

LEADS MANAGEMENT AND PARTNER PREPARATION



Facilitator's Guide

Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age." Matthew 28:19-20

Table of contents

INTRODUCTION TO THE FACILITATOR’S GUIDE/ MANUAL.....	4
MANUAL OUTLINE	4
TRAINING DURATION	4
NOTES TO THE FACILITATOR.....	5
TRAINING PROGRAMME OUTLINE.....	7
BIBLE STUDY GUIDE	9
PART ONE: CULTIVATING RELATIONSHIP	13
Session One: Vision Casting Engagement and follow up	14
Topic: Biblical mandate of Church to Children in Poverty	15
Topic: Ministry Foundations.....	18
Topic: Compassion’s Partnerships Principles.....	21
Topic: Program Model.....	22
Topic: Outcome Driven	23
Topic: Child friendly church environment	26
Session Two: Engage potential partners on Qavah approach	28
Topic: Qavah/ Church Mobilization- An Awakening	30
Topic: Qavah-Envisioning the Church	35
Topic: Celebrating Who we are and What we have.....	419
Session One: Partnership Deliverables and Set-up Plan.....	50
Topic: Partnership Deliverables.....	51
Session Two: Beneficiary selection, recruitment and	52
Topic: Beneficiary Selection and Consent.....	53
Topic: Beneficiary Registration	55
PART THREE:ENGAGING SELECTED PARTNERS ON QAVAH APPROACH	57
Qavah Steps ToTs and Church - Community Conversations	59
APPENDIX.....	72
Appendix One: Training Programme Template.....	72
Appendix Two: Participant Register Template	74
Appendix Three: Level 1 Learning Evaluation Template	75
Appendix Four: Level 2 Learning Evaluation Template	77

Appendix Five: Church Check-List For Child -Friendliness77

Appendix Six: Qavah Implementation Matrix79

Appendix Eight: Statement of Commitment to Child Protection92

INTRODUCTION TO THE FACILITATOR'S GUIDE/ MANUAL

Welcome to the Leads Management and Partner Preparation Facilitator's guide. The overall goal of this manual is to guide the process of cultivating relationship with leads as well as in the signing of partnership agreement & set-up of selected implementing church partners.

MANUAL OUTLINE

This guide is divided into the following Parts:

Bible Study Guide

Part One: Cultivating Relationship

Part Two: Signing of Partnership Agreement, ICP Set-Up, and Beneficiary Registration.

Part Three: Qavah with selected Church Partners

Each part is comprised of Sessions with **Specific learning objectives**. Each session is comprised of topics. The Topics comprise of a number of Activities and Facilitator's notes. The activities have been sequenced in a manner that will facilitate the attainment of **sessions' learning objectives**. Each topic is concluded by a guided recap session.

TRAINING DURATION

Part One: Cultivating Relationship

This Part is divided into 4 meeting events with a total of 7 days. This part should be covered prior to signing of the Partnership Agreement. It is recommended to hold at least one meeting within a period of 3 months to cover a minimum of 12 months

Part Two: Signing of Partnership Agreement, ICP Set-Up, and Beneficiary Registration

This Part is divided into 3 meeting events with a total of 6 days. It is recommended to hold at least one meeting within a period of one month. This Part should be covered with selected Implementing Church Partners.

Part Three: Qavah with selected Church Partners

This part entails engaging selected Church partners through the Six Qavah Steps by way of:

- ToTs of Church Resource Persons (CREPs) and
- Church - Community Conversations

The Qavah Process takes a minimum period of 2 ½ years.

NOTES TO THE FACILITATOR

Morning devotions

A number of Guided Bible studies have been provided under part one of the manual. The Bible studies are part of the training content and in line with the theme of the day. Each study should last for at least 2 hours. Allow for exhaustive brainstorming and application of these Bible passages into the participants' context. (See the Training Programme Outline for the detailed Bible study plan below).

However, *Envisioning the Church and Celebrating who we are and what we have* topics of the Qavah/Church Mobilization session are Bible study guided sessions. Follow the content provided.

Appendix

The appendix includes:

1. Training Programme, Participants register, Learning Evaluation templates. Use the templates to capture your context.
2. Participant's handouts

Learning Objectives

The Facilitator should progressively recap and check with the participants to ensure that there is good progress towards the attainment of the learning objectives.

Introducing the Workshop

Workshop Preliminaries

1. Begin the sessions by introductions, while at the same time taking note of the time available for this.
2. **Introductory Exercise.**
 - a. Allocate the participants numbers 1 to 4
 - b. Ask the participants to write the number allocate on a piece of paper
 - c. Ask the participants to walk to a person who has a similar number and introduce themselves by name, where they come from, their church name, congregation size including Sunday school, and what they are expecting to learn
 - d. Ask them to walk to 2 more people and repeat the exercise if time allows. Challenge them to meet at least 5 new people in the course of the workshop

This is a good exercise in breaking the ice, beginning to create energy in the room. It is a time saving method also of making introductions

3. **Work Groups:** Divide the participants into groups of a maximum of 6 participants. Let them work in these groups throughout the entire workshop. This will allow for learning at a micro level.
4. Explain where the restrooms are as well as other necessary facilities.
5. Run the participants through the workshop's programme.
6. Agree on workshop Norms e.g. Phones on silent mode, minimized movement during sessions and active participation of all.

7. Collate the workshop expectations at plenary, while clarifying those that might not be met during the sessions.

TRAINING PROGRAMME OUTLINE

DAY	DETAILS
PART ONE: CULTIVATING RELATIONSHIP (This part should be covered prior to signing of the Partnership Agreement. Its recommended to hold at least one meeting within a period of 3 months)	
Session One: Vision Casting Engagement and follow up	
Meeting one (2-day event)	
Day One	Bible Study: Luke 18:15-17 Children and the Kingdom of God
	Topic: Biblical mandate of Church to Children in Poverty
	Topic: Ministry Foundations
	Topic: Compassion's Partnerships Principles
	Topic: Program Model
	Topic: Outcome Driven
Day Two	Bible Study: Isaiah 58: 6-14
	Topic: Child friendly church environment
Session Two: Engage potential partners on Qavah approach (Church Mobilization)	
Meeting two (1-day event)	
Day One	Bible Study: 2 Kings 4:1-7: Elisha and the Widow
	Luke 5:17-26: 5 Loaves and 2 Fish
	Topic: Qavah/ Church Mobilization- An Awakening
Meeting three (2-day event)	
Day One and Day Two	Topic: Qavah-Envisioning the Church (<i>the sessions are Bible study guided sessions. Follow the content provided</i>).
Meeting Four (2-day event)	
Day One and Day Two	Topic: Celebrating Who we are and What we have (<i>the sessions are Bible study guided sessions. Follow the content provided</i>).
PART TWO: SIGNING OF PARTNERSHIP AGREEMENT & SET-UP AND BENEFICIARY	

REGISTRATION	
Session One: Partnership Deliverables and Set-up Plan	
Meeting Five (3-day event)	
Day One, Day Two, Day Three	<p>Bible Studies:</p> <p><i>Day One: Theme: Humble beginnings</i></p> <p><i>Zechariah 4:10</i></p> <p><i>Day Two: Theme: Stewardship</i></p> <p><i>Matthew 25:14-30</i></p> <p><i>Day Three: Theme: Stand in the Gap</i></p> <p><i>Ezekiel 22:30</i></p>
	Topics: Partnership Deliverables
Session Two: Beneficiary selection, recruitment and registration process	
Meeting Six (1-day event)	
Day One	<p><i>Bible Study</i></p> <p><i>Theme: Cry Out!</i></p> <p>Day One: Psalms 82:3;</p> <p>Day Two: Proverbs 31:9</p>
	Topic: Beneficiary Selection and Consent
Meeting Seven (2-day event)	
Day One and Day Two	Topic: Beneficiary Registration
PART THREE: ENGAGING SELECTED PARTNERS ON QAVAH APPROACH (CHURCH MOBILIZATION) 2-1/2 Years	

BIBLE STUDY GUIDE

Bible study One

Luke 18:15-17 Children and the Kingdom of God

Duration: 2 hours

1. Who are the characters? What did they do?
2. Who would they represent in the church today?
3. What are some acts that hinder children from coming to Jesus today?
4. How does the kingdom of God look like?
5. What is the word of the Lord calling us to do?

Bible study Two

Isaiah 58: 6-14

Duration: 2 hours

1. What is the setting of this verse? What are the issues?
2. What is the calling?
3. What is the promise?
4. How does this apply to our church today?

Bible study Three

2 Kings 4:1-7: Elisha and the Widow

Duration: 2 hours

1. Who are the characters? What did they do?
2. What were the needs
3. What were the resources
4. What are our needs
5. What are our resources
6. What are the needs in our church and community?
7. What are our resources?
8. What is God calling us to do?

Bible study Four

Luke 5:17-26

Duration: 2 hours

1. Who are the characters? What did they do?
2. What were the needs
3. What were the resources
4. What are our needs
5. What are our resources
6. What are the needs in our church and community?
7. What are our resources?
8. What is God calling us to do?

Bible study Five

Theme: Humble beginnings

Zechariah 4:10

Duration: 2 hours

1. What is the setting of this verse? What are the issues?
2. What is the calling?
3. How does this apply to our church today?

Bible study Six

Theme: Stewardship

Matthew 25:14-30

Duration: 2 hours

1. What is the setting of this verse? What are the issues?
2. What is the calling?
3. How does this apply to our church today?

Bible study Seven

Theme: Stand in the Gap

Ezekiel 22:30

Duration: 2 hours

1. What is the setting of this verse? What are the issues?
2. What is the calling?
3. How does this apply to our church today?

Bible study Eight

Theme: Cry Out!

Psalms 82:3; Proverbs 31:9

Duration: 2 hours

1. What is the setting of this verse? What are the issues?
2. What is the calling?
3. How does this apply to our church today?

PART ONE: CULTIVATING RELATIONSHIP

Session One: Vision Casting Engagement and follow up

Learning objectives

At the end of this session, the participants should be able to:

- a. Appreciate the Biblical mandate of Church to Children in poverty
- b. Explain the Ministry foundations of Compassion International
- c. Describe the Program model
- d. Explain Compassion's Partnerships Principles
- e. Outline the partner and beneficiary outcomes
- f. Appraise their churches on Child-friendliness

Session Duration: 2 days

Training Material required:

- a. Flip charts, Marker pens, masking tape
- b. Videos on:
 - i. Story of Compassion
 - ii. The Great 'Omission'
 - iii. The Shoe-shine Pastor- Compassion Korea
 - iv. Why Start Early- Rick Carter, CSP Program Director
- c. PFM 2.5
- d. Facilitator's Guide

Facilitator preparation

Read the Topic outline and content ahead of the session. Think of ways for delivering the lesson creatively. Pray for yourself and the participants for the effective delivery of learning.

Topic: Biblical mandate of Church to Children in Poverty

Duration: 2 hours



Activity: Group Discussion on Why children in poverty

- a. Show the **Great Omission Video**
- b. In the assigned groups, ask the participants to discuss the following question:
 - i. What Images come to your mind when you think of the word Child and Childhood? Are they positive or negative? Why?
 - ii. Describe a typical child in your church and community. What are the particular risks most prominent for this child?
 - iii. Who are the significant people around childhood?
 - iv. Why focus on children, especially those in poverty as a church?
- c. Facilitate feedback
- d. Use the facilitators notes below to reinforce and summarize
- e. Allow for a Question and Answer session

Facilitator's Notes

Say: Children are the most in need people in the planet. Never in history have we had so many children among us and never have so many of them been at great social risk. According to US Bureau of statistics, Children age 15 and below comprise 1/3rd of the world's population of 6 billion people. In many developing countries like Kenya, children make up nearly half the population. An additional 26% are young people of ages 15-29. Another 1 billion children may be born in the next decade, many into extreme poverty. Children are a priority for God and His kingdom. They are many and are strategic. They are key to the Great Commission and an essential expression of the Great commandment. Many children today are "children at risk". They are hungry children, homeless children, hurting children. Faced with these urgent to nurture and protect these children, there are Christians who respond compassionately but most struggle to engage effectively and consistently.

