: Advancing	Everyone in the community has the material assets and resources they need to feel secure and achieve their goals, e.g. everyone has the chance to own land, and people have secure income sources and regularly save money. This means all households are resilient against shocks, e.g. they have savings, bank accounts and access to credit. Everyone is able to identify and creatively use the resources around them. It is common for people to share their resources, even outside the community.



Capabilities

Developing and using our gifts and skills to make a living, serve others, and bring about positive change in our lives

Levels	Description
Level 1: Avoid	Levels of skills and knowledge within the community are low or unrecognised, many children do not go to school, and schools are of poor quality. People do not see this as an issue and there is no desire to improve the situation. People rely heavily on external support and they do not have a vision or desire to bring about change.
Level 2: Aware	Levels of skills and knowledge in the community are low (as in Level 1) but people are aware of this. They want to develop their capabilities further, but have not yet taken action. People recognise their dependency on external support, and see the importance of developing autonomy, learning new skills and improving education. Some people have ambitions, but don't believe they can realise their goals.
Level 3: Active	Some people are finding creative opportunities for learning new skills and sharing their knowledge with others. There are people in the community with valuable skills and expertise. Most children are in education, and some schools are of satisfactory quality. Some people have a vision for the future and are taking actions to bring about change using their resources. However, there are still some people who have a low level of education and skill, and rely on external assistance.
Level 4: Achieving	Most (but not all) people have a good level of education and the skills they need to make a living and create the changes they want to see. Most children are in good-quality education, and there is support for families who need help sending their children to school. Most people have opportunities to develop new skills and share their knowledge with others. Most people have ideas for the future and believe they can realise their goals.
Level 5: Advancing	People in the community have a range of valuable skills and knowledge, and they continue to develop their expertise. They regularly share their skills with each other and others outside the community. All school-aged children attend good-quality schools. People in the community have a clear vision for their future and they are making progress towards their individual and collective goals using their own resources.

Care of the environment

Looking after and enjoying the natural world, easing the risks and protecting resources for future generations

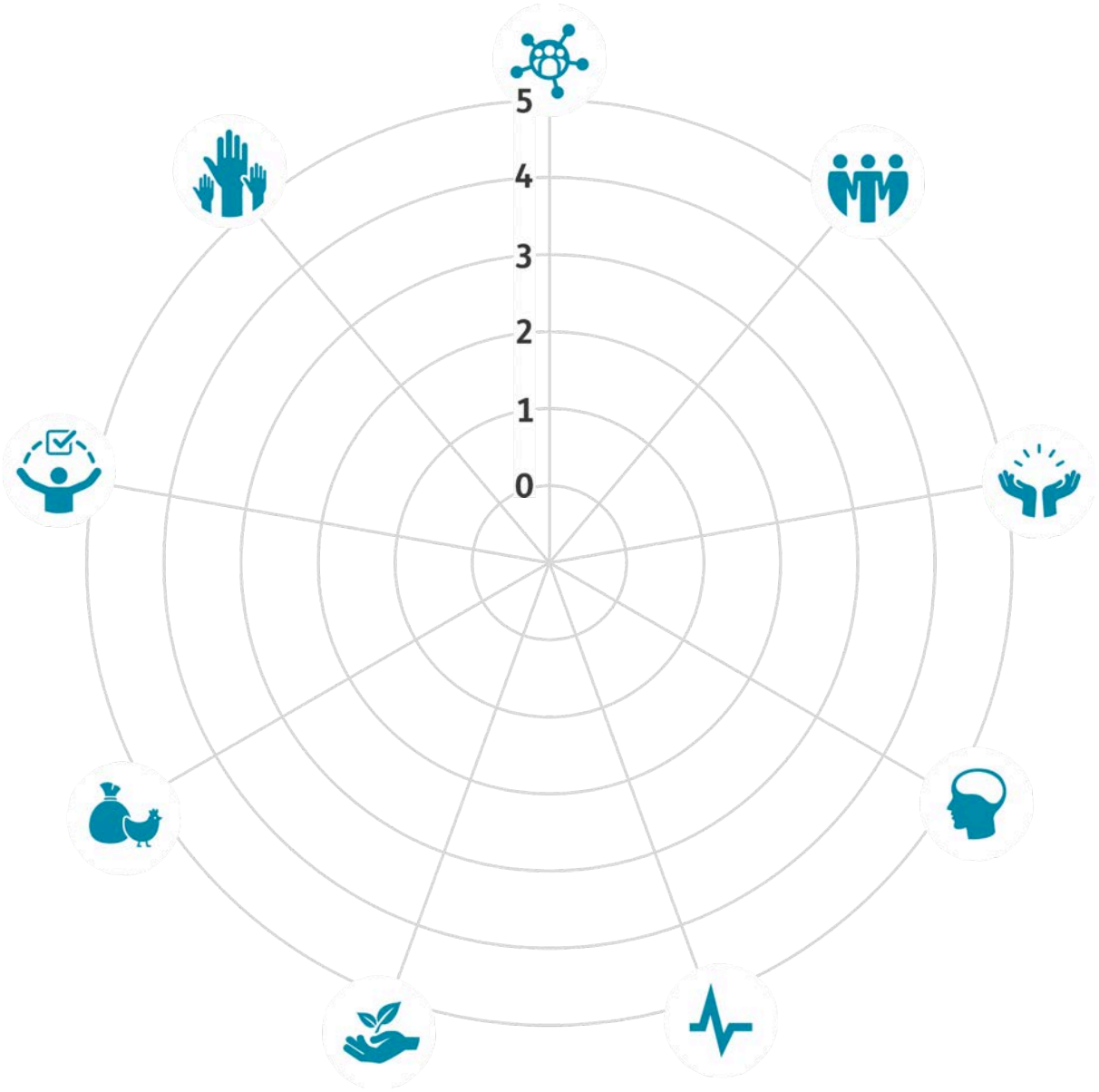
Levels	Description
Level 1: Avoid	People in the community are not aware of the issues in their natural environment. They have no awareness of the need to protect the environment or manage the impact of climate change, environmental degradation or disaster risks. They are not taking any actions to look after their environment, e.g. rubbish, pollution and deforestation are common. People use the environment to meet their own short-term needs and there is conflict in the community over access to natural resources.
Level 2: Aware	The local environment is in a bad state (as in Level 1) but people in the community are aware of this. They recognise how changes in the natural environment are causing challenges in their daily lives and want to manage and mitigate this. However, they haven't taken any action yet. There is conflict in the community over access to natural resources, but there is a desire to resolve these tensions.
Level 3: Active	People in the community are aware of the challenges caused by changes to the climate and the environment. Some people are working together to adapt to these changes, manage disaster risks and care for the environment, e.g. informal disaster risk reduction plans, waste-disposal sites and tree planting. There are some conflicts over natural resources, but actions are being taken to resolve them and agree on a sustainable and equitable use of resources.
Level 4: Achieving	Most (but not all) people are aware of the impact of climate change, environmental degradation and disaster risks. Most people are taking action together to preserve and restore the environment, e.g. formal disaster risk reduction plans, public waste sites, recycling and tree planting. These actions are improving the quality of the community environment. Most issues related to access to natural resources are resolved peacefully.
Level 5: Advancing	Everyone in the community is aware and committed to reducing the impact of climate change. Everyone takes actions to preserve and protect the environment for today and for future generations, e.g. all community members are aware of disaster-risk reduction plans, there is a good waste-collection system and the environment is free from pollution. Everyone has equal access to natural resources and can enjoy spending time in nature for their wellbeing.

