Mobilizing Your Community for Action

MACUA Community Mobilization Guide

MACUA WAMUA ADVICE OFFICE

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INTRODUCTION:

(30 Mins)

UNDERSTANDING COMMUNITY MOBILIZATION

Community mobilization efforts are sometimes referred to as "community partnerships," "collaborative partnerships," "community involvement," "community collaborations," or "coalition building." Though some of these terms refer to specific structures, all of them share an underlying goal of engaging a wide range of community members to create and implement solutions to problems that affect the entire community.

Community mobilization is aimed at empowering community members and groups to take action to facilitate change. This includes:

- mobilizing necessary resources,
- disseminating information,
- generating support,
- and fostering cooperation across the community.

Successful community mobilization efforts:

- generate new problem-solving energy into a community, which helps overcome protest fatigue, and builds inclusive processes and support.
- Engage community members who were not previously involved in the issue.
- Increase resources and collaboration in a community while limiting competition among community groups.
- Address the needs of women and youth who are at disproportionate risk in a more comprehensive manner,
- Focus on social and structural changes, not simply individual changes. (Social changes may include increased public will, greater community leadership capacity, increased community participation. Structural changes may include policy and practice changes and greater coordination of services.)

Best Practises for Community Mobilisation:

In this guide we will focus on the following best practises:

1: TEAM CREATION:

- Best Practice #1: Establish effective organizational structure and strong leadership
- Best Practice #2: Engage diverse organizations, community leaders, and residents

2: TEAM FUNCTIONING

- Best Practice #3: Establish effective channels for internal communication

• Best Practice #4: Ensure authentic participation and shared decision making
• Best Practice #5: Ensure meaningful and productive roles for young people

3: ASSESSMENT AND PLANNING
• Best Practice #6: Develop a shared vision
• Best Practice #7: Conduct Community Mapping
• Best Practice #8: Create a strategic plan with mutually reinforcing strategies
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4: TEAM ACTION
• Best Practice #10: Create community action teams to guide implementation
• Best Practice #11: Develop formal partnerships and linkages
• Best Practice #12: Develop a public education campaign

5: SUSTAINABILITY AND EVALUATION
• Best Practice #13: Create a sustainability strategy
• Best Practice #14: Evaluate your community mobilization efforts

SECTION 1: TEAM CREATION:

(10 MINS)

Leadership is one of the most important keys to success in community mobilization efforts. Leadership includes the individuals who take on the work as well as the teams or structures (such as WAMUA, YAMUA, Media teams) that spearhead the collaborative efforts.

An effective organizational infrastructure for a community-wide initiative divides the leadership functions between four bodies with distinct roles: MACUA Branch Executive (BEC), The WAMUA Branch Executive (WBEC), YAMUA Leadership Teams (YLT), and Community Action Teams (CAT's) such as Climate or GBV teams that are formed from time to time)

In this section, we will look at the various roles of the teams, how best to find members for each team, and how they can work together toward the common goal.

The section is based on the following best practices:

Best Practice #1: Establish effective organizational structure and develop strong leadership
Best Practice #2: Engage diverse organizations, community leaders, and residents.

Your first task will be to put in place a BEC. The BEC will be responsible for spearheading the community mobilization effort, securing initial funding, and conducting the required organizational and administrative tasks.

Once the BEC is in place, the next step will be to pull together the WBEC. This group is vital in helping to define movements vision and values, develop an organizational structure, conduct a needs assessment, and gain community support.

You may then choose to convene several Community Action Teams (CATs). CATs are change agents with deep ties to the community who will work in structured ways to engage the community and garner support for the project. CATs can be organized around a specific population (such as LGBTQ young people), a specific event (such as a planned day of action), or a subset of activities (such as engaging the community through social media). You may not know what types of action groups you will want to create until you have completed your needs assessment (see Section 4) but it is important to understand the general role of CATs early in the planning process.

The final team is the Youth Leadership Team (YLT) which gives young people in the community an authentic role in the project, both representing and educating their peers.

SESSION 1: Organizational infrastructure

ACTIVITY A: GETTING STARTED **(2 Hours)**

Facilitator's Instructions: Ask the group to reflect on the following key questions:

- As the BEC, how can we establish effective leadership in our community?
- How can we establish legitimacy?
- What specific roles and responsibilities should we take on?
- How can we best facilitate a community-inspired vision?
- How can we coordinate communication and facilitate dialogue between key stakeholders most effectively?
- What kind of needs assessment should we conduct?
- How will we mobilize and manage funding resources?
- How will we obtain support from partner organizations to participate in campaigns?

Process: Mention to the group that each of these questions corresponds with a particular function of the BEC. Although you'll need time and resources (and the wisdom of many others!) to fully answer these questions, it is important to begin exploring them at the outset of your mobilization efforts.

ROLES & RESPONSILBILITIES – HAND OUT

THE BRANCH EXECUTIVE COMMITTEE

The BEC serves six essential functions:

- providing overall strategic direction,
- facilitating dialogue between structures,
- managing data collection and analysis,
- handling communication,
- coordinating community outreach,
- and securing funding.

Depending on the roles you assign to the BEC, specific tasks may include:

- identifies leaders to take on various projects.
- Recruits, organizes, coordinates, and maintains organisational groups: WAMUA, YAMUA and CAT's.
- Provides overall strategic direction for the organisational wide effort.
- Conducts needs assessment and planning activities.
- Builds partnerships across multiple sectors in the community.
- Helps implement mutually reinforcing strategies and activities in the community.
- Manages media and communications activities.
- Designs and implements the evaluation process; and
- Develops a funding base and coordinates financing strategies.
- Sets the vision for the organisation.
- Helps establish goals and objectives.
- Organizes Community Action Teams and identifies leaders.
- Oversees the day-to-day work of the Community Action Teams.
- Monitors progress in implementing organisational strategies.
- Works with all structures to develop and implement an evaluation plan.

ROLE OF WAMUA BEC

- To mobilise women to take leadership roles in all organisational processes and structures
- Provide a safe space for women to engage on issues that affect them
- Develop the capacity of women to take up leadership roles in the organisation and in society
- Build an understanding of the structural oppression faced by women and to develop strategies to overcome those structural oppressions.
- To develop projects and campaigns to drive the interests of women in the community.
- To work with other structures in the MACUA to advance social and economic justice
- To collaborate with other community structures to build campaigns and projects that advance the interests of women and society generally.

ROLE OF COMMUNITY ACTION TEAMS

Community Action Teams (CAT) are made up of members who take on specific tasks within a specific project. Successful community mobilization efforts often have several Community Action Teams. CAT members:

- Lend community voices to the creation of the vision, goals, and objectives.
- Actively participate in the design, implementation, and evaluation of the project.
- Help identify financial and other resources and obtain funding.
- Monitor progress on goals and objectives; and
- Serve as community advocates for action strategies.

ROLE OF YOUTH LEADERSHIP TEAM

The Youth Leadership Team (YLT) is made up of young people in the community who understand the unique needs of teens and serve as activists and peer educators. YLT members:

- Lend youth voices to the creation of the vision, goals, and objectives of the organisation.
- Actively participate in the design, implementation, and evaluation of projects and campaigns.
- Help design and carry out project activities, including conducting needs assessments, facilitating workshops and events for young people and community members, and spearheading social media campaigns; and
- Serve as ambassadors and peer educators to the young people in their community.

TIPS FOR ESTABLISHING A STRONG LEADERSHIP TEAM - HANDOUT

TIP #1
Engage local leaders and educators who are already dedicated to social justice issues in the community. Approach people from a variety of groups and institutions that already address social justice issues.

TIP #2
For the effort to be sustainable, it must **garner the support of community leaders**. It is worth emphasizing that the branch should be viewed as a supportive ally to existing agencies in the community, not as a competitor or a new service provider.

TIP #3
Engage those who are most affected. Be sure to engage youth, parents, and community residents on the BEC as they will have significant knowledge of the needs in your community as well as an in-depth understanding of what programs and messages will resonate with young people. Remember that your BEC should reflect the community it is working. Make a strong effort to ensure that the team has diverse representation with members from a variety of backgrounds.

TIP #4
Seek diverse individuals with a shared commitment. Though the group should be diverse, if they do not share a common approach, it may take too long to establish a mission and goals, or it may end with a mission so vague that effective goals cannot be established. The group should, at minimum, share basic commitment to the constitutional values of MACUA.

TIP #5
Tap into people's motivations for volunteer service: People join a community effort for a variety of reasons. Some people see the need, have the time, and want to contribute to their community to make it better. Others might want the recognition and respect that comes along with joining a leadership team. Some might want to build new partnerships in the community to make their work more effective. Still others may believe that they can personally gain from the experience, by developing new skills, making connections in the community, and even establishing new social ties. As you meet with potential members, describe how the organisation can provide opportunities for differing levels of skill and expertise among members and say that it will offer numerous ways to contribute. Tell them that you are looking for the right mix of people who value diverse viewpoints and backgrounds and appreciate innovation. Say that you hope this experience will provide opportunities for personal and professional growth and development. Identify their potential motivations, their gifts and talents, areas where they might like to grow or learn.
Tell them that you are looking for the right mix of people who value diverse viewpoints and backgrounds and appreciate innovation. Say that you hope this experience will provide opportunities for personal and professional growth and development.

Qualities: The following characteristics have been identified as important in building community organisations. Assess potential team members on a scale of 1 (does not appear to have this quality) to 5 (definitely has this quality)

6. Has deep and broad networks within the community and can tap into them.
7. Agrees with the fundamental vision and values of MACUA.
8. Is willing to dedicate sufficient time to the organisation or project.

9. Is willing to represent the organisation or project in the community
10. Is knowledgeable about community issues
11. Is creative and visionary.
12. Is a team player
13. Is task oriented.

Background and Skills: Consider the candidate’s skills, experience with, or aptitude for the following tasks—circle all that apply:

- PUBLIC SPEAKING,
- WRITING,
- COMMUNITY VOLUNTEERING,
- COMMUNITY ORGANIZING,
- FUNDRAISING,
- STRATEGIC PLANNING,
- EVALUATION,
- PUBLIC RELATIONS,
- CONFLICT RESOLUTION,
- FINANCE MANAGEMENT/ BUDGETING,
- EVENT PLANNING,
- TRAINING,
- LOBBYING/ADVOCACY,
- USING SOCIAL MEDIA

SECTION 2: TEAM FUNCTIONING

TEAM FUNCTIONING
Creating the various teams that make up your branch is just the first step. In order to make progress, you will have to ensure that these teams work together, communicate well, and do not fall victim to any one of the many issues that often besiege organisations.

This section is designed to help you consider the policies, procedures, and shared understandings you will need to ensure the organisation runs smoothly. It is based on three best practices:

- **BEST PRACTICE # 3: Establish effective channels for internal communication**
- **BEST PRACTICE # 4: Ensure authentic participation and shared decision making**
- **BEST PRACTICE # 5: Ensure meaningful and productive roles for young people**

If the organisation is to run smoothly and efficiently, all members should know what to expect and what is expected of them. Simple tasks like setting up standard meeting times and setting a basic agenda that includes time for colleagues to catch up, a process for organisational work to be done, and a speaker or other educational presentation can help move the efforts forward.

Clearly delineating the roles of the BEC, the WBEC, and the Youth Leadership Team sets the foundation for organisational functioning.

Continuous communication to keep all structures informed of the progress and activities of your organisation between meetings is vital. Without this, the group can lose momentum and trust, agreed upon elements can fall apart quickly, and new decisions may be hard to make.

Much of the work of communication will fall on the Branch Secretary. This person will share information about upcoming meetings, minutes from previous meetings, summaries of coalition's activities, and other information such as relevant newspaper or journal articles. These internal communications should not be used to highlight the work of the BEC or take personal credit for the accomplishments of the organisation but should be designed to keep everyone connected and informed.

One of the most important tasks early in organisational formation is to create or select a decision- making process. In order to move forward on any type of plans or activities in the community, the organisation needs to be able to make decisions in a timely manner.

Finally, the policies and procedures you develop for communication and decision making need to ensure that women and young people have an authentic voice in the work of the organisation. It is not enough to ask them to attend meetings as a token representative; they must be part of the decision- making process.

In this section, we will discuss several facilitated exercises designed to help the BEC develop policies, procedures, and processes that will promote a high-functioning organisation. You will also find strategies to promote effective communication and tips on how to handle conflict.

Finally, the chapter provides guidance on partnering effectively with young people.