Millions of children suffer from poverty.

More than any segment of humanity, children suffer, in a sense paying for the sins of adults. Every year, tens of millions of children are victims of exploitation, violence and abuse. Today, more than 37% of children live in absolute poverty- a total of 674 million children. Children are strategic because "the clay is still soft".

Childhood is the most formative and therefore the most strategic stage of life. To shape an adult reach a child. Children need our attention more urgently than any other group of people, for childhood is quickly over.

Our brains are 90% formed before we reach the age of three and most of our adult personalities are formed by the time we reach six years of age. "Train a child in the way he should go, and when he is old, he will not turn from it" (Proverbs 22:6).

- Children are open to nature, feelings others
- Children have the ability to be present
- Children tend to live in the present
- Children have a gift for perception- they know what we really mean and how we really feel.
- Children tend to accept things at face value, taking as much as is needed for a given time.
- Children are not complicated
- Children can easily trust if they are brought up within a trustworthy environment
- Children have simple, basic emotional and physical needs

A Spiritual view of Poverty

As Christians, we must be aware that these and other “causes” are in fact primarily the results rather than the causes of poverty. At the most basic level, the problem of poverty is a Spiritual problem. At the core of poverty, is the problem of Sin. This is why, the work of holistic development, the kind of development that addresses the whole person, must be the focus of the Church.

Our struggles are not against Flesh and Blood: Ephesians 6:10-17

The Thief Comes to Steal: John 10:10a

Jesus Comes to Give Abundant Life: John 10:10b, Psalms 23.

Abundant life: A life of General well-being (a life free of exploitation, children are healthy enough to be productive, have adequate education, well nourished, close satisfying family relationships, joy even in the midst of difficult circumstances, hope and peace and contentment with whatever God has provided).

Topic: Ministry Foundations

Duration: 2 hours

INTRODUCTORY ACTIVITY: PLENARY BRAINSTORMING

- a. Begin by asking the participants: “Who knows about Compassion”? Allow for a 5 minute feedback process on this.
- b. Show the video on **Story of Compassion**. Ask the participants to Look, Listen and Learn during the video presentation.
- c. Facilitate a 10 minute plenary reflection and feedback section on the video.
- d. Take the participants through the Ministry Foundations using the facilitator’s notes

Facilitator’s notes

THE BEGINNINGS-OUR HISTORY

Founded by Reverend Everett Swanson in 1952, Compassion began by providing Korean War orphans with food, shelter, education and health care as well as Christian training. Swanson established a program through which caring people could sponsor those needy children for a few dollars a month. In return, these children would be given the opportunity to grow and develop in a nurturing environment

OUR MISSION

In response to the Great Commission, Compassion International exists as an advocate for children, to release them from their spiritual, economic, social and physical poverty and enable them to become responsible and fulfilled Christian adults.

OUR VISION

As a result of our ministry to children in poverty, Compassion will be trusted by the Church worldwide as the leading authority for holistic child development and will be the global benchmark for excellence in child sponsorship.

Highlights of Vision 2020

- By 2020, Compassion will be trusted by the Church worldwide as the leading authority for holistic child development and will be the global benchmark for excellence in child sponsorship.

- By 2020, Compassion will have reached the desired mix in our programmatic interventions and be characterized by outcome attainment.
- By 2020, Compassion will be able to minister to 4 million babies, children and students.
- And by 2020, Compassion will have mobilized and equipped the Church to prioritize children and end extreme poverty.

STATEMENT OF FAITH

- We are a ministry with a strong sense of our Christian identity and beliefs. This is captured in our **Statement of Faith**:
- We believe in . . .
 - ✓ *The Holy Scriptures as originally given by God, divinely inspired, infallible, entirely trustworthy; and the supreme authority in all matters of faith and conduct.*
 - ✓ *One (1) God, eternally existent in three (3) persons, Father, Son and Holy Spirit.*
 - ✓ *Our Lord Jesus Christ, God manifest in the flesh, His virgin birth, His sinless human life, His divine miracles, His vicarious and atoning death, His bodily resurrection, His ascension, His mediatorial work and His Personal return in power and glory.*
 - ✓ *The Salvation of lost and sinful man through the shed blood of the Lord Jesus Christ by faith apart from works and regeneration by the Holy Spirit.*
 - ✓ *The Holy Spirit, by whose indwelling the believer is enabled to live a holy life, to witness and work for the Lord Jesus Christ.*
 - ✓ *The Unity of the Spirit of all true believers, the Church, the Body of Christ.*
 - ✓ *The Resurrection of both the saved and the lost; they that are saved unto the resurrection of life, they that are lost unto the resurrection of damnation.*

WHAT DRIVES US?

CORE VALUES

Integrity

Christian integrity is aligning our thoughts, motivations, attitudes and actions with the ethical principles found in God's Word. In both our personal lives and our ministry, what we believe, what we say and what we do should be consistent, congruent, reliable and transparent.

Excellence

Excellence is doing things God's way—consistently doing everything that we are called to do with outstanding quality. We do the right thing...the right way...every time.

Stewardship

The ministry of Compassion belongs to the children, our Implementing Church Partners, our sponsors and donors, our Supporting Church Partners and ultimately to God. Therefore, we protect, develop and deploy all of our resources (people, time, money, knowledge, reputation and materials) with great care and wisdom.

Dignity

Each person is created in God's image and bears God's likeness. Jesus treated everyone with respect and willingly gave His life for the redemption of all people. Therefore, all people are worthy of our respect and love.

OUR APPROACH

Christ –Centered

- We confess that Jesus is the Christ and He is Lord of our lives and of this ministry. Our love of Jesus compels us to love others as He commands and to honor Him in all that we do.

Child-Focused

- Speaking up for the most vulnerable: Children in Poverty.

Church- Based

- The Church is the great hope for the world and is God's instrument to advance the Kingdom of God. We mobilize and connect the global Body of Christ to fulfill her mandate for holistic discipleship of children in poverty.

WHAT IS OUR PROGRAM STRATEGY?

Say: Our Program strategy is: Christian Holistic Development of Children in Poverty, in partnership with sponsors and implementing Church Partners

Conclusion Activity

- a. In Groups, ask the participants to discuss the similarities or differences of Compassions Statement of Faith and that of the Church
- b. Have Participant to read out Matthew 28: 19-20 then ask: What is the calling of the church according to this passage?
- c. Allow for a Question and Answer session

Topic: Compassion's Partnerships Principles

Duration: 2 hours

Activity: Partnership Principles:

- a. Ask 2 participants to read aloud the following scriptures:
2 Chronicles 2:1-18 and 1 Kings 5:1-18
- b. In their groups, ask the participants to answer the following questions:
 - i. Who were the key characters in this passages
 - ii. What were their needs
 - iii. What were their goals?
 - iv. What did they bring into this relationship
 - v. What made relationship successful?
- c. Allow for plenary feedback
- d. Conclude this session with Compassion's Partnerships Principles under the facilitator's notes

Facilitator's Notes

Compassion's Partnerships Principles

- Partnership is founded upon our identity in Christ.
- Partnership seeks mutually respectful and beneficial relationships.
- Partnership accepts mutual responsibility and commitment.
- Partnership produces visible transformation and outcomes.

Recap Activity

- a. Ask the participants to state the key learning they are taking home
- b. Encourage the participants to reflect further on the content covered
- c. Lead participants in a closing prayer

Topic: Program Model

Duration: 2 hours

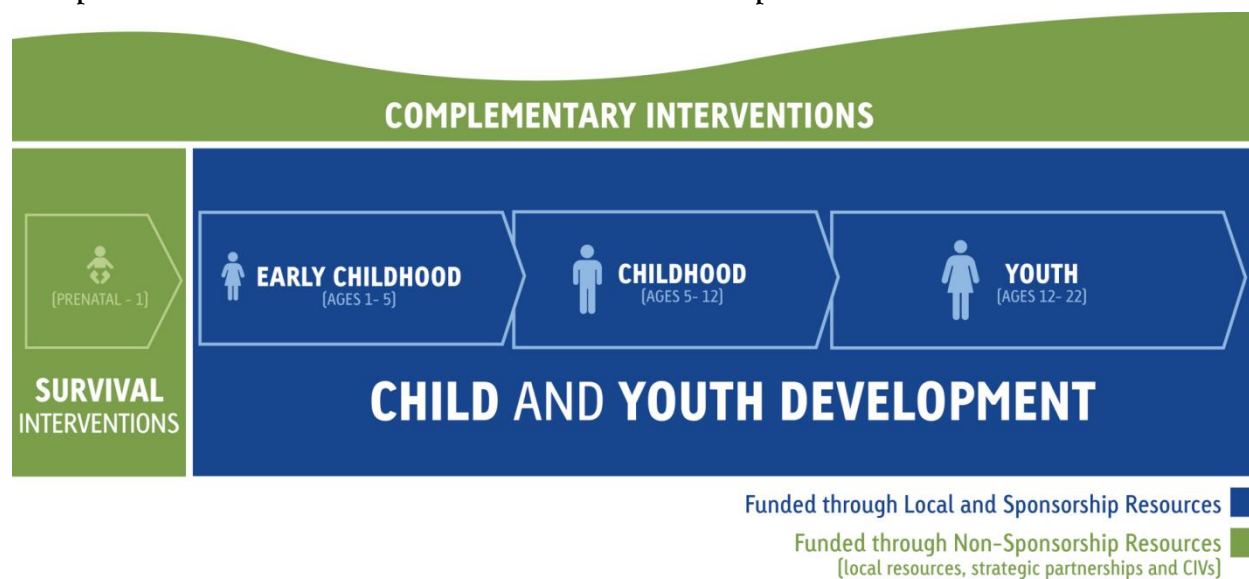
Activity: Plenary presentation

- Begin by asking the participants: “Why start early”? Allow for a 5 minute feedback process on this.
- Show the video on **Why Start Early** by Rick Carter, CSP Program Director. Ask the participants to Look, Listen and Learn during the video presentation.
- Facilitate a 10 minute plenary reflection and feedback section on the video.
- Take the participants through the Program Model below using the facilitator’s notes.
- Allow for a Question and answer session

Facilitator’s Notes

INTEGRATED PROGRAM MODEL (IPM)

Compassion’s Christian Holistic Child and Youth Development Model



Recap Activity

- Ask the participants to state the key learning they are taking home
- Encourage the participants to reflect further on the content covered.
- Lead participants in a closing prayer

Topic: Outcome Driven

Duration: 2 hours

Activity: Plenary Brainstorming and presentation

- a. Ask the participants:
 - i. What do you understand by the term outcomes?
 - ii. Why are outcomes necessary?
 - iii. Why do you think they would be necessary in Child development context?
- b. Gather feedback while making clarification
- c. Use the facilitator's notes below to present on Implementing Church partner, Beneficiary and Sponsor outcomes.
- d. Allow for a Question and answer session

Facilitator's Notes

Outcomes for the Implementing Church Partner

Say: Compassion desires to build the capacity of ICPs so they can be more effective in the implementation of holistic child and youth development. Compassion also wants to enhance the internal capacity of ICPs so they can accomplish the shared mission. The partnership development outcomes have been created for these purposes.

Compassion has identified capacity-building as a crucial element to a successful partnership. Capacity-building is a means, process and ends. It enables partners to fulfill the child development model facilitated by Compassion (means); it brings coherence between mission, structure and activities (process); and it strengthens partners to survive and empowers them to fulfill their mission (ends). This requires a long-term perspective which happens through multiple channels including vision-casting, reflection, training, etc.

