



FACILITATOR MANUAL

HELPING WITHOUT HURTING IN AFRICA

JONNY KABISWA KYAZZE AND ANTHONY SYTSMA

WITH BRIAN FIKKERT

Helping Without Hurting in Africa

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with **Brian Fikkert**

Helping Without Hurting in Africa

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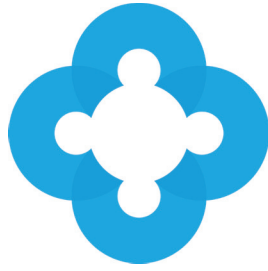
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In consideration of our primary audience, this work uses British English spellings throughout.

We hope you find this resource from The Chalmers Center helpful. Our vision is for local churches to declare and demonstrate to people who are poor that Jesus Christ is making all things new. Our mission is to equip churches to walk alongside people who are poor, breaking the spiritual, social, and material bonds of poverty.

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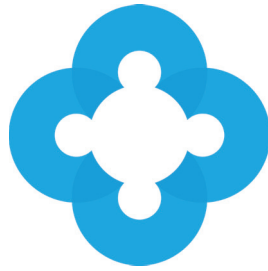
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ABOUT THIS TRAINING

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Welcome to *Helping Without Hurting in Africa*!

As a facilitator of this training, you are preparing to embark on a journey that could change your life, your church, your family, your community, and your country as well. Are you ready?

In this section, you will find:

- An overview and background of the training.
- An introduction to the methods and tools you will use for facilitation.

1. Overview

Helping Without Hurting in Africa is designed to inspire churches, pastors, community leaders, missionaries, development workers, NGOs, government institutions, and donors to foster transformation in their communities. This training teaches a holistic approach, explaining how to preach the gospel through word and deed. It aims at changing people's mind-set and helping them apply biblical principles to care wisely and compassionately for poor people without unintentionally hurting them. Most Christians have a *heart* for poor people, but this training seeks to help Christians also have a *mind* for poor people.¹



1.1 Background

By God's grace alone, the book *When Helping Hurts* is changing the paradigm of many North American Christians about the most effective ways to alleviate poverty. There is a need for a similar resource for Africa for four reasons:

- **First**, as churches in Africa and other development organisations try to help the poor, we often make the same mistakes as North American churches. We try to solve what is fundamentally a relational problem through the provision of material resources alone—a quick fix approach. We need to understand the true nature of poverty and be equipped with practical tools to alleviate poverty more effectively.
- **Second**, there is great need to work against the inferiority and dependency mind-set among many Christians in Africa with respect to North Americans. When North American missionaries, development workers, and donors come to Africa with feelings of superiority and material definitions of poverty, it results in the pursuit of strategies that undermine local dignity and resource use, thereby contributing to an ongoing cycle of poverty and dependency. Africa could be the wealthiest continent in the world, and people on the African continent need to be empowered to reflect on the blessings, gifts, and abilities that God has given to us. This will stop us from looking only to other countries to solve our problems and help us to challenge foreigners when we see them using unwise methods of fighting poverty.

- **Third**, many North American Christians who have been impacted by *When Helping Hurts* are looking for ways to share this message with us, their brothers and sisters in Africa, and redefine their relationships.
- **Fourth**, Christian leaders in Africa, pastors, and development workers have been looking for materials to use to train their churches and communities, opening them up to new understanding, helping them to see the resources that God has given them, and empowering them to develop their communities on their own without waiting for aid.

This training, *Helping without Hurting in Africa*, produced by the Chalmers Center in the United States, but written by a Ugandan (Jonny) and an American missionary in East Africa (Anthony), is our attempt to help respond to the needs and requests outlined above. Many of us want to help the poor. But we don't always know what to do. This calls for prayer, seeking the guidance of the Holy Spirit, and studying God's word, as well as learning from other Christians. This training will teach important principles about how to help the poor wisely. The content is accumulated from Scripture and Christians throughout history as they have learned and shared what works and what doesn't. We felt a call from God to take what we had learned from so many others, people who have faithfully cared for and worked with the poor over many years, and put it in an accessible format that can be easily reproduced so that this knowledge can spread throughout our beloved continent of Africa.