3.2.5 Discussion conclusions template

General information
Name and location of community:
Date of group discussion:
Names of facilitators:
Group type (e.g. men, women, youth):
Number of participants:
Scoring process (e.g. voting, consensus, average):
Any other details on process followed:

Record of the discussion* *print a copy of this page for each spoke	
Discussion notes	**Maturity model score and justification**
Spoke title: *e.g. Living Faith*	

Now plot the scores on the maturity model diagram



Explanation of the diagram:

3.3.1 Light Wheel survey template

Data enumerator details

Enumerator note: *Complete these questions before starting the interview.*

Data enumerator name:	
Country:	**Interview date:**
Region:	**Latitude:**
Community:	**Longitude:**
Location type: ▢ Urban ▢ Semi-urban ▢ Rural	**If no GPS point recorded, please explain why not:**

Facilitation notes for the enumerator

Some of the topics in the Light Wheel survey are sensitive and personal. Please show empathy and respect towards each participant. Make sure you conduct the survey in a location the participant feels comfortable with.

If participants are finding it emotionally or mentally difficult to answer a question, you can suggest taking a break and remind them that they can respond 'prefer not to answer' whenever needed.

At the start of the survey, please encourage each participant to answer as honestly as they can. Remind them that there is no right or wrong answer, and their answers will be anonymous.

Where a question has a long list of answer options (see PH1a, for example), there is no need to read them all out. First familiarise yourself with the answer options, then listen to the participant's response and tick all that apply. If they are struggling to answer, you can offer a few answers from the lists as examples.

Participant consent

Enumerator note: *Make sure the text below has been edited to accurately represent the purpose of your Light Wheel survey.*

Hello. I am from _____ *(organisation name)***. My name is** _____**.**

The purpose of this survey is to help the local church *(add name)* and community members to understand more about what life is like in this community and to see how they can improve things in the future. I will ask you questions about different areas of your life and any changes you have experienced. Please answer as honestly as you can. There is no right or wrong answer.

Is it okay for me to interview you?	▢ **Yes** ▢ **No**
Your answers will be anonymous and we will never refer to you by name. You have the option not to answer questions. You also have the right to withdraw from the survey at any stage.	▢ **OK**
The answers you provide will be collated and shared with the church and community. They will use it to help them plan how to make a positive contribution to the future of this community.	▢ **OK**
We might also share the answers you give us with our local team, with Tearfund internationally, and with our local partners. It is not necessary for you to allow us to share your answers, but it's helpful if we're allowed to. **Is it okay if we include your answers in our report?**	▢ **Yes** ▢ **No**

Participant details

What is your sex?

▢ Male	▢ Female	▢ Prefer not to answer	▢ Other

What is your age?

▢ 18–24	▢ 35–44	▢ 55–64	▢ 75–84
▢ 25–34	▢ 45–54	▢ 65–74	▢ 85+

What is your position in your household?

▢ Head (or co-head) of household	▢ Another relative (of the head)
▢ Spouse (to the head)	▢ Non-relative household member
▢ Child (of the head)	▢ Prefer not to answer
▢ Parent (of the head)	▢ Other (please explain): _____
▢ Sibling (to the head)	

What is the highest level of education that you have completed?

- ▢ None/No formal education
- ▢ Primary
- ▢ Secondary
- ▢ Post-secondary/university
- ▢ Postgraduate
- ▢ Vocational
- ▢ Prefer not to answer
- ▢ Other (please explain): _____

(Optional) **What is your religion?**

- ▢ Christian
- ▢ Muslim
- ▢ Jewish
- ▢ Hindu
- ▢ Buddhist
- ▢ Sikh
- ▢ Traditional religion
- ▢ None/No religion
- ▢ Prefer not to answer
- ▢ Other (please explain): _____

If you are a Christian, what is the name of the church you attend?

What is your current relationship status?

- ▢ Single, never married
- ▢ In a relationship but not legally married
- ▢ Married
- ▢ Widowed
- ▢ Separated
- ▢ Divorced
- ▢ Prefer not to answer
- ▢ Other (please explain): _____

Household

Enumerator note: *A household is a person or group of relatives (or non-relatives) who occupy all or part of a dwelling. They meet basic needs from a shared budget and generally share meals. In one house, there can be several households.*

How many people in total live in your household, including yourself?	
How many children (anyone under the age of 18) live in your household?	
How many of the children in your household are boys?	
How many of these boys are currently in education?	
How many of the children in your household are girls?	
How many of these girls are currently in education?	

Participant health

In the following set of questions, I'm going to ask about your health. Is that okay?	▢ Yes	▢ No

If they answer 'Yes', please continue with this section. If 'No', please skip to the next section of questions: Programme involvement.

Do you have any long-term physical or mental health conditions or illnesses that reduce your ability to carry out day-to-day activities?

▢ Yes	▢ No	▢ Prefer not to answer	

(If 'Yes') **What type of condition or illness do you have?**

▢ Physical condition that affects movement	▢ Long-term illness (e.g. diabetes, heart condition)
▢ Difficulty with seeing (even when using glasses)	▢ Chronic pain condition
▢ Difficulty with hearing (even when using hearing aids)	▢ Mental health condition (e.g. anxiety, depression)
▢ Difficulty with speech	▢ Neurodivergent condition (e.g. autism, ADHD)
▢ Difficulty learning or understanding new information	▢ Prefer not to answer
▢ Difficulty with memory	▢ Other (please explain): _____

Does <u>anyone in your household</u> have any long-term physical or mental health conditions or illnesses that reduce their ability to carry out day-to-day activities?

▢ Yes	▢ No	▢ Don't know	▢ Prefer not to answer

(If 'Yes') **What type of condition or illness do they have?**

▢ Physical condition that affects movement	▢ Long-term illness (e.g. diabetes, heart condition)
▢ Difficulty with seeing (even when using glasses)	▢ Chronic pain condition
▢ Difficulty with hearing (even when using hearing aids)	▢ Mental health condition (e.g. anxiety, depression)
▢ Difficulty with speech	▢ Neurodivergent condition (e.g. autism, ADHD)
▢ Difficulty learning or understanding new information	▢ Prefer not to answer
▢ Difficulty with memory	▢ Other (please explain): _____

Programme involvement

Enumerator note: *Only use these questions for a midline or endline survey.*

Are you a member of a local church that is implementing the church and community transformation (CCT) process?

▢ Yes	▢ No	▢ Don't know	☐ Prefer not to answer

If 'No', 'Don't know' or 'Prefer not to answer', skip to the next section: Physical health
(If 'Yes') **Have you been involved with this CCT process in the last six months?**

▢ Yes	▢ No	▢ Don't know	☐ Prefer not to answer

If 'No', 'Don't know' or 'Prefer not to answer', skip to the next section: Physical health
(If 'Yes') **What CCT activities have you been involved in?**

How often do you participate in these CCT activities?

- ▢ Every week
- ▢ One or more times per month
- ▢ One or more times per year
- ▢ Prefer not to answer
- ▢ Other (please explain): _____

When did you begin your involvement with CCT?

- ▢ In the last 6 months
- ▢ In the last year
- ▢ Over a year ago
- ▢ Don't know
- ▢ Prefer not to answer
- ▢ Other (please explain): _____

What has been the most significant impact of the CCT process in your life, church or community?
Enumerator note: *Encourage participants to think of longer-term impacts as well as more immediate outputs.*

You've now completed the first section of introductory questions. Keep going!