Activities carried out by Compassion's staff together with the ICP seek to support the achievement of the following outcomes in the church partnership:

Outcome: Demonstrates Effective Vision and Leadership

Indicator 1: Reflects strong partner church vision and values.

Indicator 2: Pastor and recognized church leaders are engaged in the ministry to children and caregivers.

Indicator 3: Church has an accountability system in place that has a meaningful role in influencing and overseeing the program.

Outcome: Mobilizes Resources

Indicator 1: Recruits necessary quality and quantity of staff and volunteers.

Indicator 2: Contributes facilities and financial support to the ministry to children and caregivers.

Outcome: Establishes Efficient Structures and Management

Indicator 1: Addresses outcomes and standards of the partnership agreement effectively.

Indicator 2: Makes and implements effective annual plans.

Indicator 3: Implements curriculum effectively.

Outcome: Reflects Local Ownership

Indicator 1: Advocates for children and caregivers by engaging multiple stakeholders in the church and community with the program and on behalf of children.

Indicator 2: Demonstrates ongoing learning and improvement in the management of the overall children's ministry.

Indicator 3: Mobilizes technical assistance and financial resources independently of Compassion.

Beneficiary Outcomes

Spiritual Development

Outcome: Demonstrates commitment to the lordship of Christ

Indicator 1: Knows and understands the Bible

Indicator 2: Confesses Jesus as Savior

Indicator 3: Practices spiritual disciplines of prayer, Bible study, worship and service



Physical Development

Outcome: Chooses good health practices and is physically healthy

Indicator 1: Demonstrates an appropriate understanding of his/her physical body

Indicator 2: Experiences reduced incidence of illness, nutritional deficiencies, and physical impediments

Indicator 3: Takes responsibility for wise life choices about health and sexuality

Cognitive Development

Outcome: Exhibits the motivation and skills to be economically self-supporting

Indicator 1: Completes at least primary education

Indicator 2: Cultivates unique vocational interests and intelligence

Indicator 3: Learns and utilizes at least one (1) income-generating skill

Socio-Emotional Development

Outcome: Interacts with other people in a healthy and compassionate manner

Indicator 1: Exercises self-management

Indicator 2: Applies self and social awareness in making responsible life choices

Indicator 3: Exhibits effective interpersonal relationship skills

Outcomes for the Sponsor and Donor

Activity: What does the sponsor value?

- a. Begin by asking the participants: "What do you think a sponsor values?"? Allow for a 5 minute feedback process on this.
- b. Show the video on **The Shoe-shine Pastor- Compassion Korea**. Ask the participants to Look, Listen and Learn during the video presentation.
- c. Facilitate a 10 minute plenary reflection and feedback section on the video.
- d. Take the participants through the Sponsor Outcomes using the facilitator's notes
- e. Allow for a Question and answer session

Facilitator's Notes

Outcomes for the Sponsor and Donor

- a. Demonstrates a commitment to child advocacy
- b. Engages in his/her Compassion commitment
- c. Has a positive Compassion experience

Recap Activity

- a. Ask the participants to state the key learning they are taking home
- b. Encourage the participants to reflect further on the content covered

- c. Lead participants in a closing prayer

Topic: Child friendly church environment

Duration: 2 hours

Activity: Plenary Brainstorming

- a. At plenary ask the participants to list down characteristics of a Child friendly church environment
- b. Allow for feedback
- c. Use the facilitator's notes below to reinforce discussions
- d. Facilitate the next activity on Church Rating

Facilitator's Notes

One of the most important challenges in life is distinguishing what is important and not important, and this you can do by prioritizing. In a world that has limited resources; identifying what we have to focus on makes us thrive even in difficult and ever changing world and situations. The church, must take time to reflect and ask these questions:

- Are we doing the right thing?
- What are the most important issues for us today?
- How should we do it?
- What are we good at?
- What are we weak at?
- What should our priorities be?

The following exercise is meant to challenge and encourage the church to look at its ministry priorities in accordance with the word of God.

Activity: Church Rating

Instructions:

- Carefully rate your church on each of the areas provided in the table below
- Upon completion, choose five areas for improvement that you will work on.
 1. Use the following scale for rating: 3= Very good, 2=Average, 1=Poor or not at all
 2. Church Check-List For Child -Friendliness

DESCRIPTION	SCORE	GIVE REASON FOR SCORE
The Council of Church Elders usually include children in their agenda		
Prayer items of the church usually include child-related matters		
Church budget usually provides for child ministry		
Annual church programmes contain matters relating to children		
The Pastor is a regular visitor to the children's ministry and encourages children to love, fear and obeys God's Word.		
The church has a special programme and gives assistance to children-at-risk in its community		
Classrooms are decorated and equipped to appeal to the children		
There are age-graded Bible classes for children in the church		
There are age-graded teaching materials for children in the church		
Children's Bible classes are monitored and evaluated on regular basis by a body by the church elders for that purpose		
The people assigned to teach the children are trained and experienced		
The church has designated days and times to bless children in its annual programme		
Parents are taught about their parental responsibilities to God, to the Church and the Society in raising children and about their responsibilities to abused and needy children.		
Children are asked what they want to be done for them in and by the church.		
Children are equipped and given opportunities for God's work in executing the Mission, Vision and Plan of the church.		
The church regularly teaches its members about child abuse and about the state of children in its country		
The church perimeter has apace, playgrounds and equipment for children.		
Children are regularly made part of the Sunday church worship.		

Score: _____

Recap Activity

- Ask the participants to state the key learning they are taking home
- Encourage the participants to reflect further on the content covered, especially the child friendly Church checklist
- Lead participants in a closing prayer

Session Two: Engage potential partners on Qavah approach (Church Mobilization)



Learning objectives

At the end of this session, the Church should be able to:

- a. Recognize that children are part of a wider community
- b. Reflect on strengthening the livelihoods and resilience of parents and caregivers, as a way that will ultimately improve the quality and life of the child.
- c. Look at its own resources and use them effectively for improving church and community life and be an example for Families and Community members will follow.

Session Duration: 5 days

Training Material required:

- a. Flip charts, Marker pens, masking tape
- b. Qavah- Mobilizing Church Manual and Facilitator's Guide
- c. Facilitator's Guide

Facilitator preparation

Draw the art work depicted in the various sessions on flipcharts prior to the sessions. Think of ways for delivering the learning creatively. Pray for yourself and the participants for the effective delivery of learning.

Topic: Qavah/ Church Mobilization- An Awakening

Duration: 1 day



Activity: Plenary presentation

a. Using flipcharts and marker pen, answer the following questions:

- i. What is Qavah?
- ii. Qavah in Compassion's context?
- iii. Qavah Guiding Principles
- iv. Qavah Steps

Refer to the facilitator's notes below

Facilitator's notes

Definition of Qavah

Qavah is a Hebrew word which means 'binding together, eagerly waiting, hoping for and expecting'. This term captures a sense of optimism and hope, along with the idea of working together which is essential for positive, lasting change to take place.

Guiding principles:

- Qavah is church led, enabling the church to be a collaborator and catalyst in its community
- Qavah is a facilitated approach - this is critical to how Qavah grows and develops
- Qavah is Bible-based - this is the trigger and source for envisioning the church

- Qavah is relational and builds relationships between the church and wider community
- Qavah is empowering, as it equips churches and communities to determine their own futures
 - Qavah is participatory, involving all members of the community

Qavah is not about welfare

Qavah is about empowering children and their families to solve their own problems with their own resources. Once facilitators and churches have been trained in the Qavah approach, it is important not to be tempted to fall back to traditional ways of being a provider, giving hand-outs, aid, and services for free. With the provider approach, the beneficiaries often have no voice to say what they would like and what they would prioritize. They are just passive receivers.

Qavah is about collaboration

Qavah brings together children and families, in both the church and the community to work together to address common needs. The church acts as a resource in helping the community come together and use tools and methods for solving problems and planning. The church and community share the ownership and set up structures of management of which they are mutual members. Examples of this would be working together on improving a primary school, building a well, or setting up a farmer's cooperative.

Qavah enables the church to be a catalyst

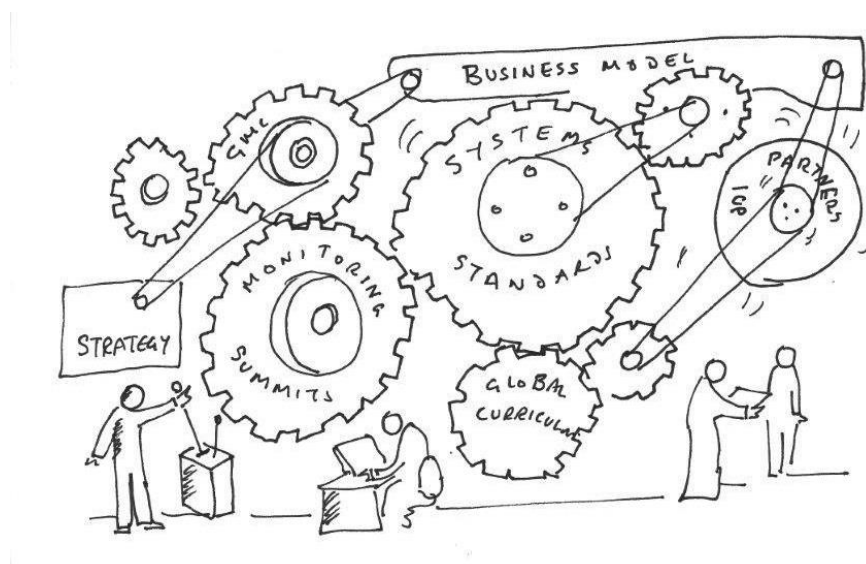
The church can play a very important catalytic role in speaking out about injustice and exploitation against children and their families and their livelihoods. The church in many countries is recognized as an important voice for the marginalised and vulnerable, and its links to government and authority provide a perfect platform in which to raise awareness of their issues. In a small way, this is possible in a local community as Qavah can help a community identify and understand issues and injustice and exploitation through simple tools such as the community maps and the problem tree. At the same time, Qavah builds a church and community's confidence to understand the issues and to define a response.



UNDERSTANDING THE CONTEXT OF QAVAH IN COMPASSION

Qavah is a unique programme to Compassion, and its approach is in many ways, quite different from other Compassion initiatives. The diagram below tries to show how Compassion is very efficient and organized in delivering child sponsorship programmes and similar initiatives. It relies on a complex arrangement of systems, structures, standards and protocols in order to ensure what it does is effective.

