Stage 2:
Envisioning the community
Overview of Stage 2: Envisioning the community

**Aim of this stage:**
To help the church and the community together to understand their situation better, identify what is positive and negative, and prioritise their most important needs.

Stage 2 is divided into five parts:

1. How should we work with our community?
2. Describing the community
3. Gathering information
4. Analysing information
5. Reflection and learning

There are Bible studies throughout this stage. They can be used either:

- just with the church to help them think about and pray for Umoja, before using the other activities with the whole community; or
- with the church and the community, as a way to help the whole community discuss the issues. This needs to be done with sensitivity, respecting the views of those who may have different beliefs.

How you use the Bible studies will depend on your context and what you view as appropriate.

Part 1: How should we work with our community?

**Aim of Part 1:**
To raise awareness of how a community can meet its own needs with its own resources in a way that involves everybody.

**Key steps:**
1. Build a relationship with the community and community leaders.
2. Planning the first community meeting.
3. At the start of the meeting, explain the purpose of Umoja and its benefits to the community and, if appropriate, do the Bible study on the Good Samaritan.
4. Use the ‘Starting the fire’ activity and the ‘Crossing the river’ activity to explore the principles of working together as a community.
5. Make a list of how you want to work together as a community.
6. Select and train the local co-ordination group (LCG).
Part 1: How should we work with our community?

Step 1: Building a relationship with the community

When building a relationship with the community it is important to be as friendly as possible and spend time with people on a regular basis so that they get to know you and to trust you. When meeting people, it is good to:

- go with an attitude to learn from them and let them be the teachers
- explore the things they are proud of, their history, their achievements and aspirations
- if appropriate, learn local language greetings and key phrases or proverbs
- find out who are the key people and who has most influence in the community
- find out what gives the community energy and gets them excited.

Step 2: Planning the first community meeting

- Invite the community leaders to come and see the church project, and discuss the following with them:
  - How the project began.
  - What was achieved.
  - What they learnt.
  - What can be applied to the community.
- Plan the meeting with community leaders and find a venue that is acceptable to everybody. This might not be the church.
- Church members and community leaders should jointly invite people to the meeting (especially those who are vulnerable or marginalised).
- In the first community meeting, it will be important to communicate about the process using plenty of pictures and stories.
- Use stories and activities that emphasise the fact that the community themselves are the experts of their own development and that their own resources can make a significant difference (for example, by using the ‘Good Samaritan’ Bible study or the ‘Crossing the river’ activity).
- Facilitate the community in making a decision about whether to engage in the Umoja process.

Step 3: Bible study

The good Samaritan

Read Luke 10:25-37

You may find it helpful to act out the events of the story so that people are able to visualise what is going on.

1. What is happening in this story? List the different people involved in the story, and what they each do.
2. What do you think motivates each person in the story to act in the way they do?
3. Who do you think each person in the story represents in our community today?
4. Who do you identify with?
5. Who in the community are our neighbours? What needs do they have? How does Jesus tell us to love our neighbours?
6. From this story, what do you think Jesus requires of the church?

Key point: The church should not ignore the needs of people in the community, but instead should use its own time and resources to come alongside and help those in need, even if this is difficult or costly.
Step 4: Activities

Starting the Fire

This is an activity that you could use at the start of the community meeting to help them to think about what it means to work together to solve problems. (NB: Make sure this activity is done in a safe location and that the fires will not spread and cause damage.)

After welcoming people and giving introductions and explanations, the leader should ask: ‘Can we have a cooking fire burning here in two minutes time?’

At first there will be confusion and people will wonder if the leader is serious. Then a number of them will run off to collect firewood, matches and cooking stones. A fire is quickly lit and burns well for a few minutes. It is then likely to die down unless a few people bring more wood.

Using this practical example, begin a time of open discussion to discover what we can learn from it.

Discussion

1. Where did the resources to make the fire come from?
2. Did anyone help to maintain the fire once it started burning well?
3. Who could continue to maintain the ‘fire of development’ in our area? What resources are available?
4. What could be the role of different groups and organisations, such as church leaders, community leaders and government officials, in keeping the fire burning?
5. Are there other organisations or groups able to help provide leadership and support for this process?
6. Are there certain community members who did not attend the meeting? Can you discover why they didn’t come? How can you encourage them to attend meetings in the future?

Crossing the River

This is a mime (a silent drama) to help the community think about how to develop something for themselves and not be dependent on outside welfare support. Ask three participants to read through the activity and practice the mime. Then they can show it to the rest of the group and use the questions at the end for discussion.

Two lines fairly wide apart are drawn on the floor in chalk to represent the banks of the river. String can also be used if you do not want to draw on the floor. Pieces of paper are used to represent stepping stones and another large piece of paper is put in the middle of the river representing an island.

Two people come to the river and look for a place to cross. The current is very strong and they are both afraid to cross.

A third person comes along and sees their difficulty. He leads them up the river and shows them some stepping stones. He encourages them to use the stones but they are both afraid, so he agrees to carry one person his back.
Part 1: How should we work with our community?

By the time he gets to the middle of the river, the weight on his back seems very heavy, and he has become tired, so he puts the person down on the island.

The man goes back to get the other person on the bank who also wants to climb on his back. But the man refuses. Instead he takes her by the hand and encourages her to step on the stones herself.