We have been inspired by the words of Kenyan environmental activist, Wangari Maathai. Her words here help to further make clear the urgent need for this training:

Africa has been on her knees for too long, whether during the dehumanizing slave trade, under the colonial yoke, begging for aid from the international community, paying now-illegitimate debts, or praying for miracles. At both the top and the bottom, all people on the African continent must change the mind-set that affects many colonized peoples everywhere. They must believe in themselves again; that they are capable of clearing their own path and forging their own identity; that they have a right to be governed with justice, accountability, and transparency; that they can honour and practise their cultures and make them relevant to today's needs; and that they no longer need to be indebted—financially, intellectually, and spiritually—to those who once governed them. They must rise up and walk....²

It cannot be overemphasized: people on the African continent must decide to manage their natural resources responsibly and accountably, agree to share them more equitably, and use them for the good of fellow Africans. Otherwise, they will continue to allow outside forces to seduce or bully their governments into arrangements that allow those resources to be removed from the continent for a pittance. It is for the people on the African continent to determine whether they will work hard to build up their own talents and abilities, strengthen their democracies and institutions of governance, and foster their peoples's creativity and industry. Or, instead, whether they will continue to nurture a culture of dependency.³

We believe that what Maathai was passionately calling for can only be accomplished by our

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Lord Jesus Christ, who not only saves people from their sins, but is right now working out his good rule and kingdom in this world. Only in Jesus can we hope for people on the African continent to know God personally and experience his love and eternal life. Only through the work of Jesus can we hope that the people of Africa will realise that they have been made in the image of God and have been given skills, resources, and creativity by God that they can use to develop themselves and their communities without feeling inferior and helpless. Only through the work of Jesus can we hope for success in our struggles against war, corruption, environmental degradation, and the many other challenges that Africa is facing today. This training will help churches and leaders embrace their calling to preach the gospel and live as citizens of Jesus's kingdom in this broken world.



1.2 Two Resources

Two Manuals have been published as part of this training: The **Facilitator Manual** and the **Participant Manual**.

The Facilitator Manual can be ordered directly from Amazon's website but is also available at various bookstores and Bible societies in Africa. The price is relatively low to enable more people to access it.

The Participant Manual is for participants attending the training. They will be able to follow along with the lectures and activities and will write down their answers to discussion questions in the manual. In addition, there will be specific activities and Bible studies in each lesson that the participants will take home and implement within their own congregations, communities, or teams.

To ensure that the manual gets into the hands of as many leaders as possible without people being hindered by financial constraints, the Participant Manual can be freely downloaded and printed/photocopied from the Chalmers Center—visit www.chalmers.org/HWHAfrica.

As a facilitator, you can download the Participant Manual and print the number of copies you need for your participants, and staple or bind the manuals as you see fit. We encourage you to have each participant pay for the photocopies. This is an important step and part of the mind-set change the training aims for. It helps the participants to realise that they are made in the image of God, that they can do something to help themselves, that God has given them resources, and that they can pay something to participate in the training. In this way, the payment for the training can be done in partnership; the facilitator provides for his or her own expenses and a Facilitator Manual for him or herself, but participants can pay a very small fee for the paper and photocopies they are being given. They will then feel ownership of their manual and their own learning and development, and are therefore much more likely to utilise and value what they learn from the training. In certain extreme circumstances, a facilitator could pay for the photocopies himself or herself, but then the participants should still be encouraged to pay for something themselves, such as their own food and accommodation. In all cases, however, **we strongly discourage the practice of paying participants a “sitting fee”** for being willing to attend the training. This practice

goes against the principles we are trying to teach. If participants are not willing to take part in the training without a sitting fee, then it is probably better to spend your time training others who are willing. Once people become aware of the impact of the training, some people might change their expectation and come to the training without needing a sitting fee.

- It is recommended that the facilitator keeps one copy of the Participant Manual for him or herself. This way the facilitator can keep both the Facilitator Manual and the Participant Manual open and out during the training so that he can see what notes are included in the Participant Manual, and guide participants to the page they should be on.
- Also, the facilitator should notice that all text in the lessons with a lightly shaded background, like this paragraph, is intended to be communicated or lectured to the participants in the training. **This text does not have to be read word for word. The facilitator is allowed and encouraged to paraphrase the content in his or her own words.** The facilitator should have the material internalised so that he or she is speaking from the heart and from his or her understanding, rather than simply standing and reading from the manual. Other text in a lesson without this shaded background is instruction only for the facilitator about what he or she should be doing.



1.3 Training Objectives

The goal of this training is to transform the mind-sets of Christian leaders in Africa and equip them to wisely help materially poor people in their churches and communities. This is not an easy task, but the result will benefit the rest of society. As Nelson Mandela, former president of South Africa, said: “One of the most difficult things is not to change society but to change yourself.”⁴

We believe that as leaders in Africa begin by changing their own mind-sets and behaviour in the ways they try to help the poor, this will in turn begin to change the rest of African societies as they lead by example, and as they lead their organisations and church ministries in a more effective way.