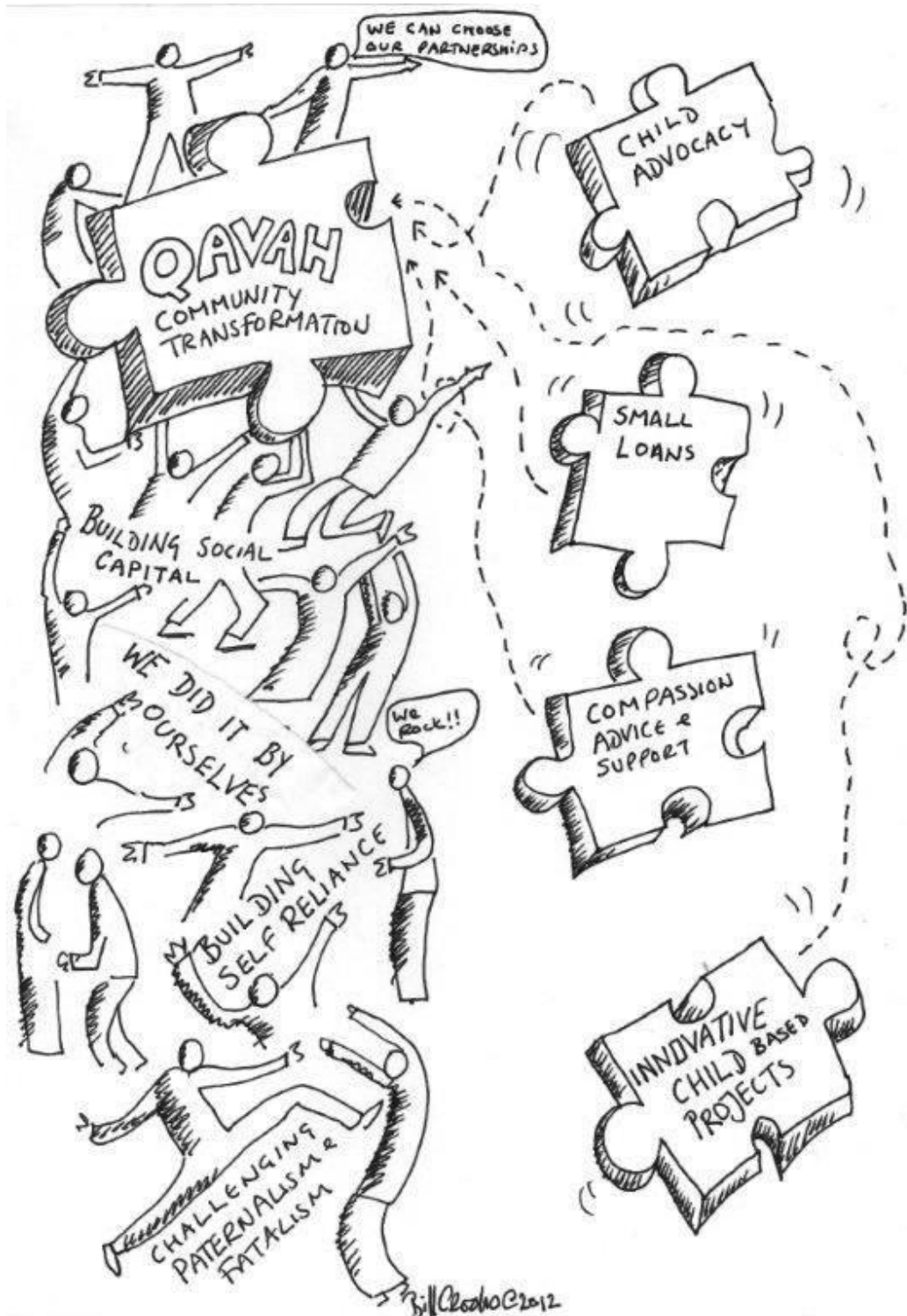
Qavah is important to Compassion because it strengthens the wider context of the child by working with churches and whole communities to improve livelihoods, which in turn improves the welfare and development of children.



A key distinctive of Qavah is that it is guided by the vision and aspirations of the church and the community, so there is no pre-determined outcome, except for that which is defined by the community. This means, as a process, it is open ended, goes at the pace of the church and the community and thrives

on the participation of everybody, including children.

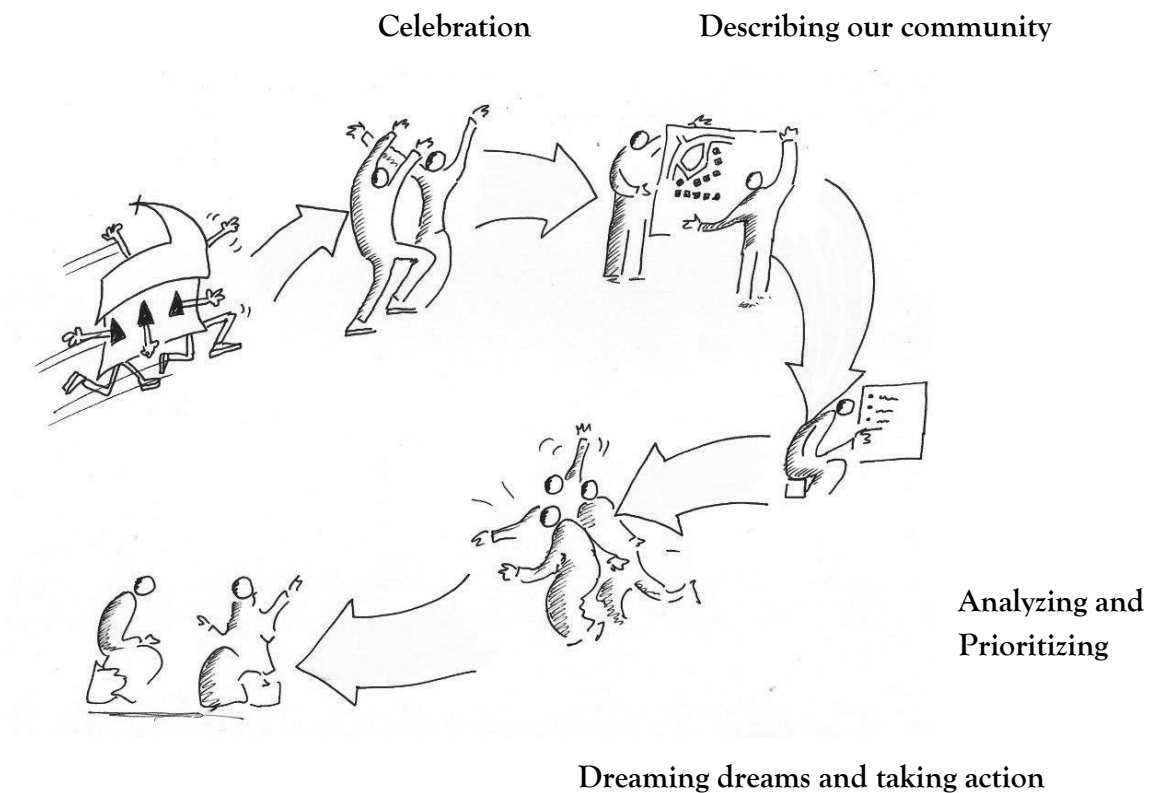
The diagram below shows how Qavah empowers and enables churches and communities to do things for themselves and gives confidence to determine what they would like from Compassion and other NGOs.



THE KEY STAGES OF QAVAH

Below is a diagram of the key stages of Qavah. It is important not to rush these stages but to go at the pace of the church and community. In some cases, some of the stages will need to be revisited and consolidated before moving on to the next stage. In all these stages, it is essential that there is ownership and participation, and most of all, energy and excitement.

Envisioning the church



Measuring effectiveness

Topic: Qavah-Envisioning the Church

Learning objective

To provide participants with a core understanding of the Bible studies used for envisioning the church and to consider how they could be enhanced or adapted to a local context

Duration: 2 days

Activity: Bartimaeus Bible study on the role of the church

- a. Think of a creative way of bringing the story to life, using a role play, monologue or pictures.
- b. Then work through the following stages:
 - i. Personal reflection
 - ii. Discussion in pairs
 - iii. Plenary sharing

Bible Study: The Role of the Church in Meeting the Needs of the Poor

The Story of Bartimaeus

Read Mark 10:46-52

This is an important story for helping church groups reflect on the unique role the Church has in working with the poor and how this is one of the ways we worship. It would be good to act the story out as a group.



Questions:

1. What are the changes you notice in the attitude of the crowd towards Bartimaeus in this story?
2. What are the reasons for these changes?
3. If the crowd represented the Church today, what negative attitudes does the Church have towards people who are vulnerable and marginalized?
4. What can be done to address these negative attitudes?

Key Learning Points:

- The crowd represents the Church, and Jesus challenges the Church to have a focus on the vulnerable and marginalized.

- Jesus used the crowd to bring Bartimaeus to him and by doing this, he placed Bartimaeus at the center of the crowd. In the same way, the Church is called upon to put the marginalized and vulnerable at the center of the Church's ministry.
- Jesus responded to Bartimaeus by finding out what his needs were and responding accordingly. He also involved others in meeting those needs.

Activity: Energizer – Lowering the stick

Purpose

Having done the Bible studies, do this activity to get people to think about what it means to have a common vision for the poor and marginalized. This exercise is good for exploring the opportunities and challenges of a group of people working together for a common purpose.

Step-by-Step Guide:

1. Divide the group into two lines of up to eight people.
2. Place a long stick or bamboo between the two lines and have each person hold it with one finger so that the stick is roughly at shoulder height.
3. Make sure the stick is level and everyone is holding it. Then tell the group they need to lower it together making sure the stick stays level, until it reaches the ground. If the stick is not level as it goes down, ask the group to start again.
4. Discuss with the group what helped them achieve the task and what the challenges were.
5. What can we learn from this exercise about how a church can work together for the good of the poor?



Activity: Touching the cloak Bible study

Bible Study: Meeting the Needs of the Whole Person

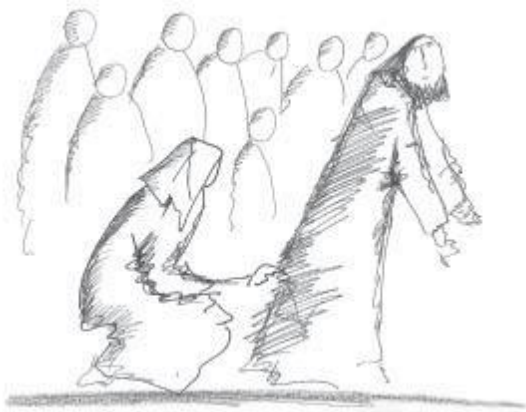
Touching the Cloak

Read Luke 8:40-56

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

Questions:

- a. Ask one participant to read the story aloud
- b. Have the participants use monologue in illustrating the story
- c. Lead as Personal reflection session
- d. Ask them to answer the following questions in pairs :
 - i. Does Jesus just focus on the physical need of the woman or on her spiritual needs, or both?
 - ii. As we think about the needs in our community, in what ways can the church be a cloak of healing and peace to those most in need?
- e. Facilitate Plenary sharing
- f. Summarize and conclude



Activity: Bible study on salt and light

- a. In groups, ask the Participants to answer the questions below:
- b. Recap on the use of drama and ask each group to use drama to demonstrate the application of this study

Bible Study: Salt and Light

Read Matthew 5:13-16

Think of ways that you may be able to illustrate this passage visually (for example, having two foods to taste: one with salt, the other without; putting a candle under a bowl).

1. What are the natural characteristics and uses of salt?
2. What do you think Jesus meant when he said: “You are the salt of the earth”? In what ways do you or your church act as “salt” in the community?
3. What happens when salt loses its saltiness – to the salt and to the things it is used on? What challenge is there for us as the Church?
4. What are the uses of light?
5. What does Jesus mean when he says “Let your light shine before men”? In what ways do you or your church act as light in your community? Having done these Bible studies, is there a small initiative that you would like to do as a church to express your unity in working together for a common vision? If so use the minibus activity in the ‘Taking Action’ section to help you plan it.
6. How can your new church initiative help you to be salt and light in your community?



Activity: Bible study: Isaiah 65: 17-25

Use the questions and spend some time reflecting on the new heaven and the new earth.

Bible Study: Exploring a Common Vision for Our Church

Isaiah's Vision

Read Isaiah 65:17-25

In the middle of some very serious warnings to Israel, God speaks through Isaiah to give this inspirational prophecy of the future.

Questions:

1. What are the changes that God promises to bring about?
2. What bad things will stop happening?
3. What good things will start to happen?
4. What hopes do you have for your community?
5. What parts of Isaiah's vision would you most like to see be made reality in your community?
6. Do you have other hopes and dreams for your community? What are they?
7. How does the knowledge that God will one day fulfil all his promises change what you do now?

Key Learning Point:

God promised to bring about incredible change for the people of Israel, and he promises to do so for our communities too.