ACTIVITY A: BARRIERS TO EFFECTIVE ORGANISATIONS (**1 Hour**)

Facilitator's Instructions:
Explain to the group that research on organisations and collaborative partnerships has found that critical components of success are:

- clear roles and responsibilities,
- clear and open communication,
- effective decision-making processes,
- and written policies and procedures

Acknowledge that no matter how well individuals get along on a personal level or how aligned their philosophies are, working as a group can be a challenge.

Acknowledge that organisations often need tools, resources, and guidance to function effectively and address potential controversy. A structured community mobilization process that focuses on leadership development, team building, and group functioning can increase the likelihood of success.

Explain that this activity, explores some of the most common sources of conflict and suggests possible solutions.

Write the question, "What contributes to a high-functioning organisation?" on three pieces of newsprint.

Divide the larger group into three teams with mixed participation across structures.

Ask participants to brainstorm as many ideas as possible in a VERY SHORT three- minute race.

Then write "Barriers" on newsprint and **ask participants to brainstorm some of the typical barriers** to high-functioning organisations. Again, give them three minutes to write as many as they can.

Process: Process the exercise with the larger group. Explore the elements of a high-functioning team and the potential barriers that are identified by the groups. You may want to highlight the following points:

- Community planning groups often encounter tension and disagreement when designing strategies and selecting interventions. Members can get caught up in debates. Well-intentioned compromises can drain programs and strategies until they lack substance and become ineffective.
- Barriers that often derail community-wide efforts include lack of community and youth engagement, lack of knowledge about the issues at hand, a vague or poorly defined vision, power struggles within the organisation, low levels of trust, lack of clear authority, lack of communication, unclear roles and responsibilities among key stakeholder groups, poor evaluation design, lack of funding, and competing priorities of organisational structures/organizations.

ACTIVITY B: CONFLICT AND SOLUTIONS (**1 Hour**)

Facilitator's Instructions: Create new small groups. Distribute the worksheet, Typical Sources of Coalition Conflict.

Ask participants to spend 5–10 minutes completing the handout individually.
Then, **ask them to process their suggestions in small groups.**
Ask them to share any particularly challenging situations they experienced: How did they handle them? What worked and what didn't work?

Give groups about 10 minutes to discuss their responses.

In the larger group, walk through the worksheet, asking each small group to share a few suggestions for each point of conflict and any relevant stories about how group members have previously handled organisational challenges.

Process: Process the exercise by asking:
- What did you notice about this activity?
- In thinking back to your experiences on organisations, what issues seemed particularly relevant or familiar to you? How did you handle such conflict in the past?
- Why do you think we did this exercise? How can we use this type of exercise to anticipate and address / disrupt potential points of conflict in our organisation?

A. Source of Conflict: **Poor communication and lack of clear authority within the organisation**

- Meetings are ineffective or boring and accomplish little.
- People attend infrequently, or organizational representatives change, requiring frequent need to bring people up to date.
- Meeting convener lacks needed communication skills.

How can we best address these types of concerns? What are your suggested solutions?

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B. Source of Conflict: Low levels of trust

- Self-interests of various organisation members are hidden.
- Self-interests of various organisation members are not being met.
- Communication between organisation members is poor.
- Past history has left some members wary of working with other members.

How can we best evaluate these concerns and promote greater trust? What are your suggested solutions?

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C. Source of Conflict: Vague mission and vision, unclear strategies, and unsatisfactory results

- Organizational and community members do not understand the organisations mission and vision.
- Individual and organizational members question the organisations mission and vision.
- Members frequently debate the activities, intended results, and strategies.
- Efforts yield unclear and/or unsatisfactory results.

How can we develop a strong vision? What are your suggested solutions?

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D. Source of Conflict: Community's lack of knowledge about evidence-based programs

- Frequent debates occur over whether research has been conducted to validate some approaches and whether these approaches should be attempted.
- Misinformation circulates and people feel confused about what works.

How can we educate community members about existing research and evidence-based practices? What are your suggested solutions?

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E. Source of Conflict: Vocal opposition from outside the organisation

- Strong opposition arises to derail organisational efforts.
- Community members voice concerns and reservations.

How can we assess the social and political climate and address outside opposition? What are your suggested solutions?

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F. Source of Conflict: Power struggles within the organisation

- Conflict arises about who should be a part of the organisation.
- Conflict arises about who should lead the coalition.
- Some organisation members feel they perform all the work and get none of the credit.

How can we prevent and/or address these types of power struggles? What are your suggested solutions?

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G. Source of Conflict: Pressure to complete projects without adequate time and funds

- Members and structures pressure the organisation for quick action.
- People in the community expect quick results.
- Members and the community asks what the organisation is accomplishing.

How can we educate everyone about the need for adequate time and money to achieve desired results? What are your suggested solutions?

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A. Source of Conflict: Poor communication and lack of clear authority within the coalition
Suggested Solutions:
- Identify needed skill and characteristics,
- Address issues of responsibilities
- Choose a skilled convener.
- Ask members to share or rotate responsibility for leading meetings.
- Practice communication skills.
- Ask members to commit to consistent participation, and, when necessary, to reduce workload for leaders with multiple assignments.
- Establish clear, manageable benchmarks and outcomes to measure the organisations efforts.

B. Source of Conflict: Low levels of trust
Suggested Solutions:
- Evaluate membership and work to improve trust
- Determine whether members can accept the need to find common ground.
- Review the selection criteria for membership. Ask people to choose replacements, as necessary, to ensure the presence of attributes needed by the organisation.
- Rotate leaders.
- Acknowledge conflicts of interest.
- Look at past collaborations, acknowledge where they went wrong, and determine a different course that will avoid past errors.

C. Source of Conflict: Vague mission and vision, unclear strategies, and unsatisfactory results
Suggested Solutions:
- Clarify the vision and mission and review strategies and intended results
- Review vision, mission, goals, objectives, and activities. Ensure that they work together toward a cohesive end.
- Review intended outcomes for specificity and attainability.
- Set realistic, achievable goals along with short- and long-term objectives.

D. Source of Conflict: Lack of knowledge about what works
Suggested Solutions:
- Utilize existing research
- Conduct research to identify successful approaches used in other communities. Focus on what is known to work. Then, get the word out about what works.
- Educate members of the organisation and the community about previous research and evaluation strategies.
- Determine the appropriate timing for programs. Set short and long-term goals.

E. Source of Conflict: Vocal opposition from outside the organisation
Suggested Solutions:

- Assess the social and political climate. Listen and talk
- Hold community forums to address misinformation and respond to concerns.
- Write letters to the local newspapers and radio stations and appear at school, community, and faith-based meetings. Listen, explain, and respond.
- Assess community perceptions and implement strategies that are consistent with community norms and beliefs.

F. Source of Conflict: Power struggles within the organisation
Suggested Solutions:

- Address power imbalances and power needs
- Look for underlying issues, such as a history of conflict, members' fearing loss of control or autonomy, and members' separate needs for funding.
- Work to ensure that decision making is shared.
- Take time to review the customs of the members, define frequently used terminology, acknowledge different decision-making and communication styles, and decide which will be used.
- Acknowledge the work and contributions of every member of the organisation.

G. Source of Conflict: Pressure to complete projects without adequate time and funds
Suggested Solutions:

- Educate everyone about the need for adequate time and money to achieve desired results Affirm process and planning.
- Keep the organisation focused on planning and on working in an orderly way to accomplish real results over time. Projects may collapse or fail if they lack careful planning prior to implementation.
- Affirm often that the organisation aims at long-term outcomes and that this requires time, money, efforts, and most of all, persistence.

Section 2: Decision Making

ACTIVITY A: FIST OF FIVE **(1 Hour)**

Facilitator's Instructions:
Explain to the group that research on organisations and collaborative partnerships has found that clear roles and responsibilities, clear and open communication, effective decision-making processes, and written policies and procedures are all critical components of success.

Acknowledge that no matter how well individuals get along on a personal level or how aligned their philosophies are, working as group can be a challenge.
Explain that organisations often need tools, resources, and guidance to function effectively and address potential controversy. A structured community mobilization process that focuses on leadership development, team building, and group functioning can increase the likelihood of success.

Explain that you will be teaching participants a model of decision-making called "Fist or Five."

Give each participant the Handout: Dynamic Governance to Promote Shared Decision Making and allow a few minutes for them to read it.

Tell participants that they will learn and practice the Fist or Five technique by exploring the following question: "Should our organisation focus broadly on social justice issues or more specifically on community rights in relation to mining?"

Ask participants to discuss the pros and cons for each choice. Once discussion is complete, ask for a "fist or five" vote.

Tell participants that you are looking to gauge their level of agreement with the decision by getting them to hold up a number of fingers from zero (a fist) to five. For the purposes of this exercise, **holding up four or five fingers signifies overall agreement, and a fist signifies a paramount objection.**

Once participants have their hands in the air, **start with those who are holding up three fingers and ask them to discuss what is making them hesitant**. Ask them what modifications might make the decision acceptable.

Continue the discussion by talking to **those who held up two or one fingers**, and **then to those who held up a fist**.

Always ask what modifications to the decision could be made to increase their comfort level.

Look at the proposed modifications. Are there any themes? In what ways could most objections be satisfied? Ask if these modifications would make anyone uncomfortable. If the modifications are significant consider another fist or five vote.
A decision should be considered complete—and made by consensus—when there are no paramount objections left on the table.

If disagreements persist, remind members that the organisation was brought together because each member has a shared desire to form an effective and powerful movement of mining affected communities united around socio, environmental and economic justice. Point out that the group agrees more often than they disagree and how far you have come to get to this decision.

Finally, remind members that paramount objections are those that go against their philosophy or beliefs in such a way that they can't live with it.

If a member continues to have a paramount objection, consider tabling the decision until the next meeting and scheduling discussion with that member before then.

Process: In the large group, ask participants to share the decision they reached and salient points about the decision-making process.

Ask:

- What did you notice about this activity?
- Why do you think we did this exercise? How can we use this type of exercise to promote authentic participation and shared decision-making?
- How might we institutionalize this type of decision-making methodology in the organisation?

To create and implement action plans, the organisation needs to be able to make definitive decisions in a timely manner. The more members contribute to decision-making, the more likely they are to "actively participate in the organisations mission and activities, and to advocate for the issues.

Organisations that use a model of shared decision-making can promote a greater understanding of the issues and a greater commitment to the solutions.

One method for making shared decisions is called dynamic governance. **Dynamic governance** works to help organisations and other entities make policy decisions as a group based on the concept of decision making by consent.

Programmatic or policy decisions are made by consent after the issue is fully explored by the group. Group members may raise argued objections and paramount objections.

- Argued objections are those which are based on a reasoned statement of fact or opinion
- Paramount objections are those that would prevent a member of the group from being able to work toward the goal of the group, that is, one that a member or members could not even "live with."

A decision is considered settled when there are no paramount objections on the table.

The decision making by consent process acknowledges that all members of the group need to have a voice that is heard and respected, yet, in the end must be supportive of the group process and decision.

Even when members don't fully agree, if they can "live with" the decision they need to be willing to stand aside with their objection to allow the work to move forward.

Again, while large decisions— such as the shared vision, mission, or strategic plan—require a group process, much of what goes into community mobilization efforts are smaller day-to- day decisions.

It is important for members to have a clear understanding of their own roles and responsibilities in each of these tasks and to be comfortable allowing for some decisions to be made by designated leaders in order not to stall progress.

Section 2: Roles and Responsibilities

The Branch Executive Committee

- You need to have executive members who will be elected and tasked to perform a leadership role and will do specific things that will take the organisation forward.
- The branch executive committee is elected every 18 Months at the Annual General Meeting.
- It consists of a Branch Coordinator, Secretary; Deputy Secretary; Treasurer and Organizer.
- The constitution spells out the role, powers and responsibilities of executive members.
- The officials on the BEC are directly elected by the branch AGM.
- The main tasks of the officials are the following:

Coordinator

- Convene and chair all BEC and branch meetings
- Draw up the agenda for BEC and branch meetings with secretary
- Represent MACUA at a public level
- Build a strong and united branch
- Together with the treasurer take responsibility for branch money.
- Represent the organisation on other structures and in public
- Deal with conflict, disciplinary issues and problems members may have with the organisation.
- Spend time on strategising and planning as well as monitoring progress of the organisation.

Secretary

- Co-ordinate the implementation of the branch programme of action
- Ensure that all BEC subcommittees are working well and monitor the implementation of their tasks
- Send out meeting invitations and circulars
- Keep minutes of meetings
- Draw up meeting agendas together with the coordinator
- Deal with correspondence and respond to invitations
- Write branch reports and receive reports from the Province and National
- Remind people of their tasks between meetings
- Respond to members' queries and needs.
- Communicate with members, organisations and important stakeholders in area

Treasurer

- Bank and record all incoming money
- Manage petty cash and record all expenses
- Collect and safely store all receipts and invoices
- Draw up financial reports
- Look after and keep records of all branch assets.