Expected Outcomes of the Training

As a result of walking through this course, we hope participants will:

- Grow in their relationships with God, others, self, and the rest of creation.
- Gain a new focus on the Kingdom of God in their ministries.
- Renew their love and compassion for the materially poor.
- Obtain knowledge about how to help the materially poor and materially poor communities wisely.
- Be equipped to go and teach these development principles to their churches and communities.
- Go home after the training is over, and put into practise the “Take-Home” activities of each lesson.

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- Begin working on their own development with their churches and communities, using their own resources, even before receiving help from missionaries, foreign donors, or NGOs (non-government organisations).

The training should allow fruitful networking and collaboration among pastors, churches, and organisations in their work of fighting poverty, through discussion and interaction during the training. Hopefully, a few participants, having been trained, will go out and facilitate more *Helping Without Hurting in Africa* trainings to benefit other leaders and communities.



1.4 Target Audience

Workshop participants will come from a wide range of institutions with different experiences. The primary audience of this training guide is Christian leaders in Africa including pastors, church leaders, missionaries, government workers, NGO workers, politicians, community leaders, business owners and any other interested groups. Foreign missionaries could also be welcomed as participants. Some of the most engaging discussions in the training come when there is a mixture of people from African nations and foreigners discussing these principles together.

There are already many very effective biblically-based curricula that target the materially poor in Africa, and help them to identify their resources and develop. Many of these are simple enough to be of great help even to those who are uneducated. This training is different. This material seeks to equip leaders who are trying to help the materially poor. The hope is that these leaders can change the way their ministries run to become more effective in helping the poor in their communities according to biblical principles. The last lesson of the Facilitator Manual includes references to biblically-based curricula that these leaders can use to train materially poor people.

Participants should have a knowledge of English in order to make use of the Participant Manual. However, in cases where there is a skilled facilitator who knows English and also the local language, the facilitator could attempt to train others in the local language. Though this is not ideal, it would be possible in cases where the participants do not know English. This would mean doing the training without Participant Manuals, and the facilitator would have to translate and write down all the discussion questions and many of the notes, so that the participants could write down notes and questions in their own notebooks throughout the training. It is our desire that, in the future, God may raise up others to translate these manuals into their native tongues, in partnership with the Chalmers Center.

Though we hope that as many people as possible will encounter this material, we recognise that not every leader who completes this training will actually have the ability or opportunity to facilitate another *Helping Without Hurting in Africa* training themselves. Most participants who get trained will not become facilitators, and that is okay. However, every participant will have a chance to go home and teach certain principles and activities to their churches, teams, and families through the take-home activities.

The ideal facilitator is an African who has already completed the full *Helping Without*

Hurting in Africa training, and received the certificate of completion (see section 2.1 for more information on certification). Because there is so much emphasis on the local church in the training, the most fitting facilitators might be pastors, church leaders, or church-based development workers. Besides having completed the training themselves, facilitators should also have a good understanding of the information and principles in the curriculum, good knowledge of English, and some past experience in working with the materially poor. Most importantly, facilitators should be people who practise what they preach. They should be people who love and care for the poor, and who are caring for the materially poor in wise ways according to the principles of this curriculum.

Christian missionaries from countries outside Africa could also make good facilitators. We emphasize caution here, however. Foreign missionaries should have read and carefully studied the entire book *When Helping Hurts*, or they should have completed the *Helping without Hurting in Africa* training themselves and received the certificate. They should have at least a little experience working with materially poor people in their own country and also in the African country in which they want to facilitate. They should be familiar with the host culture and, hopefully, have lived for some years on the African continent. For short-term missionaries, we emphasize even more caution. They should have the above qualifications and, in addition, have a long-term relationship with the people they plan to train.

Having foreigners as facilitators can at times unintentionally support the notion that foreigners are superior to people from Africa, or that the people of Africa always need to be dependent on foreigners for facilitation and training. These are false ideas that this curriculum seeks to change. Foreign missionaries should not assume they are capable of facilitating just because they are missionaries. In addition, foreign missionaries or foreign development workers would do well to make sure they are trying to work themselves out of a job. A missionary facilitator should do the training together with another leader from Africa if possible. Then, once a training finishes, the facilitator should encourage and help the participants to go and train other groups, rather than doing every one of the trainings him or herself. A foreign facilitator might also help participants gain access to purchase Facilitator Manuals from other countries in case they are not available in local bookstores.