Halfway across the river, she starts to manage alone. They both cross the river.

When they get to the other side, they are extremely pleased with themselves and they walk off together, completely forgetting the first man, alone on the island. He tries to get their attention, but they do not notice his frantic gestures for help.

Discussion questions

1. What did you see happening in the mime?
2. What different approaches were used to help the two people across?
3. Who could each person represent in real life?
4. What does each side of the river represent?
5. Why does this happen?
6. In what ways do community projects build a sense of dependence?
7. What must we do to ensure that those we work with develop a sense of independence?

Step 5: List of how we want to work together as a community

This is a really good exercise to help the community think about how they are going to work together. What they produce can be used as ground rules and can contribute to being part of a guide for monitoring and evaluating their projects.

Ask the group to brainstorm ideas for ground rules and write them down on a flip chart or large piece of paper. Then ask people to vote on their ‘top five’ or ‘top ten’. For example:

1. We would like to give everyone the opportunity to share their opinion.
2. We would like to use the skills and experience of community members.
3. We would like to give opportunities to young people to take a lead in suggesting new ways of doing things and leading projects.
4. We would like to celebrate our achievements with a community meal and games.
5. We would like to share our achievements with the local media and authorities.

You may want to ask the group to think of ground rules that will help to make sure that people who are often excluded have the opportunity to share their opinions, such as the disabled, people with HIV, women or children.
Step 6: Selecting and Training the Local Co-ordination Group (LCG)

The purpose of the LCG

The purpose of the local co-ordination group is to oversee how the community gathers information about its needs, analyses it, and plans and runs a community project.

Specific tasks of the LCG

- Encouraging people to attend meetings regularly and on time.
- Encouraging people to participate in community projects.
- Agreeing venue and timing of community meetings.
- Recording the minutes of each meeting and following up actions.
- Delegating key tasks of gathering information, collecting resources, and organising groups of people to contribute labour.
- Meeting regularly as a group to review progress and celebrate successes.
- Involving the local church and community leaders and reporting on progress.
- Lobbying for local funds from businesses or regional grant making authorities.
- Monitoring the morale and motivation of the community members involved in the project.
- Becoming familiar with the tools in this guide and being prepared to lead sessions on describing the community, and on gathering and analysing information.

Selecting members of the LCG

With the church and community, agree some criteria by which people are selected. The criteria could include:

- are they respected by the community?
- are they known for their energy and enthusiasm?
- do they have practical skills?

It will be important to have a mix of church and community members and ensure that women, young people and other marginalised groups are represented. It is important to remember that the LCG does not belong to the church but is a representative group of different faith groups and the community.

The LCG will give a lot of time to Umoja, time they would otherwise use to work in their fields or generate income. The community need to think about how they will support them. For example, they may be exempted from other community responsibilities or they may receive a contribution of food from others in the community each week.

Assigning specific roles to LCG members

It is important to assign specific roles to members of the LCG. These roles can be reviewed after a period of time to see if various members are happy with what they are doing or if the role needs to be changed in some way. Below are listed the main roles and responsibilities that need to be taken on.

The Leader/Chairperson/Co-ordinator

- acts as the spokesperson or official representative for Umoja within the community, and for any community projects that result from Umoja
- chairs meetings and puts together an agenda
- follows up the tasks to make sure they are being done
- encourages and supports people who are working on different tasks
- helps the different group members and the community reflect on how Umoja is going and what could be done to make it better
- helps the group solve different challenges during the life of the project
- helps the group think up different ways of celebrating achievements.

The Secretary

- keeps the list of names and contact details for all community members involved in the community projects resulting from Umoja
- writes letters on behalf of the LCG
- keeps copies of all records and correspondence
- assists with the preparation and presentation of all essential documents related to the running of Umoja.

The Treasurer

- oversees the money and other resources
- ensures that income and expenditure are properly controlled and recorded
- sets up and keeps financial rules for Umoja and resulting projects
- ensures that a petty cash system is running effectively
- helps with budgeting and is responsible for regular reporting of monthly or quarterly actual expenditure figures for the group
- ensures that the petty cash book and the cash book are up to date and reconciled before committee meetings
- investigates and reports misuse of funds.
Part 1: How should we work with our community?

Responsibilities of the other members of the LCG

- willing to work hard
- come on time
- work as a team
- keep the things discussed in meetings confidential if necessary.

Training for the LCG

The LCG should be trained in the following areas:

- The key stages of Umoja and what is required in each stage (see pages 8-13).
- Basic facilitation skills and leading groups (see pages 17-21).
- The use of core community tools for gathering information and analysing it (see pages 69-78):
  - mapping the community
  - problem tree
  - timeline
  - ranking
  - seasonal calendars
  - use of data tables
  - prioritising and presenting information

For more information on managing people, having effective meetings, and team building, see Stage 4: Taking action (pages 133-153).

Part 2: Describing the community

Aim of Part 2:

To facilitate the community to tell their own story about who they are, where they are coming from, and what their current situation is.

Introduction

Before using any of the tools to gather information about the community, it might be useful to have a discussion about what the community would define as their community, both in terms of geography and specific groups they would like to include.