Coordinator's guide

The chairperson has a number of key responsibilities. They are:

- Running good meetings
- Building membership
- Promoting the MACUA image and profile
- Dealing with conflict

Running good meetings

- The way your branch meeting is run is very important for the participation of members. If the meetings are badly chaired, long and boring, people will stop coming. If you allow complicated debates between individuals that exclude everyone else most people will not participate.
- It is your role as the chair to run meetings in such a way that all your members feel comfortable and empowered to participate and that no one, including you, is allowed to dominate.

Here are some tips for chairing meetings:

- Always explain the agenda to everybody and make sure the procedures that will be followed in the meeting are clear so that people do not bring up points under items where they do not belong.
- It is a good idea to allocate a period of time to each point on the agenda so that people are aware that they cannot spend too long on one item.
- Ask people to keep inputs, reports questions and anything else as short as possible and where necessary, sum up what has been said.
- It is not necessary to sum up if somebody has given a clear report. This only makes the meeting repetitive and boring and wastes time.
- The Coordinator's role in the meeting is not just to organise the order of speakers. You must try and facilitate good, democratic decision making and a clear process.
- It is very important that you do not just point from one person to the next indicating who has to speak next but that you sum up by example saying that there are now 2 positions on the floor and outlining them.
- Remind people that they have to reach a decision. Try to structure the discussion in a way that helps decision-making.
- The way you chair the meeting will set the tone for how people participate. Be friendly, warm, open and at the same time, be firm.
- Do not be too tolerant of people who are wasting time and pursuing their own agendas when other people are no longer interested.
- Close the discussion in a firm and friendly way.
- Do not cut people short simply because you disagree with what they are saying. Let them have their say.
- When people go off the point be gentle when you try to bring them back to the point. Never humiliate or undermine someone in public.
- When you are dealing with complicated issues it is best to get somebody to give a clear and short explanation and if you need to have a thorough debate about it break people into small groups so that everyone can participate.
- Even if you start a meeting late try to finish at the time you promised people. Remember that people have commitments and responsibilities and that you make their lives very difficult if you keep them later than they said. This applies to women especially as they have more responsibilities with children.

Dealing with conflict

- As the coordinator of the branch, you must avoid getting involved in conflict at all costs. Both within the community and within the branch.
- It is your role to resolve conflict and to bring differing groups together and not to contribute to conflict.
- When you are dealing with conflict it is very important to stay as neutral as possible and even if you believe one side is right you must not take sides publicly.

Branch Secretary's guide

- The role of the secretary in the branch is much more than just being a good administrator.
- The secretary has to manage the plans of MACUA and to make sure that they are turned into action. This means that all the processes in the branch have to work properly.
- The secretary must have an overall picture of all the different meetings of subcommittees, executive and branch and how they fit together and of the different plans and records of subcommittees.
- The secretary should manage how the different committees communicate to the executive and to the branch as a whole.

Here are a few tips for your work:

Communication with the executive

- The secretary is responsible for convening executive meetings and for making sure that everyone is well informed of the date, time, venue and the issues on the agenda.
- It is not necessary to send documents to BEC members before meetings, but they should be aware what the key issues are that will come up for discussion at every executive meeting.
- It will simplify your life if your BEC agrees to have its meeting on the same night so that people can book the dates long in advance.

Monitoring role in the executive

- It is very important that the secretary follows up on BEC members who are absent without apology or who miss a few meetings even with apologies.
- You must also follow up if BEC members do not report back on events they have attended.
- The secretary is also responsible for communicating with BEC members in between branch meetings about the tasks that they took on.
- It is not good enough only to deal with reports at the BEC meeting when people may just report failure or simply not attend to avoid admitting that they have not done their task.
- The secretary should follow up on the task list from the last meeting before the next meeting happens so that he or she can assist if people are failing to do their work.

Communicating with members

- The secretary must see to it that members know where and when the regular branch meetings are. The branch meeting is the most direct form of communicating with our members.

- If your branch can afford it, it is very useful to have a branch newsletter that goes out once a month. This can even just be a brief report sent to members via WhatsApp.
- Many of our members never attend branch meetings but still wish to know what is happening in the movement, in the branch and in the community.
- Another way of communicating with members is to call special general meetings once every quarter or so where you organise a more high-profile activity than the official branch meeting.
- This is a way of re-involving old members or members who do not like attending branch meetings.

Communicating with the broader community.

- It is very important that we maintain contact with the community on a regular basis.
- Regular communication means that we keep the community up to date with the most important developments in the area.
- The easiest way to stay in touch is to call community meetings around specific issues.
- We can also use notice boards, newsletters and sectoral outreach work like speaking to schools, to workers in their workplaces and so on, so that we stay in touch with the community.
- Make sure that the meetings or communications with the community are about things that they will really be interested in and do not waste their time.
- It is also our role as MACUA to inform our people about their rights and about developments in the area.
- This is something we must do to the whole community and not just our members because we can win new support through this work.

Deploying members and making sure they get involved

- The branch secretary should manage the human resources of the branch and make sure that members get involved in activities and sub-committees.
- Develop a form and a data base for members to volunteer for areas of work that interest them.
- Ask all new members to fill in forms and then set up a data base on computer or in a book.
- Write each type of work or subcommittee on a separate page and then put the details of all the members who are interested in that type of work on that page.
- Give the list to the coordinator or BEC member responsible for that work.

Good agendas

- It is your task as the secretary to draw up the agendas for BEC and branch meetings.
- It is best to do this together with the coordinator since he or she has to chair the meeting.
- The agenda for the branch meeting is discussed in the manual and here is a sample agenda for the BEC meeting.
- Please remember that the BEC meeting should discuss most of the administrative issues and many of the reports.
- Only key things should be reported back to the branch meeting.

Activity A: ROLES OF ORGANISATIONAL STRUCTURES

This worksheet can help you determine what roles are best suited for which structures of the branch. Hand this out in meetings of the BEC, WAMUA, CAT, or YAMUA. Give members an opportunity to complete the worksheet and then process as a larger group.

In the appropriate box, assign each item to the group having primary responsibility (P) and secondary responsibility (S)

In the appropriate box, assign each item to the group which will have primary responsibility (P) and secondary responsibility (S)	LEAD STRUCTURE AND/OR LEAD COORDINATOR	BRANCH EXECUTIVE COMMITTEE	WAMUA	COMMUNITY ACTION TEAM	YAMUA
1. Determine Branch Vision					
2. Oversee Branch Operations					
3. Develop Branch Year Plan					
4. Raise funds for the Branch					
5. Develop and administer the branch's budget					
6. Develop a community-wide strategic plan					
7. Conduct outreach to school, youth, faith, business and other groups					
8. Inform community about establishment of coalition					
9. Recruit new members.					
10. Address legal concerns, should they arise					

Section 3: ASSESSMENT AND PLANNING

The overall goal in any community mobilization effort is to bring diverse groups together to work collectively on one issue. Once you have all of your teams in place, you will have to ensure that they are working together toward the same goal.

This chapter will help you lay the foundation for the work of organisation. It is based on four best practices:

• **BEST PRACTICE #6: Develop a shared vision and core values**
• **BEST PRACTICE #7: Conduct a needs and assets assessment**
• **BEST PRACTICE #8: Create a strategic plan with mutually reinforcing strategies**
• **BEST PRACTICE #9: Create a fundraising strategy**

Creating a clear, written vision statement that is shared by all participants is an essential step in developing a productive and successful organisation and in effecting changes on the community level.

The vision statement should articulate the goals of the community mobilization project.

The statement of core values will also become an important written record of the organisations approach and how the organisation will operate. While some of these core values will be drawn for the MACUA constitution, others may be more about the way the organisation interacts with the community, such as being open to involvement from all groups of the community, being transparent in communications, and involving women and youth in leadership positions.

In preparation for the planning and assessment phase of organisation work, the BEC should reflect on some key questions:

- How can you facilitate a process for creating a shared vision to ensure that all participants are working toward the same goal?
- Who will facilitate your visioning process? Who will participate in this process?
- What challenges and barriers might you experience in developing a formal written statement that reflects the community's vision for change?
- How will you ensure that each member and organisational structure demonstrates commitment to the overarching goal?
- If there are points of disagreement in creating the vision, how will you find common ground?

In addition to the vision, one of the most important initial activities of the planning process is to **conduct a needs assessment**. Also called **community mapping or an environmental scan** (**please see branch profile template**), the needs assessment provides a comprehensive profile of women and youth in your community and depicts how well the community currently meets their health, educational, and social needs.

A community mapping exercise should:

- identify important risk and protective factors associated with the impacts of mining among specific groups of people.
- Identify all available programs and services that support community health and development.

- Determine the level of unmet needs in both education and health services.
- Identify how the community perceives the impacts of mining; and
- Assess the community's social and political climate and openness for specific strategies.

The results of the needs assessment will inform the strategic plan which sets out the goals and objectives of the organisation. The strategic planning process can help shed light not just what the organisation is going to work on together but the various activities that structures or CAT's will undertake to support and add to the overall plan of action. The collective impact model refers to these as "mutually reinforcing activities."

This section includes several interactive sessions designed to help you set the stage for the organisations work by writing a vision statement and core values, conducting a needs assessment, creating a strategic plan, and identifying funding sources.

SECTION 3: Vision and Values

ACTIVITY A: CREATING A VISION STATEMENT **(1 Hour)**

Facilitator's Instructions:
Ask the entire group to think about the following question: "When you think about the goals and purpose of our organisation (or community mobilization effort), what is most important to you? What is your vision?

Then **brainstorm single words and concepts that describe this vision** and write the answers on the newsprint.

Ask each participant to find a partner (or divide them into small groups).
Give each pair a piece of newsprint and a marker.
Instruct them to look over these words and concepts and **create a set of statements**, in less than 100 words, that reflect your vision for our community.

Give the pairs approximately 15 minutes to complete the exercise. Once they have written their own ideas, distribute the handout, Examples of Visioning Statements.

Ask them to review and discuss the vision statements.
Ask if they would like to revise or expand their statement in any way.
Then **ask each pair to post their newsprint on the wall.**
Ask everyone to walk around the room to review each other's work.

If time permits and there is a general agreement, **create a draft statement as a large group**.

Process: Explain that the branch's vision will help shape all of the work of the community mobilization project. Ask the group to consider the following questions:

- What is the value of creating this vision statement?
- How was it like to do this exercise? What were the most important values identified in your discussion? Were there points of disagreement?
- How do you think we could use this statement in our community mobilization efforts?
- Do you think we might experience any push-back or controversy related to our efforts?
- How should we "present" the vision to the community?

Explain that everyone engaged in the effort—each member of the BEC, WBEC, CATs, or YLT—must believe in the collective vision. There may be differences of opinion on particular strategies, but everyone should support the fundamental purpose of the community-wide effort.

ACTIVITY B: WRITING VALUE STATEMENTS **(1 Hour)**

Facilitator's Instructions:
Divide the larger group into half and ask each group to identify a set of values, similar to the examples provided on the handout.

Give the groups about 15 minutes to develop 5-7 core values.
Write each value on a single sheet of paper
Ask the groups to post their values on the wall.
When time is up, **review each of the values**, **placing ones that are similar to each other in the same area of the wall.**
Ask each participant to place a sticker by three value statements (or groups of value statements) that they feel are especially powerful and effective.

Ask the group as a whole to look at the statements that have received the most stickers.
Ask if there is a general agreement that these are important.
Then **ask if there are any non-negotiable words/concepts** that they feel are absolutely critical.

Spend approximately 30 minutes developing a group vision and values statement by using the examples provided and the ideas on the newsprint that is now hanging around the room.

Process: Ask the group to look over the values you have written. Explain that these will be revised in the future but that for now you want to get a sense or agreement.
Ask if anything is non-negotiable — things that must stay in or must be deleted. Considering doing a Fist or Five activity as described in Section 2: Session B.

SECTION 3: Needs Assessment/Community mapping

ACTIVITY A: BENEFITS OF NEEDS ASSESSMENT **(2 Hours)**

Facilitator's Instructions:
Facilitate a discussion about the importance of the needs assessment. **Explain to participants** that the findings will provide an overall picture of the needs in the community, the available resources, and potential barriers. The purpose of the needs assessment is to collect information on the following:

- Basic demographic data on health indicators and outcomes;
- Resources available to the community;
- Key stakeholders and potential partners and collaborators; and
- Other organisations, projects and efforts in the community.

Remind participants that the organisation will want to assess community-based organizations, the school system, health care providers, and family planning organizations to understand what resources are currently available to the community and what needs are going unmet.