2. Methodology

The methodology used is highly participatory, following effective adult education principles. The training utilises both local knowledge and local resources. The format consists of lecture, large group discussion, small group discussion, and miscellaneous activities. The recommended training group size is around 20-40 people, and then around 5-6 people per group for small group discussions. Large groups of 50-70 people may be accommodated and still be successful, but groups larger than this may not be effective because people will not be able to participate as much.

Participants will follow along in their manuals and take notes. Bible passages will also be read, preferably by volunteer participants, and the facilitator is expected to summarise what the passage says. The facilitator should try to promote discussion, ask questions, receive

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questions, and ask for participant comments to keep participants stimulated and engaged. The facilitator should allow questions or comments at any time, but if necessary he or she can tell participants that the question will be dealt with more fully in a later lesson, and then keep moving forward through the lesson.

For the large group discussions, the facilitator should monitor the time closely and allow various people to speak, instead of letting certain people monopolise the conversation. Most of the large group discussions will have to be cut short in order to keep the training moving forward. During small group discussions, the groups should try to stay within the same room or area, so that the facilitator can roam freely between the groups and give instructions to all the groups at once as needed. The facilitator should be listening in, guiding the groups, rephrasing the questions in a different way if they are confused, and monitoring the time left that the group has for discussion. It is important that the groups receive enough time to discuss the questions, but it is also important that the facilitator keeps each group moving at a good pace so that each group can finish the questions within the allotted time. If the participants are agreeable to having a longer training, the facilitator can freely increase the length of time for each lesson, going beyond the suggested time allotments outlined in the manual (see section 2.2). But please be sure that spending a long time on certain discussions does not force you to completely skip other content in the lessons.

The facilitator will have to divide people into small groups. The easiest way to do this is to figure out how many groups you will have in total, by looking at the number of participants, remembering that you want 5 or 6 per group. Then you can give each person a number. If there are 6 groups, you give each person a 1, 2, 3, 4, 5, or 6. All the ones go together, all the twos, etc. If you would like, these can be the same people they will meet with the whole day for small group discussion, or you can give them a new group each time you break out into small groups.

The facilitator should have a whiteboard, chalkboard, flip chart, or large sheets of paper to tape on the wall. This way the facilitator can write down key terms, notes, and diagrams to assist the participants in their understanding during lectures. The facilitator has freedom to write down whatever notes they would like, but at times in the Facilitator Manual, there will be specific instructions for what the facilitator should write on the papers or board. The facilitator will also explain the take-home activities at the end of each lesson, encouraging the participants to take those activities seriously and to really try to do them when they get home from the training. Additionally, the facilitator should point out the “Further Reflection” section at the end of most of the lessons, guiding the participants to read and reflect on these pages at home.

The Participant Manual may be photocopied freely by the participants and used in order to share information with others. The Chalmers Center requests that no one should try to facilitate a *Helping Without Hurting in Africa* training without a Facilitator Manual, and that the Facilitator Manual **should not be photocopied**. As a facilitator, be ready to guide your participants on how they could obtain a Facilitator Manual.

This training is most effective when it can be contextualised for the people, location, and culture of your training group. In order to achieve this, you, as the facilitator, should think of

stories and examples from your own country and communities that are similar to the stories that are shared in the lessons. In some cases it would be good to substitute a local story of your own instead of the story that is given to you in the manual. This will be more meaningful to the people you are training. Just ensure that your own story illustrates the same principle that the story in the lesson is illustrating.



2.1 Training Timeline

There are 20 lessons in this curriculum. To complete the whole curriculum, we suggest that you will need approximately **39 hours** of class time, which includes both the time for the lectures and the discussions.

However, the first eight lessons teach the most important principles of the curriculum and can be used as a short stand-alone course. Therefore, some training groups may decide to complete only Lessons 1-8, and conclude with testimonies and evaluations at that time. These groups will get important learning, but they will not qualify for the certificate of completion for the entire curriculum. Training groups that complete Lessons 1-8 are also free to choose other specific lessons from the rest of the curriculum to complete as they have time and interest for. While the time length of the lessons will vary from group to group, we recommend that you plan for around **16 hours** total for completing this first section consisting of Lessons 1-8.