Activity: Summary and Conclusion

- a. Lead the groups in sharing the learning of the day. Use the following questions to reflect on what the group has learned from doing the Bible studies:
 - i. What have I learned from the Bible studies that I can apply to my daily life?
 - ii. What will I do differently as a result of the Bible studies?
 - iii. What challenges do the Bible studies present to our church?
 - iv. What should our church do differently?
- b. Sum up the lessons from all the Bible studies on envisioning the church and also highlight that if a church is appropriately envisioned the features described below-see facilitator's notes-should be evident in the life and culture of the church.
- c. Write these up on a flipchart

Facilitator's notes

What to Expect at the End of This Stage

- Positive attitude towards Qavah.
- Church using Qavah material in sermons and studies.
- Positive reflections and insights from the Bible studies.
- People excited about the church's vision for its community.
- Church unity over the vision.

Topic: Celebrating Who we are and What we have

Learning objectives

1. To provide participants with a core understanding of the Bible studies used for celebrating what we have and to consider how they could be enhanced or adapted to a local context
2. To provide participants with tools to help them identify resources in the church and community and undertake a small initiative that makes a difference to the church

Duration: 2 days

Introduction activity

- a. **Say:** This part of the workshop looks at a range of Bible studies that show that God can use the little we have to bless and build his kingdom. This is an important stage of Qavah as it is the key to helping churches and their communities realize their potential and make the most of their own resources.
- b. Brainstorm why celebration is important?

Bible Study: Building the Kingdom of God Using Our Own Resources

The Raising of Lazarus

Read either the whole story (John 11: 1-44) or the key passages for this study (John 11: 1-3, 17, 32-44). You may find it helpful to act out the events of the story so people are able to visualize what is going on.

Questions:

1. What is happening in this story? List the different people involved and what each one does.
2. How does Jesus involve others in the miracle that takes place?
3. Jesus could have done the miracle all by himself. Why do you think he chooses to involve others?
4. What does this tell us about Jesus and his kingdom? What does this tell us about ourselves?

Key Learning Points:

- Jesus has power over death.

- Jesus involved other people in the miracle-they showed Jesus the tomb; they rolled away the stone; they untied the grave clothes. He wanted to show that people have resources they can offer and use in doing God's work.

Activity: The Longest Line activity

Purpose

This is a good activity for getting a group to think about what they can do with their own resources. It can generate a lot of fun and laughter as well as provide some useful learning. In using this exercise it is important to be sensitive to local culture and tradition.

Step-by-Step Guide:

1. Ask the group to form two lines with an equal number of people in each line.
2. Explain they are going to use anything they have on them to make the longest possible line (shoelaces, belts, shirts etc.)
3. Each person must be in contact with another person either by means of a part of the body or an article of clothing.
4. The team that wins is the one that forms the longest line.



Questions:

1. To what lengths were people prepared to go to make the line as long as possible?
2. What were the barriers to people sharing what they had?
3. What does this exercise teach us about using our own resources?

Key Learning Points:

- It can surprise us when we see what we can achieve only using what we have.
- Sometimes challenging situations produce natural leaders.
- Once people have a clear vision of what is needed they become motivated and energized?
- Challenging situations can produce creativity. For example, people may decide to lie down on the ground to make the line longer or find creative uses for their clothes and accessories.

- For some people this exercise may be uncomfortable. Sometimes, giving up our resources for the common good can be challenging and uncomfortable too.

Activity: Celebrating what we have

Do this activity then debrief and discuss the learning. You could follow this activity with a time of prayer.

Purpose

Enable participants to realize the potential within them to bring transformation to their church and community.

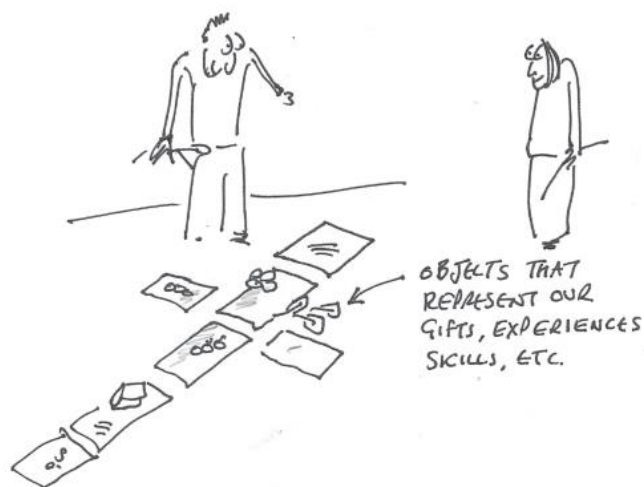
Step-by-Step Guide:

1. Form groups and discuss the resources, gifts and talents in the church and community.
2. Stay in your groups and collect objects that represent the things discussed in point 1.
3. Lay out the objects in the shape of a cross on the floor, explaining what the different items represent.
4. Record these things on a large sheet of paper as people lay their objects down.
5. Divide a sheet of paper into skills, knowledge and experience and group the items under these headings.
6. As a group discuss the following questions:

- a. What skills and knowledge do we have in our church or community that could be used to make things better?
- b. What experiences do we have in our church or community that could be shared with others?

Tips:

If it doesn't come up in discussion, you may like to remind the church that their resources include knowledge, time and prayer.



Once all the objects have been put down in the shape of a cross, play some music or sing a song to allow people to reflect on the range of resources, gifts and talents.

Activity: Bible Study: God Makes Use of the Little We Have (Part 1)

Elisha and the Widow

Read 2 Kings 4:1-7

Questions:

1. What were the key events in this story?
2. Who played what role?
3. What were the resources available to the widow and her sons?
4. What can we learn from this story which we could apply to how communities can use what they have to overcome problems of poverty?



Draw the table below on a flip chart. Ask the participants in groups to fill in the table below from the Bible study of Elisha and the widow.

Her Needs	Her Resources

This is a good way to introduce simple planning skills which can be used for planning a church or community project, using their own resources.

Key Learning Points:

- God can use the little we have to great effect.
- Elisha, the widow's family and her neighbors all played a role in transforming the widow's life.
- The widow's faith played a key role in the miracle.

Activity: Bible study: Feeding of the 5000

Bible Study: God Makes Use of the Little We Have (Part 2)

The Feeding of the Five Thousand

Read Mark 6:30-44

Discuss the following questions and brainstorm answers on to a blackboard or a large piece of paper:

1. Who are the main players in this story?
2. What specific actions did they do?
3. What was the need in this story? What were the resources?

Then break into groups of two or three and answer these questions:

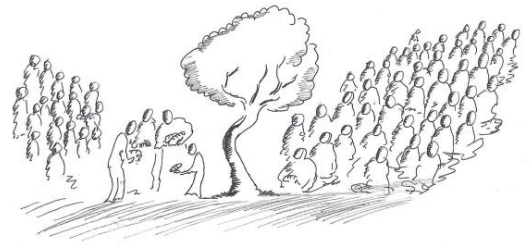
1. What steps did Jesus take to perform the miracle?
2. In this story, what did Jesus focus on? What did the disciples focus on?
3. How were the resources used to meet the need identified?
4. What can we learn from the boy about how children can contribute?

Make a list of resources children can provide for their community.

Finally, come back together and discuss as a group:

1. Why do you think Jesus used those steps? List them.
2. How could he have performed this miracle differently? Why did he not do it differently?
3. What does this passage tell us about the way we should facilitate the church and the community to meet their needs?
4. What would a miracle look like for our community?

Think about the resources we have to put in God's hands



Ask the participants to fill in the table based on the crowd in the Bible study.

Their Needs	Their Resources

Key Learning Points:

- In the face of great need, God can use our resources, however limited they are.
- Again, Jesus used other people to contribute to the miracle.


Activity: The Church's initiative

- a. Ask: Why is Church initiative important?
- b. Explain why this using the notes below:
 - Builds confidence in the church members' ability to do something with the resources they have.
 - Brings people together and gives a sense of pride
 - Helps them to apply basic planning skills
 - Demonstrates to the community that the church can do things without relying on outside help

Activity: Minibus exercise

Purpose

This exercise helps the church or group plan a project in a way that everyone can understand and remember. If possible, try to get someone to draw a bus similar to the picture below and display it where everyone can see it. Then discuss the questions that surround it.

What do we want to do?	How are we going to do it?	What could get in our way?
What resources do we have?		
Who do we need on board?		
What could hold us back?		
How will we know we are heading in the right direction?		

- a. Break the group into small groups and each group has to come up with a minibus plan which would be typical of a project a church could do without external support.
- b. Continue minibus exercise
- c. When everyone has finished, put the pictures up around the room and get everyone to present their minibuses

Minibus Example

What do we want to do?

- Protect our spring so it gives clean water.

How are we going to do it?

- Call a meeting to plan what we are going to do
- Raise funds for cement
- Collect materials to build the spring protection
- Build a fence to keep animals out

What resources do we have?

- Stones and sand
- Small amount of money
- People who can work

Who do we need on board?

- Church leaders
- Congregation

- Community leaders
- Livestock owners

What could hold us back?

- Everyone is too busy to give the time
- Not enough technical advice

What could get in our way?

- Heavy rain
- Conflict within the group
- Unresolved issues with livestock farmers

How will we know we are heading in the right direction?

- The spring gives clean water and there's a reduction in water-borne diseases
- Animals are kept away
- Good relations within the group and with livestock farmers

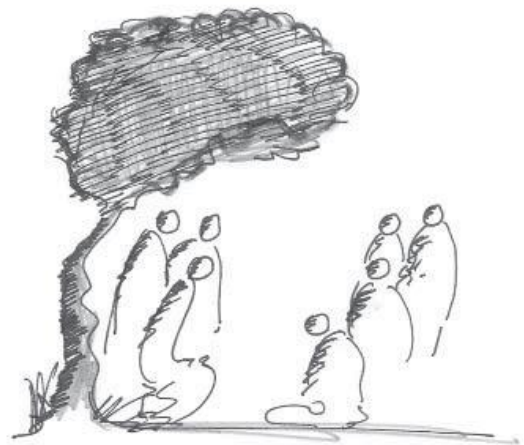
Activity: What to expect at the end of this stage of Qavah

- Get the group to brainstorm what should be expected after the church has been through the celebration stage of Qavah
- Write up the list below- see facilitator's notes- on a flipchart and talk through each item.
- In groups share the learning of the day

Facilitator's notes

What to Expect at the End of This Stage?

- Positive energy over identifying needs to be addressed.
- Formation of a church core group to undertake practical tasks.
- Recognition that the church has plenty of resources within its own membership and community.
- Confidence in its (the church) own abilities to meet community needs.
- Undertakes some new practical projects and initiatives.



Activity: Summary and review of the course

- a. Give time for the participants to develop a simple action plan for they want to do in the next 6 months and share this with the group.
- b. Individuals share what they have learned from the course- maybe each person could light a candle or do a similar activity.
- c. Finish with a reading of Isaiah 58: 9-12 to remind them of God's call
- d. Then close with prayer

PART TWO: SIGNING OF PARTNERSHIP AGREEMENT & SET-UP AND BENEFICIARY REGISTRATION

Session One: Partnership Deliverables and Set-up Plan

Learning objectives

At the end of this session, the selected church should:

- a. Understand and appreciate the importance of Partnership Deliverables
- b. Sign the Partnership offer letter/ Letter of Intent and Partnership Agreement
- c. Fill all Partnership Management forms
- d. Create a Setup Plan
- e. Take an ICP photo
- f. Fill in Child Protection Commitment Form

Session Duration: 3 days

Training Material required:

- a. Flip charts, Marker pens, masking tape
- b. Partnership tools
 - Partnership offer letter/ Letter of Intent and Partnership Agreement templates
 - ICP profile and Partnership Management forms
 - Child Protection Commitment Form
- c. Facilitator's Guide

Facilitator preparation

Read the Topic outline and content ahead of the session. Think of ways for delivering the lesson creatively. Pray for yourself and the participants for the effective delivery of learning.