The facilitator plays a key role in helping the community think about what makes up their community and how it is defined.

Key Steps

1. Encourage the church to do a Bible study exploring the issue of community description.
2. Introduce the community to a number of tools that will help them understand their current situation.
3. Facilitate the community in selecting people who can be part of an information gathering team.
Part 2: Describing the community

Step 1: Bible Study

Nehemiah inspects the walls

Read Nehemiah 2:11-18

1. Nehemiah returns to Jerusalem after many years in exile to find the city in ruins. What does he do (verses 11-16)?

2. As he arrived in the city he must have seen that the walls needed repairing. Why do you think he conducts such a thorough assessment of the situation?

3. Why do you think he does not just start working on the task of repairing Jerusalem’s walls straight away? How successful do you think he would have been if he had done this?

4. What are the ways that we can assess the situation in our community before taking action?

Key point: It is important for us to take time to assess the needs in our community, rather than just jump in and take action. Having inspected the walls thoroughly, Nehemiah understood exactly what was needed and so was able to co-ordinate and draw others in to make sure the walls were rebuilt.

Step 2: Tools for describing your community

The tools in this step can be used at a large community meeting or with small focus groups, as appropriate. It is not essential to use all the tools, but a combination of some of them is helpful for gaining an overall picture of how the community looks. These tools are designed to involve as many people as possible and need to be practised and understood by those who are going to facilitate them.

Where drawing is involved such as the mapping tool, the timeline and seasonal calendars, it is important to keep the drawings in a safe place as a record of how the community saw themselves before the start of any project. These can be referred to later when the community evaluates what difference the projects have made.

The following tools and activities are described in detail on the following pages:

- Community mapping tool (page 70)
- The history of our community (page 71)
- Community history picture (page 72)
- Seasonal calendars (page 73)
- Who does what in our community? (page 75)
- Drama (page 77)
- Ranking (page 78)
Community mapping tool

Community maps can be used in many different ways. Their objective is to enable communities to express themselves in a non-threatening and participatory way. Some common maps include boundaries, physical features, such as rivers and hills, resources, such as forests, and facilities, such as schools and hospitals, to show the way of life of the people.

Step-by-step guide

1. Put some large pieces of paper together on some tables or the floor. This is where you will draw your map. Alternatively draw the map in the earth or sand.
2. Mark on the map the main features of the area, such as the roads, rivers, lakes, hills and streams.
3. Mark on the map key buildings and features, such as schools, clinics, churches, wells, guest houses, cooperatives, markets and football pitches.
4. Discuss and mark on the map the main areas of need or concern to the community. This could include resources or people under threat.
5. Draw pictures or place objects on the map to reflect the issues discussed.
6. Give each person an equal number of pebbles or beans. They place these on the map to show which issues they think are most important.

Tips

1. If there is a large group, divide it into smaller groups working on a number of maps. Remember that feedback will take longer.
2. Sometimes it is quite useful to divide the group according to age or gender.
3. It is best to draw the roads and key features on first as this helps to locate other items on the map.
4. To enhance this activity even more, you can encourage a group to take some photographs of their community.
5. The map can become an important source of planning in the future so, if possible, keep it in a place where people can see it and add to it.
6. After discussing the needs you could place a candle on each of the areas of need and pray for these areas one by one.

The history of our community

This activity involves discussing the major events that have contributed to making the community what it is today. These events should include social, political and natural events. The community analyses the changes that have occurred in history, which of these have been of benefit to the community, which have been of harm to the community, and who has contributed to them happening.

Step-by-step guide

1. As a group agree a point in time from which to start listing key events.
2. Use a blackboard or sheets of paper to list the key historical events which have been important to this community.
3. Once these are listed, discuss the benefits and challenges of each of these to the community.
4. Discuss how the community has changed as a result of these events, both positively and negatively.
5. Summarise the key points in the discussion and discuss which strengths the community can build on in the future to make things better.

Tips

1. If there is a big group, break the group up into small groups of four or five who then feed back to a large group where people can debate the significant events.
2. Alternatively, you could divide the group according to different groups, such as age or gender.
3. Where possible, try to get hold of large sheets of paper to record information. If this is not possible, ask someone to record all the information on the blackboard into a notebook so it can be used another time.
4. If appropriate, celebrate the key positive events and thank people for their contribution to certain events, such as starting a school or clinic, building a bridge, or helping communities to be reconciled.
5. Help the community to identify the issues that may have got worse, such as health problems, availability of water and depletion of natural resources.
6. If possible, do some research beforehand, so that you can put this history in the context of what has happened in surrounding communities or nationally. For example, is HIV a small or huge problem in the country? Are species of animal or plant disappearing throughout the region?
Community history picture

The community draws a picture showing what the situation looked like at some time in the history of the area. The facilitator encourages the community to discuss changes that have taken place since then. This works very well when the history picture is discussed side by side with the current situation map (drawn as part of the Community mapping tool on page 70).

Step-by-step guide

1. The group decides a point in history that they would like to illustrate. This could be 10 to 20 years ago.
2. The group then share stories about that period and nominate a few people to make drawings and write key words which reflect the stories.
3. The group then illustrate how the community is now, thinking both of the social and economic aspects.
4. Give the group time to look at both pictures in silence and then discuss what they see are the main differences. Then discuss the questions below:
   a) What have been the most significant changes that have happened between the pictures in regard to health, income, housing, agriculture, church and relationships?
   b) Have things changed for the better or worse, and why?
   c) What are some of the good things we can build on for the future?