We encourage most training groups to finish all 20 lessons in sequence. This will give the participants better understanding and allow them to engage with more advanced principles. The facilitator, together with the participants, can decide how to schedule time to cover all of the lessons. But we recommend choosing from the following options:

1. One Lesson per Week

In this format, the training group comes together once a week for 2-3 hours to complete only one lesson. This works well when the participants already meet together regularly in a school group, Bible study group, or church ministry or when the participants all live nearby each other. The participants and facilitator would meet together on a continuous basis. Though this will mean the curriculum will take a longer time to finish, there are several advantages:

- The participants do not need to take time off their work for the training, and can simply meet during an afternoon or evening each week.
- In many contexts, this format will allow people to save money by not needing accommodation or food during the training event.
- The participants will be able to discuss the questions for as long as they want and take as much time as they need to finish all the lessons. The material may be better learned and digested when the training is not rushed.

2. Multiple Day Training Sessions

In this format, the facilitator and participants come together for several days to complete a number of lessons at one time. This format works best when the participants do not live

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close to one another, or when the facilitator is coming from another region or country. The number of days and training sessions that will be required will differ from group to group. Some training groups may enjoy a relaxed schedule of several days with many meal and tea breaks. Other groups may decide to meet for long hours each day in order to finish quickly. Please do not try to finish all 20 lessons in a single week as you would have to skip a lot of content and the participants would not absorb the material well. Whether you choose option A or option B below, plan for time at the beginning of each new training session to review what was covered the previous training session, especially if training sessions are divided by several months. Here are two recommended ways to finish the curriculum by doing multiple day training sessions:

A. **Three training sessions of 2 days each.** The three training sessions could be scheduled over three months, or stretched out over six months. You could take longer than the suggested allotments per lesson, but the structure might look like this:

	<u>Training Session 1</u>	
Day 1	Lesson 1 - Lesson 4 (1st half)	7.75 Hours
Day 2	Lesson 4 (2nd half) - Lesson 8	7.75 Hours
	<u>Training Session 2</u>	
Day 1	Lesson 9 - Lesson 11	6.25 Hours
Day 2	Lesson 12 - Lesson 14	6 Hours
	<u>Training Session 3</u>	
Day 1	Lesson 15 - Lesson 17	6 Hours
Day 2	Lesson 18 - Lesson 20	5 Hours

Please note that Lesson 1- Lesson 8 functions as the beginning unit of the course, and so it is best to cover this cohesive section in one training session. However, this first section can take longer than two days for some training groups. You can see that it needs more hours than the other sessions. In order to have plenty of time for breaks throughout your training days, we recommend that you plan two and a half days for the first training session. Then you could plan one and a half days for the second training session, and one and a half days for the third training session.

B. **Two training sessions of 2.5 or 3 days each.** Half of the lessons would be covered in the first training session, and half would be covered in the second training session. You could take longer than the suggested allotments per lesson, but the structure might look like this:

	<u>Training Session 1</u>	
Day 1	Lesson 1 - Lesson 3	6.75 Hours
Day 2	Lesson 4 - Lesson 6	6.25 Hours
Day 3	Lesson 7 - Lesson 9	4.5 Hours

	Training Session 2	
Day 1	Lesson 10 - Lesson 13	8.75 Hours
Day 2	Lesson 14 - Lesson 17	7.5 Hours
Day 3	Lesson 18 - Evaluation	5 Hours

3. College Course

We believe *Helping Without Hurting in Africa* could fulfil the curriculum requirements for some development or ministry courses in universities or colleges. The facilitator could either provide the students with photocopies of the Participant Manual, or have the students pay for photocopying the Participant Manual as their textbook for the course.

Participants are expected to attend and complete all of the 20 lessons to qualify for a certificate at the end of the training. The facilitator will record the names of all the participants that have fully attended all the lessons. The facilitator will submit these names to the Chalmers Center (HWHAfrica@chalmers.org), which will then process the certificates and email them to the facilitator for printing. Certification will ensure quality control of the trainings. The only people facilitating should be people who have been trained and certified themselves. In addition, the certificate is beneficial in many cultures to give evidence of the learning the participant has received, for ministry or work purposes. Last, a certificate is something a participant can be proud of, as it is a reminder of the education they were willing to pay for themselves in order to equip them to better serve others. To take records for certificate purposes, the facilitator should place someone in charge of keeping attendance, including marking if people come very late. The facilitator can show grace and have some flexibility, but people are generally required to attend all lessons, including not coming late, in order to get the certificate.