Topic: Partnership Deliverables

Activity: Completing the Partnership Deliverables

- a. Pose the following question, “Why do you think is the importance of this information?”
- b. Facilitate plenary feedback
- c. Distribute copies of the forms to the participants. Using a dummy church, guide the participants in filling the following forms:
 - Partnership offer letter/ Letter of Intent and Partnership Agreement template
 - ICP profile and Partnership Management forms
 - Child Protection Commitment Form
- d. Allow for a question and answer session as you fill in the forms

Activity: Creating a set up plan

- a. Draw a framework of a set up plan
- b. Let the participants sit in their specific churches and complete a set up plan as you guide them.

Recap Activity

- a. Ask the participants to state the key learning they are taking home
- b. Encourage the participants to reflect further on the tools and complete all remaining required information. Agree on a timeline for this.
- c. Lead participants in a closing prayer

Session Two: Beneficiary selection, recruitment and registration process

Learning objectives

At the end of this session, the selected church should:

- a. Understand Beneficiary Consent, Selection, Recruitment and Registration process

Session Duration: 2 days

Training Material required:

- a. Flip charts, Marker pens, masking tape
- b. Copies of Beneficiary selection/child background form
- c. Copies of Beneficiary Consent form
- d. Copies of Beneficiary registration form
- e. Digital cameras
- f. Child Number Boards
- g. Facilitator's Guide

Facilitator preparation

Read the Topic outline and content ahead of the session. Think of ways for delivering the lesson creatively. Pray for yourself and the participants for the effective delivery of learning.

Topic: Beneficiary Selection and Consent

Activity: Minimum Selection Criteria

- a. Begin by saying Compassion desires to serve the neediest moms, babies, Children/ Youth
- b. Ask the participants to sit in their churches and list the categories of neediest moms, babies, Children/ Youth in their community. E.g. children who have not been attending school. e.t.c
- c. Let the various churches present their categories
- d. Using a flip chart and marker, take the participants through the Minimum selection criteria under the Facilitators Notes below
- e. Distribute copies of beneficiary selection form/ child background form. Using a dummy beneficiary case, guide the participants in filling the form.
- f. Allow for a question and answer session

Facilitators Notes

Minimum Selection Criteria

- Family is within the Local Poverty Index
- Child is under the age of 10 (The ages should be spread). Emphasis is on starting early
- Family has no more than three Total registered babies/ Children/ Youth (number of beneficiaries within a single family should be minimal so that more of the community can be reached)
- Beneficiary is not sponsored by another organization
- Evidence the family is likely to be non-transient, as locally defined (Relationship with ICP and sponsor is a long-term process, therefore stability is key)

Activity: Beneficiary Consent

- a. Begin by asking the participants “What do you understand by the term beneficiary Context?”
- b. Gather views from plenary
- c. Distribute copies of the Beneficiary Consent form to the participants
- d. While referring them to the form, highlight on the key areas under the Facilitators Notes below.
- e. Allow for a question and answer session

Facilitators Notes

Beneficiary Consent form entails:

- Permission to Participate in Christian-based holistic Programming Implemented by the Local Church
- Consent to collect and use non-sensitive information and media (Photos, Stores and Videos) for program and Compassion- specific Purposes
- Consent to address emergency medical needs when the legal guardian/ Primary Caregiver is not immediately available
- The Form will be signed by the beneficiary's legal guardian/ Primary caregiver
- When the beneficiary has reached legal majority age as defined by local law, a new consent form will be signed by him/her

Recap Activity

- a. Ask the participants to state the key learning they are taking home
- b. Encourage the participants to reflect further on the tools and complete all remaining required information. Agree on a timeline for this
- c. Lead participants in a closing prayer

Topic: Beneficiary Registration

Activity: Completing a Beneficiary Registration Form

- a. Explain that this form captures unique information for each beneficiary. Pose the following question, “Why do you think is the importance of this information?”
- b. Facilitate plenary feedback
- c. Say: This information is available for marketing. It is updated throughout the beneficiary’s life in the program.
- d. Distribute copies of beneficiary Registration form to the participants. Using a dummy beneficiary case, guide the participants in filling the form.
- e. Allow for a question and answer session

Activity: Beneficiary Image/ Photos

- a. Begin by saying that a **Beneficiary Image/ photo accompanies a Beneficiary Registration Form**. Pose the following question, “Why do you think this is important?”
- b. Facilitate plenary feedback.
- c. Explain that High quality beneficiary photos play an important role in the acquisition, retention and engagement of sponsors. Beneficiary photos are one of the most valued items sponsors receive regarding their sponsored beneficiary. The photos often communicate as much about the beneficiary as the written information collected on the Case Study Form. One (1) digital photo is required for each case study/ **Beneficiary Registration Form**.
- d. Take the participants through Standards of a child image using the facilitators notes below
- e. Allow for a 1 hour photo taking exercise while emphasizing that all participants must take at least 3 images that meet the standards covered. Review the images to validate this.
- g. Allow for a question and answer session

Facilitator’s Notes

Beneficiary Image/ Photo standards

Due to system constraints and global use, photos will align with the technical requirements noted below.

1. Beneficiary photos will be exactly 800 x 1200 pixels of resolution with a file size no larger than 1MB, and in JPG format.

2. A beneficiary's dignity will be observed at all times during the photo-taking process. For example, do not take a photo where a beneficiary has wet his pants or clothing is immodest (transparent, revealing) or has offensive words or pictures.
3. Beneficiary photos will be taken in portrait (vertical) format. The beneficiary will be standing in the photo, unless a sitting pose is more appropriate because of a beneficiary's young age, physical limitations, etc.
4. The beneficiary will be centered in the middle of the image frame (with no number board visible). The beneficiary's entire body will appear in the image and consume 70-90 percent of the image's vertical space.
5. The beneficiary will be the focal point of the image and will not pose with someone else unless it is absolutely necessary to have an adult hold a very young beneficiary in place. Record the identity of the person (preferably parent, guardian or project worker) in the Special Processing Instructions section of the Case Study Form. The adult will appear fully in the image.
6. The beneficiary's eyes will be open and his/her face will be turned toward the camera. The photo will be of a quality that ensures that the beneficiary's eyes and facial features are distinguishable.
7. The photo will be usable if it is adequately focused and clear, with sufficient lighting (not overly pixilated, too bright or too dark) to clearly see the features of the beneficiary's face. A flash should be used for every picture, even in direct sunlight or a shaded area (such as under a tree) to ensure that the beneficiary's face can be clearly seen.
8. The photo will be taken in a natural setting (whenever possible) that depicts the character of the community in which the project is located. The background of the photo will enhance the image and the understanding of the context, but will not distract. Beneficiaries will not be positioned against a bare wall for the photo.
9. The content in the photo will not be altered.
10. Image files will be named after the beneficiary's number in the format <Child Key>.jpg – for example, KE5000146. The number on the image will match the image's file name.
11. The beneficiary number will not be written on or attached to the beneficiary in the photo.
12. Beneficiary photos submitted to the GMC will be less than 90 days old.

Recap Activity

- a. Ask the participants to state the key learning they are taking home
- b. Encourage the participants to go and practice filling in the forms and taking images that meet the above standards prior to the actual child registration exercise
- c. Lead participants in a closing prayer

**PART THREE QAVAH
ENGAGING SELECTED PARTNERS
ON QAVAH APPROACH (CHURCH
MOBILIZATION)**

Learning objectives

At the end of this Process, the Church should be able to:

- a. Involve children and youth as part of a wider community
- b. Act on reflections on strengthening the livelihoods and resilience of parents and caregivers, as a way of ultimately improving the quality and life of the child.
- c. Look at its own resources and use them effectively for improving church and community life and be an example for Families and Community members will follow.

Session Duration: 2 – 2 ½ years

Training Material required:

- d. Flip charts, Marker pens, masking tape
- e. Qavah- Mobilizing Church Manual and Facilitator's Guide
- f. Qavah-Technical Guides on:
 - i. Children and Young people as Agents of Change
 - ii. Qavah- Parents and Care giver involvement
 - iii. Qavah- Disaster readiness and response
 - iv. Qavah- Household Food Security technical Guides
- g. Facilitator's Guide

Facilitator preparation

Read the Implementation Matrix and each step's content ahead of the session. Think of ways for delivering the learning creatively. Pray for yourself and the participants for the effective delivery of learning.

Qavah Steps ToTs and Church - Community Conversations

Notes to the facilitator

Below are 2 key tools for use during the entire Qavah learning process. These include:

- a. The Implementation Matrix which will guide the entire Qavah learning process.
- b. The Qavah Progress documentation tool which is key for recording narrative for **each of the 6 Qavah steps Progress Markers**. The tool is for use by the facilitator and CREPs. The narrative will entail the following questions:
 - i. Progress Observed (Give examples where possible). What do you think has influenced this Progress? What, if anything, do you need to do to strengthen this progress?
 - ii. Challenges experienced during this Step? What was done? What is the way forward?

Implementation Matrix

Course	Duration	Training Content	Target Group	Resource Persons	Resource Material	Desired Session Outputs	Way Forward
Qavah ToT- Steps 1&2: Envisioning and Celebration	1 week	Topic One: Envisioning the church Topic Two: Celebrating Who we are and What we have	CREPs (Church Resource persons)	PF	Qavah- Mobilizing Church Manual and Facilitator's Guide	CREPs are prepared to facilitate Qavah Steps 1& 2 to the Church and Community	Qavah Steps 1& 2 Church and Community Forums
Qavah Church and Community	4 Months	Topic One: Envisioning the	Church Members	CREPs <i>PF provides</i>	Qavah- Mobilizing Church Manual and	Appendix One: Refer to Progress	Qavah ToT- Steps 3&4:

Forums Steps 1&2: Envisioning and Celebration	<i>deliberate to move at the pace of the Church</i>	church Topic Two: Celebrating Who we are and What we have	Church and Community members	<i>ongoing support</i>	Facilitator's Guide	Markers under Appendix One-Qavah Progress Documentation Tool	
Qavah ToT- Steps 3&4: Describing and Analyzing	1 week	Topic One: Describing our Community Topic Two: Analyzing and Prioritizing	CREPs (Church Resource persons)	PF	Qavah- Mobilizing Church Manual and Facilitator's Guide	CREPs are prepared to facilitate Qavah Steps 3& 4 to the Church and Community	Qavah Steps 3& 4 Church and Community Forums
Qavah Church and Community Forums Steps 3&4: Envisioning and Celebration	4 Months <i>Be deliberate to move at the pace of the Church</i>	Topic One: Describing our Community Topic Two: Analyzing and Prioritizing	Church and Community members	CREPs <i>PF provides ongoing support</i>	Qavah- Mobilizing Church Manual and Facilitator's Guide	Appendix One: Refer to Progress Markers under Appendix One-Qavah Progress Documentation Tool	Qavah ToT- Steps 5&6
Qavah ToT- Steps 5&6: Dreaming, Taking Action and Measuring Effectiveness	1 week	Topic One: Dreaming dreams and Taking Action Topic Two: and Measuring Effectiveness	CREPs (Church Resource persons)	PF	Qavah- Mobilizing Church Manual and Facilitator's Guide Qavah-Children and Youth as Agents of Change Technical Guides	CREPs are prepared to facilitate Qavah Steps 1& 2 to the Church and Community	Qavah Steps 5& 6 Church and Community Forums

					Qavah- Care givers and Parents, Disaster preparedness and Food Security technical Guides		
Qavah Church and Community Forums Steps 5&6: Envisioning and Celebration	4 Months <i>Be deliberate to move at the pace of the Church</i>	Topic One: Dreaming dreams and Taking Action Topic Two: and Measuring Effectiveness	Church and Community members	CREPs <i>PF provides ongoing support</i>	Qavah- Mobilizing Church Manual and Facilitator's Guide Qavah-Children and Youth as Agents of Change Technical Guides Qavah- Care givers and Parents, Disaster preparedness and Food Security technical Guides	Appendix One: Refer to Progress Markers under Appendix One- Qavah Progress Documentation Tool	Taking Action! Selection of CPC

Qavah Progress Documentation Tool (Facilitator's)

Introduction

This tool is designed for use by the CKE PFs/Qavah ToTs, during the 6 Qavah Steps. You are encouraged to continuously and consistently use the tool in recording your reflections and progress of the Qavah Process. Encourage the Church Partner to take high resolution digital images during their various Qavah forums, which you can use to accompany this documentation e.g. photos of progress stories.