Tips

1. In creating the picture of the past, it is really important to give plenty of time to the older members of the community to talk about their stories and memories.
2. It can be useful sometimes to divide the group up by age and gender to create a number of pictures of the past and the present.
3. Try to keep the pictures for future meetings either by storing them carefully or by taking photographs of the pictures.

Seasonal calendars

Seasonal calendars are a very useful way of recording the different weather patterns and the agricultural seasons over a year. This is useful information for looking at when there is most demand for labour in planting and harvesting crops as well as looking at patterns of diseases, such as malaria.

Step-by-step guide

1. Use large bits of paper or a piece of open ground for the seasonal calendar.
2. Collect a range of small stones, sticks and leaves, which can be used to describe different aspects of the seasons and agricultural activities. Then mark the 12 months of the year on the ground or on the paper.
3. Taking the stones or a marker pen, mark the months according to the amounts of rainfall they receive. For example, you might want to put five stones on a month where there is heavy rain, and one stone when there is little rain.
4. Divide the group into small groups to discuss in which months:
   a) people have to work the hardest - is there a division between what women and men do?
   b) people are more prone to disease
   c) crops are planted, weeded and harvested
   d) prices of food vary the most

Also ask the groups to think how this situation has changed from 10 or 20 years ago. What has caused this change and how do they think things will continue to change in the future?

5. Put all the information from the different groups together on one chart and discuss the following questions:
   a) Which months are most demanding on family labour?
   b) Which months are most challenging for household food security?
   c) What can be done to address these challenges?
   d) How does the community cope with severe shortages of food?
   e) What role can the church play in helping households to be food secure?
Part 2: Describing the community

Make a list of all the different institutions and groups that are represented in your community as shown in the example on the previous page. Fill in the table below.

Discuss what services or support each institution or group offers to the community.

In considering a new community project, discuss which institutions the church and community should consider working with.

<table>
<thead>
<tr>
<th>Institutions and groups</th>
<th>What do they do?</th>
<th>How might we work with them?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Conclusions from this method include:

- a list of all the institutions operating in the community, and the role they play
- a description of the kind of relationship between the community and each of the institutions, highlighting the strengths or weaknesses
- an appreciation of how the institutions play their part in helping to develop the community.

Drama

Ask a group of people to do a drama portraying events in their community.

For example, a group could act out a drama portraying the problems village women face when selling vegetables to the traders from the local town who do not pay them a fair price for their goods.

Follow the drama by asking the following questions:

1. What did you see and hear in the drama? Does the drama reflect the true reality of your community today?
2. What are the things shown in the drama that you are proud of in your community? Why?
3. What are the things shown in the drama that disappoint you about the community? Why?
4. Identify the issues raised in the drama. Why are these issues important to you?
5. Ask the actors to continue the drama, showing how they would change things in the future.

Monologues

Another way of using drama is to ask people to pretend to be different people in the community. Ask them to think about what issues these people have - the good and the bad things about being who they are and their relationships with others in the community. They can then put all these things into a monologue and take turns to perform them. A monologue is a form of drama where one person talks to the group, acting out a particular role.

After the monologues, you can ask the same questions as for the drama.
Part 2: Describing the community

Ranking

A need in the community is usually caused by a number of different factors, each of which will have a different weight of significance. It is important to think about what those factors are and which ones are the most significant. This can help to avoid spending time and energy addressing factors that have little impact on the need.

Step-by-step guide

1. Having identified the issue you want to discuss, brainstorm with the group the factors causing this issue to exist.

2. Write these factors on different pieces of paper.

3. Ask the group to arrange the pieces of paper in order of importance, sticking them on a wall or large piece of paper. Give the group plenty of time to discuss their reasons for ranking the factors in the way they have.

4. This will provide some insight into how the group perceives the issues. If you want to explore the issue in more depth, you may want to ask whether this ranking pattern is true of everyone or just of certain groups.

5. You can take this exercise further by asking the group to rank in order which issue or need the community can have the most chance of influencing for good. By comparing with other issues, it encourages the group to be realistic in their thinking and also begins to generate some ideas on how to respond to the needs of the community.

Key point: This is a really useful exercise that can be used at different stages of the project, such as when prioritising community needs or prioritising conclusions when evaluating the end of the project.

Step 3: Setting up an information gathering team

The next part of the process is all about gathering information from the community, which will then help you decide on the biggest needs to be addressed. In order to do this you will need to set up an information gathering team (IGT). Before you do this, agree why there is a need to gather more information, for whose benefit, how the information will be gathered and by whom, and how the information will be used once it has been gathered. When selecting the team, you will need to bear the following things in mind:

1. Members of the team should be people that the community trust and who they are comfortable sharing opinions with.

2. The size of the team will depend on the size of the area.

3. They should be able to write and record the information that they have gathered.

4. Make sure there is a good representation of women, young people, and any marginalised groups in the IGT.

5. Train the IGT on how to interview people and how the information should be recorded. It might be worth having a few practice runs or role plays so that people are clear about what they have to do.