Physical health

Now I'm going to ask you some more questions about your physical health. Is that okay?	▢ Yes	▢ No

If they answer 'Yes', please continue with this section. If 'No', please skip to the next section of questions: Personal relationships.

PH1: Access to safe water

PH1a: **What are your household's main sources of drinking water during this season?**

- ▢ Borehole (deep protected drilled well)
- ▢ Protected shallow well
- ▢ Unprotected shallow well
- ▢ Harvested rainwater
- ▢ Piped water at a public tap
- ▢ Piped water into my house/house tap
- ▢ Protected spring
- ▢ Surface water source (river, stream, pond, puddles, unprotected spring)
- ▢ Cart with small tank/drum
- ▢ Tanker truck
- ▢ Prefer not to answer
- ▢ Other (please explain): _____

PH1b: **How long does it usually take you to collect water from your main source and bring it back home?**

- ▢ No time – piped water to tap in my house
- ▢ No time – water delivered to my house
- ▢ Less than 30 minutes
- ▢ 30 minutes to 1 hour
- ▢ More than 1 hour
- ▢ Don't know
- ▢ Prefer not to answer

PH1c: **Do you do anything to make your water safe to drink?**

- ▢ It's already safe to drink
- ▢ Filter/purify/boil
- ▢ Add chlorine
- ▢ Don't do anything
- ▢ Prefer not to answer
- ▢ Other (please explain): _____

PH2: Hygiene and sanitation

PH2a: **Do you have a designated area in your house for handwashing?**

- ▢ Yes
- ▢ No
- ▢ Prefer not to answer

PH2b: **Do you have any of the following handwashing items in your house?**

- ▢ Water
- ▢ Soap
- ▢ Hand sanitiser
- ▢ Towel
- ▢ Scrub-brush for hands & fingernails
- ▢ Sand
- ▢ Ash
- ▢ Sink/basin for handwashing
- ▢ Prefer not to answer
- ▢ Other (please explain): _____

PH2c: **Do you have toilet facilities you can use within or near your house?**

- ▢ Yes
- ▢ No
- ▢ Prefer not to answer

If 'No' or 'Prefer not to answer', skip to PH2f
PH2d: *(If 'Yes' to PH2c)* **What type of toilet facility is it?**

- ▢ Pit latrine with slab
- ▢ Pit latrine without slab
- ▢ Ventilated improved pit latrine
- ▢ Composting toilet
- ▢ Flush or pour toilet (connected to a sewer system or septic tank)
- ▢ Bucket
- ▢ Prefer not to answer
- ▢ Other (please explain): _____

PH2e: *(If 'Yes' to PH2c)* **Do you know how many households use this toilet facility?**

- ▢ Only the people in my household
- ▢ 2–3 households
- ▢ 4 or more households
- ▢ It's a community facility
- ▢ Don't know
- ▢ Prefer not to answer

PH2f: *(If 'No' or 'Prefer not to answer' to PH2c)* **If you do not use toilet facilities within or near your home, where do you usually go instead?**

PH3: Health status

PH3a: **Have you suffered from an illness in the last six months?**

- ▢ Yes
- ▢ No
- ▢ Prefer not to answer

PH3b: *(If 'Yes')* **What kind of illness?**

- ▢ Fever, malaria, or chills
- ▢ Diarrhea or stomach problems
- ▢ Cough, cold or breathing problems
- ▢ Skin problems, rashes or wounds
- ▢ Eye problems (e.g. red or sore eyes)
- ▢ Ear problems (e.g. ear pain or infection)
- ▢ A long-term illness (e.g. heart condition, stroke, diabetes, cancer, high blood pressure etc)
- ▢ Feeling very sad, worried or stressed (mental health)
- ▢ Prefer not to answer
- ▢ Other (please explain): _____

PH4: Access to and quality of healthcare

PH4a: **In the last six months, have you or a household member faced any barriers or difficulties in accessing healthcare services?**

- ▢ Yes
- ▢ No
- ▢ I have not needed or tried to access healthcare services
- ▢ Don't know
- ▢ Prefer not to answer

PH4b: *(If 'Yes')* **What prevented you from accessing healthcare services?**

- ▢ Lack of available appointments
- ▢ Cost of treatment
- ▢ Poor treatment by health professionals
- ▢ Distance to the health facility
- ▢ Cost of transport
- ▢ My family would not let me go
- ▢ Personal anxiety/fear
- ▢ Cultural or language barriers
- ▢ Prefer not to answer
- ▢ Other (please explain): _____

PH4c: **When you last visited healthcare services, on a scale of 1 to 5 how satisfied were you with the quality of treatment you received?**

- ▢ 1 - Very dissatisfied
- ▢ 2 - Dissatisfied
- ▢ 3 - Neutral (neither satisfied nor dissatisfied)
- ▢ 4 - Satisfied
- ▢ 5 - Very satisfied
- ▢ Prefer not to answer
- ▢ Not applicable

PH4d: *(If 'Very dissatisfied' or 'Dissatisfied')* **Why weren't you satisfied with the quality of treatment?**

You've now completed 2 out of 10 sections. Good work!

Personal relationships

I'm now going to ask you some questions about your personal relationships. Is that okay?	▢ Yes	▢ No

If they answer 'Yes', please continue with this section. If 'No', please skip to the next section of questions: Social connections.

PR1: Relationship satisfaction

PR1a: **On a scale of 1 to 5, how satisfied are you with the close relationships in your life?**

- ▢ 1 - Very dissatisfied
- ▢ 2 - Dissatisfied
- ▢ 3 - Neutral (neither satisfied nor dissatisfied)
- ▢ 4 - Satisfied
- ▢ 5 - Very satisfied
- ▢ Prefer not to answer

PR1b: **Which statement best describes your personal relationships in the last six months?**

- ▢ My personal relationships have become stronger
- ▢ My personal relationships have stayed the same
- ▢ My personal relationships have become weaker
- ▢ Prefer not to answer

PR1c: *(If relationships have become stronger or weaker)* **What do you think has caused this?**

PR2: Respect

PR2a: **Do you feel respected within your family?**

- ▢ All of the time
- ▢ Most of the time
- ▢ Some of the time
- ▢ Rarely
- ▢ Never
- ▢ Prefer not to answer

PR2b: **Do you feel respected by your friends?**

- ▢ All of the time
- ▢ Most of the time
- ▢ Some of the time
- ▢ Rarely
- ▢ Never
- ▢ Prefer not to answer

PR3: Trust

PR3a: **On a scale of 1 to 5, how much do you agree or disagree with this statement:**
'In general, I find it easy to trust people in my life'

- ▢ 1 - Strongly disagree
- ▢ 2 - Disagree
- ▢ 3 - Neither agree nor disagree
- ▢ 4 - Agree
- ▢ 5 - Strongly agree
- ▢ Prefer not to answer

PR3b: **How much trust do you have in these different groups of people:**

	A lot	Some	A little	None	Prefer not to answer	Not applicable
Spouse/partner	▢	▢	▢	▢	▢	▢
Close family	▢	▢	▢	▢	▢	▢
Extended family	▢	▢	▢	▢	▢	▢
Work colleagues	▢	▢	▢	▢	▢	▢
Neighbours	▢	▢	▢	▢	▢	▢
Friends	▢	▢	▢	▢	▢	▢