You can gather the information required to complete this tool during:

- Your 1-1 engagements with the CREPs and Church Core Group and Community Core group
- Church and Community Forums
- Normal Facilitation at the Church Partner integrating Qavah
- Any other Contact time with Church Partner integrating Qavah

Your Name:

Designation:

Cluster:

Name of Church Partner integrating Qavah:

KE Number:

General Notes (*general background of the Church Partner CREPs and community*)

Envisioning the Church			
Progress Marker	<i>Progress Observed (Give examples where possible).</i>	<i>What do you think has influenced this Progress</i>	<i>What, if anything, do you need to do to strengthen this progress?</i>
Positive attitude towards Qavah			
Church using Qavah material in sermons and studies			
Positive reflections and insights from the Bible studies			
People excited about the church's vision for its community			
Church unity over the vision			
Other-list			
	<i>Challenges experienced during this Step</i>	<i>What was done?</i>	<i>What is the way forward</i>
Date of entry:			

Celebrating who we are and what we have			
Progress Marker	<i>Progress Observed (Give examples where possible).</i>	<i>What do you think has influenced this Progress</i>	<i>What, if anything, do you need to do to strengthen this progress?</i>
Positive energy over identifying needs to be addressed			
Formation of a church core group to undertake practical tasks			
Recognition that the church has plenty of resources within its own membership and community			
People excited about the church's vision for its community			
The church has confidence in its own abilities to meet community needs			
The church undertakes some new practical projects and initiatives			
Other-list			
	<i>Challenges experienced during this Step</i>	<i>What was done?</i>	<i>What is the way forward</i>

Date of entry:			

Share a Progress story/ Stories of the above Qavah Steps
--

Feedback: CREPs ToT I- Envisioning the Church and Celebrating Who we are and What we have

What went well (for you as a facilitator)?	What did not go well?	What did you do about it?	What will you do about it?
What went well (observed/ feedback from CREPs)	What did not go well?	What did you do about it?	What will you do about it?

Describing Our Community			
Progress Marker	<i>Progress Observed (Give examples where possible).</i>	<i>What do you think has influenced this Progress</i>	<i>What, if anything, do you need to do to strengthen this progress?</i>
High level of attendance of community leaders			
Enthused community leaders			
Openness to work with church and its members			
Sharing of responsibilities and support between church and community			

Good relationships between church and community members in gathering and sharing information			
Information gathered represents the voice of all the people in the community			
Information is well documented and presented for discussion and ranking			
Other			
	<i>Challenges experienced during this Step</i>	<i>What was done?</i>	<i>What is the way forward</i>
Date of entry:			
Analyzing and Prioritizing			
Progress Marker	<i>Progress Observed (Give examples where possible).</i>	<i>What do you think has influenced this Progress</i>	<i>What, if anything, do you need to do to strengthen this progress?</i>
Clear understanding and ownership of prioritized needs			

Common sense of frustration of how things are and the need for change			
Unity over the needs and priorities identified in the community			
Other			
	<i>Challenges experienced during this Step</i>	<i>What was done?</i>	<i>What is the way forward</i>
Date of entry:			

Share a Progress story/ Stories of the above Qavah Steps
--

Feedback: CREPs ToT II- Describing Our Community and Analyzing and Prioritizing

What went well (for you as a facilitator)?	What did not go well?	What did you do about it?	What will you do about it?

What went well (observed/ feedback from CREPs)	What did not go well?	What did you do about it?	What will you do about it?

Dreaming Dreams and Taking Action			
Progress Marker	<i>Progress Observed (Give examples where possible).</i>	<i>What do you think has influenced this Progress</i>	<i>What, if anything, do you need to do to strengthen this progress?</i>
Documented visualisation of the future			
Identification of common themes			
Participation of everyone in sharing dreams			
Putting together action plans			
Allocation of roles and responsibilities for each action plan			
People are excited and have a sense of hope			
Unity between church and community members over			

projects			
Other			
	<i>Challenges experienced during this Step</i>	<i>What was done?</i>	<i>What is the way forward</i>
Date of entry:			
Measuring Effectiveness			
Partner Outcomes	<i>Progress Observed (Give examples where possible).</i>	<i>What do you think has influenced this Progress</i>	<i>What, if anything, do you need to do to strengthen this progress?</i>
Demonstrates effective vision and leadership			
Mobilizes resources			
Establishes efficient structures and management			
Reflects local ownership			

Share a Progress story/ Stories of the above Qavah Steps
--

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Feedback: CREPs ToT III- Dreaming Dreams and Taking Action

What went well (for you as a facilitator)?	What did not go well?	What did you do about it?	What will you do about it?
What went well (observed/ feedback from CREPs)	What did not go well?	What did you do about it?	What will you do about it?

APPENDIX

Appendix One: Training Programme Template

(INDICATE COURSE TITLE HERE)

TRAINING PROGRAMME

Time	Monday 11 th	Tuesday 12 th	Wednesday 13 th	Thursday 14 th	Friday 15 th
8:00-9:30 a.m.	<i>Devotional Bible study</i>	<i>Devotional Bible study</i>	<i>Devotional Bible study</i>	<i>Devotional Bible study</i>	<i>Devotional Bible study</i>
	Workshop Preliminaries				
10:30 -11:00	Tea break				
12:30-1:30 p.m.	Lunch				

4:45 -5:00	Day's Evaluation and Wrap	Day's Evaluation and Wrap	Day's Evaluation and Wrap	Day's Evaluation and Wrap	Workshop Evaluation and Wrap up

Appendix Two: Participant Register Template

No	Name	Church Name	Designation	Sign Day1	Sign Day2	Sign Day3

Appendix Three: Level 1 Learning Evaluation Template

Course title:

Congratulations for successfully completing this course on_____. In order to evaluate the Training/ Learning process and the relevance of the content delivered, kindly provide feedback through this tool. Your feedback is highly appreciated and will be used to improve future training processes.

Training goal and/ objectives:

Kindly provide your feedback by checking the options given where 1 is "Poor" and 5 is "Excellent"

The training accomplished the Activity objectives set out

	1	2	3	4	5
Response:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The training contained information that was new to me

	1	2	3	4	5
Response:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I have a clear understanding of the concepts and ideas presented

	1	2	3	4	5
Response:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The training material that I received helped me to learn the content better

	1	2	3	4	5
Response:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I had adequate opportunity to practice the skills I was asked to learn

1 2 3 4 5

Response: ☐ ☐ ☐ ☐ ☐

The facilitators were effective and engaged me in the learning experience

1 2 3 4 5

Response: ☐ ☐ ☐ ☐ ☐

The training methods were appropriate for the learning process

1 2 3 4 5

Response: ☐ ☐ ☐ ☐ ☐

I was able to learn with minimal distraction in the training environment

1 2 3 4 5

Response: ☐ ☐ ☐ ☐ ☐

The training was relevant to me and will help me to do my job better

1 2 3 4 5

Response: ☐ ☐ ☐ ☐ ☐

I feel prepared to contextualize the training to my own job

1 2 3 4 5

I would recommend this training to others

1 2 3 4 5

Response: ☐ ☐ ☐ ☐ ☐

Briefly suggest how we can make our training programmes better

Please write your answer here

Appendix Four: Level 2 Learning Evaluation Template

Description

This survey seeks to assess how the learning acquired during the past sessions has influenced your day to day work and Ministry. It also seeks to ascertain any additional support required in reference to the learning delivered. Your feedback is highly appreciated.

Progress Questions

1. Describe how have you applied the learning acquired during the past sessions in your day to day work and Ministry?
2. What results have you seen from application of the knowledge and skills acquired? Provide examples.
3. Do you require additional support in reference to this training? If yes, state the specific areas

Appendix Five: Church Check-List For Child –Friendliness

DESCRIPTION	SCORE	GIVE REASON FOR SCORE
The Council of Church Elders usually include children in their agenda		
Prayer items of the church usually include child-related matters		
Church budget usually provides for child ministry		
Annual church programmes contain matters relating to children		
The Pastor is a regular visitor to the children's ministry and encourages children to love, fear and obeys God's Word.		
The church has a special programme and gives assistance to children-at-risk in its community		
Classrooms are decorated and equipped to appeal to the children		

There are age-graded Bible classes for children in the church		
There are age-graded teaching materials for children in the church		
Children's Bible classes are monitored and evaluated on regular basis by a body by the church elders for that purpose		
The people assigned to teach the children are trained and experienced		
The church has designated days and times to bless children in its annual programme		
Parents are taught about their parental responsibilities to God, to the Church and the Society in raising children and about their responsibilities to abused and needy children.		
Children are asked what they want to be done for them in and by the church.		
Children are equipped and given opportunities for God's work in executing the Mission, Vision and Plan of the church.		
The church regularly teaches its members about child abuse and about the state of children in its country		
The church perimeter has apace, playgrounds and equipment for children.		
Children are regularly made part of the Sunday church worship.		

Score: _____

Group Reports

Summary

Appendix Six: Qavah Implementation Matrix

Session	Course	Duration	Training Content	Target Group	Resource Persons	Resource Material	Desired Session Outputs	Way Forward
One	Qavah: Church Awakening	1 week	Qavah Objectives, Principles and Steps Church's Biblical mandate to children Compassion's Ministry Foundations Filling out a Leads Profile Form	Church Leadership	PF and PF Spvr	Qavah- Mobilizing Church Manual Leads Training Manual PFM 2.5/3.0 Leads Profile Form & Additional Contacts Form	Church Leadership 'Buys-in' implementing the Qavah Process in their Churches	Selection of CREPs (Church Resource persons) by the Church leadership CREPs ToT
Two	Qavah ToT- Steps 1&2: Envisioning and Celebration	1 week	Topic One: Envisioning the church Topic Two:	CREPs (Church Resource persons)	PF	Qavah- Mobilizing Church Manual and Facilitator's Guide	CREPs are prepared to facilitate Qavah Steps 1& 2 to the Church and	Qavah Steps 1& 2 Church and Community Forums

			Celebrating Who we are and What we have				Community	
Three	Qavah Church and Community Forums Steps 1&2: Envisioning and Celebration	4 Months <i>Be deliberate to move at the pace of the Church</i>	Topic One: Envisioning the church Topic Two: Celebrating Who we are and What we have	Church Members Church and Community members	CREPs <i>PF provides ongoing support</i>	Qavah- Mobilizing Church Manual and Facilitator's Guide	Appendix One: Refer to Progress Markers under Appendix One- Qavah Progress Documentation Tool	Qavah ToT- Steps 3&4:
Four	Qavah ToT- Steps 3&4: Describing and Analyzing	1 week	Topic One: Describing our Community Topic Two: Analyzing and Prioritizing	CREPs (Church Resource persons)	PF	Qavah- Mobilizing Church Manual and Facilitator's Guide	CREPs are prepared to facilitate Qavah Steps 3& 4 to the Church and Community	Qavah Steps 3& 4 Church and Community Forums
Four	Qavah Church and Community Forums Steps 3&4: Envisioning and Celebration	4 Months <i>Be deliberate to move at the pace of the Church</i>	Topic One: Describing our Community Topic Two: Analyzing and Prioritizing	Church and Community members	CREPs <i>PF provides ongoing support</i>	Qavah- Mobilizing Church Manual and Facilitator's Guide	Appendix One: Refer to Progress Markers under Appendix One- Qavah Progress Documentation Tool	Qavah ToT- Steps 5&6
Five	Qavah ToT- Steps 5&6:	1 week	Topic One: Dreaming	CREPs (Church Resource	PF	Qavah- Mobilizing Church Manual and	CREPs are prepared to facilitate Qavah	Qavah Steps 5& 6 Church and