6. Remind the IGT that some of the information being gathered is quite personal and so they should be sensitive in the way they ask questions (see Important attitudes when gathering information, page 82). Remind the group that it is particularly important to listen to marginalised groups as their voices are not often heard.

7. In gathering information it is important to keep reminding the community that the information is for their use, and not for outsiders. It is to help empower them to make decisions about their own future.
Part 3: Gathering information

**Aim of Part 3:**
To facilitate the community to gather information that will help them make informed decisions as to their needs and resources.

**Key steps**
1. Prepare those involved in gathering information by looking at the Bible study and attitudes to gathering information.
2. Select the methods of gathering information from the tools in this section and decide how the information will be presented.
3. Look through the different information gathering tables and use those which would be the most appropriate for your community.

**Step 1: Exploring attitudes to gathering information**

**Bible study: The woman at the well**


1. What happens in this story?
2. What were the differences between Jesus and the woman that could have made it difficult for Jesus to speak and listen to her?
3. How does Jesus treat this woman in his conversation with her? Do you think this would have encouraged or discouraged the woman from speaking to him?
4. How do the disciples react when they find Jesus talking with this woman?
5. Do you think we would be surprised and embarrassed by the kind of company Jesus kept?
6. Do we ever avoid talking to certain people to keep our reputation unharmed? How would Jesus treat those people?
7. As we gather information about our community, what lessons can we take from this Bible passage about who we should talk and listen to?

**Key point:** Despite their differences, such as culture, gender and religion, Jesus gave time to the woman at the well to listen to her and to answer her questions.
Important attitudes when gathering information

When gathering information, it is really important to respect and value the people you are gathering information from. When we do this, the information we gather is more accurate. With the right attitude, the process of gathering information is helping to build relationships.

Listed below are some of the attitudes we need to have when collecting information from the community. It is good to discuss each of these attitudes and how we can demonstrate them.

*Humility* - recognising that the people we interview may have more knowledge and experience of issues than we do ourselves.

*Listening* - making good use of open questions; not interrupting; giving people time to say what they really want to say; affirming what they say and checking you have heard and understood what they said.

*Inclusiveness* - being open to hear and understand all people regardless of ethnicity, disability, age or gender.

*Confidentiality* - respecting personal issues; not sharing personal information publicly.

*Creativity* - collecting information in a way that is enjoyable and not boring or threatening.

*Wanting the best for the community* - having no hidden agendas or desire to manipulate information to suit alternative interests.

**Step 2: Methods of gathering information**

"If you want better answers, ask better questions." (Anonymous)

The most important thing about gathering information is being clear about the questions you want to ask. It is useful to spend time with the information gathering team (IGT) to think through what are the key questions they need to be asking. When thinking about gathering information, it is necessary to use a range of methods and to draw information from three main sources. These are listed on the diagram below.

**Representatives of the community**
Use focus group discussions, questionnaires, mapping exercises and timelines

**Officials** such as health professionals, local authorities and police. Use interviews to get information from these sources

**Statistics** on issues, such as health, education, livelihoods and income. This comes from the tables in this section as well as from local authorities.

These three sources of information help to build a reasonable picture of how the community is and the needs which the community have. It is important not to use too many tools and to use ones which everybody finds easy to understand. It is important to take time to practise the tools with those who are going to lead the information gathering.
**Recording and presenting skills**

**Introduction**

It is really important to think about how the information is recorded so it can be used again in community meetings and also in developing a project plan. This information is also important for the end of the project, as the community will see if there has been any change.

**Notebooks**

It is really good to record what people say along with any relevant data in a notebook. Make sure the person recording can write clearly so that others can read it.

**Maps**

Getting the information gathering team to record their information in the form of a map is a really good way of making information available to lots of people in an easy to understand format.

**Posters**

Data can be presented on large posters. These posters could include information such as school attendance, age of school leavers, ratio of boys to girls attending school and livestock numbers.

**Role play, songs and poetry**

An entertaining and creative way to summarise the findings can be through a role play, a song or a poem. Some communities could collect local sayings or proverbs which emphasise aspects of the information gathered.

**Focus groups**

**Purpose**

To help participants understand the value of gathering information in small groups and provide simple techniques for doing this.

**Step-by-step guide**

1. Agree in advance the key questions you want to ask in order to gather the information about a particular issue. Also identify what groups you want to talk to. These could be groups such as mother’s unions, farmers’ clubs or football clubs.

2. At the beginning of the meeting explain the purpose and value of this meeting.

3. Use a question to get the group brainstorming the issue in twos or threes so that everybody is involved at the beginning.

4. The feedback from the discussion can be managed in a number of different ways: either written on to a flipchart or individual ideas written on separate pieces of paper or card (one thought or idea per card).

5. Get the group to prioritise the things they have discussed, either by ranking the list on the flipchart or grouping the individual cards into common themes.

6. Once the ideas have been prioritised, you can deepen the discussion by asking more open questions and in particular, asking why certain things are the way they are and looking for the causes and effects.

The following questions are good for starting a discussion:

- What are the main challenges in this community?
- What are the barriers to developing this community?
- What are the opportunities for improving this community?
- What would you most like to do to help this community?
- What gives you most energy for improving the community?