2.2 Training Outline and Structure

Each lesson is estimated to take about two hours, though lesson lengths and structure vary. A two-hour lesson could look like this:

- Large Group Opening Discussion – 10 minutes
- Interactive Lecture and Activities – 80 minutes
- Small Group Discussion – 30 minutes

Curriculum Outline

Lesson 1: Introduction and Opening Exercise	1.75	hours
Lesson 2: Why did Jesus Come to Earth?	2	hours
Lesson 3: What is Poverty?	3	hours
Lesson 4: Broken Relationships in Africa	2	hours
Lesson 5: Fighting Poverty through Reconciliation	1.75	hours
Lesson 6: Relief, Rehabilitation, and Development	2.5	hours
Lesson 7: Asset-Based Community Development	1.5	hours

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Lesson 8: Opening Exercise Evaluation	1	hour
<i>For groups stopping here:</i>		
<i>Feedback, Testimonies, Evaluation and Prayer</i>	(30 minutes)	
Lesson 9: Working for God's Glory	2	hours
Lesson 10: Worldview Transformation	2	hours
Lesson 11: Broken Systems	2.25	hours
Lesson 12: The Prosperity Gospel	2	hours
Lesson 13: African Culture and Money	2.5	hours
Lesson 14: What Causes Change in Someone's Life?	1.5	hours
Lesson 15: Participation of the Community	1.5	hour
Lesson 16: Church Benevolence Ministry	2	hours
Lesson 17: Urban Ministry: Opportunities and Challenges	2.5	hours
Lesson 18: Mission Trips within Africa	1.5	hours
Lesson 19: Foreigners, Missionaries and Sponsors	2	hours
Lesson 20: Seed Projects and Further Resources	1	hour
<i>Feedback, Testimonies, Evaluation and Prayer</i>	30 minutes	

Total = 38.75 hours



2.3 Workshop Requirements

The following supplies will be required of facilitators for each training:

- **Facilitator Manual.**
- **Photocopied Participant Manual** for each participant.
- **Flip chart stand** and **paper, chalkboard, or whiteboard** for facilitator.
- **Large sheets of paper** (flip chart size, but can be simple newsprint)—This will be needed for group activities even if the facilitator is using a whiteboard.
- A couple of packs of simple **markers**, in multiple colours, for both the facilitator and for small group activities.
- **Masking tape.**
- **The Bible.**
- **Participant sign-in sheet.** Have the participants write their full name clearly (as they want it to appear on their certificates), the name of their church or organisation, their phone number, and their email address if they have one.
- **Name-tags** for the participants. These are not absolutely necessary, but they are helpful, especially in large trainings where participants are coming from different places and do not know each other already.

Be creative with materials. The authors of this curriculum have even used big sheets of paper taped to trees or to a vehicle. **Do what works for your group and what is within your financial means!**

Participants are expected to come with their own notebooks, pens, and Bible. The participants are expected to pay for their own meals and refreshments. Refreshments such as snacks and tea throughout the day can be taken during the small group discussions to save time. The facilitator should coordinate with the host church or conference hall to figure out how the food will be prepared and how much each participant should pay for it. In local settings, participants could go home for lunch during the meal break and then return to the training in the afternoon.



2.4 Workshop Logistics

It is the facilitator's responsibility to ensure that all logistical arrangements are made for the training. This might involve doing it yourself or confirming that someone else has made the necessary arrangements associated with the training. Always double check all arrangements in advance.

Ensure that the seating arrangement allows for free participation and discussion. A U-shape or a circle is ideal, and with movable chairs. The location should have enough space to allow people to divide into small groups. Groups should be able to be shaded from the hot African sun, and also close enough to each other that the facilitator can roam freely between groups and speak to them all at once if necessary.

We gently want to discourage the idea that you need an expensive hotel or conference hall to run this workshop. Local churches are best, or sitting under a tree, etc. It is important that participants don't get the idea that they cannot go out and teach on their own without a lot of money. **Keep it simple!**



2.5 Tips for Facilitation

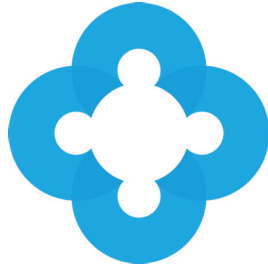
The following tips are offered to support you in your role as facilitator:

- **Be flexible.** Plan your lessons in advance but be ready to change or adapt to meet the needs of the group.
- **Arrive early** each day to make sure that everything is prepared. This is also a good time to interact with participants. Arriving early will also set a good example for participants so that together, everyone can learn to avoid being late, and learn to be good stewards of the time that God has given us.
- Consider **beginning each day of training with prayer** or a worship song.
- **Allow time** for meaningful discussions and sharing of ideas because that is the best way for adults to learn.
- **Stop frequently** to ask questions or review to make sure people are following along and understanding. If people don't respond to a question immediately, give them some time to think about it before you speak again.