PR4: Roles and responsibilities

PR4a: **In your household, which decisions do you participate in making?**

- ▢ Financial decisions
- ▢ Livelihood/career decisions
- ▢ Food/nutrition decisions
- ▢ Childcare decisions
- ▢ Educational decisions
- ▢ Relocation decisions
- ▢ Healthcare decisions
- ▢ Recreational/leisure decisions
- ▢ I am not involved in any decisions
- ▢ Prefer not to answer
- ▢ Other (please explain): _____

PR4b: **On a scale of 1 to 5, how satisfied are you with the way your household shares tasks and/or childcare responsibilities?**

- ▢ 1 - Very dissatisfied
- ▢ 2 - Dissatisfied
- ▢ 3 - Neutral (neither satisfied nor dissatisfied)
- ▢ 4 - Satisfied
- ▢ 5 - Very satisfied
- ▢ Prefer not to answer

PR5: Handling disagreements

PR5a: **On a scale of 1 to 5, how satisfied are you with the way your household resolves disagreements?**

- ▢ 1 - Very dissatisfied
- ▢ 2 - Dissatisfied
- ▢ 3 - Neutral (neither satisfied nor dissatisfied)
- ▢ 4 - Satisfied
- ▢ 5 - Very satisfied
- ▢ Prefer not to answer

PR5b: **Is there anything you would like to share about how disagreements or conflict are handled in your household?**

You've now completed 3 out of 10 sections. That's great!

Social connections

In the following set of questions, we will talk about social connections. Is that okay?	▢ Yes	▢ No

If they answer 'Yes', please continue with this section. If 'No', please skip to the next section of questions: Participation & influence.

SC1: Belonging

Enumerator note: *For the purpose of this survey, we are talking about 'community' as the people and groups that someone interacts with in their local area, outside of their household.*

SC1a*:* **On a scale of 1 to 5, how much do you agree or disagree with this statement:**
'I feel I belong in my community'

- ▢ 1 - Strongly disagree
- ▢ 2 - Disagree
- ▢ 3 - Neither agree nor disagree
- ▢ 4 - Agree
- ▢ 5 - Strongly agree
- ▢ Prefer not to answer

SC1b: **How many community groups are you an active member of?**
Enumerator note: *Use some of the groups listed in SC1c as examples of community groups.*

▢ 1	▢ 2	▢ 3	▢ 4	▢ 5	▢ 6	▢ 7	▢ 8	▢ 9	▢ 10+

SC1c: (*If not involved in any groups, skip to SC2)* **What groups are you involved in?**

- ▢ Sports group
- ▢ Faith-based group
- ▢ Savings group
- ▢ Mentoring group
- ▢ Business group
- ▢ Music/art/dance/creative group
- ▢ Volunteer group
- ▢ Community health group
- ▢ Water/sanitation/hygiene group
- ▢ Prefer not to answer
- ▢ Other (please explain): _____

SC1d: *(If involved in a group/s)* **Do you feel these groups improve your life?**

▢ Yes	▢ No	▢ Don't know	▢ Prefer not to answer

SC1e: *(If 'Yes')* **How do these groups improve your life?**

SC2: Inclusion/exclusion

SC2a: **Have you ever felt excluded from an opportunity in your community?**
Enumerator note: *Use some of the opportunities listed in SC2b as examples.*

▢ Yes	▢ No	▢ Don't know	▢ Prefer not to answer

If 'No', 'Don't know' or 'Prefer not to answer', skip to SC3
SC2b: *(If 'Yes' to SC2a)* **Can you share what opportunities you feel you have been excluded from?**

- ▢ Access to education
- ▢ Access to healthcare services
- ▢ Leadership opportunity
- ▢ Property ownership (e.g. can't own land)
- ▢ Sharing your knowledge or skills
- ▢ Access to employment
- ▢ Access to voting
- ▢ Participation in a community group
- ▢ Prefer not to answer
- ▢ Other (please explain): _____

SC2c: *(If 'Yes' to SC2a)* **Why do you think you were excluded?**

- ▢ Sex
- ▢ Age
- ▢ Religion
- ▢ Ethnicity
- ▢ Language
- ▢ Economic status
- ▢ Conflict of interest
- ▢ Leadership issues
- ▢ Don't know
- ▢ Prefer not to answer
- ▢ Other (please explain): _____

SC3: Collaboration

SC3a: **Over the last six months, have you collaborated with other people in your community as part of a shared project?**

▢ Yes	▢ No	▢ Prefer not to answer

SC3b: *(If 'Yes')* **What was the project?**

SC4: Support network

SC4a: **On a scale of 1 to 5, how much do you agree or disagree with this statement:**
'There are people in my community who support me during difficult times'

- ▢ 1 - Strongly disagree
- ▢ 2 - Disagree
- ▢ 3 - Neither agree nor disagree
- ▢ 4 - Agree
- ▢ 5 - Strongly agree
- ▢ Prefer not to answer

SC4b: *(If 'Strongly agree' or 'Agree' to SC4a)* **Who in your community supports you during difficult times?**

- ▢ Family
- ▢ Spouse
- ▢ Friends
- ▢ Neighbours
- ▢ Faith leaders
- ▢ Community leaders
- ▢ Church members
- ▢ Government services
- ▢ Prefer not to answer
- ▢ Other (please explain): _____

SC4c: *(If 'Strongly disagree' or 'Disagree' to SC4a – optional)* **Why do you feel your community doesn't support you during difficult times?**

SC4d: **How often do you help people who are in need in your community?**

- ▢ Very often
- ▢ Often
- ▢ Sometimes
- ▢ Rarely
- ▢ Never
- ▢ Prefer not to answer

SC5: Safety/protection

SC5a: **On a scale of 1 to 5, how much do you agree or disagree with this statement:**
'I feel safe in my community'

- ▢ 1 - Strongly disagree
- ▢ 2 - Disagree
- ▢ 3 - Neither agree nor disagree
- ▢ 4 - Agree
- ▢ 5 - Strongly agree
- ▢ Prefer not to answer

SC5b: *(If 'Strongly agree' or 'Agree' to SC5a)* **What makes you feel safe in your community?**

- ▢ Friends/neighbours
- ▢ Community leaders
- ▢ Faith leaders or groups
- ▢ Wider community members
- ▢ Police
- ▢ Safe or low-crime neighbourhood
- ▢ Street lighting
- ▢ Home security (e.g. locks, camera, gate, guard dogs)
- ▢ Access to legal support
- ▢ Prefer not to answer
- ▢ Other (please explain): _____

SC5c: *(If 'Strongly disagree' or 'Disagree' to SC5a)* **What makes you feel unsafe in your community?**

You've now completed 4 out of 10 sections. Well done!

Participation & influence

In the following set of questions, we are going to talk about your participation and influence in your community. Is that okay?	▢ Yes	▢ No

If they answer 'Yes', please continue with this section. If 'No', please skip to the next section of questions: Living faith.