It is also **important to assess the attitudes and norms within community** as well as the policies of schools and healthcare organizations.

Finally, **understanding the social and historical context of the community** will allow the organisation to tailor its strategies to better empower the community.

Ask participants to brainstorm the benefits of a community needs and assets assessment. See Handout: Importance of a Needs Importance

Process: Distribute Handout: Importance of a Needs Assessment. Discuss the list participants came up with and compare it to the list in the handout.

ACTIVITY B: STRATEGIES FOR ASSESSING NEEDS (**1 hour**)

Facilitators Instructions:
In a large **group discussion**, ask members to share their own experiences conducting needs assessments in the community. What strategies have worked? What challenges have they experienced? What sources of existing data have they used?

Process: Distribute and review the following four handouts:

- Common Techniques for Needs Assessments
- Sources of Information for Needs Assessments

IMPORTANCE OF A NEEDS ASSESSMENT/COMMUNITY MAPPING - HANDOUT

A COMMUNITY MAPPING exercise is valuable because it:

- Engages the community in the data gathering process.
- Ensures that women and young people have an active voice in program planning.
- Ensures that evidence-based programs are widely implemented in schools, clinics, and community organizations.
- Ensures that health and social services, are adequately linked to the community and organizations.
- Identifies potential resources for and barriers to effective program implementation.
- Provides guidance on tailoring evidence- based programs to the specific needs in the community.
- Ensures that programs and services are developed to be culturally competent and women and youth friendly, including male friendly and LGBTQ friendly.
- Facilitates "buy-in" from key stakeholders by eliciting their opinions and support.
- Engages non-traditional stakeholders, such as businesses, faith-based organizations and community and traditional leaders.
- Demonstrates that community-based problems deserve tailored, community- based solutions.
- Identifies gaps in services and prevents duplicating existing services.
- Enables planners to make strategic alliances and to reassess and redeploy existing funds and resources.
- Educates the public and raises community awareness.
- Documents project significance and progress for funders.
- Provides baseline data so evaluation can measure changes over time.

COMMON TECHNIQUES FOR NEEDS ASSESSMENTS - HANDOUT

A variety of techniques are commonly used in conducting community-wide needs assessments.

They include:

SURVEYS:

Written surveys or questionnaires are a fast and cost-efficient way to gather information from large groups of people. You can distribute surveys on paper at community events or centralized locations or you can take advantage of online services (such as Survey Monkey) that allow you to email a link to potential participants or post it on your organization's website or social media platform. Surveys are confidential and easy to administer but need to be carefully crafted to make sure that the questions are clear and easy to understand.

One drawback of surveys is that they provide little or no opportunity to ask for more information or a deeper reply. In addition, surveys require that participants have certain reading and writing abilities so they might not be appropriate for all situations.

KEY INFORMANT INTERVIEWS:

One-on-one interviews—either in person or by telephone—are a good way to gather sensitive or confidential information from individuals and allow you to delve deeper into answers. During interviews, participants respond directly to questions posed by an interviewer. While interviews do not reach as many people as written surveys, they do result in more detailed, complex, and in-depth information. Interviews may also be most appropriate for respondents with limited reading and writing skills.

Telephone interviews can save time and cost because they do not require transportation. Remember, however, that data gathered through telephone interviews will leave out the perspectives of families who don't have cellular or landline phones.

AGENCY RECORDS:

Although a record review can be extremely time-consuming, it can provide important insight into information that may not otherwise be available. In clinics, for instance, a record review may document how protocols are implemented, count specific visits, ascertain operational relationships with referring providers, or determine the quality of health center record-keeping.

OBSERVATION: Personal visits can provide the best first-hand glimpse of the problems and needs of a population or of available services. There is no better way to get a true feel for the community or program than to make a visit. Individuals can visit a program or clinic, or you can set up a group visit with members of your BEC or CAT. Keep the group small so as not to impose on the agency (three members is usually sufficient,) and remember to coordinate your visit with key staff so that no one is surprised when you arrive.

FOCUS GROUPS:

These exploratory group sessions provide insight into participants' attitudes, beliefs, and perceptions. **Focus groups are usually made up of eight to 10 people** who do not know each other.
A skilled moderator leads the group, using a predetermined set of questions to stimulate discussion. The role of the moderator is to keep the discussion flowing and to maintain a focus on the key issues.

While it is important to conduct focus groups with a diverse range of community members, **the mix of participants in any one group is important**. For example, consider segregating adolescent groups by age to ensure full participation.

COMMUNITY FORUM:
Often, as part of the needs assessment process, communities hold a public event to obtain feedback from community leaders, service providers, and residents. Such public meetings can help educate and mobilize the community. They can also be an opportunity to learn more from community members about their perceptions and their desire for change. Be sure to plan and prepare well for the community forum: develop materials to encourage those invited to attend, hold the meeting at a convenient time and location, and ask those invited to confirm their attendance.

Official sources

- Schools and Crèches can provide enrolment figures as well as gender breakdowns
- Hospitals and clinics can provide details of admissions and details of the major health problems facing the community
- The local Police Station can provide crime statistics • The Municipality can provide details on:
- Registered voters from the voters roll or Plans to develop the area o Payment levels for services o Backlogs in the provision of services
- If the council has completed its Integrated Development Plan it may be able to provide fairly accurate details on population size, employment status and plans to develop the area.
- You can visit the website of the Municipal Demarcation Board at www.demarcationboard.org.za. There is a breakdown of information from the last population census for each Local Council Area.
- Check with both non-governmental and government agencies for any studies conducted in the community you work in.
- Ask community development workers, councillors and ward committees in your area for information

SECTION 3: Strategic Planning

ACTIVITY A: LOGIC MODELS (**2 Hours**)

Facilitator's Instructions: Before the meeting, create a logic model template on the wall of your meeting room using the header cutouts and tape/glue. Make sure that the logic model template is in place before members begin to arrive.
See below for example template. Headers can include: Community Needs, Inputs, Activities, Outputs, Short Term Outcomes, and Long Term Outcomes; or can be adapted.

Example: Logic Model Template

COMMUNITY NEEDS	INPUTS	ACTIVITIES	OUTPUTS	SHORT TERM OUTCOMES	LONG TERM OUTCOMES

Inputs: are the various resources available to support the program (e.g., volunteers, materials, mobilisation guide, funding, equipment)

Activities: are the action components of the program (e.g. organise a planning meeting, write a plan, hold a workshop, train volunteers, pull together a coalition, hold a protest etc).

Outcomes are the intended accomplishments of the program. What we want to achieve. They include short-term, intermediate, and long-term or distal outcomes.

Have **participants brainstorm ideas** for each area of the logic model and write them on blank paper that can be posted to your logic model wall. Some of this work can be completed beforehand. For example, data from your community needs assessment can be already included under "Community Needs," or previously discussed ideas or decisions about the ultimate impact or outcomes desired for the group can be already included under "Ultimate Impact" or "Long Term Outcomes."

Once all columns have been filled in, the facilitator should guide the members in a discussion to begin making connections between the different categories. **This is often easiest when focusing on the "Activities" section.**

Go through each potential activity that has been placed under the "Activities" header.

Make sure **each activity can be logically linked to "Community Needs"** and the "Outcomes".

Discard any potential activities that do not match the rest of the logic model.

Process: Discuss how the logic model may be used and determine how it will be presented to key stakeholders. Close the discussion by saying that you will set aside and reassess the activities that were not selected at a future strategic planning meeting of the group.

ACTIVITY B: DRAFTING A PLAN (1 hour)

Our strategic plan should have the following key characteristics:

- Is based on the results of the community-wide needs assessment.
- Reflects research undertaken on the area or on related mining communities.
- Is designed to be compatible with the cultural backgrounds in the community;
- Coordinates program activities MACUA structures in the community and encourages joint planning among structures.
- Is developed through a participatory approach; and
- Identifies potential sources for funding.

Facilitator's Instructions:

Explain that the strategic plan outlines the specific activities that the organisation proposes to undertake within a certain period of time.

The plan includes:

- A statement of the findings of the community mapping, which can mobilize community support.
- Formulation of the goals and objectives (**how to achieve the needs of the community**), including:
    - Written objectives, with specific timelines, that describe in detail what activities must occur before a goal is attained
    - Outlines of activities or strategies to accomplish the stated goals and objectives
- Identification of resources necessary to conduct activities (e.g., funding, personnel, etc.); and
- Plans to evaluate and monitor progress toward meeting the proposed objectives and goals.
- A budget

Remind participants of the following points:

- The ultimate goal of the strategic plan is to identify mutually reinforcing activities that, together, will reach large numbers of people with sufficient dosage and intensity to make a difference. Interventions will vary depending on the identified needs, capacities and interests of each community.
- The difference between changes among community members (e.g. knowledge, attitudes and behaviours); That is the difference between **Social changes (**e.g. increased public will, greater community leadership capacity, increased and high quality community participation, and supportive social norms), and **Structural changes** (e.g. policy and practice changes and greater coordination of health, education, and social services).
- The plan should: a) promote the aims and objectives of MACUS; b) expand the rights of affected communities, and c) utilize traditional and social media to educate and encourage communities to become involved.

Process: Close the discussion by exploring with the group how you will communicate your plan to key stakeholders, funders, and the public. For example, the group may consider developing a Call to Action Report that includes: a summary of the needs assessment findings; the overall community vision; an action plan with clearly specified goals, objectives, and activities; a summary of your evaluation plan; clearly delineated roles and responsibilities of partner organizations; a timeline, and, where appropriate, a budget.

SECTION 3: Funding Strategy

ACTIVITY A: THE FUNDING FEUD (**2 hours**)

Facilitator's Instructions:
Divide the participants into two teams.
Distribute the worksheet, Identifying Fundraising Needs, and ask each group to spend about 10 minutes answering the questions.
Then, **give each team several markers and a piece of newsprint** with the following question at the top of the page: "**How can our organisation raise money to support our projects and work**?"

Give the groups about **10 minutes to list ideas for funding**. Encourage participants to make their suggestions as specific as possible. For example, while a good answer might be to "seek funding from private business," a better answer would be to "seek funding from the Lotsacash Trading."

After 10 minutes, **ask each group to report out on their ideas**. Give a prize to the team with the most suggestions.

Distribute the handout: Six Ways to Raise Money.

As a group, explore all ideas and combine all duplicates.

Then, **give each participant two sets of dot stickers**: five of one colour (e.g. blue) and then two of another colour (e.g. yellow). Place the newsprints side by side each other on the wall.

Ask participants to review all of the ideas on the newsprint and **place their five (blue) stickers by the ideas that they believe are the most important priorities** for the local organisations fundraising efforts. They may weigh their vote heavily with one idea (by using several stickers to vote for one particular idea) or may vote for five (or any number) separate ideas.

After voting for general fundraising strategies, **ask participants to place their other two stickers (yellow) next to strategies that they personally would be willing to work on**. Ask participants to write their names on the (yellow) sticker to indicate their commitment.

Once everyone has completed these tasks, **write the five most popular ideas on separate pieces of newsprint (one idea per newsprint).**

Ask participants to find one or two partners. Each small group will then go to each of the newsprints and list potential contacts (influential or experienced people) who may be able to help the organization with the particular fundraising strategy.

ACTIVITY B: TREASURE MAP **(1 Hour)**

Facilitator's Instructions:
Draw a Treasure Map on the newsprint with an inner square representing the local organisation and 10 outer circles representing in-kind donors.

Ask participants to brainstorm any and all potential "in-kind" donor groups who may be willing to offer their time, expertise, and energy (but not money) to the organisation.

Think of all possible community assets and resources. For example, a Ph.D. student at a local university may be willing to donate time as an intern to assist the coalition with evaluation activities.

Once the group has identified donor groups, **pose the following questions**:

- **Question 1: What could these donors potentially give to the local organisation**? Consider small businesses for supplies, equipment, and printing costs; a local public relations firm or radio station for public service announcements and airtime; local researchers to assist in data collection; community leaders for the use of their homes or offices to hold special events; colleague organizations to share office space, or a local consulting firms to donate pro-bono support with strategic planning.
- **Questions 2: For what reasons might these donors give to the organization? What is their motivation?** For example, students may need course credit for an internship; corporations are interested in tax-exempt donations and name recognition; researchers may wish to publish their findings; board members may wish to introduce their friends to their favorite cause and an organization they believe in; or colleague organizations may also wish to save money on rental property.

Process:
Remind participants that support can come in many colours, shapes, and sizes.