Helping Without Hurting in Africa

- At the beginning of each new day of training, it is a good idea to spend 10 minutes **reviewing the main principles** of the previous day.
- Ensure that you **strike a balance** between keeping the training moving along and giving people time to express themselves. It is alright to say, “Okay, I will take one more question” or “Just one more comment before we go on.”
- It’s important to **have knowledge of the group** and their objectives in advance of the session, including their issues and concerns.
- **Think through the issues** or problems that may arise in the facilitated session and know how you will respond.
- Ensure that all participants have a **common understanding of the purpose** and intended results of the session.
- **An introductory exercise** is often advisable as it breaks the ice and allows you to develop rapport with the group.
- Remember that your job is to keep the process on track, and **not to dominate discussion** or make decisions for the group.
- You can help participants think through issues by simply **asking questions as a neutral party**. If people respond to questions with a simple “yes” or “no” answer, then ask them to explain their answer.
- Consider **gently calling on certain people** to get their opinion if they have been very quiet, even if they did not raise their hand. But give them the option of not speaking if they do not have anything to say. For example, “Peter, we haven’t heard anything from you yet, would you like to comment on this?”
- You must **trust that the group will take responsibility** for its own learning and problem-solving. Your role is to provide a structure or support for doing this.
- **Be a good listener.**
- When people have been sitting too long, have people **stand up and do some quick exercise** to get the blood flowing again and to keep people awake.
- It is okay to say, “I don’t know” when asked a question. **Poverty is an extremely complex topic**. None of us know everything about it. It is also okay to say, “I’m not really sure, but I guess my opinion would be...”
- **Feedback is important**, so ask for it, listen to it carefully, and see if you can learn from it.
- Please feel free to reach out to the **authors** via email with questions and testimonies.
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Helping Without Hurting in Africa

FACILITATOR MANUAL



LESSON 2:

WHY DID JESUS COME TO EARTH?

LESSON 2:

WHY DID JESUS COME TO EARTH?

In this section, you will find:

- A biblical and theological foundation for how to think about the role of the church in development and fighting poverty.

Lesson Objectives:

- To understand fully the ministry of Jesus.
- To understand the Kingdom of God and the role of the church.
- To call Christians to compassion and generosity to the poor.

Time Length: 2 Hours

Notes to the Facilitator

Please refer back to pp. 11-18 for full facilitator guidelines, but some particular tips for this lesson include:

- Ensure that long notes, quotations, and group questions are prepared in advance and written on flip chart paper.
- Unless otherwise noted, all Scripture passages in **bold** should be read out loud by a participant for the whole group.
- When the participants read the selected Bible passages throughout the lesson, make brief summaries of what each Bible passage is about and what it means.
- There is a lot of theology in Lesson 2. Make sure that participants understand each concept before moving forward. Take time for questions before moving on, especially questions concerning confusing theological concepts.
- When talking about justification by faith and salvation, if you sense that participants lack a good understanding of these concepts, take extra time to discuss so that they really understand the good news of the gospel. This is more important than rushing to get to the next lessons!
- At the end of the lesson, explain the take home activities clearly to participants and encourage them to ask questions to make sure everyone understands what they are to do before going home.
- At the end of the lesson, if there is time, consider asking participants questions to review the key points made during the lesson.



Opening Discussion (5 Minutes)

Ask the participants the following question and take note of their responses on a flip chart. Ask them to give short simple answers of one sentence each.

How would your church members at home respond if you asked them this question:

Why did Jesus come to earth?

You don't have to discuss this question for too long because you will be giving the correct answer in the lesson. Most participants will answer: "Jesus came to save us from our sins." This is fine, as you will give them the more complete answer concerning God's kingdom during the lecture.



Facilitator Lecture (40 Minutes) Jesus's Ministry and Justification by Faith

- Most Christians can quickly answer that question. But, there are actually small differences in the way some Christians answer and think about this question. And our different responses to that question might have a connection to the way that we each respond differently to the poor.
- Many Christians say that Jesus came to die on the cross and save us from our sins so that we can go to Heaven. That is correct! But it is not complete because it leaves out other things Jesus came to do. **A more complete answer is that Jesus came to bring his kingdom.** He came to bring healing and redemption to the entire universe.
- Let's look at what Jesus himself said about why he came. Approximately 600 years before Jesus was born, the prophet Isaiah foretold that a King was coming who would create a wonderful kingdom. This kingdom would increase without end and bring healing and restoration from all the effects of sin. Someone please read **Luke 4:16-21**. Jesus read this prophecy from the book of Isaiah and was applying the prophecy to himself. He was really the true King and Saviour that they were waiting for. And Jesus practised what he preached. He really did the things in the prophecy. We can read about this in **Luke 7:18-23**. John the Baptist was wondering if Jesus was really the King they were waiting for, and the evidence Jesus gave was that he was doing these good works of his kingdom such as caring for the poor and healing the sick. Jesus preached the good news of the Kingdom of God, and showed the good news of the Kingdom of God through his actions. Jesus preached the good news of God's love and salvation to those who were poor in spirit, and gave hope to those who were physically poor as well.