The following questions are good for prioritising or ranking people’s answers from the discussion:

- What should be the top three most important issues we should address?
- Which challenges or problems have we the capacity to address?
- Which top three areas do we have most energy for and interest in?
- Which of these challenges can be grouped according to theme?
- Which of these challenges are specific to young people, the elderly, parents or carers?
Part 3: Gathering information

**Step 3: Tables and questions for information gathering**

Introduction

The following sets of tables are designed to help ICTs gather information about their community. While most of the information can be gathered from schools, clinics and community leaders, it may also be important to get additional information from a regional centre which has government statistics on health, population and education. Once this information has been gathered and analysed, it should be put up on large sheets of paper or card at the back of a church or community centre so that all the members of the community can see the information. The facilitator should take time with local representatives of the community and the local co-ordination group to analyse the information and identify key questions to discuss with the community.

### Table 1: Demography

<table>
<thead>
<tr>
<th>Age</th>
<th>Community</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6-15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16-21</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22-49</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50-65</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>66+</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Groups</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Widows/Widowers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single parents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disabled</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orphans</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Table 2: Households

<table>
<thead>
<tr>
<th>Total</th>
<th>Average size of household</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>
Part 3: Gathering information

Table 3: Social groups

<table>
<thead>
<tr>
<th>Type of social group</th>
<th>Number of members</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women's groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men's groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self help (mixed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Co-operatives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clubs (e.g. football)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4: Common diseases

If possible, visit the local clinic and gather information on the common diseases from the local community health worker. This could be cross-referenced with any available regional health statistics.

<table>
<thead>
<tr>
<th>Disease</th>
<th>Category of people mainly affected - men, women, children</th>
<th>Number affected in the last six months</th>
<th>Effect in the community</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 5: Health services

<table>
<thead>
<tr>
<th>Facility</th>
<th>Number</th>
<th>Where located</th>
<th>Distance from the community</th>
<th>Who owns/controls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hospital</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health centre</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dispensary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mobile clinics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Private clinics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Village pharmacies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nurses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical officers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community health workers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traditional birth attendants - Trained</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Untrained</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Herbalists</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Registered</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Unregistered</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traditional healers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Witchdoctors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 6: Education

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table 7: Education facilities

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Number of</th>
<th>Number of children attending</th>
<th>How many are</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>of</td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>Nursery</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secondary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tertiary</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(i) Age at which children start school:
(ii) Is there a gender bias? Why?

### Table 8: Facilities in the nursery schools

<table>
<thead>
<tr>
<th>Facilities</th>
<th>Nursery School 1</th>
<th>Nursery School 2</th>
<th>Nursery School 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classrooms</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Desks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tables</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Table 9: Number of children in school by class and sex

<table>
<thead>
<tr>
<th>Sex</th>
<th>Class</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary School 1</td>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary School 2</td>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Table 10: Facilities in the primary schools

<table>
<thead>
<tr>
<th>Status</th>
<th>Resources</th>
<th>Primary school 1</th>
<th>Primary school 2</th>
<th>Primary school 1</th>
<th>Primary school 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Total available</td>
<td>Total needed</td>
<td>Balance</td>
<td>Total available</td>
</tr>
<tr>
<td></td>
<td>Desks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tables</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Classrooms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chairs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Toilets (boys)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Toilets (girls)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers (male)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers (female)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Staff room</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers’ houses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Table 11: Performance at the local primary schools

<table>
<thead>
<tr>
<th>Yearly</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number finishing primary school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number qualifying to join secondary school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number that actually joined secondary school</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Is there a secondary school in the community? Yes/No
If no, where do children who qualify to join secondary school actually go?

(i) Age at which most children drop out of school:
(ii) Reasons why children drop out of school:

Boys: ___________________________ ___________________________ ___________________________
Girls: ___________________________ ___________________________ ___________________________
### Stage 2: Envisioning the community

#### Part 3: Gathering information

#### Table 12: Facilities in the secondary schools

<table>
<thead>
<tr>
<th>Status</th>
<th>Resources</th>
<th>Secondary School 1</th>
<th></th>
<th>Secondary School 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Total available</td>
<td>Total needed</td>
<td>Balance</td>
<td></td>
</tr>
<tr>
<td>Desks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classrooms</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laboratory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chairs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toilets (boys)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toilets (girls)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers (male)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers (female)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff room</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers' houses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Table 13: Number of children from this community in secondary school by class and sex

<table>
<thead>
<tr>
<th>Class</th>
<th>Sex</th>
<th>S1</th>
<th>S2</th>
<th>S3</th>
<th>S4</th>
<th>Total</th>
<th>Number that ought to be in secondary school but are not</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Reasons for children not joining secondary school

____________________,  ______________________,  __________________

#### Reasons for dropping out of secondary school

Boys: ______________________,  ______________________,  __________________

Girls: ______________________,  ______________________,  __________________

#### Table 14: Level of education of people living in this community

<table>
<thead>
<tr>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Table 15: Number of livestock and their uses

<table>
<thead>
<tr>
<th>Type</th>
<th>No.</th>
<th>Uses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Cash</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Food</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dowry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ritual</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Medicine</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Transport</td>
</tr>
</tbody>
</table>

- Local cattle
- Improved breeds
- Local sheep
- Improved breeds
- Local goats
- Improved breeds
- Donkeys
- Bee hives
- Poultry
- Other

#### Table 16: Livestock services and number

<table>
<thead>
<tr>
<th>Type of service</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cattle Dips</td>
<td></td>
</tr>
<tr>
<td>Cattle crash</td>
<td></td>
</tr>
<tr>
<td>Agric extension officer</td>
<td></td>
</tr>
<tr>
<td>Livestock officers</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of service</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agro-veterinary shops</td>
<td></td>
</tr>
<tr>
<td>Artificial insemination services</td>
<td></td>
</tr>
<tr>
<td>Seed stockists</td>
<td></td>
</tr>
<tr>
<td>Research station</td>
<td></td>
</tr>
</tbody>
</table>
Table 17: Types of crops cultivated and their uses

<table>
<thead>
<tr>
<th>Types</th>
<th>Uses</th>
<th>Food</th>
<th>Cash</th>
<th>Other uses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 18: Average harvest crop per family

<table>
<thead>
<tr>
<th>Crop type</th>
<th>Average acreage cultivated by each family</th>
<th>Average harvest per family per season</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1) In what months do families have plenty of food?
2) What are the months of hunger in the families?
3) How does the community cope during hunger?

Some of these aspects can be identified through the use of seasonal calendars (see page 73 for further details).

Table 19: Sanitation facilities

<table>
<thead>
<tr>
<th>Facilities</th>
<th>Number of households</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>With</td>
<td>Without</td>
</tr>
<tr>
<td>Pit latrines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dish racks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>People boiling water</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rubbish pits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improved shelter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clothes drying lines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bathrooms</td>
<td></td>
<td></td>
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<tr>
<td>Kitchen gardens</td>
<td></td>
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</tbody>
</table>

Table 20: Cash income

<table>
<thead>
<tr>
<th>Average hours worked per month for a cash income</th>
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<tbody>
<tr>
<td>Males</td>
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<tr>
<td>Adults</td>
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<tr>
<td>Children</td>
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</tbody>
</table>
Part 4: Analysis of information

Aim of Part 4:
To enable the community to analyse all the information that has been gathered and make sound conclusions about their needs and resources.

Introduction
The analysis of information is really important to help the community identify together the key issues that need to be addressed. This involves working through all the information that has been gathered and trying to identify common themes. This can be quite a lengthy process and people can get easily bored or frustrated. It is therefore important to plan plenty of breaks and energisers to keep people motivated. Also, as you work through the analysis it is useful to summarise the key findings to the group so they keep focused and interested.

Key steps
1. Bring together the community for a meeting and if appropriate, do the Bible study on making space for others. If not appropriate for the whole community, you could use it just with church members a few days before the community gathering.
2. The local co-ordination group presents the information gathered by the information gathering team.
3. Facilitate a discussion about the findings, encouraging the community to say whether they think the information is correct, and then analyse it.
4. Rank the priorities using the priority table.
5. Analyse one or two of the priorities in more depth using the “Why” method and/or the problem tree.
6. Summarise and write up the conclusions using the template provided.
Step 1: Bible study - Making space for others

Touching the cloak

Read Luke 8:40-56

Jesus inspires faith. Despite her isolation, lack of confidence and low self-esteem, the woman was willing to push through the crowd to touch Jesus’ cloak. Jesus responds by giving her time.

Questions

1. Does Jesus just focus on the physical need of the woman or on her spiritual needs, or both?

2. As we think about the needs in our community, in what ways can the church be a cloak of healing and peace to those most in need?

Reflection

Jesus made time for the sick woman although he was on the way to heal the girl who was dying. He valued her and gave her space to tell her story. He said to her ‘My daughter, your faith has made you well; go in peace.’ This was more than just healing, this was going to her deepest need for peace and wholeness.

Key point: Challenges in our community are spiritual as well as physical. The church can be used by God to challenge and overcome sin and help those who are suffering.

Step 2: Presentation of information

With the LCG, look at all the information that has been gathered and arrange it on large pieces of paper in a way that is understandable, ready to present at a community meeting.

The LCG then arranges the community meeting and presents the information clearly showing all the important facts. They should present each chart in turn, using different people, explaining how the information was gathered, who was involved, people’s responses and whether there were any difficulties.

Tips for presenting information

- When preparing charts for this community meeting, make them as clear as possible.
- If people do not find numbers easy to understand, share the information as simply as possible. If possible, discuss the use of percentages and ways of showing the findings in pictures. (Maybe you could ask a school teacher who teaches maths for help.)
- Before the meeting, choose two people to present each chart. Encourage those who lack confidence to do this as well.
- The community owns this information. Consider if there is somewhere for the charts to be on permanent display.
Part 4: Analysis of information

**Step 3: Discussion**

At the end of each short presentation, ask if people agree with the findings. If appropriate, break the meeting into small groups to have their discussions. Then allow time for questions and more discussion. Try the following questions:

- What do we see in this chart?
- Why is this the case?
- What does this information mean for us? What are the positive and negative implications?
- What should the community do to address the issues that are arising?

**Tips for leading the discussion**

- Think about who will be responsible for asking the key questions when the results are discussed. This needs to be someone good at encouraging and managing discussion in a big group. They also need to be able to gather the discussion together to form a conclusion to each question.

- Make sure that by the end of the discussion people in the community are now fully aware both of their own resources and strengths, and the challenges they face if they want to change things for the better.

**Step 4: Ranking the priorities**

As part of the discussion, use the questions and table below to have an initial attempt to draw up a priority list of needs. This can be done on a blackboard or with pieces of paper which are then moved around in order of priority. You could also use the ranking method as described on page 78.

- How do we know this is an important problem?
- What will happen if we do not take any action on this issue?
- What are local people doing about this problem at present?
- What resources do we have for addressing the problems identified?
- Do you want to change this problem?

<table>
<thead>
<tr>
<th>No.</th>
<th>Priority List</th>
<th>Why is this important?</th>
<th>What needs to be done?</th>
<th>What capacity and resources do we have to do this?</th>
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**Step 5: Deeper analysis**

When the group prioritises one major issue that they think they can address, it is sometimes a good idea to look at it in more depth. This helps them to think about how a community can respond to that need. One way to do this is to use the "But Why" method or the problem tree which helps illustrate the effects and root causes of that specific issue.

**The “But why?” method**

All you need for this method are some sheets of paper and marker pens, and a facilitator to ask the questions to the group. You start the exercise by asking the group for a problem that they have identified during information gathering. You then ask them why this problem exist and to every answer they give you ask them, “But why?” You continue this until it is clear you have reached a root cause of the problem they shared at the beginning. Here is a worked example:

People get sick  
But why?  
The water is dirty  
But why?  
There are no protected water sources  
But why?  
There is no money to pay for protecting the water source  
But why?  
The community is not organised enough to collect the money for it  
But why?  
There is no leadership or community vision for this  
But why?  
No-one sees it as a big enough problem

If the group managed to complete this exercise successfully then they will find the second tool, the problem tree, very easy to do as it builds on a similar method.

**The problem tree analysis**

A more comprehensive version of the “But why?” method is the problem tree, which is described below.

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**How to a construct a problem tree**

Agree on a main problem and write it on the tree trunk. First identify the effects of the main problem and write those on the leaves and branches of the tree. Use pieces of card or paper.

Then identify the root causes of the problem and write those on the roots of the tree again using pieces of card or paper. Encourage discussion and ensure participants feel able to move the cards around. Draw vertical lines to show the relationship between the root causes and the effects.

**How to use the problem tree**

The problem tree is good for seeing whether the church and community should be addressing an effect of the problem or a root cause. In general, addressing an effect is much easier but is often only a short term solution. Addressing a root cause is often more challenging but may bring about lasting change.
Example 1: Problem tree on the shortage of safe water

Here is a worked example of a problem tree. You can use this example to think about how best your church could respond to either the root causes or the effects.

**Problem**
Shortage of safe water

**Root causes**
- Increased demand for farm use
- Open well dried up
- Water table lowered
- Borehole hand pumps broken
- Reduced income
- Water intensive farming methods
- Increased cost of water collection
- Population pressure

**Effects**
- Children stop going to school
- Less money for school fees
- Buy water
- Less time for farm work
- Poorer nutrition
- Increased disease
- Use dirty sources
- Increased mortality
- Reduced incomes

Example 2: Problem tree on the stigma against people living with HIV

You can use this example to think about how best your church could respond to either the root causes or the effects.

**Problem**
Stigma against people living with HIV

**Root causes**
- Lack of proper understanding of the causes and impacts of HIV on people
- Inappropriate teaching by the church
- Women viewed as property - little respect
- Lack of leadership to challenge prejudice

**Effects**
- Poverty
- Lack of health care
- Lack of support
- Reduced income
- Stress and depression
- Loss of self worth
- Isolation
- Fear
- Beliefs
Step 6: Writing up the information

Once you have looked at all the information and drawn some conclusions, it is really useful to write it all up in a short report.

This is often referred to as a baseline report, because it helps you compare the situation now with the situation in the future.

If in the future you get funding from a donor, this is really important information to use when reporting to them about the progress of your community project.

Structure for your baseline report

1. Name of community and address
2. Date of meeting and who is in attendance
3. Brief description of all the main findings (you could include some of the charts that show clear evidence of the problem)
4. Key conclusions (the problem tree could be used to illustrate the main points)
5. Recommendations for the future

Part 5: Learning and reflection

This part is important as the church and community need to review and reflect back on what has worked well, and what could have been done better in the way they have learnt and worked together.

Reflecting on Part 1: How should we work with our community?

1. What have we learnt about how we can work best with our community?
2. How can we help the church and community work together more effectively in the future?
3. Have we included the vulnerable and marginalised in our discussions and information gathering?

Reflecting on Part 2: Describing the community

1. Have we accurately described the community and identified its strengths and needs?
2. Has everybody’s views been represented in our description of the community?
3. Were the tools useful? What could be done to make them more effective?

Reflecting on Part 3: Gathering information

1. Did we create a sense of ownership while gathering information from community members?
2. Do we think we got enough information from the community? If not, what other sources of information should we have used?

Reflecting on Part 4: Analysing information

1. Did the community understand all the information that was presented to them?
2. Is there a shared understanding of what the main problems are?