Local organisations must **first identify their needs** for various goods and services. Encourage participants to be as creative as possible in assessing how the organisation might benefit from in-kind donations. Importantly, **recognize that people often give to a cause for their own personal motivations.**

Organisations will be most successful in obtaining donations when they s**eek a good "match" between their needs as the receiver and the motivations of the giver.**

ACTIVITY C: PRACTICE FUNDRAISING SKILLS **(2 hours)**

Facilitator's Instructions:
Explain that this exercise will give participants an **opportunity to practice their fund-raising skills**.

Divide the larger group into small groups of three. Hand out the role-play scenarios handout.

Tell participants that they will act out three scenarios, playing a different role each time, and discuss their experiences.

Each will take a turn role-playing the following characters:

Person A is the Community Leadership Team member who is approaching a local business to raise money.

Person B is the Business Owner

Person C is an observer, providing insights to the other two at the end of each scenario.

Small groups will have 10 minutes per role-play (about five to seven minutes for the role-play itself and three minutes to discuss what they learned with each scenario).

Say that you will let everyone know when time is at the seven-minute mark and when time is up for a particular scenario. Then the small groups will move on to the next scenario.

Process:
Ask participants the following questions:

- How did it feel to do this exercise?
- What did you learn in each role, when you were playing: the leadership team member; the business owner; the observer?
- What resources or training support do you feel that you need to help you "make the pitch" to grant makers in your community?

IDENTIFYING FUNDRAISING NEEDS - WORKSHEET

Spend a few minutes in your small group thinking through each of the following questions.

What does the Community Mapping tell us about financial resources related to running projects in the community?

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What budget is needed for the planning phase, for implementation of the plan, and for sustaining the program?

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How can we identify new private resources through grants, the private sector, or in-kind contributions?

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What kind of local funding might be available?

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Can we contact local businesses which may have a budgeted line item for in-kind donations?

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How can we propose our idea so that it becomes a marketing tool/useful for them?

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How can we ask for in-kind donations, such as computers, printing services or radio spots, rather than for money?

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How can we redeploy existing resources?

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Can we share facilities or locate services together to maximize available resources?

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What are realistic fund-raising opportunities in the public (government) and private (foundations) sectors?

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CREATIVE WAYS TO RAISE MONEY - HANDOUT

While the National Office will most likely serve as the fiscal agent for the project, all branches can play an important role in helping raise needed funds. Consider the following possibilities:

SPECIAL EVENTS
Special events may include an awards banquet, an auction, a “friendraiser,” or a concert. These events can be exciting ways to raise funds, create visibility and exposure for the organisation, and launch new initiatives. Be willing to try several different types of events to determine which kinds of activities will yield the greatest return.

EARNED INCOME
Think of creative ways to sell products and services to benefit your local organisation. For example, making and selling soap, supporting local food gardens, and creating market days, car washes in the community, etc

IN-KIND DONATIONS
In-kind donations can support virtually all aspects of the organisation. Think carefully about your needs, find the right donors who can give you what you need, and ASK! Because printing is often one of the highest costs for the organization, you will do well to link up with a local print shop or ask members to donate to printing costs.

MATCHING GIFT PROGRAM
Contact large employers in the community to determine if they have a matching gift program. For every Rand you raise, the business may match that figure, sometimes by four to one!

FUNDRAISING ROLE PLAY SCENARIO - GUIDE

SCENARIO 1: The Lotsocash Traders is a local business that is known to support community-organisations. You (CLT member) decide to make a personal visit to the business on behalf of the organisation. During the meeting, the manager says that she has heard that the mine has been doing lots of good work in the community. She is unsure that the business will support a project from a mining affected organization to organise protests. **What are your key points? Make the pitch!**

SCENARIO 2: Your organisation wants to conduct a community-wide conference on the environmental impacts of mining. You decide to approach a business that has traditionally funded similar initiatives. You know that the funder has not previously funded radical local organisations and has always steered clear of the controversies related to mining in the area.
Who or what do you take with you to the meeting? What are your key points? Make the pitch!

SCENARIO 3: The Best Foundation is accepting proposals to fund community organisation programs. The foundation has made it clear that they are interested in focusing on programs which are culturally appropriate and designed for use with young people. **Make a strong case for your organisations** efforts to be among those funded.

SECTION 4 -TEAM ACTION

This section is based on the following best practices:

- **BEST PRACTICE #10: Create Community Action Teams to guide implementation**
- **BEST PRACTICE #11: Develop formal partnerships and linkages**
- **BEST PRACTICE #12: Develop a public education campaign**

Though many decisions and are made by the BEC, much of the work of the organisation will be accomplished through Community Action Teams and through partnerships between community organisations. Ultimately these groups will work together to implement and/or guide the wide range of mutually reinforcing strategies across the community.

In this section, we examine in greater depth two critical aspects of any successful community mobilization effort — the promotion of social and structural changes. Since this toolkit focuses on community level interventions, we have chosen not to focus heavily on programmatic interventions for individuals. Rather, our focus is on those changes that can only be accomplished through a community-wide effort.

The first session in this section focuses on the mutually reinforcing activities that your organisation will spearhead and the types of change that you are looking for. This session also focuses on improving cross-sector coordination and developing inter-agency partnerships. The second session focus on the roles and responsibilities of the Community Action Teams which will be tasked with implementing many of these activities. The third session looks at raising public awareness in the community through compelling messages.

ACTIVITY A: UNDERSTANDING OUR COMMUNITY

(1hour)

Note to Facilitator:
Review the key findings of the COMMUNITY MAPPING.
Distribute the Worksheet: Mutually Reinforcing Activities.
Divide the group into small groups and ask them to answer the questions on the worksheet.

Process: Return to the large group setting. Ask each small group to post their newsprint and report out the results of their brainstorm.

Finally, give each participant 5 coloured stickers and ask them to place two stickers on each piece of newsprint, indicating which activities they believe should be prioritized.

ACTIVITY B: MOVING TOWARD STRUCTURAL CHANGE

(1 Hour)

Facilitator's Instructions:

Explain that the purpose of this exercise is to demonstrate the importance of implementing mutually reinforcing strategies in your community. It will give participants an opportunity to explore the value of a community mobilization approach by focusing on change.

Introduce the idea of structural change by discussing the river metaphor. Explain that structural change is a way of thinking "upriver" to make a long-lasting effect in the community. **Share the following metaphor**: "You are standing by a river. Suddenly, you see an individual being swept along by the rapids yelling for help. You go in and pull the person out. Then you see more people struggling in the water and go in and pick them out. Soon, however, there are too many people in the water, and even after you have organized some of the survivors; you cannot pick them all out. It is time for some of you to go upriver and find out why so many people have fallen in. There, you see that there is a bridge that has collapsed, and people keep driving off it."

Facilitate a discussion around structural and social change using the Handout: Understanding Change. Ideas include:

- An end to all mining activities that harm communities
- Greater recognition of FPIC for communities.

Ask the group to brainstorm examples of structural changes around the impacts of mining on communities.

Ask the group to brainstorm examples of social changes around the impacts of mining on communities. Ideas include:

- Promoting shifts in community norms that embrace a healthy environment as normal and natural part of growing up.
- Promoting shifts in community norms that embrace community participation in decision making.

Bring back the list of activities you came up with in Activity A. Ask groups to decide which activities would support structural change and which would support social change.

Process: Discuss how to prioritize the two types of change and ask whether anyone has new ideas about which activities are most important after going through this exercise.

ACTIVITY C: COLLABORATING ACROSS SECTORS

(1 Hour)

Facilitator's Instructions:
Explain that one of the roles of your organisation is to identify the need for collaboration, advocate for linkages, and provide capacity-building support to all parties involved.

Break participants into smaller groups.
Distribute Worksheet: Collaborating with Other Organizations.
Give groups 15 minutes to fill in their work sheet.
While groups are doing that, **prepare three sheets of newsprint** labelled:

- Barriers/Challenges,
- Impact of Poor Coordination,
- Strategies for Improved Coordination.

As smaller groups report back, start to fill in these lists on newsprint.

Process: Debrief the activity by reviewing participant's answers. Then take a few minutes to brainstorm the organizations in your community with which your organisation might want to form formal partnerships.

USING THE NEEDS ASSESSMENT TO INFORM THE STRATEGIC PLAN - HANDOUT

Instructions: Using the findings of the need's assessment/community mapping report, work in pairs or small groups to complete this worksheet.

What does the community mapping report depict about your community?

What common themes emerge?

If there is a great deal of controversy, how should the organisation proceed?

How can the organisation ensure that programs in the community are effective programs?

What unique factors could be explored?

How can the organisation educate the stakeholders and community about research-based factors?

--If the assessment shows that key stakeholders, such as teens, parents, the media, businesses, and faith communities, are not involved, how can their support be gained?

How can organisation members apply their perspectives and utilize their strengths?

What does the assessment indicate about the quality of programs and how to improve that quality?

What does the assessment show about the range of efforts being made by different organisations and structures in the community?

How can the community ensure that youth have expanded and unrestricted opportunities for job training, after-school programs, and recreational activities?

What does the assessment indicate about service coordination?

How can programs of different organisations be better linked to the community?

What opportunities exist for cross-referrals, cross training, a shared location for staff of more than one agency, placement of one agency's staff within another agency's program, and/or other interagency partnerships?

100+ WAYS of COMMUNITY MOBILIZATION - HANDOUT

This handout offers a list of approximately 100 community mobilization activities that can be undertaken by your ORGANISATION. These activities increase public awareness, disseminate information, educate professionals, engage stakeholders, inform policymakers, and support community-based organizations.

Before your start planning, remember:

- No one person or organization can do all of the activities alone.
- Don't take on too many activities at once! It is better to do a smaller number of activities very well.
- Some activities are more appropriate to be carried out by organization staff while others need to be conducted by volunteers or CLT, CAT, and YLT members.

1. Participate in National and Internal days of action – Marikana day, Youth Day Women's Day etc.
2. Develop a media database.
3. Contact reporters for opportunities to discuss the organisations work
4. Write op-ed piece for local newspapers
5. Develop a video on issues in your community and post online
6. Conduct media briefings on issues in your community
7. Create a media kit about your project
8. Create a press release template for fast release to the press on current topics and issues
9. Write press releases on current topics and issues
10. Post relevant videos on YouTube or Facebook
11. Join the MACUA Facebook page.
12. Create a twitter account
13. Create an Instagram account
14. Create a WhatsApp messaging campaign
15. Write blogs for the website
16. Contribute blogs for other sites (e.g., CBO's, local newspapers, etc.)
17. Conduct poster and essay contests – created by youth, for youth
18. Develop radio and television public service announcements (PSAs)
19. Track relevant newspapers articles and send to key constituents
20. Work with the public library to create a display board on mining issues.
21. Create and manage a speaker's platform
22. Provide volunteer opportunities for young people
23. Create and manage a list for all people working on mining issues in your community
24. Offer mini grants for local programs.
25. Identify evidence-based programs that are a good fit for your community, disseminate list to community-based organizations
26. Provide community-based organizations in your community with trainings on mining issues.
27. Provide trainings on youth and women's issues.
28. Participate in the local school PTSA's
29. Provide capacity development on topics such as:
30. Understanding evidence-based approaches in social audits
31. Educator skill building and capacity development
32. Fundraising and grant writing
33. Program sustainability
34. Youth-friendly clinic services
35. Cultural competency

36. Youth development
37. Adolescent sexual health & wellness
38. Controversy management
39. Media relations
40. Evaluation basics
41. Understanding research
42. Using logic models for program planning
43. Characteristics of effective programs
44. Using social media and other new media
45. Social marketing
46. Conduct a community survey to assess community attitudes and beliefs about:
47. The impacts of Mining
48. Climate Impacts
49. Climate Justice
50. The MPRDA
51. Environmental Impact Assessments
52. Free Prior and Informed Consent
53. Conduct school surveys to determine what schools are teaching about climate justice and environmental impacts of mining.
54. Disseminate social audit data of the local mines SLP
55. Disseminate social audit data of national social audits.
56. Conduct a cost analysis of health impacts on the community
57. organise regular roundtables for youth and women serving organizations and agencies
58. Organise an annual community conference or forum
59. Collaborate with colleges and universities and schools to develop courses and workshops for learners on Climate Justice and environmental impacts of mining.
60. Join membership organizations related to mining issues
61. Attend national conferences of organizations working in any aspect of mining.
62. Attend local and provincial conferences.
63. Have YLT conduct "secret shopper" surveys of clinics and pharmacies and other services.
64. Host youth parties to recruit new youth activists.
65. Ask YLT members to write letters to editor, op-eds, and blogs
66. Ask YLT member to write stories for the student newspaper
67. Offer youth-friendly brochures to schools.
68. Encourage hospitals and clinics to host a youth health events.
69. Conduct funder briefings.
70. Create funder database
71. Send brief periodic updates to funders
72. Encourage faith leaders to offer climate and environmental education to youth
73. Work with faith leaders to develop programs on climate justice and environmental issues for youth and parents.
74. Develop an insert for a religious service bulletin on the impacts of mining on communities.
75. Help faith leaders find appropriate resources.
76. Develop "religious education hour" presentations for faith communities
77. Provide "Play and Learn" seminars on the impacts of mining and other subjects related to mining.
78. Offer learning workshops to identify new activists.
79. Provide briefings on issues related to mining for school board members and local policy makers
80. Encouraging public agency grant providers and other funders to support community organisations.