PI1: Having a voice

PI1a: **On a scale of 1 to 5, how much do you agree or disagree with this statement:**
'I have ideas and opinions that are worth sharing with others'

- ▢ 1 - Strongly disagree
- ▢ 2 - Disagree
- ▢ 3 - Neither agree nor disagree
- ▢ 4 - Agree
- ▢ 5 - Strongly agree
- ▢ Prefer not to answer

PI1b: **Do you feel free to express your ideas or opinions in…**

…social groups?	**…community meetings?**	**…your place of worship?**	**…your workplace?**
▢ Yes	▢ Yes	▢ Yes	▢ Yes
▢ No	▢ No	▢ No	▢ No
▢ Not applicable	▢ Not applicable	▢ Not applicable	▢ Not applicable
▢ Prefer not to answer	▢ Prefer not to answer	▢ Prefer not to answer	▢ Prefer not to answer

PI2: Agency to create change

PI2a: **What changes would you most like to see in your community?**

- ▢ Education
- ▢ Healthcare
- ▢ Environmental
- ▢ Roads/transport
- ▢ Housing/shelter
- ▢ Sports/recreation
- ▢ Land use
- ▢ Water/sanitation
- ▢ Religious
- ▢ Safety
- ▢ Governance/leadership
- ▢ Community/social relationships
- ▢ Equality/justice
- ▢ Income/employment opportunities
- ▢ Prefer not to answer
- ▢ Other (please explain): _____

PI2b: **On a scale of 1 to 5, how much do you agree or disagree with this statement:**
'I believe that as a community we can create the changes we want to see'

- ▢ 1 - Strongly disagree
- ▢ 2 - Disagree
- ▢ 3 - Neither agree nor disagree
- ▢ 4 - Agree
- ▢ 5 - Strongly agree
- ▢ Prefer not to answer

PI3: Advocacy knowledge and skills

PI3a: **Do you know how to raise a concern or request with your local community leaders?**

- ▢ Yes – I know exactly what to do
- ▢ Somewhat – I have an idea of what to do
- ▢ Not really – I'm not sure what steps to take
- ▢ Not at all – I don't know what to do
- ▢ Prefer not to answer

PI3b: **Do you know how to raise a concern or request with your regional or national government?**

- ▢ Yes – I know exactly what to do
- ▢ Somewhat – I have an idea of what to do
- ▢ Not really – I'm not sure what steps to take
- ▢ Not at all – I don't know what to do
- ▢ Prefer not to answer

PI3c: **In the last six months, have you raised a concern or made a request to local, regional or national decision-makers?**

- ▢ Yes
- ▢ No
- ▢ Prefer not to answer

PI3d: *(If 'Yes' to PI3c)* **What concern or request did you raise, and what happened as a result?**

PI3e: *(If 'No' or 'Prefer not to answer' to PI3c)* **Was there a concern you wanted to raise but didn't?**

- ▢ Yes
- ▢ No
- ▢ Prefer not to answer

PI3f: *(If 'Yes' to PI3e)* **What prevented you from raising this concern?**

- ▢ Didn't know how to raise a concern
- ▢ Didn't feel confident enough to raise a concern
- ▢ Didn't think it was important enough
- ▢ Didn't think my request would be taken seriously
- ▢ Pressure from others not to take action
- ▢ Prefer not to answer
- ▢ Other (please explain): _____

PI4: Achieving change

PI4a: **On a scale of 1 to 5, how much do you agree or disagree with this statement:**
'Decision-makers respond to needs and requests raised by community members like me'

- ▢ 1 - Strongly disagree
- ▢ 2 - Disagree
- ▢ 3 - Neither agree nor disagree
- ▢ 4 - Agree
- ▢ 5 - Strongly agree
- ▢ Prefer not to answer

PI4b: *(If 'Strongly agree' or 'Agree' to PI4a)* **Please give an example of the needs they have responded to:**

PI4c: *(If 'Strongly disagree' or 'Disagree' to PI4a)* **Please give an example of needs that haven't been responded to:**

You've now completed 5 out of 10 sections. Halfway there!

Living faith

In the following section, I'm going to ask you questions related to the topic of faith. Is that okay?	▢ Yes	▢ No

If they answer 'Yes', please continue with this section. If 'No', please skip to the next section of questions: Emotional & mental wellbeing.

LF1: Importance of faith

LF1a: **Which statement best describes the importance of faith in your life in the last six months?**

▢ My faith has become more important to me	▢ I don't practise any faith
▢ My faith has stayed about the same	▢ Prefer not to answer
▢ My faith feels less important to me	

LF1b: *(If faith became 'more' or 'less' important)* **Is there a specific example, event, session or scripture that contributed to your faith changing?**

LF1c: **In the last six months, have you faced a particular difficulty or a major decision in your life?**

▢ Yes – a difficulty	▢ No
▢ Yes – a major decision	▢ Prefer not to answer
▢ Yes – both	

LF1d: *(If 'a difficulty', 'a major decision' or 'both')* **To what extent did you rely on your faith to help you during that difficulty or major decision?**

▢ A lot	▢ Not at all
▢ Some	▢ Don't know
▢ A little	▢ Prefer not to answer

LF2: Personal practice

LF2a: **In the last 24 hours, have you spent time doing an activity that strengthened your faith?**

▢ Yes	▢ No	▢ Prefer not to answer

LF2b: *(If 'Yes')* **What did you do?**

- ▢ Attended a place of worship
- ▢ Prayed alone
- ▢ Prayed with others
- ▢ Read scripture
- ▢ Played music/worshipped
- ▢ Attended a small group meeting
- ▢ Fasted
- ▢ Engaged in community service
- ▢ Prefer not to answer
- ▢ Other (please explain): _____

LF3: Acts of service

LF3a: **In the last six months, have you participated in community service (i.e. unpaid work) organised by your faith group?**

- ▢ Yes
- ▢ No
- ▢ Prefer not to answer

LF3b: *(If 'Yes')* **What community service did you participate in?**

- ▢ Visiting sick or elderly
- ▢ Cooking/distributing food
- ▢ Providing/distributing essential items
- ▢ Home or land maintenance
- ▢ Tree planting or gardening
- ▢ Community cleaning
- ▢ Providing entertainment or social opportunities
- ▢ Children's work/after-school programme
- ▢ Prefer not to answer
- ▢ Other (please explain): _____

LF4: Community perceptions

LF4a: **On a scale of 1 to 5, how much do you agree or disagree with this statement:**
'Faith groups play an active role in meeting people's practical needs in this community'

- ▢ 1 - Strongly disagree
- ▢ 2 - Disagree
- ▢ 3 - Neither agree nor disagree
- ▢ 4 - Agree
- ▢ 5 - Strongly agree
- ▢ Prefer not to answer

LF4b: **In your opinion, is there anything faith groups could do better to improve community life?**

LF5: Relationships between faith groups

LF5a: **On a scale of 1 to 5, how much do you agree or disagree with this statement:**
'Different denominations or faith groups work together for the good of this community'

- ▢ 1 - Strongly disagree
- ▢ 2 - Disagree
- ▢ 3 - Neither agree nor disagree
- ▢ 4 - Agree
- ▢ 5 - Strongly agree
- ▢ Prefer not to answer

You've now completed 6 out of 10 sections. Nice work!

Emotional & mental wellbeing

In this section, we are going to talk about emotional and mental wellbeing. Is that okay?	▢ Yes	▢ No

If they answer 'Yes', please continue with this section. If 'No', please skip to the next section of questions: Capabilities.