Discussion Question

Explain whether Christians in Africa today both worship together and care for each other's physical needs as the early Christians did?

Before sending the participants to small groups for discussion, explain to the participants the "Further Reflection" section at the end of this lesson. Encourage the participants to go home and study these extra pages and even discuss them with a friend. Be sure to explain the take-home activities as well.



Take-Home Activities

The take-home activities will include assignments or activities that the participants should carry out in their communities, churches, or place of work, applying the lessons they have learned. The facilitator should provide detailed guidelines and clear instructions on how to go about the take-home activities. For most lessons, there will be two take-home activities for participants to choose from, mainly determined by whether or not the participant is a church leader. Read aloud the two activities and explain that pastors should probably choose #1, and others attending the training should probably choose #2. If the participants are doing only one or two lessons per week, then they could possibly do this activity before they come back for the next lesson. If they are completing multiple lessons over several days, they can do all the take-home activities for those lessons after they go back home from the training.

Take-Home Activities for Lesson 2

- 1. Preach a sermon to your church on one of the Bible passages from this lesson about justification by faith or the Kingdom of God. Alternatively, preach on one of the Bible passages in the small group discussion questions.**
- 2. Have a conversation with your family, work colleagues, or community group about what you learned in this lesson concerning the Kingdom of God. If they are interested and willing, try to organise a Bible study with them so that you can look at some of the key Bible passages mentioned in this lesson and discuss them together.**



Small Group Discussion (40 Minutes)

Inform the participants that they will be going into small groups to discuss together the questions listed at the end of Lesson 2 in their manual. These questions will help them to review and understand the principles taught in the lesson. Explain to them that the questions will help them to apply and live out these principles in their daily lives. They will discuss some Bible passages and think about how to obey them today.

- Read out loud the questions that they will be answering and make sure they understand them.
- Tell them that they don't need a group leader or a secretary. They also are only writing down notes for themselves. They will not be presenting their answers to anyone. Divide them up into groups of about 5 people (anywhere from 3-6 people per group) and encourage them to begin by sharing their names with each other. After this short introduction, they should begin discussing immediately as they only have 40 minutes to discuss. They should save 10 minutes at the end for question number 2. After 30 minutes has passed, tell them to move on to question number 2 even if they have not finished all of the Bible passages in number 1. It is okay if they do not finish looking at all of the Bible passages. Tell them they can read the other Bible passages that they did not have time to discuss at home.
- If you have organised the whole workshop to take longer than what has been outlined, then feel free to give the participants a longer time for discussion.
- Remember to move around and listen in with the groups as they discuss. Be available to answer their questions. You can give guidance or input if necessary during their discussions, but they have heard you talk a lot, so try to let them do the talking now. If you do say something, one good strategy is to point out interesting things in the Bible passages that they might not have noticed or talked enough about, and encourage them to think about how to apply the principles to their lives and communities. Remind them periodically about how much time remains for their discussion.

HELPING WITHOUT HURTING IN AFRICA

Based on the principles of the best-selling U.S. book *When Helping Hurts: How to Alleviate Poverty without Hurting the Poor... and Yourself* (Moody Publishers, 2009, 2012), *Helping Without Hurting in Africa* trains leaders to proclaim the gospel in both word and deed, changing mind-sets and helping them apply biblical principles to care wisely and compassionately for people who are poor without unintentionally doing harm.

Helping Without Hurting in Africa provides readers with the foundational concepts and tools in Christ-centered poverty alleviation and doubles as a ready-to-use facilitator manual that helps participants:

- Grow in their relationships with God, others, self, and the rest of creation.
- Gain a new focus on the kingdom of God in their ministries.
- Renew their love and compassion for the materially poor.
- Obtain knowledge about how to help low-income individuals and communities more wisely.
- Empower churches and ministries to bring lasting change, starting with their own resources.

“Learning about the four types of poverty has helped me understand what it means to help other people.” Pastor Rogers Mumba, Zambia

Get the FREE Downloadable *Helping Without Hurting in Africa Participant Manual* at chalmers.org/HWHAfrica



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