81. Meet with lawmakers and provide materials in support of:
    - school-based-environmental centres.
82. Develop an organizational resource centre of books, curricula, journals, and reports related to mining impacts.
83. Produce a series of fact sheets with specific information about your community.
84. Compile a directory of service programs in the community.
85. Produce novelty items with information about your organisation that you can hand out at events:
86. Create a Facebook page and keep it updated
87. Open a twitter account and join conversations
88. Open an Instagram account and post videos and pictures
89. Host a twitter chat
90. Organise protests
91. Organise mass meetings
92. Call public forums where duty bearers are held to account
93. Participate in community safety efforts like school patrols or neighbourhood watches
94. Organise volunteers to help matric students to study
95. Organise food gardens
96. Organise community gardens
97. Identify areas for youth recreation
98. Develop youth sport teams
99. Host advice days where community members can seek out paralegal advise
100. Organise safe spaces for women to meet and discuss their issues.

STRUCTURAL CHANGE: a new or modified practice, program, or policy that is sustained over time, even when the key actors who promoted the change are no longer involved.

SOCIAL CHANGE: a change in interpersonal or family dynamics or in the cultural context of a neighbourhood or community, that is sustained over time, even when the key actors who promoted the change are no longer present.

SUSTAINABILITY: the ability of changes and improvements to persist over time.
For sustainability to occur, there must be a supporting infrastructure in place that is independent of the organisation.

KEY ACTORS: community leaders and residents who can exert pressure to make change happen.

PRACTICE: a standardized action or manner of doing something; the way things are done

PROGRAM: any program or service; organized activities with a desired outcome

POLICY: written or unwritten guidelines that regulate the environment and/or the individual within the environment (e.g., protocols, laws)

COLLABORATING WITH OTHER ORGANIZATIONS - WORKSHEET

1. **Existing programs in your community**: In what ways do community-based organisations successfully collaborate to ensure that mining affected communities can claim their rights? What are some examples of current partnerships between organisations or sectors that are particularly effective? What factors do you think contribute to this success?

2. **Barriers and challenges**: What do you think are some key barriers to cross-sector collaboration in our community? (e.g. Why is it so difficult for us to establish partnerships?).

3. **Impact**: What is the impact of poor coordination (or lack thereof) on youth in the community? On organizational relationships? On availability of funding? Other?

4. **Improving our Impact**: In what ways can we improve the coordination of activities and programmes for the community? How can we create better linkages across sectors? To what extent can we establish organizational partnerships across various sectors in the community? How can these partnerships be legitimized, formalized, and institutionalized? What will be the outcome or impact of such coordination on the community struggles?

SECTION 4: Forming Community Action Teams

Community Action Teams will be responsible for launching and guiding the specific community mobilization activities. As discussed earlier, CATs may be organized in a variety of ways. You could have teams responsible for organizing each type of intervention such as social audit programs, service delivery monitors, or media campaigns. Or CATs could focus on specific parts of the community such as young people in foster care or young families. Alternatively, they could focus on involving key stakeholders such as parents, faith communities, and business leaders. Or, they could focus on a programmatic function such as planning, fund raising, research, or evaluation. This session focuses on the formation of CATs in your community and the community partnerships you will have to make to ensure the success of these teams.

ACTIVITY A: CHOOSING TEAMS

Note to Facilitator: Remind leaders of the purpose of the Community Action Teams (CATs) and explain that the key tasks for this meeting are to determine how the organisation will structure various CATs and identify potential members for each committee.

Divide participants into four groups and hand out the list of priority activities you created in previously (or a list of activities your organisation came up with during another process).

Ask groups to look at this list and categorize the activities either by strategy type, key stakeholders, priority populations or themes. For example, a group who chooses to categorize by thematic type might end up with four categories: environment, health, land, and GBV. The groups do not have to (and should not) all do this the same way.

After 15 minutes, ask each group to report on how they categorized the activities. Explain that each category or subcategory could represent a CAT.

Write all categories on a piece of newsprint—because each group may have used a different method to categorize the activities, the categories might not match. For example, you may have Parents, Religious Organizations, Linkages to Services, and Social Media Campaigns. That is okay.

Remind participants that CATs help do the work of the organisation. **Give each participant five stickers** and ask them to vote for the most important categories. Tell them that each of the winning categories will become the focus of one CAT. There should be 4 or 5 to start. If there are a number that are tied, give out another round of stickers (just one per participant) and ask them to vote again.

Process: Make a list of the winning CATs and ask participants how they feel about the final list. Allow for limited discussion if there are still concerns/debates. Tell participants that in the next activity you are going to further define the goals of each CAT and consider who should serve on it.

ACTIVITY B: THE ROLE OF CATS

Facilitator's Instructions: Explain that this activity builds off the last activity in which participants decided the focus for each CAT. Put up the final list of CATs.

Divide participants into groups so that there is one group for each CAT.
Assign each group a CAT and give them the Worksheet: Defining CATs.
Distribute Worksheet: Creating CATs that Work and give each group 15 minutes to complete it.

Bring the group back together and ask each to report on the answers to the following questions from the worksheet. Take notes on newsprint.

- What is the focus of this CAT?
- What kind of change is it looking to accomplish?
- What activities would it be in charge of?
- Why is the CAT necessary?
- Who should be a part of it?

Process: After each group reports ask other groups to add to their answers if they think anything is missing. Address any overlap between CAT groups. Close the discussion by brainstorming specific individuals and organizations in your community who might be a good fit for each CAT.

FORMALIZING ROLES OF CATS – Worksheet

1. What is the focus of this CAT (population, intervention type, etc.)?

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2. Why is this CAT important?

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3. Who will this CAT be responsible for reaching?

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4. What activities might the CAT conduct?

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5. What organizations (or types of organizations) should we look at in order to find members?

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6. Are there any individuals who you think must be invited to this sub-committee?

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TIPS FOR EFFECTIVE COMMUNITY ACTION TEAMS - HANDOUT

TIP #1

Define a Focus for Each CAT. All of the activities you will conduct will be designed to promote the rights of mining affected communities so there will be a lot of overlap, but nothing will get done unless you divide and conquer. Define the focus of each CAT at the beginning and let them know what other teams are doing. This can help prevent frustration or “turf wars.”

TIP #2

Assign CAT Members Appropriately. Once you have determined what each CAT will focus on, you will seek team members who can add to those efforts. Look for people with skills or expertise who can help move specific activities along. If someone has skills that could be useful for two CATs try to determine which team could benefit most or allow them to choose where they fit best.

TIP #3

Share All Plans with CAT Members. Remember that CAT members have likely not been involved with the organisation from the beginning and may not have a complete understanding of the values, goals, and plans that you have already defined. Share everything that the branch has developed as soon as it is available to avoid confusion and squash the urge to reinvent the wheel or re-discuss settled decisions.

TIP #4

Be Clear About Roles, Responsibilities, and Commitment. CAT members are volunteers and as such you want to respect their time and willingness to help. Be clear up front about what you expect them to do and how much time/effort you think this job will take.

TIP #5

Communicate Regularly. CATs will likely meet less often than your BEC which can make it harder for members to feel involved and for the teams to keep momentum going. Sending regular communication (usually by WhatsApp) will help keep them engaged. Report on progress made by other teams and remind them of upcoming events.

SECTION 4: Educating the Community

Many of the mutually reinforcing activities your organisation will take on will revolve around educating the public about mining issues, and the work of your organisation specifically. In order to be effective, you will have to develop clear and short messages and target those messages to the audiences/part of the community you wish to reach. The activities that follow will help you develop and target messages. Once you have the message, you will need to find the most effective methods for sharing them to your audience/community.

ACTIVITY A: DEVELOPING COMPELLING MESSAGES

Facilitator's Instructions: Hang three pages of newsprint around the room labelled Rights of communities, Environmental Rights and organisation Explain that this activity is designed to help the organisation create compelling messages about the importance of addressing community and environmental rights and the mission of your organisation.

Draw a large version of the Message Box (as seen in Worksheet: Message Box) on a newsprint and explain that this is one method to help the organisation develop messages.

As a large group fill out the message box with:

- What We Do,
- Why it Matters,
- Success Stories,
- and Our Vision.

Distribute Worksheet: Message Box and Handout: Tips for Developing Compelling Messages.

Divide participants into three groups and send each to one of the newsprints. Ask each to spend 15 minutes brainstorming messages to support their topic. Consider handing out copies of your strategic plan, vision statement, and needs assessment summary for inspiration.

Then ask groups to **rotate newsprints**. Give them 10 minutes to add messages that the first group didn't have or rework the messages that are already there (without crossing out the original). Switch one more time so each group has time with each topic.

Have the groups **return to their original newsprint**. Give them each a fresh piece of newsprint and ask them to write a clean copy of all of the messages developed while eliminated duplicates or condensing similar messages together.

Then **give each participant 6 stickers** and ask them to walk around the room and pick their two favourite messages in each category.

Process: Bring the whole group back together and review the messages that got the most votes. Have them look at the Handout: Tips for Developing Messages to see if their messages are as compelling as possible.

ACTIVITY B: MATCHING MESSAGES AND AUDIENCES

Facilitator's Instruction: Explain that all audiences are not the same when it comes to messaging. For example, while parents might be most moved by personal stories of young people struggling in your community, policy makers might be more interested in statistics about food poverty rates.

Ask participants to brainstorm all of the audiences that need to hear your messages. Write the list on newsprint. At a minimum the list should include: parents, young people, educators, healthcare providers, state and local policy makers, young people, and local reporters.

Break participants into smaller groups. Assign each group an audience (if there are not enough participants you can assign one group more than one audience). Give each group the list of "winning" messages from the last activity or be sure they have access to the newsprint on the wall. Give the groups 10 minutes to choose the best messages for their audiences. Tell them that they are allowed to tweak the messages and even create new ones if necessary.

Process: Bring participants back together. Ask each group to read their messages and explain briefly why they think these are best for their audience. Check with the larger group to see if there are any disagreements.

ACTIVITY C: DISSEMINATING MESSAGES

Facilitator's Instruction: Tell the group that the carefully crafted messages are only good if people in the community are exposed to them and that this activity is designed to help you get these messages out.

Assign each group one of the common mechanism used to get the message out—traditional media, social media, and community events.

Give them **15 minutes to brainstorm** ideas for using these mechanisms such as writing letters to the editor, meeting with editorial boards, creating a Facebook page, or planning a community forum.

Process: Come back together as a larger group. As each group is presenting their ideas discuss who each mechanism is most likely to reach (young people are more likely to use social media while parents might be more likely to read the local paper).

Distribute Handout: Using the Internet and Social Media. Go back to your audiences and messages from the last activity and try to close the circle by deciding the best tool to use to reach each audience and the most effective messages to use. Consider creating a matrix with this information that you can handout in the future.

Your organisation is going to have to tell its story. You will have to explain the current problem of mining affected communities, the solutions the organisation envisions, the action you are taking toward those solutions, and the help you will need to move forward. Here are some tips for developing good messages:

TIP #1

Keep it Short. We know so much about mining issues and it is tempting to want to share it all, but that will overwhelm your audience and they will stop listening. Have one short message for each topic you might be discussing. Once you've written the message, walk away from it for a little while, when you come back try to say it again with even fewer words.

TIP #2

Back it Up. Your messages will contain your values and beliefs but you should always be able to back that up with evidence or examples. If one of your main messages explains that mining companies have an obligation to consult the community, follow it with a statistic about how mining companies fail to consult.

TIP #3

Keep it Local. Though there are a lot of national statistics on mining, it can be easy for people to dismiss those as "happening somewhere else" or "not our problem." Instead, look to your community mapping which has a whole lot of information specific to your community that can be translated into messages.

TIP #4

Make it Compelling. You need to make your audience care about your message and remember. Simple phrasing and memorable statistics can help. One community took their local statistics/information and stated, "In our community, the mine only shared 0.0001% of their profit with the community." This message resonated with many audiences.