EMW1: Life satisfaction

EMW1a: **On a scale of 1 to 5, how satisfied are you with your life at the moment?**

- ▢ 1 - Very dissatisfied
- ▢ 2 - Dissatisfied
- ▢ 3 - Neutral (neither satisfied nor dissatisfied
- ▢ 4 - Satisfied
- ▢ 5 - Very satisfied
- ▢ Prefer not to answer

EMW1b: **How often do you have time for activities that bring you satisfaction or joy?**

- ▢ All of the time
- ▢ Most of the time
- ▢ Some of the time
- ▢ Rarely
- ▢ Never
- ▢ Prefer not to answer

EMW2: Emotional support

EMW2a: **On a scale of 1 to 5, how much do you agree or disagree with this statement: 'When I am going through a hard time, I have people I can talk to about my feelings'**

- ▢ 1 - Strongly disagree
- ▢ 2 - Disagree
- ▢ 3 - Neither agree nor disagree
- ▢ 4 - Agree
- ▢ 5 - Strongly agree
- ▢ Prefer not to answer

EMW2b: *(If 'Strongly agree' or 'Agree')* **When you are going through a hard time, who do you talk to about your feelings?**

- ▢ Spouse/partner
- ▢ Close family
- ▢ Extended family
- ▢ Friends
- ▢ Neighbours
- ▢ People I live with
- ▢ Church members
- ▢ Religious leader
- ▢ Community leader
- ▢ Counsellor/therapist
- ▢ Prefer not to answer
- ▢ Other (please explain): _____

EMW3: Coping with stress

EMW3a: **Do you feel able to cope with your daily responsibilities and pressures?**

- ▢ All of the time
- ▢ Most of the time
- ▢ Some of the time
- ▢ Rarely
- ▢ Never
- ▢ Prefer not to answer

EMW3b: **On a scale of 1 to 5, how would you rate the level of stress in your life at the moment?**

- ▢ 1 - Extremely stressed
- ▢ 2 - Very stressed
- ▢ 3 - Moderately stressed
- ▢ 4 - Slightly stressed
- ▢ 5 - Not at all stressed

EMW3c: **What are the biggest causes of stress in your life?**

EMW3d: **What is your main way of handling stress in your life?**

EMW4: Hope for the future

EMW4a: **On a scale of 1 to 5, how much do you agree or disagree with this statement:**
'I believe that the future will be better than the present'

- ▢ 1 - Strongly disagree
- ▢ 2 - Disagree
- ▢ 3 - Neither agree nor disagree
- ▢ 4 - Agree
- ▢ 5 - Strongly agree
- ▢ Prefer not to answer

EMW4b: *(If 'Strongly agree' or 'Agree')* **What makes you feel hopeful?**

EMW4c: **Has your sense of hope for the future changed over the last six months?**

- ▢ I feel more hopeful
- ▢ No change
- ▢ I feel less hopeful
- ▢ Prefer not to answer

EMW4d: *(If 'more' or 'less' hopeful)* **What has caused this change?**

EMW5: Self-worth

EMW5a: **How often do you think about yourself in a positive way?**

- ▢ All of the time
- ▢ Most of the time
- ▢ Some of the time
- ▢ Rarely
- ▢ Never
- ▢ Prefer not to answer

EMW5b: **Do you feel that other people value you for who you truly are?**

- ▢ All of the time
- ▢ Most of the time
- ▢ Some of the time
- ▢ Rarely
- ▢ Never
- ▢ Prefer not to answer

You've now completed 7 out of 10 sections. You're a star!

Capabilities

I'm now going to ask you some questions about the knowledge and skills that you have (we call this topic 'capabilities'). Is that okay?	▢ Yes	▢ No

If they answer 'Yes', please continue with this section. If 'No', please skip to the next section of questions: Material assets & resources.

C1: Ambition/vision

C1a: **Do you have goals and ambitions for the future?**

- ▢ Yes, clearly defined goals
- ▢ Yes, but not clearly defined
- ▢ No goals or ambitions
- ▢ Prefer not to answer

C1b: *(If 'Yes')* **What are some of your goals and ambitions for the future?**

C2: Personal agency

C2a: **On a scale of 1 to 5, how much do you agree or disagree with this statement:**
'I can create the changes I want to in my life'

- ▢ 1 - Strongly disagree
- ▢ 2 - Disagree
- ▢ 3 - Neither agree nor disagree
- ▢ 4 - Agree
- ▢ 5 - Strongly agree
- ▢ Prefer not to answer

C2b: **On a scale of 1 to 5, how much do you agree or disagree with this statement:**
'I am taking action to create the changes I want to in my life'

- ▢ 1 - Strongly disagree
- ▢ 2 - Disagree
- ▢ 3 - Neither agree nor disagree
- ▢ 4 - Agree
- ▢ 5 - Strongly agree
- ▢ Prefer not to answer

C2c: **Are there any barriers preventing you from achieving your ambitions or creating changes?**

- ▢ Yes
- ▢ No
- ▢ Don't know
- ▢ Prefer not to answer

C2d: *(If 'Yes')* **What are these barriers?**

- ▢ Lack of money/resources
- ▢ Lack of knowledge/skills/ideas
- ▢ Lack of self-belief/confidence
- ▢ Lack of opportunity
- ▢ Lack of time
- ▢ Past negative experiences
- ▢ Lack of support from others
- ▢ My location
- ▢ Gender, cultural or language barriers
- ▢ Crisis or change in external environment
- ▢ Prefer not to answer
- ▢ Other (please explain): _____

C3: Skills development

C3a: **On a scale of 1 to 5, how much do you agree or disagree with this statement:**
'I have the skills and knowledge I need to build and maintain a good life'

- ▢ 1 - Strongly disagree
- ▢ 2 - Disagree
- ▢ 3 - Neither agree nor disagree
- ▢ 4 - Agree
- ▢ 5 - Strongly agree
- ▢ Prefer not to answer

C3b: **Is there a particular skill or area of knowledge that you would like to develop?**

- ▢ Yes
- ▢ No
- ▢ Don't know
- ▢ Prefer not to answer

C3c: *(If 'Yes')* **Which skills or area of knowledge would you like to develop?**

C3d: **In the last six months, have you learnt something new or significantly developed an existing skill or area of knowledge?**

- ▢ Yes
- ▢ No
- ▢ Prefer not to answer

If 'No' or 'Prefer not to answer', skip to C3g
C3e: *(If 'Yes' to C3d)* **What did you learn or develop your skills in?**

C3f: *(If 'Yes' to C3d)* **How did you learn this new skill?**

- ▢ Formal training programme (e.g. course, workshop, certification)
- ▢ On-the-job or workplace learning
- ▢ Self-taught (e.g. online resources, practice)
- ▢ Learned from a friend, family or mentor
- ▢ Volunteering or community activities
- ▢ Prefer not to answer
- ▢ Other (please explain): _____

C3g: *(If 'No' to C3d)* **Why not?**

- ▢ Lack of opportunities
- ▢ Lack of money or resources
- ▢ Lack of self-belief/confidence
- ▢ Lack of time
- ▢ Opportunities are not accessible
- ▢ Opportunities are not relevant
- ▢ Didn't know what opportunities were available
- ▢ No need or interest to learn something new
- ▢ Don't know
- ▢ Prefer not to answer
- ▢ Other (please explain): _____

C4: Sharing knowledge

C4a: **In the last six months, have you shared any of your knowledge or skills with someone else?**

- ▢ Yes
- ▢ No
- ▢ Prefer not to answer

C4b: *(If 'Yes')* **What knowledge or skills did you share?**

C5: Access to and quality of education

C5a: **In your opinion, what is the quality of primary education in your community?**

- ▢ Excellent quality
- ▢ Good quality
- ▢ Average quality
- ▢ Poor quality
- ▢ Don't know
- ▢ Prefer not to answer

C5b: **In your opinion, what is the quality of secondary education in your community?**

- ▢ Excellent quality
- ▢ Good quality
- ▢ Average quality
- ▢ Poor quality
- ▢ Don't know
- ▢ Prefer not to answer

You've now completed 8 out of 10 sections. Not far to go now!