	Dreaming, Taking Action and Measuring Effectiveness		dreams and Taking Action Topic Two: and Measuring Effectiveness	persons)		Facilitator's Guide Qavah-Children and Youth as Agents of Change Technical Guides Qavah- Care givers and Parents, Disaster preparedness and Food Security technical Guides	Steps 1& 2 to the Church and Community	Community Forums
Six	Qavah Church and Community Forums Steps 5&6: Envisioning and Celebration	4 Months <i>Be deliberate to move at the pace of the Church</i>	Topic One: Dreaming dreams and Taking Action Topic Two: and Measuring Effectiveness	Church and Community members	CREPs <i>PF provides ongoing support</i>	Qavah- Mobilizing Church Manual and Facilitator's Guide Qavah-Children and Youth as Agents of Change Technical Guides Qavah- Care givers and Parents, Disaster preparedness and Food Security technical Guides	Appendix One: Refer to Progress Markers under Appendix One- Qavah Progress Documentation Tool	Taking Action! Selection of CPC

Appendix Seven: Qavah Progress Documentation Tool



Qavah Progress Documentation Tool

Introduction

This tool is designed for use by the CKE PFs/Qavah ToTs, during the 6 Qavah Steps. You are encouraged to continuously and consistently use the tool in recording your reflections and progress of the Qavah Process. Encourage the Church Partner to take high resolution digital images during their various Qavah forums, which you can use to accompany this documentation e.g. photos of progress stories. Kindly forward your cumulative documentation to the CKE Qavah coordinators by the 20th of the last month each quarter (20th of March, June, September and December).

You can gather the information required to complete this tool during:

- Your 1-1 engagements with the CREPs and Church Core Group and Community Core group
- Church and Community Forums
- Normal Facilitation at the Church Partner integrating Qavah
- Any other Contact time with Church Partner integrating Qavah

Your Name:

Designation:

Cluster:

Name of Church Partner integrating Qavah:

KE Number:

General Notes (<i>general background of the Church Partner CREPs and community</i>)			
Envisioning the Church			
Progress Marker	<i>Progress Observed (Give examples where possible).</i>	<i>What do you think has influenced this Progress</i>	<i>What, if anything, do you need to do to strengthen this progress?</i>
Positive attitude towards Qavah			
Church using Qavah material in sermons and studies			
Positive reflections and insights from the Bible studies			
People excited about the church's vision for its community			
Church unity over the vision			
Other-list			
	<i>Challenges experienced during this</i>	<i>What was done?</i>	<i>What is the way forward</i>

	<i>Step</i>		
Date of entry:			
Celebrating who we are and what we have			
Progress Marker	<i>Progress Observed (Give examples where possible).</i>	<i>What do you think has influenced this Progress</i>	<i>What, if anything, do you need to do to strengthen this progress?</i>
Positive energy over identifying needs to be addressed			
Formation of a church core group to undertake practical tasks			
Recognition that the church has plenty of resources within its own membership and community			
People excited about the church's vision for its community			
The church has confidence in its own abilities to meet community needs			
The church undertakes some			

new practical projects and initiatives			
Other-list			
	<i>Challenges experienced during this Step</i>	<i>What was done?</i>	<i>What is the way forward</i>
Date of entry:			

Share a Progress story/ Stories of the above Qavah Steps

Feedback: CREPs ToT I- Envisioning the Church and Celebrating Who we are and What we have

What went well (for you as a facilitator)?	What did not go well?	What did you do about it?	What will you do about it?
What went well (observed/ feedback from CREPs)	What did not go well?	What did you do about it?	What will you do about it?

Describing Our Community			
Progress Marker	<i>Progress Observed (Give examples where possible).</i>	<i>What do you think has influenced this Progress</i>	<i>What, if anything, do you need to do to strengthen this progress?</i>
High level of attendance of community leaders			
Enthused community leaders			
Openness to work with church and its members			
Sharing of responsibilities and support between church and community			

Good relationships between church and community members in gathering and sharing information			
Information gathered represents the voice of all the people in the community			
Information is well documented and presented for discussion and ranking			
Other			
	<i>Challenges experienced during this Step</i>	<i>What was done?</i>	<i>What is the way forward</i>
Date of entry:			
Analyzing and Prioritizing			
Progress Marker	<i>Progress Observed (Give examples where possible).</i>	<i>What do you think has influenced this Progress</i>	<i>What, if anything, do you need to do to strengthen this progress?</i>
Clear understanding and ownership of prioritized needs			

Common sense of frustration of how things are and the need for change			
Unity over the needs and priorities identified in the community			
Other			
	<i>Challenges experienced during this Step</i>	<i>What was done?</i>	<i>What is the way forward</i>
Date of entry:			

Share a Progress story/ Stories of the above Qavah Steps
--

Feedback: CREPs ToT II- Describing Our Community and Analyzing and Prioritizing

What went well (for you as a facilitator)?	What did not go well?	What did you do about it?	What will you do about it?

What went well (observed/ feedback from CREPs)	What did not go well?	What did you do about it?	What will you do about it?

Dreaming Dreams and Taking Action			
Progress Marker	<i>Progress Observed (Give examples where possible).</i>	<i>What do you think has influenced this Progress</i>	<i>What, if anything, do you need to do to strengthen this progress?</i>
Documented visualisation of the future			
Identification of common themes			
Participation of everyone in sharing dreams			
Putting together action plans			
Allocation of roles and responsibilities for each action plan			
People are excited and have a sense of hope			
Unity between church and community members over			

projects			
Other			
	<i>Challenges experienced during this Step</i>	<i>What was done?</i>	<i>What is the way forward</i>
Date of entry:			
Measuring Effectiveness			
Partner Outcomes	<i>Progress Observed (Give examples where possible).</i>	<i>What do you think has influenced this Progress</i>	<i>What, if anything, do you need to do to strengthen this progress?</i>
Demonstrates effective vision and leadership			
Mobilizes resources			
Establishes efficient structures and management			
Reflects local ownership			

Share a Progress story/ Stories of the above Qavah Steps
--

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Feedback: CREPs ToT III- Dreaming Dreams and Taking Action

What went well (for you as a facilitator)?	What did not go well?	What did you do about it?	What will you do about it?
What went well (observed/ feedback from CREPs)	What did not go well?	What did you do about it?	What will you do about it?

Appendix Eight: Statement of Commitment to Child Protection

Introduction

Concern for children is the cornerstone upon which Compassion International has been built.

We are opposed to all forms of child abuse and exploitation and will do everything within our power to ensure that no harm comes to any child registered in our program due to his or her involvement in the ministry of COMPASSION INTERNATIONAL.

It is the policy and expectation of Compassion International to protect children in our programs from abuse by instituting reasonable guidelines and procedures to direct the interactions of Compassion International staff, partners, sponsors and other visitors with registered children.

Definition of Child Abuse

Compassion International adheres to the World Health Organization (WHO, 1999) definition of child abuse: “Child abuse or maltreatment constitutes all forms of physical and/or emotional ill-treatment, sexual abuse, neglect or negligent treatment or commercial or other exploitation, resulting in actual or potential harm to the child’s health, survival, development or dignity in the context of a relationship of responsibility, trust or power.”

Active Prevention and Immediate Response

In support of Christ’s mandate to care for and protect children, Compassion International is committed to safeguarding children in our programs from all forms of abuse and exploitation. In partnership with local churches, we do this by:

- Providing a positive and safe environment where children can learn and develop to their fullest potential

- Engaging the active commitment of the caring adults who surround the children to care for them with dignity, respect and integrity at all times
- Preventing and/or reducing the risks of the incidence of abuse through enforcing child protection policies, strategies and procedures.

Child Protection Policies

We believe that all of Compassion International's staff and church partners and the vast majority of our sponsors and donors share and support the Organizations' values of respecting and caring for children. But we must regrettably acknowledge that some people might seek to use our child sponsorship program to gain access to children for inappropriate purposes. In response, the following policies have been developed to direct all interactions of assisted children among Compassion employees, church project staff, project visitors and sponsors.

- Child Protection – Employee Interactions with Compassion-assisted Children
- Child Protection - Project Staff Interactions with Compassion-Assisted Children
- Appropriate Visitor and Child Interactions
- Allegations of Child Abuse against an Employee
- Travel of a Young Person Outside of their Home Country
- Travel of Sponsored Children to Visit Donors Outside of their Home Country

Components of Child Protection Implementation

- **Training and Education** – All Compassion employees, church partner staff and Volunteers, assisted children and parents will receive training on the principles and guidelines of child protection.
- **Screening and Recruitment** – All Compassion employees and job applicants at the Compassion-assisted church projects will undergo appropriate character reference checks before hiring.

- **Local Plan of Action** – All Compassion field offices and all Compassion-assisted church partners will develop a local plan of action on child protection which includes both prevention and response to allegation of child abuse.. Compassion field offices and church partners will designate Child Protection Coordinators to manage the implementation of local plans of action.
- **Child Visitation Guidelines** – Visitors to Compassion sponsorship projects will be informed of child protection measures prior to receiving approval to visit any of the church-based projects and assisted children. Guidelines will be made available through brochures and the Compassion website..
- **Communication** – Compassion is committed to child protection in its publicity and external communications. All communications shall seek to preserve the child's dignity and protect each family's privacy.
- **Allegations of Child Abuse** – All complaints of child abuse will be handled with strict confidentiality and investigated immediately. We will thoroughly investigate every allegation of child abuse against a Compassion employee and make a determination about the validity of the allegation. Church partners will likewise develop a local plan of action to respond to allegation of abuse by their staff or volunteers.

Code of Conduct

Compassion staff, sponsors and local church partners shall sign and adhere to a code of conduct and behavior that defines appropriate behavior and interactions with Compassion-assisted children.

The following guidelines shall be observed and practiced by Compassion Officers and Employees, Local Project Staff and Volunteers, Church Leaders, Sponsors and Donors, and Project Visitors

- I will promote proper respect and dignity for all children, and will demonstrate Christian love and care to them, regardless of their race, gender, age, religion or disability, social background and culture.
- I will never act in ways that will shame, humiliate,–or perpetrate any form of verbal, emotional, sexual or physical abuse on a child.
- I will promote the enforcement of disciplinary measures that: are based on Biblical principles of dignity and value of children, teach children responsibility, and reflect reasonable expectations for the age of the child.
- I will never use inappropriate language, physically strike children, or develop physical or sexual relationships with them.

- I will avoid being alone or traveling alone with a child. I will be engaged in children’s activities in open or visible places.
- I will not solicit a dating relationship with a Compassion-assisted child or youth.
- I recognize that I may face substantial adverse consequences for breach of this code of conduct.
- I am aware that allegations of abuse will be reviewed and, as determined necessary by Compassion, investigated. I recognize that, if I violate this code of conduct, I may be subject to applicable local laws and to organizational disciplinary measures.

PLEDGE OF COMMITMENT

(This pledge shall be made by all Compassion Employees and Local Church Partner Officers, Staff and Volunteers.)

I, _____, have read and understood Compassion’s Statement of Commitment to Child Protection, including the Code of Conduct.

I acknowledge that this Commitment states Compassion’s expectations of me in my service and/or association with Compassion. With my signature affixed herein, I agree to abide by this Commitment.

NAME: _____

JOB TITLE/POSITION: _____

SIGNATURE: _____

DATE: _____