TIP #5

Choose Only a Few and Keep Repeating. There is a lot to say, of course, but you want to carefully choose just two or three primary messages that you will repeat whenever given the opportunity. You can change the statistics and anecdotes you use to support the messages depending on the audience but the main messages should stay the same. People need to hear them many times for them to sink in.

TIP #6

Practice, practice, practice. Once you have your messages written and your statistics and chosen, your spokesperson should start practicing using them. Create an "elevator speech"—how will you describe the problem and the solution if you only have 30 seconds. Practice fielding questions using your messages.

USING THE INTERNET AND SOCIAL MEDIA - HANDOUT

The internet has become an important tool for educating the public and organizing supporters. Many of the activities your organisation will undertake will likely revolve around internet resources whether it is a social media campaign or a WhatsApp messaging campaign that connects young people to mining struggles. Here are some basics about using the internet and social media.

FACEBOOK

As one of the first and still most popular social media sites, Facebook can play an important role in getting your message out. Though once popular with young people, Facebook now skews significantly older and may be the best way to reach out to parents, professionals, and adult community members.

- **Create a page** for the branch and invite people to follow it or like it. Start with organisation members and then ask members to invite their colleagues and friends as well. Explain that they should select the "see first in newsfeed" button to ensure that they see all your posts.
- **Post updates** about the organisations work, articles or videos about mining issues, and information about upcoming events. Also, use it to highlight the work of partner organizations.
- **Post one to five times a day**. Never let your account look like it's been abandoned but try not to be too repetitive or overwhelm your followers.
- **Use pictures**—the goal with Facebook is to have a lot of people "like" or comment on your post and this is much more likely if the post includes a picture.
- **Outrage** (can you believe this statistic) **and joy** (this little girl is changing the world with her project) are often the most popular types of posts.

TWITTER

Twitter is one of the most popular social networking sites—it is a real-time stream of information that comes in short (140 characters) posts called tweets. Many people use twitter as a source of news but it also allows users to have a "conversation" by replying to other people's tweets and tagging other users (including celebrities, politicians, or companies) in their tweets. Twitter uses hashtags—# followed by a word or a phrase—to allow people to track conversations on specific topics.

- **Register for a twitter handle** for the branch and ask all branch members to follow you. **Sign up to follow others**—including organisation members, partner organizations, and local politicians.
- **Post updates** about the organisation or relevant news stories. Look for tweet chats that are focused on mining issues, or young people in your area and join them.
- **Include a short URL** linking to a news article or website. Use https://bitly.com/shrink your URL.
- **Include an existing hashtag** to link your tweet to other conversations or create your own.
- **Post at least once every day** to be sure to be part of the conversation.
- Consider **hosting a tweet chat**.

INSTRAGRAM

Instagram is a visually based social media site—meaning that you post pictures or videos along with a caption that explains what users are seeing. Your branch can use Instagram to tell people about events (both invitations and summaries), spread statistics in a visual way, or share success stories.

- **Register for an Instagram handle** for the branch.
- **Sign up to follow others**—including organisation members, partner organizations, and local politicians.
- **Post eye-catching photos** or graphics along with a caption getting your message out.
- **Outrage and joy work well** on Instagram too but be authentic
- **Include hashtags** in Instagram as well.
- **Create visuals that followers can "#regram"** such as call to actions for an advocacy campaigns.

YOUTUBE

This video sharing site is very popular especially with young people. Sharing videos online can be a great way to tell stories, provide information, and engage audiences. Your branch could create videos that humanize the findings of your community mapping, explain the problems of mining communities, or directly educate young people and parents on mining issues. Consider having YAMUA members create videos for their peers or sponsoring a video contest for young people in your community asking why mining community issues are so important.

- YouTube **videos should be short** (just a few minutes). They can be live action or animated.
- **Humour goes a long way** on YouTube. The funnier a video, the more likely it is to be shared.
- **Use other social networking** sites to steer users toward your YouTube content.

Before you start using social media, there are some important things to consider:

- **How much time can you devote** to social media? It is relatively easy to maintain a Facebook page but Twitter can be time consuming. Think strategically about social media to determine which platforms are best. It might not be necessary to use allof them.
- **Who are you trying to reach**? Make sure you know who you are trying to reach before you take to social media. Your audience will determine both the right platform to use and the right messages to post.
- **Who will post**? The social media accounts of the branch should be well controlled, and you should decide ahead of time who will do the posting—the lead coordinator, spokespeople, or certain YLT members could be given this task.
- **Who has the passwords**? Keeping control of your passwords is important. Members may change over the years, make sure that the passwords don't get lost in the process.

SECTION 4: Developing a Public Education Campaign

Activity A: The Public Forum: Raising Public Awareness in the Community

One of the most powerful results of a community mobilization process is the change in community attitudes and behaviours and the shifts in social norms. With the following activity, you will engage your community teams in a process designed to lead to such favourable shifts in the culture of the community.

Facilitator's Instructions: Explain to participants that during this session, you'll address some ways to increase awareness about the needs of mining affected communities.

Use the following open-ended questions during your discussion:

- How can we increase public support for Free Prior & Informed Consent?
- How can we build greater support from key leaders in the community to address community issues?
- How can we build a greater sense of community ownership of branch programmes and campaigns?
- How can we increase community participation?
- How can we promote greater engagement among community residents?

As a group, revisit your strategic plan to make sure it addresses these fundamental questions. Then, lead a planning session to conduct your first community forum or launch meeting.

TIPS FOR HOLDING PUBLIC MEETINGS - HANDOUT

TIP #1

Know the Purpose. In-person meetings are a great way to meet members of the community both to educate them about mining issues and to hear their concerns and priorities related to the impacts of mining. But you can't do it all in one session. Decide the purpose of your meeting ahead of time and make sure that all invitations make it clear.

TIP #2

Consider the Format. Meetings can be structured in different ways depending on your goals. If the branch wishes to educate the community about impacts of mining on community health, a panel discussion with a question-and-answer session may be best. If, however, the goal is to listen to community concerns, a town hall set up will work better.

TIP #4

Set an Agenda. Know what you want to accomplish during the meeting and set an agenda that leaves enough time to get it all done. Always leave some room in the agenda for participants to ask questions or voice concerns.

TIP #5

Pick Speakers Carefully. Choose speakers or panel members who are experts in the topics you plan to discuss but also those who can keep an audience interested and entertained. Schedule speakers far in advance because experts can be very busy.

TIP #6

Select a Moderator. Meeting management is important and it shouldn't be the responsibility of the speakers because they have a different job to do. Recruit a strong, objective moderator — it could be a member, or a colleague from another organization — who is known for her facilitation skills. The moderator's role is to keep to the agenda and the ground rules, keep discussion moving, and keep order.

TIP #7

Pack the seats. Invite teachers, policy makers, school administrators, parents, community leaders, students, and the press. Advertise the event by sending invitations, making public service announcements, using social media, and placing notices or posters on community bulletin boards.

TIP #8

Invite Press. Include members of the press in your outreach. Local newspapers may help publicize the event. They may also provide an objective summary of what was discussed by publishing an article. This can bring attention to the good work of your coalition.

TIP#9

Prepare handouts. Participants should leave with additional information (especially since some of them might leave early). Consider distributing fact sheets that summarize the results of the needs assessment, articles about programs in your community, and a brief overview of your organisations mission, values, and goals.

SELECT A MODERATOR. Meeting management is important. Recruit a strong, objective moderator who is not an active member of the branch. The moderator's role is to keep to the agenda and the ground rules, to keep discussion moving, and to keep order.

DRAFT AN AGENDA. Develop and circulate an agenda in advance of the meeting. Ideally, it will allow time for the branch coordinator to present findings as well as time for questions from the floor. Post the agenda in the meeting room or have copies available for people attending.

SET GROUND RULES. Establish ground rules in advance and ensure that the moderator will strictly enforce them. Consider not only matters of common courtesy, such as the length of time any individual may have the floor, but also whether participants must be parents, members of the community, etc. Should speakers be required to register before the meeting begins? Should proponents and opponents' alternate turns at the microphone? Should individuals be required to represent themselves, or is this a forum in which organized special interest groups are allowed to present their support or objections? There is no single correct answer to these questions, but the organisation should make the decisions to announce in advance of the meeting.

PREPARE HANDOUTS. Consider distributing fact sheets that summarize the results of the community mapping/needs assessment, articles from local papers or about programs in other areas and lists of supporters (both local individuals and groups as well as national groups).
Give thought to translating or adapting some or all of the material into languages representative of the community.

INVITE THE PRESS. Include members of the press in your outreach. Local newspapers not only help to publicize the event, but also provide an objective summary of what was discussed.

SEEK TECHNICAL AND TRAINING SUPPORT. Adequate training and technical assistance are important elements of the planning process. Organisations can alleviate unnecessary conflict by dedicating adequate resources and time to training members and participants. Non-traditional providers, such as parents, community residents, and teens, while often lacking the needed technical skills and confidence to participate in collaborative work, have energy, valuable experience, and practical knowledge and skills to contribute.
Acknowledging these differences and spending the time to train and support them allows them to participate actively and to contribute extensively to the project.

SECTION 5: SUSTAINABILITY

This section is dedicated to sustainability, an essential aspect of your community mobilization effort. Sustainability allows the community to maintain the changes that the organisation has established.

This chapter is based on the following best practice: **BEST PRACTICE #13: Create a sustainability strategy**

This chapter provides resources on sustainability, offers tips for institutionalizing program efforts, and provides self-assessment tools that we may use over the life of the organisation.

ACTIVITY A: Moving Toward Program Sustainability

Facilitator's Instructions: Explain that this activity is designed to help participants identify the Strengths, Opportunities, Aspirations and Results (SOAR) of your program or initiative.

Divide participants into groups of four and ask them to identify a recorder and reporter.

Then **distribute a worksheet to each individual**. Ask participants to complete the questions on the worksheet individually then discuss as a small group.

Debrief:
After 20-30 minutes, lead a large group discussion to debrief the activity. Ask:

- What insights do you have about your program after doing this exercise?
- What role does this kind of activity have in planning for sustainability?

Strengths: What are the best things about our program or initiative?

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Opportunities: What possibilities are opening up for our program or initiative in the short term?

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Aspirations: Describe what will be happening with your program in ten years. What are the best things that could happen that could keep it strong and thriving through then?

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Results: What are the results we are beginning to see that are benefiting the community? How can we best sustain these results?

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ACTIVITY B: Key Indicators that Programs and Initiatives are Becoming Sustainable

Facilitator's Instructions: Explain to participants that the purpose of this exercise is to identify factors that lead to sustainability and to secure commitments from individuals and member organizations to work on sustainability efforts.

Divide into groups of 4-5 participants. Ask groups to select a recorder and reporter.

Give each group two pieces of newsprint paper. On one paper, ask them to write

- "**We will know our program is becoming sustainable when**…" On the second paper, write:
- "**Sustainability is EVERYBODY'S job**: What can I/we do to build my program's sustainability?"

Give groups about **10-15 minutes to brainstorm** how they as individuals and structures will contribute to sustainability. Ask recorders to capture the consensus ideas of the group under each statement or question.

Finally, ask the reporters to briefly **report out to the larger group**. Then distribute and review the two handouts.

Discussion: Once you have reviewed the handouts, spend a few minutes processing the exercise. Ask open-ended questions such as:

- What sustainability ideas did you find exciting, intriguing or innovative?
- What challenges, if any, did you experience in doing this exercise?
- Were you able to make a personal or organizational commitment to sustainability? In what ways? How did it feel to do so?
- What next steps should we take to implement these ideas?

- Funders begin to contact us with funding opportunities.
- Funding comes from a variety of reliable sources.
- Programmes are so effective and well known that we could charge for them
- The community trusts the program and diverse groups within the community seek our services.
- The number of participants grows each year.
- The program has name recognition in the community.
- The program has community-wide visibility, credibility, and trust.
- The media reaches out to us as the expert on the issue.
- The program is considered a "core" program within the organization.
- Through ongoing evaluation, our program consistently reports positive results and outcomes.
- Members continues to improve the program based on evaluation and the needs of the target audience.
- The program meetings are well attended, recruitment is easy, and member turnover is low.
- The program has broad support within the community we serve, including a few key "champions."
- The program has such consistent, positive results that others begin replicating it.
- The program serves as a "model" in other community efforts.
- Others turn to program members for training, mentoring, and "expert" advice.
- Program members manages the program's funding responsibly and thoughtfully with an eye toward sustainability.
- Program members have created and are implementing a sustainability plan in collaboration with organizational leaders.
- Other:
- Other:
- Other:
- Other:
- Other:

Evaluate for Outcomes! Outcome evaluation is the driving force behind much funding today. This means that you must be prepared to demonstrate that your program results in very clear outcomes – typically, behaviour changes among the program participants. Therefore, outcome evaluation is at the very top of this list and needs to be at the top of yours!