Material assets & resources

In the following set of questions, I'm going to ask about your materials assets and resources. Is that okay?	▢ Yes	▢ No

If they answer 'Yes', please continue with this section. If 'No', please skip to the next section of questions: Care of the environment.

MAR1: Property and land ownership

MAR1a: **Do you or your household own or rent the property or dwelling where you live?**

- ▢ Own
- ▢ Rent
- ▢ Don't own or rent
- ▢ Don't know
- ▢ Prefer not to answer

MAR1b: **Do you or your household own or rent <u>any other</u> property/land apart from where you live?** (e.g. for agriculture or other economic development purposes)

- ▢ Yes, we <u>own</u> other property/land
- ▢ Yes, we <u>rent</u> other property/land
- ▢ No we do not own or rent any other property/land
- ▢ I have other property/land I can use – but don't own or rent it
- ▢ Don't know
- ▢ Prefer not to answer

MAR1c: **Do you or your household have proof of ownership or a written rental agreement for any property or land you own or rent?**

- ▢ Yes – for all property/land we own or rent
- ▢ Yes – for some but not all
- ▢ Not for any
- ▢ Don't know
- ▢ Prefer not to answer

MAR1d: **On a scale of 1 to 5, how much do you agree or disagree with this statement:** ***'I have access to the material assets and resources I need for a good quality of life'***

- ▢ 1 - Strongly disagree
- ▢ 2 - Disagree
- ▢ 3 - Neither agree nor disagree
- ▢ 4 - Agree
- ▢ 5 - Strongly agree
- ▢ Prefer not to answer

MAR2: Food security

MAR2a: **In the last six months, did you have enough food to meet your household's needs every month?**

- ▢ Yes
- ▢ No
- ▢ Don't know
- ▢ Prefer not to answer

MAR2b: *(If 'No')* **Which months did you <u>not</u> have enough food to meet your household's needs?**

▢ January	▢ May	▢ September	▢ Don't know
▢ February	▢ June	▢ October	▢ Prefer not to answer
▢ March	▢ July	▢ November	
▢ April	▢ August	▢ December	

MAR3: Livelihoods, income and savings

MAR3a: **Do you earn an income?**

▢ Yes	▢ No	▢ Prefer not to answer

MAR3b: *(If 'Yes')* **What is your main source of income?**

▢ Day labour/casual labourer	▢ State benefits
▢ Salaried worker	▢ Pension
▢ Agriculture – crops (self-employed)	▢ Support from friends or family
▢ Agriculture – livestock (self-employed)	▢ Rental income
▢ Business owner	▢ Prefer not to answer
▢ Small trade activities (self-employed)	▢ Other (please explain): _____

MAR3c: **Do other people in your household earn an income?**

▢ Yes	▢ No	▢ Don't know	▢ Prefer not to answer

MAR3d: *(If 'Yes')* **What are the other sources of income in your household?**

▢ Day labour/casual labourer	▢ State benefits
▢ Salaried worker	▢ Pension
▢ Agriculture – crops (self-employed)	▢ Support from friends or family
▢ Agriculture – livestock (self-employed)	▢ Rental income
▢ Business owner	▢ Prefer not to answer
▢ Small trade activities (self-employed)	▢ Other (please explain): _____

MAR3e: **In the last six months, were you able to save any money or invest in any assets? (e.g. house, animals, land, business etc)**

▢ Yes	▢ No	▢ Don't know	▢ Prefer not to answer

MAR3f: *(If 'Yes')* **What did you invest in or save for?**

MAR4: Financial security

MAR4a: **As a household, are you now earning more or less income than last year?**

- ▢ More
- ▢ About the same
- ▢ Less
- ▢ I don't earn an income
- ▢ Don't know
- ▢ Prefer not to answer

MAR4b: *(If 'more' or 'less' income)* **What has caused this change?**

MAR4c: **How confident are you that you will be able to at least maintain your current income level as a household over the next six months?**

- ▢ Very confident
- ▢ Somewhat confident
- ▢ Not at all confident
- ▢ I don't earn an income
- ▢ Don't know
- ▢ Prefer not to answer

MAR4d: **How does your household usually cope with unexpected or unaffordable expenses?** (e.g. during an emergency)

- ▢ Cut back on household expenses
- ▢ Use savings
- ▢ Borrow or access credit (formal or informal)
- ▢ Sell assets or belongings
- ▢ Rely on family, friends or social networks
- ▢ Use insurance
- ▢ Access government subsidies/benefits/allowances
- ▢ Take on additional work or income-generating activities
- ▢ Delay or avoid paying bills or expenses
- ▢ Prefer not to answer
- ▢ Other (please explain):_____

MAR4e: **Over the last year, has your household had to cut back on household expenses because of lack of money?**

- ▢ Yes
- ▢ No
- ▢ Don't know
- ▢ Prefer not to answer

MAR4f: *(If 'Yes')* **Which of the following did you have to go without or reduce spending on?**

- ▢ Food
- ▢ Medicine
- ▢ Education or school-related costs
- ▢ Rent or housing payments
- ▢ Utilities (electricity, water, gas)
- ▢ Transport
- ▢ Communication (phone, internet)
- ▢ Non-essential items
- ▢ Don't know
- ▢ Prefer not to answer
- ▢ Other (please explain): _____

MAR4g: **Which of the following financial services do you currently have?**

- ▢ Savings bank account
- ▢ Formal credit (e.g. bank, credit union, cooperative)
- ▢ Mobile banking/mobile money (to receive and send payments)
- ▢ Insurance services
- ▢ Participation in a savings group
- ▢ None
- ▢ Prefer not to answer
- ▢ Other (please explain): _____

MAR5: Attitudes towards resources

MAR5a: **In the last six months, have you shared some of your resources or income with someone who has less than you?** (e.g. through a donation, gift or loan)

- ▢ Yes
- ▢ No
- ▢ Prefer not to answer

You've now completed 9 out of 10 sections. Only 1 section to go!

Care of the environment

In the following set of questions, I'm going to ask about the natural environment. Is that okay?	▢ Yes	▢ No

If they answer 'Yes', please continue with this section. If 'No', they have finished the questionnaire! Please read out the 'closing information' to the participant (see end of survey).

CoE1: Environmental changes

CoE1a: **Over time, have you noticed any changes in the environment around you?**
Enumerator note: *Use some of the changes listed in CoE1b as examples.*

▢ Yes	▢ No	▢ Don't know	▢ Prefer not to answer

CoE1b: *(If 'Yes')* **What environmental changes have you noticed?**

- ▢ Changes in temperature
- ▢ Changes in seasonal patterns/unpredictable weather
- ▢ Changes in plants and crop growth
- ▢ Drought/water shortage
- ▢ Heatwave/fires
- ▢ Abnormal storms
- ▢ Flooding
- ▢ Poor air quality
- ▢ Loss of natural habitats
- ▢ Soil degradation
- ▢ Prefer not to answer
- ▢ Other (please explain): _____

CoE1c: **Have you faced any challenges that you think have been caused by changes in the environment around you?**

▢ Yes	▢ No	▢ Don't know	▢ Prefer not to answer

CoE1d: *(If 'Yes')* **What challenges have you faced?**

- ▢ Crop loss
- ▢ Nutrition/hunger
- ▢ Loss of wildlife
- ▢ Uncomfortable working/living conditions
- ▢ Loss of livelihoods
- ▢ Migration
- ▢ Increased prices e.g. food, energy
- ▢ Loss of homes/land
- ▢ Access to water and sanitation
- ▢ Conflict
- ▢ Changes in physical health
- ▢ Emotional stress/worry
- ▢ Prefer not to answer
- ▢ Other (please explain): _____

CoE2: Disaster risk reduction

CoE2a: **Does your community have a disaster preparedness plan (response plan) for responding to environment-related disasters or emergencies?**

▢ Yes	▢ No	▢ Don't know	▢ Prefer not to answer

CoE2b: **In the last six months, has your community taken any other steps to address environmental challenges or prevent future disasters?**

▢ Yes	▢ No	▢ Don't know	▢ Prefer not to answer

CoE2c: *(If 'Yes')* **What actions have been taken?**

- ▢ Early warning systems
- ▢ Educating people on emergency response procedures
- ▢ Building or strengthening flood defences
- ▢ Improving drainage systems
- ▢ Promoting energy efficiency and renewable energy
- ▢ Making buildings more resilient to extreme weather
- ▢ Planting trees and restoring green spaces
- ▢ Stockpiling essential supplies (water, food, medical kits)
- ▢ Other (please explain):_____

CoE3: Environmental protection

CoE3a: **In the last six months, has your household taken any actions to care for the environment and protect it for future generations?**
Enumerator note: *Use some of the actions listed in CoE3b as examples.*

▢ Yes	▢ No	▢ Don't know	▢ Prefer not to answer

CoE3b: *(If 'Yes')* **What actions have you taken?**

- ▢ Alternative energy sources
- ▢ Using eco-friendly brands/products/food
- ▢ Protection/restoration of natural resources (e.g. tree planting, water usage)
- ▢ Reduction of waste (e.g. recycling/litter picking)
- ▢ Use of sustainable farming practices (e.g. organic fertiliser, rotating crops)
- ▢ Low-carbon transport options (walk, bike, public transport)
- ▢ Other (please explain):_____

CoE3c: **How do you usually dispose of your household's solid waste (i.e. garbage)?**

- ▢ Bury it
- ▢ Burn it
- ▢ Waste bin gets collected from my house
- ▢ Carry it to a designated trash can/dump
- ▢ Carry it to an unofficial dump
- ▢ Recycle it (e.g. sell to a recycling centre or scavenger)
- ▢ Prefer not to answer
- ▢ Other (please explain):_____

CoE4: Access to natural resources

CoE4a: **Is there any conflict over natural resources in your community?**
Enumerator note: *'Conflict' could include disagreements or general tension.*

▢ Yes	▢ No	▢ Don't know	▢ Prefer not to answer

CoE4b: *(If 'Yes')* **Can you explain what the conflict is about?**

CoE4c: **Do you believe future generations will have access to enough natural resources to meet their needs?**

▢ Yes	▢ No	▢ Don't know	▢ Prefer not to answer

CoE4d: **Can you explain your answer further?**

CoE4e: **How often do you get the opportunity to enjoy the environment for leisure or wellbeing?**

▢ Every day	▢ Rarely
▢ One or more times per week	▢ Never
▢ One or more times per month	▢ Prefer not to answer
▢ One or more times per year	

Well done, you have finished!

Please read the 'closing information' on the following page

Closing information to read to participant

Thank you so much for taking part in this survey. We really appreciate your time and patience, and for being willing to share with us about your life.

Do you have anything else you would like to add or any questions to ask at this point?

Once we have completed all the surveys, we will take time to analyse the data carefully.

*[**Enumerator:** add information about a) how the data will be used to benefit the community, e.g. to guide the church's work in the community, and b) how the results will be shared back with everyone who participated in the survey.]*

Thank you again!



***Note for enumerator:** If you feel that anything mentioned during the survey could be a safeguarding concern, please follow your organisation's safeguarding procedures and discuss your concerns with someone trained in safeguarding.*

Please enter any additional notes here:

3.4.1 Observation checklist and summary

Spoke	Elements to observe	Notes
Living faith	• How many places of worship are there in the community? • If there is a service going on, how many people are attending, and who's there? (e.g. young/old, male/female) • Can you see any ways that the church is serving the wider community? • *Add your own*	*Add your observations & reflections*
Social connections	• Are there any community groups that you can see meeting? Who is included and who might not be included? • Do you notice any ways that the community is working together? • Do you notice any initiatives that provide support to vulnerable or marginalised people? • *Add your own*	

Personal relationships	• Typically, how big is a household in this community, and who lives together? • What roles do people have in the household? • How do people interact with each other? • *Add your own*	
Participation & influence	• What kind of people tend to be the leaders in this community? • Are there communal spaces for community meetings? • Do you see any evidence of changes decision-makers have made in response to requests made by community members? • *Add your own*	

Emotional & mental wellbeing	• Do you think this community is a happy place to live? Does it have any features that improve people's mood? (e.g. playpark for children, beautiful scenery, efforts to care for the environment, places to play sports) • Do you notice any mental health services that are available? • *Add your own*	
Physical health	• What water sources are people using? How far away are they? • What kind of toilets do most people use? Do they have handwashing facilities? • What health facilities do you see? How busy are they? How far away are they? • What foods are people eating in the community? • *Add your own*	

Material assets & resources	• What are people's homes made from? • What other types of assets do you see, and who owns them? (e.g. land, motorbikes, livestock, mobile phones) • What types of crops are being grown? • What types of livelihoods do people have? • *Add your own*	
Capabilities	• How many schools are in the community? Do you see school-aged children who are not at school? • What skills and knowledge do people have in this community? • Do you see any opportunities for people to develop new skills? • Have people worked to improve the community, and do they have plans to improve things in the future? • *Add your own*	

Care of the environment	• Do you see any signs of climate change or environmental degradation? • What activities are happening to protect the environment? • What do people do with their rubbish in this community? • What are the main disaster risks in this community? • Does everyone have equal access to natural resources in this community? • *Add your own*	

Overall reflections (e.g. what stood out to you? What surprised you?)

In which aspects of wellbeing does the community seem to be strongest, and why?

In which aspects of wellbeing does the community seem to be weakest, and why?

Where do you see opportunities for change? What role might you play?

Do your observations confirm or contradict other findings you have collected about the nine aspects of wellbeing using other Light Wheel tools? *(e.g. group discussions and/or Light Wheel surveys)*

3.5.2 Force field analysis summary

Spoke title:	
What are the positive forces?	**How can we harness these positive forces?**
What are the negative forces?	**How can we mitigate these negative forces?**

Next steps…	
Prioritised actions related to the positive forces	
Prioritised actions for mitigating negative forces	

Next steps

You have now reached the end of the Light Wheel essentials pack. We hope it has helped you put the Light Wheel into practice! If you decide you want to develop your Light Wheel knowledge further, you can find some additional content in the Light Wheel toolkit at: **learn.tearfund.org/lightwheel-toolkit**

Here you will find guidance on how to analyse your Light Wheel findings in **Part 4: Analyse** and how to communicate with different audiences in **Part 5: Communicate**.



Feedback

We'd love to hear how this resource helped you. Your feedback helps us improve and share more of what matters.

learn.tearfund.org/feedback

Above, Light Wheel training participants in Bangladesh. Photo: Amit Rudro/Tearfund

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