Publish! Publish! Publish! Put articles in program or organization newsletters, website, professional journals, magazines, newspapers, blogs, Tweets – anywhere you can that keeps your program before the public, stakeholders and funders.

Stay aware and be alert! Keep your eyes and ears open to funders. Scan articles, search the web, and read other organization's annual reports and newsletters for possible funder leads. Keep your eyes and ears open during social occasions and in daily interactions with people. You never know who you will meet or who you know.

Be creative! Create posters, brochures, postcards, palm cards, handouts, flyers, blogs, websites, and displays that tell your program's story.

Stand and deliver! Present your program to whomever will listen. Begin with a basic "stock" presentation (what, why, how, and who) that you can deliver to your own members, and even to others in professional conferences, community meetings, and media appearances.

Network! Join community organizations and other groups, get on their committees, and look for opportunities to build a network with folks who are interested in your program and can help you move it toward sustainability.

Play nice! Collaborate with others as a means to not only do good things for your community but to also provide an opportunity for others to get to know you and your program. Above all else, build a reputation as one who plays well with others.

Be kind to "in-kind"! Not all contributions to your program have to be financial. Look for in-kind contributions as well. Draw up a list of your program needs that could be met through in-kind contributions (e.g., Need pencils and index cards? Talk to your local office supply or large retail store). In-kind contributions aren't cash BUT they can offset expenses in your budget that frees up cash for other things.

Ask! Ask! Ask! Always have an "ask" ready anytime the opportunity arises. When you speak to a group, tell them what you need and ask them to help. When a personal conversation results in the other asking, "How can I help?" be prepared with an answer and ask them for what you need.

ACTIVCTY C: Creating a Program Sustainability Action Plan

Facilitator's Instructions: **Explain** that program sustainability depends on institutionalization, the process of integrating a program into the "core" of an organization, such that it can survive budget cuts and becomes seen as an indispensable part of the organization's work in the community.

Explain that this exercise is designed to identify key activities that demonstrate that institutionalization has occurred. In addition, participants will begin developing the organisations sustainability action plan.

Start by facilitating a brainstorming session of the elements of program sustainability, making sure that some/all of the following points are expressed:

- Key leaders responsible for program implementation and evaluation have been identified.
- Member training and continuing education needs associated with implementing and evaluating the program have been incorporated into ongoing work of the branch.
- The skills needed to implement and evaluate the program have become part of the organisation's standards.
- An implementation monitoring process has been integrated into the program's ongoing process evaluation activities.
- On-going outcome evaluation activities have been established and maintained.
- The program is supported by continuous soft or hard money.
- The program has survived annual budget and grant cycles.

Once participants have completed their brainstorming, divide the group into smaller groups of 3-4 people.

Distribute the Creating a Program Sustainability Action Plan worksheet. Give groups about 15-20 minutes to complete their worksheets.

Then, bring the larger group together for an open-ended conversation about their plans for sustainability and institutionalization.

Close the discussion by summarizing next steps.

CREATING A PROGRAM SUSTAINABILITY ACTION PLAN - WORKSHEET

Instructions: Use this worksheet to think through various questions related to sustainability.

KEY SUSTAINABILITY QUESTIONS	GOALS & OBJECTIVES	ACTIVITIES	ASSIGNMENTS	NEXT STEPS
How can we ensure that key implementation and evaluation activities are integrated into our work?				
Which leaders will be responsible for the programme implementation and evaluation?				
How will we ensure that supplies, materials, space, and equipment needed to continue implementing and evaluating the program continue to be available?				
How can we incorporate training and continuing education associated with implementing & evaluating the program into ongoing organisational work? How can we ensure that skills needed to implement and evaluate the program have become part of the organization's standards?				
How can we ensure that the program is supported by continuous funding?				

A number of factors need to be considered if you are to successfully build community capacity and identify sufficient resources to sustain your program or initiative. Use this checklist as a starting point.

ADMINISTRATIVE

- ☐ We have a memorandum of agreement (MOA) with the of the Leader of the programme.
- ☐ The BEC have expressed support for starting and maintaining the program.

PROGRAM FACILITATOR TRAINING AND RETENTION

- ☐ We have a plan (or plans) for recruiting, orienting, training, monitoring, and evaluating the program.
- ☐ We have a plan for providing continuing education for program members.

PUBLIC RELATIONS/OUTREACH/BUILDING COMMUNITY SUPPORT

- ☐ We have a database for disseminating program information to the public, media, stakeholders, decision makers, and funders.
- ☐ We have a general strategy for educating the community about our program. We publish an annual report that includes information about our program.
- ☐ We have a program brochure and promotional materials that we regularly distribute to the public.
- ☐ We regularly reach out to stakeholders, decision makers, funders, and the media with invitations to learn more and to attend public events.
- ☐ We provide regular updates on the program to leaders and members of the organizations.

PROGRAM EVALUATION

- ☐ We are implementing an evidence-based program with proper controls. We have an evaluator for our program.
- ☐ We have a data collection system for our programs that has been designed by our evaluator.

FUNDING

- ☐ We have a fund development plan.
- ☐ We are motivated to secure funding.
- ☐ We have a person responsible for fund development.

SHARING LESSONS LEARNED - HANDOUT

One of the keys to evaluation is learning how to monitor program efforts so that you can use evaluation findings to inform future planning. This handout provides some questions for self- reflection about your community mobilization effort. What are the highlights and successes of your efforts? What challenges and barriers have you experienced? Use your findings for continuous quality improvement!

A. LEADERSHIP INFRASTRUCTURE, TEAM CREATION AND TEAM FUNCTIONING

A1. **What have you learned about the importance of establishing a strong leadership infrastructure for community-wide initiatives?**

- As the ORGANISER, how did you establish effective leadership in your community? How did you establish legitimacy?
- What were your specific roles and responsibilities?
- In what ways did you provide overall strategic direction for your community efforts?
- What was your role in facilitating a community-inspired vision for your project?
- What was your role in coordinating communication and facilitating dialogue between key stakeholders? Conducting the needs assessment? Designing mutually reinforcing strategies? Mobilizing and managing funding resources?
- How did you obtain support from your own organization to participate in this project?
- What were some of the key successes and challenges you experienced?

A2. **What have you learned about engaging the following key stakeholder groups? What successes did you achieve? What challenges did you face? Based on your experience, what are best practices for key stakeholder engagement?**

- Youth and young adults
- Educators and School Administrators
- Policymakers
- Business Leaders
- Faith Leaders and Faith Communities
- Youth-Serving Organizations
- Media
- Parents and Community Residents

A3. **What have you learned about communication modes, methods, practices, and styles? Based on your experience, what are some best practices for establishing and promoting effective channels for internal communication?**

- What type of communication methods did you use? (Emails, newsletters, phone calls, website) to ensure continuous communication?
- How did you coordinate communication among structures?
- How did you ensure regular meeting participation?

A4. **What have you have learned about participant engagement and decision-making? Based on your experience, what are some best practices for ensuring authentic participation and shared decision-making?**

- How did you recruit, orient, train, and sustain leadership team members?

- How did you foster a strong sense of commitment to and ownership for the organisational vision and projects overall among the leadership team and community action team members?
- To what extent did you formalize roles and responsibilities for each team (or for individual participants?) How did these roles change over the life of the project?
- To what extent did you institute an effective model of shared decision-making among our leaders and members?
- To what extent were you able to make definitive decisions in a timely manner?

A5. **What have you learned about engaging women and young people? Based on your experience, what are best practices for creating effective youth/women partnerships?**

- To what extent were you able to engage women & young people in authentic and productive roles?
- How did you ensure that women & young people's experiences, skills and perspectives were valued and incorporated into your efforts?
- To what extent were women & young people engaged in program planning, development, implementation and evaluation?
- What were some of your key successes and challenges related to recruiting, orienting, and training, women & young people?
- In what ways did you promote effective women/youth partnerships for both youth and women participants?
- To what extent were you able to provide clear roles and responsibilities for women & youth and meaningful, structured opportunities for engagement?

B. ASSESSMENT AND PLANNING

B1. **What have you learned about establishing a community vision? Based on your experience, what are best practices for developing a vision?**

- How did you go about creating a shared vision to ensure that all participants were working toward the same goal?
- Who facilitated your visioning process? Who participated in this process? What challenges and barriers did you experience in developing a formal written statement that reflected the community's vision for change?
- How did you ensure that each individual or organizational participant demonstrated commitment to the overarching goal for the branch?
- Were there points of disagreement in creating the vision? How did you find common ground?

B2. **What have you learned about conducting a comprehensive needs and assets assessment or community mapping? Based on your experience, what are some best practices?**

- What type of baseline information about the state of our community did you gather?
- What type of data collection methods did you use? Community mapping? Surveys? Focus groups? Opinion polls? Key informant Interviews? Other?
- How did you communicate the key findings of the needs assessment to your community?
- To what extent did the community assessment inform your key strategies? How did you use the findings to advocate for change?
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B3. **What have you learned about the process of creating and designing an implementation plan?**

- How did your vision inform the implementation plan? How did the implementation plan incorporate and reflect the findings of your needs and assets assessment?
- How did you identify and select particular strategies? How did you decide to work with specific populations? How did you select particular settings? Were there points of disagreement among key stakeholders? How did you find common ground?
- To what extent did your interventions / implementation plan focus on mining issues?
- To what extent did you seek to address the social determinants that impact communities?
- To what extent did you address other intersectional issues?

C. **MONITORING AND EVALUATION**

C1. **What lessons did you learn about through monitoring and evaluation efforts?**

- What type of assessment and evaluation did you conduct? Who conducted evaluation activities for various projects?
- What of kinds of tools and techniques did you use to assess various activities?
- In what ways did you use program evaluation to guide program improvements?

C2. **What lessons did you learn about creating structural change in your community**?

- To what extent did you change or influence policies and practices that impact the community?
- What changes did you achieve? How did you "move the needle" (for example, by advocating for change / laying the groundwork for change)?
- How did you measure such change? That is, how do you know these changes occurred?
- What changes were easy to implement? What changes were difficult (or impossible) to implement? What lessons did you learn?

C3. **What lessons did you learn about creating social change in your community**?

- To what extent did you increase public support for community rights?
- To what extent did you establish, support and promote organizational partnerships across various sectors in the community? How were these partnerships legitimized, formalized, and institutionalized?
- Were you successful in developing greater community leadership capacity?
- Were you able to foster a greater sense of community ownership of local branch efforts?
- Did you increase community participation?
- To what extent did we create new norms about women and youth leadership and empowerment and Community engagement?
- How did you measure such change? That is, how do you know these changes occurred?
- What changes were easy to implement? What changes were difficult (or impossible) to implement? What lessons did you learn?

C4. **What lessons did you learn about creating / influencing change among individual members of the community?**

- To what extent did you focus on raising awareness, increasing knowledge, changing attitudes?
- What specific behavioural outcomes did you focus on?
- How did you measure such change? That is, how do you know these changes occurred?
- What changes were easy to implement? What changes were difficult (or impossible) to implement? What lessons did you learn?

PURPOSE:
To provide an opportunity for participants to evaluate the workshop; to bring closure to the experience and have participants say goodbye in meaningful ways

MATERIALS:
Handout: Workshop Evaluation

TIME: 15 minutes

PROCEDURE AND CLOSING:
Tell participants that the workshop is at an end.

Distribute the workshop evaluations and tell participants how important their evaluations are.

When most people have completed the forms, move on to the closure.

Ask participants to **form a circle**.

Invite people to make comments about the workshop experience and offer words of farewell. No one should feel any pressure to make comments, and there is no need to take turns around the circle.

Model the process by making some comments about what the experience has meant to you and the significance you feel for the connections you have made with each participant in the workshop. When you and your co-facilitator have spoken, stand quietly and wait for others to speak voluntarily. Don't be afraid of some silence at this time and don't worry if people are a little slow at first to speak. Most participants will volunteer some meaningful comments.

(**Alternatively, you may use the "Returning the Four Corners" exercise to close the training**.

Give each person the handout. Ask them to complete the four statements. Then, ask them to hand in their completed form. **Redistribute them so that each person is holding a form that someone else** has completed. Go through each statement, asking for volunteers to contribute a comment from a fellow participant (who remains anonymous through the exercise.)

FOUR CORNERS EVALUATION - HANDOUT

Please complete the following sentences. Do not put your name on the sheet. Thanks!

In this training I learned:	In this training I wish:
In this training I liked:	After this training, I will take the following action: