# Conclusion: A Network of Organisations Applying Giving Hope

This guidebook concludes with a listing of organisations applying the Giving Hope Empowerment Methodology who extend an offer of programme accompaniment and peer exchange to all those seeking to pilot the empowerment methodology. This conclusion also shares several lessons learned since the launch of CWS's Giving Hope work in 2004.

# **Build Your Own Support Structures**

As you begin work with the Giving Hope Empowerment Methodology, be sure to empower yourself with your own support structures. This means sharing the youth caregiver empowerment concept with:

- Colleagues or other volunteers you currently work with.
- Other associations or networks of people who are also working with orphans and vulnerable children.
- Local authorities and community leaders who facilitate your work.
- Funding partners who support your work.

You may also find it helpful to exchange ideas with other organisations that are transitioning to an empowerment approach, as well as those that have been working with the methodology for some time. The organisations where Animators are applying the Giving Hope Empowerment Methodology are listed on pages 62 and 63. They all have a wealth of experience and lessons learned from their field-based application of the empowerment approach. You are encouraged to contact them to share and compare your own experiences and challenges.

There are no patents on the Giving Hope Empowerment Methodology. Thus, every Animator and organisation that chooses the empowerment approach also chooses to be a mentor and peer advisor to others.

In addition to 75+ Animators, through these organisations you can also gain access to over 9,000 youth caregivers in 900+ youth caregiver support & working groups. Many of these youth working groups have already surpassed the fifth benchmark and are self-sufficiently expanding their own youth associations; and all of these youth working groups love to visit other groups, share their experiences and mentor their peers.

# Organisations Applying the Giving Hope Empowerment Methodology

## In Kenya



Organisation of African Instituted Churches (OAIC). OAIC is an association of African Instituted and Independent Churches founded in 1978, serving the concerns of the African Instituted Churches throughout the Continent. The Kenya Chapter of OAIC began working with the Giving Hope Empowerment Methodology in 2006, in Yatta District of Eastern Province, Kisauni District in Coast Province, and Upper & Lower Nyakach Districts in Nyanza Province of Kenya. Contact email: admin@oaickenya.org



Grassroots Organisations Operating Together in Sisterhood (GROOTS Kenya) is a movement of women's self-help groups and community-based organisations (CBOs) in Kenya. It was formed in response to inadequate visibility of grassroots women in development and decision-making forums that directly impact them and their communities. GROOTS Kenya began working with the Giving Hope Empowerment Methodology in 2006 through their women's groups in Mathare slums, Nairobi and Gatundu District in Central Province of Kenya. Contact email: groots@grootskenya.org



Medical Assistance Programme (MAP) International is a not-for-profit Christian health aid agency headquarters in Brunswick in the USA, with country offices in Kenya, Uganda, Tanzania, Cote d'Ivoire, Indonesia and Bolivia. MAP Kenya Office has been serving the long-term health needs in Kenya through the provision of essential medicines, medical supplies, networking, education and training since 1984. MAP Kenya began piloting the Giving Hope Empowerment Methodology in 2007, in Bondo District, Nyanza Province of Kenya. Contact email: mapesa@map.org Organisational website at: www.map.org



Young Women's Christian Association (YWCA) of Kenya is a non-profit membership organisation founded in 1912 to facilitate the uplifting of the basic living conditions of girls and women in order for them to live fulfilled lives. The Kenya Association has seven national branches that include 20,000 members. YWCA Kenya began piloting the Giving Hope Empowerment Methodology in 2007 in Siaya District, Nyanza Province of Kenya. Contact email: ywca@iconnect.co.ke

# In Mozambique

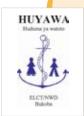


**Kulima** (meaning *cultivation*) is a Mozambican non-governmental organisation that supports children. The Ntwanano (meaning *understanding*) project of Kulima was founded in 1994 as a preventive programme to keep children off the streets. Ntwanano began piloting the Giving Hope Empowerment Methodology in 2008, in Khongolote, Maputo City, and in Catembe and Boane, Maputo Province of Mozambique. Contact email: kulima.ntwanano@teledata.mz

#### In Rwanda

Young Women's Christian Association (YWCA) of Rwanda is a non-governmental, non-profit organisation, established in Rwanda in February 1995, following the genocide and in response to the rising concern for the many widows and children left in its wake. YWCA Rwanda is has been working with child-headed households since 2003, and led Church World Service in the creation of the Giving Hope Empowerment Methodology in 2004. YWCA is working with the empowerment methodology in 21 Districts of 5 Prefectures. Contact email: ywcarwa@yahoo.fr





#### In Tanzania

**Huduma ya Watoto** (meaning *Service to Children*) is a ministry of the North West Diocese of the Evangelical Lutheran Church of Tanzania (ELCT). HUYAWA was founded in 1989 to serve the growing number of HIV-affected orphans and vulnerable children in the North West, an area known for the first cases of HIV in Tanzania. HUYAWA began working with the Giving Hope Empowerment Methodology in 2004 in the Kagera Region of Tanzania. Contact email: elcthuyawa@iwayafrica.com

### In Uganda

Church of Uganda (COU) Planning, Development and Rehabilitation (PDR) department of the Anglican Church of Uganda was established in 1974 and has evolved into the development arm of the Province of the Church of Uganda. PDR through its HIV/AIDS programmeming, mainstreams HIV/AIDS in all its activities to address its adverse effects, prevent its spread and provide an environment of care and support of infected and affected. PDR began working with the Giving Hope Empowerment Methodology in 2005 in three dioceses: West Buganda Diocese (WBD) in Masaka District, Bunyoro-Kitara Diocese (BKD) in Kibaale District, and Diocese of Kigezi (DOK) in Kabale District of Uganda. Contact email: pdr@coupdr.co.ug Organisational website: http://www.coupdr.co.ug

**Uganda Community Based Association for Child Welfare** (UCOBAC) is a non-governmental capacity-building organisation formed in 1990 at a time when the number of orphans in Uganda, caused by effects of war, HIV/AIDS, and other health related factors, was on a rise. UCOBAC began piloting the Giving Hope Empowerment Methodology in 2007 in Busia District of Uganda. Contact email: ucobac\_1990@yahoo.co





### A Few Lessons Learned



"I know the work we are doing is good when I look beside me and see young boys and girls who have been transformed, and are in turn transforming others. I know it is good when I see youth with sustainable livelihoods, incomes and dreams, who are reaching out and helping other youth to realise their dreams too; and I know it is good when I see their courage and determination to stand out in their community to speak for themselves and for those who share their same caregiver responsibilities."

- **David Mugenyo** OAIC Animator in Kenya In 2008, there are 75+ Animators actively applying the Giving Hope Empowerment Methodology in Rwanda, Tanzania, Uganda, Kenya and Mozambique. Their work has thus far facilitated the solidarity and empowerment of over 9,000 youth-caregiver households (including over 30,000 children) in 900+ youth caregiver support and working groups. Since 2004 CWS has accompanied these Animators documenting their successes, challenges and learning's for dissemination to others. The following are a few lessons learned.

- Break old habits Begin training and engaging youth: By habit the process of project creation and planning inevitably involves the identification and training of a network of adults known as implementation committees, activists, evangelists, or community educators. This habit of training adults to in turn train children and youth produces plans with 3 months worth of initial trainings and then a 6-month refresher workshop... all for adults! Breaking this mindset is an ongoing challenge not only for Animators, but also for adults who typically fill these community-based roles. The process of youth leading their own development and educating one another is the empowered environment the Giving Hope Empowerment Methodology encourages. Animator's plans should begin by training youth! Then, engage these youth in training others.
- Youth will assist other youth: The Animator Activities (in the Animation & Action ModulesI) promote regular animation of and interaction with youth caregivers through their youth working groups. This method reduces an Animator's time spent on individual home visits, and it reduces unwanted competition between youth who have been conditioned to see home visits as an opportunity to receive some sort of special programme service. This method instead reinforces a sense of transparency, equality and growth of solidarity among all youth participating in the working groups. Some Animators first approached this aspect of the methodology with trepidation, fearing they would lose contact with children and that urgent household needs might go unmet. Yet, they soon saw youth demonstrating their capacities to prioritise emerging problems, as the youth working groups began submitting reports to Animators when special or complementary attention was needed for an individual youth-caregiver household.
- Youth are the best influence on other youth: Animators' stories abound of youth who changed a peer's behaviour from streets life to joining them with a group income project, from neglecting school to returning to school, from stealing, using drugs or sleeping around to respecting oneself. Animators found that their role was not to be the ethical or moral police, as youth influenced best the actions of other youth.

• Commonality builds solidarity: Be sure to target youth caregivers: Initially, when Animators piloted the empowerment approach, they would begin with an existing group of orphans and vulnerable children who were previous programme participants. This usually included a mix of children from ages 1 to 18, as well as adolescents being cared for by adults alongside those responsible for providing their own care. In working to build group solidarity, Animators quickly realised that the situations and investment among youth within these working groups were not the same. This was because reality -- life -- was very different for the youth who were still in school and returned home each night to food prepared by their aunts, versus the youth who had to leave school and work each day to find and prepare food that others depend on them to provide. Their responsibilities, expectations and value of time were not the same. Animators found that without the commonality of caregiver responsibilities, a mutual trust and investment in group solidarity will not grow.

"Before joining the youth working group, I could not stand in front of people because I felt I had nothing to offer. I no longer fear any crowd. Being in the working group with other caregivers like me has boosted my confidence. We have a rule of respecting each other's opinions and this has made us respect each other as people too."

- **Joseph Njuguna** Youth Caregiver and person living with HIV / AIDS in Kenya

- Youth caregiver empowerment will trickle down: Animators also recognized that the younger children (ages 1 to 10) typically and most visibly associated with orphan and vulnerable children's programmes, are in fact too young to be active participants in the youth working groups. Influenced by prior habits, Animators often began their youth identification and animation processes by convening meetings, to which they would invite all children within a household. It was quickly realised that the presence of younger family members was not only distracting for the youth caregivers but also, depending upon the topic of dialogue, inappropriate. By limiting attendance to adolescents and young adults with primary caregiver responsibilities (possibly more than one per household), Animators found that they could conduct more appropriate life skills trainings. Additionally, Animators saw that youth caregiver empowerment trickles down to younger children in the household as youth caregivers began engaging their siblings on issues of school retention, better health, hygiene and nutrition, and they began providing more open affection and sharing in fun.
- Youth caregiver empowerment should also trickle out: The creation of environments where individuals can feel supported, can participate freely, can make mistakes and learn is a practice that should trickle out into and flood the whole of society and our organisations. When the empowerment approach is kept compartmentalized -- adopted by only a few or designed only for a youth project -- Animators have recognized a fragmentation in their own work, and confusion among colleagues and within the communities they jointly work in. By sharing -- institutionalising -- the asset-based empowerment approach, all work and conversations with colleagues, with governments, and with other community actors may be positively affected.

"My work with youth does not always reflect financial or monetary support. Youth see my presence as an opportunity to discuss issues and have someone listen. They enjoy the safe and secure environment we share to discuss among other things, issues such as sexuality, relationships, drugs or substance abuse, and counselling of younger siblings."

- Elizabeth Ngʻangʻa GROOTS Animator in Kenva

- Seeing is believing: A traditional activity of most programmes is to sensitise and raise awareness among community members of the needs and rights of orphans and vulnerable children. This was also one of the original activities of Animators in their initial Giving Hope plans. Yet they soon found that the informal, day-to-day examples of youth caregivers seen working together, participating in community meetings and leading their family's, accomplished far more community sensitization and awareness raising than Animator's efforts could have hoped for. Youth influence youth, but when given the opportunity to demonstrate their capacities, youth can also influence adults.
- Remember, youth can solve "your" problems for you: As work with youth caregivers progressed, Animators from
  neighbouring organisations/programmes often met to share their experiences. During these meetings, Animators were
  amazed by the frequency of times their individual challenges were mirrored in the challenges of another Animator. Yet,
  even more amazing was the frequency in which the solution to these challenges came from youth caregivers and not from
  other Animators



"These young people have so much energy. I like working with them because they are the ones who will bring development into this community and support us in old age."

- **Mama Hamsa** Adult Mentor in Kenya

- Put youth first in your words and actions: Animators found that the more they talked about what they were doing or what the "programme" could do for youth... the more youth talked about what Animators and the programme were doing for them. Conversely, the more Animators talked about what youth were or could be doing, the more youth talked about what they were and could do. Remember, adopt a language of empowerment in which the words we use (in front of youth and elsewhere) put the focus and action on the youth, not on our programmes, our organisations or ourselves. Additionally, as opportunities arise for participation in conferences, trainings of new Animators, or presentations to government officials, put youth first. Let the leaders of your youth working groups participate, train and present for and with you.
- Empowerment dissemination needs more vigour for transformation: Each organisation applying the Giving Hope Empowerment Methodology committed to not only the empowerment of youth, but also the transformation of fellow social workers and community volunteers. Initially, Animators hosted peer learning exchanges where visitors could speak with youth caregiver households and see firsthand the results. The impressions were lasting, and most visitors returned home with the notion to begin their own work. Yet, what often evolved was an orchestrated, social worker-driven replication of the results seen, without respect for (or full understanding of) the asset-based process

of empowerment. Many retained the image of what empowerment looked like (e.g. kids working in a group, having a common farm/garden, supporting their own school fees), but didn't capture the process of animation and asset-recognition. Thus within their communities they ended up "making" groups, "giving" garden seeds, "demanding" that savings accounts be opened, and "wondering" where things went wrong. Herein rests the purpose of this guidebook with the hope that it may serve as a written memory contributing to the further transformation of social workers and community volunteers into Giving Hope Animators.

- Collaborating and financial partners need to be transformed too: Promoting Giving Hope as a methodology rather than simply a CWS project was intended to encourage Animators to apply the empowerment approach to their existing orphan and vulnerable children's programmeming. Animators' challenges arose, however, as their collaborating or funding partners drove their programmes and eclipsed the value and time of the methodology. Because of external pressures or deadlines, Animators were pushed to do, rather than provide the time and space for youth caregivers to do themselves. Budgets were spent, distributions were completed, and services were provided, but youth caregiver dependency was not necessarily sustainably reduced. Further dissemination of the value of an asset-based empowerment approach among collaborating and funding agencies also needs to occur informed partners are transformed partners.
- Let youth give you hope: Most Animators began their work with the intention of giving hope to youth caregivers in their community. Yet, it was only a matter of time before their roles were reversed and Animators found that they were the ones being lifted up by the courage of youth caregivers who were in fact giving them new energy and hope for the future of children orphaned and affected by HIV.

May youth caregivers give you hope, too!

E N D



"The Giving Hope Empowerment Methodology has opened my mind to appreciate every individual in our society as having the power to change his or her own unfortunate situation without waiting for handouts or depending on people from outside... it has, in fact, given me hope."

- Doreen Bwisa MAP Animator in Kenya

You are encouraged to start using this guidebook and to share with us your successes and challenges. Please write and tell us what has helped you the most and what has not, so we can incorporate your learning into future revisions. You can send your comments by email to info@cwsea.org.

# Annexes

#### **Guidebook Definitions:** A.

**Animator:** Animator refers to the social worker or community volunteer who has been transformed. An Animator is one who is applying the Giving Hope Empowerment Methodology to motivate, encourage, energise, vitalise and reinforce the spirit of youth. Animators reach beyond the care and support role that social workers/community volunteers have traditionally played, putting new focus on recognising and building the capacities and assets youth caregivers possess (versus their needs). Animators work with youth caregivers, not for them, building safe spaces where youth can talk about their own lives, their fears and joys, and in solidarity with other youth can begin building their own plans for the sustainable care of their families and realization of their dreams. Within the Giving Hope Empowerment Methodology an Animator's seven key roles are to cultivate youth solidarity, foster youth self-confidence, incite youth action, inspire youth leadership, reinforce youth's investment, promote youth's self-reliance and stimulate adults' transformation.

Youth Caregivers: Youth Caregiver are adolescents or young adults, typically between ages 12 and 25, responsible for the care of their families. These youth may not be the "heads" or oldest members of their families, but they carry primary responsibilities for the care and protection of those living within their household. This definition may include youth who have been traditionally seen as a part of a child-headed, elderly caregiver, single-parent, vulnerable and/or HIV+ household. Again, the defining factor is that the youth carry primary caregiver responsibilities within their household.

Youth Working Group: Youth Working Group refers to the Youth Caregiver Support & Working Groups formed through Animator-stimulated youth interaction. Groups include the "Youth Caregivers", as defined above, who are from a common area (community or neighbourhood). The number of youth caregivers per youth working group may be as few as 3 or more than 25. The number will always vary from one area to the next, depending on the geographical proximity of caregiver households. The geographical proximity is a defining factor because proximity facilitates the formal and more significantly informal interaction of youth caregivers, further contributing to the establishment of relationships and solidarity between youth working group members. Within a given community, there may be one or multiple youth working groups.

Youth working groups are stimulated into existence by the Animator, but they are wholly owned by the youth working group members. All decisions concerning membership, purpose, schedule, activities, etc., belong to the youth working group, not the Animator or any institutional programme plan that may be supporting the Animator's facilitation of the youth working group.

Youth Group Leaders: Youth Group Leaders are the youth leaders appointed by their Youth Caregiver Working & Support Groups. Each youth working group, no matter how big or small, will identify their own youth leaders to help them organise and to represent them when the occasion requires. Youth working groups typically choose two leaders.

The Animator usually works closely with Youth Group Leaders, as the representatives of the larger youth working groups. Youth Group Leaders are the bridge between youth-driven working group activities and the Animator's programme-driven tasks to collect information, identify opportunities for group capacity reinforcement and investment, and document progress toward youth caregiver solidarity and empowerment benchmarks.

**Adult Mentor:** An Adult Mentor is a community member identified and invited by the members of an individual Youth Caregiver Working & Support Group to join their group. Each youth working group, no matter how big or small, will identify their adult mentor to accompany and morally support them in their development.

The Adult Mentor will participate in all youth working group activities as an equal member of the group. Animators should share their youth animation techniques with these adult mentors to ensure that they do not overpower youth caregiver leadership of the youth working group. For sustainable empowerment, key decisions and actions of the youth working group must remain in the hands of the youth caregivers.

- An Enabled Environment: An enabled environment is the Animator-influenced safe and respectful place where youth caregiver relationships and routines can be restored, and where their assets and capacities can be recognised.
- **Empowerment:** Empowerment is the *process* of obtaining basic opportunities for spiritual, political, social and economic participation and self-growth. As a process, and in the context of the Giving Hope Empowerment Methodology, it ignites and supports youth's asset-driven actions - actions driven by youth's belief in their own assets and capabilities to influence events in their lives. Within the Giving Hope *process*, Animators' actions are guided by (and limited to) a commitment to youth caregiver empowerment, i.e. to creating an environment where youth are listened to and encouraged, where their assets are recognised, and where their voices and ideas determine the decisions that affect them. Through application of the Giving Hope Empowerment Methodology, Animators actually transfer their actions and power to youth caregivers.
- **Benchmark:** A benchmark is a point of reference. It is used by Animators to guide and evaluate youth's progress through the process of empowerment. Within the Giving Hope Empowerment Methodology there are five key benchmarks depicting the visual signs and qualitative outcomes of youth caregiver and youth working group empowerment. There are no time restrictions to an Animator's facilitation of youth through these benchmarks; however, they should be addressed sequentially and typically within a two-year period.
- **Sustainability:** Sustainability may be defined as the *capacity* to maintain a certain process or state indefinitely. Within the context of the Giving Hope Empowerment Methodology, it is the key component of the results of the Animator's work - a new and *sustainable* environment where youth caregiver solidarity and empowerment will sustainably grow. Creating an environment, building youth solidarity, reinforcing youth's skills are all important results, yet without a focus on sustainability, their improvements and worth will be only temporary. As such, Animators should always measure progress toward youth caregiver empowerment benchmarks from the vantage point of sustainability.
- **Asset-based Approach:** Asset-based community development (ABCD) is an approach to community development which advocates the use of skills and strengths that are already present within the community, rather than obtaining help from outside. The phrase, asset-based, refers to a positive, capacity-driven approach that encourages community members to uncover and highlight their strengths and to make progress for themselves. The basic tenet is that a capacities-focused approach is more likely to empower the community and therefore mobilise citizens to create positive and meaningful change from within. Instead of focusing on a community's needs, deficiencies and problems, the ABCD approach helps the community to become stronger and more self-reliant by discovering, mapping and mobilising all its local assets. More information can be found at The Asset-based Community Development Institute Institute for Policy Research Northwestern University www.sesp.nortwestern.edu/abcd/.
- Needs-based Approach: Needs-based community development is regarded as the conventional approach to community work. It focuses on the needs, problems and deficiencies that exist within a community and then seeks to identify solutions to these problems. This approach often highlights the more undesirable traits of a community, thus leading the community to feel inadequate or incapable. It also typically results in the community seeking the assistance and support of outsiders who become the charitable "fixers" of the community's ills.

### Giving Hope Empowerment

Methodology: The Giving Hope Empowerment Methodology is an Animator's programmematic quide to facilitating youth caregiver solidarity and empowerment. It promotes a restoration of relationships, structures and routines in youth caregivers' lives, which begins with the formation of youth caregiver support and working groups; and it promotes a recognition of youth caregivers' existing assets (i.e. their existing knowledge, skills, resources, relationships, and resilience), which leads to the creation of youth caregiver and youth working group dreams.

As a methodology, it intentionally focuses on the process, the approach, the how of youth caregiver animation as the key to achieving sustainable programmematic results (i.e. improvements in youth caregiver emotional, social and economic self-development). It specifically seeks to guide Animators toward the creation of a safe and respectful place (an enabled environment) where youth caregiver relationships and routines can be restored, and where their assets and capacities can be recognized.

The Giving Hope Empowerment Methodology uses an asset-based approach to youth caregiver development, thus focusing Animators on the recognition of youth caregivers' existing capacities, resources, skills, strengths -- assets. Youth caregiver self-development begins from their own assets and self-confidence. The Giving Hope Empowerment Methodology explicitly attributes outcomes and results to the actions of youth caregivers, versus the actions of an Animator, organisation or programme.

As of 2008 there are 75+ Animators throughout five countries (Rwanda, Tanzania, Uganda, Kenya and Mozambique) applying the Giving Hope Empowerment Methodology toward the creation of sustainable environments where youth caregiver solidarity and empowerment will sustainably grow.

Giving Hope Programme: The Giving Hope Programme is a set of results within a Church World Service (CWS) internal plan and timeframe. The goals of the Giving Hope Programme are: the reinforcement of 27 church and community-based organisations in their efforts to adopt youth-centered empowerment methodologies, for the restoration of family relationships and social structures, and the recognition and development of the skills of 12,400+ youth-caregiver households affected by HIV that they may have solidarity and be empowered to manage their own well-being and the stability of their families, to participate in the social and economic development of their communities, and to live in the shelter of hope.

It is a multi-year initiative of CWS, launched in 2004 with financial support from the St. Marys United Methodist Church Foundation. The programme originated with a CWS-led peer exchange between two field-based organisations: the Young Women's Christian Association (YWCA) of Rwanda, and the HUYAWA (Huduma va Watoto - Service to Children) ministry of the Northwest Diocese of the Evangelical Lutheran Church of Tanzania (ELCT). Each organisation came to the exchange with 10+ years of experience working with orphans and vulnerable children in East Africa. Staff from the YWCA-Rwanda brought personal experiences from their work with childheaded households subsequent to the 1994 genocide; and staff from HUYAWA brought experiences with a growing group of orphans due to the high infection rates in the Northwest region, home to the first acknowledged cases of HIV in Tanzania in 1983.

In 2008, there were nine partners in the programme in five countries (Rwanda, Tanzania, Uganda, Kenya and Mozambique) facilitating the solidarity and empowerment of over 9,000 youth-caregiver households (including over 30,000 children) in 900+ youth caregiver support and working groups.

Orphan: An orphan is a child who has lost one or both parents. By this definition, there were over 132 million orphans in sub-Saharan Africa, Asia, Latin America and the Caribbean in 2005. This large figure represents not only children who have lost both parents, but also those who have lost a father but have a surviving mother or have lost their mother but have a surviving father (UNICEF 2008).

OVC: Orphans and other Vulnerable Children, frequently abbreviated as OVC, is a technical classification that includes a child under 18 years who has lost one or both parents or lives in a household with an adult death in the past 12 months or who lives outside family care (UNICEF/UNAIDS 2003).

## **B.** Listing of Possible Resource Organisations and Websites:

If you would like more technical information or capacity building support, Animators currently applying the Giving Hope Empowerment Methodology recommend that you research some of the following organisations and websites:

- The Better Care Network (BCN), which shares a wide variety of practitioners' resources online, accessible at: www.crin.org/bcn/
- Viva a Global Christian Network that shares a wide variety of practitioners' tools for working with children accessible at: www.viva.org
- The World Council of Churches' Ecumenical HIV and AIDS Initiative in Africa (EHAIA), which shares a variety of HIV-related resources available at: www.oikoumene.org or http://www.oikoumene.org/en/resources/documents/wcc-programmemes/justice-diakonia-and-responsibility-for-creation/ehaia/trainingteaching-material.html
- Strategies for Hope Trust, which shares The Called to Care Toolkit accessible at: www.stratshope.org or www.talcuk.org/featured-publishers/ strategies-for-hope.htm
- The Regional Psychosocial Support Initiative (REPSSI), which shares a wide variety of child- and youth-related psychosocial wellbeing tools at: www.repssi.org
- International HIV/AIDS Alliance & Family Health International's online resources in the Orphans and Vulnerable Children Support Toolkit accessible at: http://www.ovcsupport.net/sw505.asp
- International HIV/AIDS Alliance, which shares a wide variety of HIV-related publications and practitioners' resources accessible at: www.aidsalliance.org
- Food and Agriculture Organisation's Getting Started! Running a Junior Farmer Field and Life School accessible at: http://www.fao.org/docrep/010/a1111e/a1111e00.htm
- US Peace Corps' Life Skills Manual accessible at: http://www.peacecorps.gov/index.cfm?shell=library.pubindex
- Street Kids International, which provides youth-focused economic strengthening training and tools with partner organisations. For more information see: http://www.streetkids.org/
- Training for Transformation: A handbook for community workers (a series of four handbooks) by Anne Hope and Sally Timmel. Copyright
   Anne Hope and Sally Timmel 1984. Available for purchase from bookstores.
- The Asset-based Community Development Institute website of the Institute for Policy Research at Northwestern University at: www.sesp.northwestern.edu/abcd/
- Your own Government Ministries, local authorities and national institutions that build policies and support programmes focusing on children, HIV-affected populations, education and economic livelihood development.

### **Endorsement**

As Jesus commissioned his Disciples to go forth and "be my witnesses in Jerusalem, and in all Judea and Samaria and to the ends of the earth," the St. Marys United Methodist Church Foundation is commissioned to be "a lasting, effective, and compassionate charitable resource for agencies in Southeast Georgia, the nation and the world that responds to people in need, for institutions related to United Methodism, and for organisations that promote evangelical Christianity."

It is toward this mission and the Great Commission that we intentionally focus a portion of our grant making toward international needs.

In 2004, after about a year-long process of discerning where God wanted us to work internationally, we began a partnership with Church World Service, supporting an initially small initiative in Rwanda called Giving Hope. Through this unique effort, children who had become orphaned or were vulnerable due to HIV and AIDS, war and famine were given not only a chance to survive but also the empowerment to live more productive lives.

Our funding was leveraged with other financial resources to expand the Giving Hope Empowerment model into Tanzania, Uganda, Kenya and, eventually, Mozambique. The Giving Hope initiative was appealing to our board because of its holistic nature. The immediate needs of the children are met, along with education, training and a micro-enterprise system to create self sustainability. Most appealing (and different), however, is that the initiative is driven by the children in a community environment with adult Animators, as opposed to the traditional adult supervised and managed approach. By partnering with local and church-affiliated organisations - and through local staff - the initiative leads to a new and productive life style that fits the local community and is lasting. In other words, Giving Hope is not a programme that goes away when the money runs out.

2009 represents the sixth year of our partnership. Looking back, we continue to be amazed at the good things God has accomplished through our many Giving Hope partners working in Kenya, Uganda, Rwanda, Tanzania, and Mozambique. Perhaps most amazing is the fact that the children are at the heart of these accomplishments - both as beneficiaries and as implementers. The St. Marys United Methodist Church remains committed to Giving Children Hope and specifically to further dissemination of the Giving Hope Empowerment Methodology for the good of children across Africa.

Jeff Barker, President

St. Marys United Methodist Church Foundation PO Box 160, St. Marys, GA 31558 smumcf@tds.net www.smumcfoundation.org



# **Acknowledgements**

Church World Service is indebted to the more than 75+ Animators who have been engaged in the development, application and evolution of the Giving Hope Empowerment Methodology. We are equally grateful to their supporting organisations who continue to provide an enabling environment for Giving Hope work: Young Women's Christian Association in Rwanda, Young Women's Christian Association in Kenya, Organisation of African Instituted Churches Kenya Chapter, Medical Assistance Programme International in Kenya, Grassroots Organisations Operating Together in Sisterhood in Kenya, Bosongo Community Health and Outreach Services in Kenya, Huduma ya Watoto of the North Western Diocese of the Evangelical Lutheran Church in Tanzania, Ntwanano Project of Kulima in Mozambique, the Planning, Development and Rehabilitation unit of the Church of Uganda, Uganda Community Based Association for Child Welfare, and American Jewish World Service and their partner Kamwokya Christian Caring Community in Uganda.

We are especially thankful for our partnership with the Young Women's Christian Association in Rwanda who engaged with us in building the foundational Giving Hope programme activities in 2004, and then embraced the role of *Lead Demonstrating Partner* by hosting over 15 peer exchanges within those first years of programme implementation.

We appreciate the contributions of the many who reviewed this Guidebook, including Gaylord Thomas, Rebecca Waugh, Anne Walle and the participants of the Kisumu-Kenya Guidebook Review Workshop (June 22 – 28, 2008): Jacqueline Mukamusana, Beatrice Uwamariya, Isidora Markicevic, Rt. Reverend Emmanuel Simwa, David Warui Mugenyo, Deborah Masita, Elizabeth Ngʻangʻa, Monica Kinyanjui, Mildred Otieno Andere, Jane A. Ayallo, Jane Aoko Odondi, Judith Ayieko, Margaret Akoth Odera, Thomas Okoth Oyaro, Doreen Bwisa, Reverend George Okuogo, Safari Ngowa, Martha Nambuyaga, Ruth Tukamushaba, Sylvia Mulebeki, Florence Namata Kakooza, Birungi Frances-Odong, Festus Obella, Lydia S. Mulokozi, Erasto M. Kishula, David Omuodo, Dr. Sue Parry, Peter Ngige and Zeferino Ugembe.

There are also several individuals we thank for their endless energy, inspiration and accompaniment of the development and expansion of Church World Service's Giving Hope work. They are: Epiphanie Mujawimana, the Rt. Reverend Emmanuel Simwa, Jeff Barker, Gaylord Thomas, and the staff (past and present) of Church World Service Caroline Thuo Reggy, Mary Concepter Obiero, Lillian Odundo, Daniel Tyler, Pauline Odita, Linda Robbins and Tammi Mott.

We would also like to mention our respect for Food for the Hungry International (FHI) and their work with Rwandan child-headed households and community mentors (known as *Nkundabana*). The Giving Hope Empowerment Methodology's focus on youth working groups stems from Church World Service's interaction with former FHI Rwanda staff who brought to CWS their experiences in working with child-headed households post-Genocide (1994-1999).

We are profoundly grateful to the St Marys United Methodist Church Foundation, who fuelled the launch of the Giving Hope programme in 2004 and has been a faithful supporter and advocate for youth empowerment ever since. Additionally, we are thankful for our partnerships with the Kenya Capable Partners Programme at the Academy for Educational Development (AED-CAP Kenya) co-funding Giving Hope's expansion in Kenya, and the Rose C. Stone Foundation supporting Giving Hope's expansion to Southern Africa.

And, with faith and hope for a brilliant future, we appreciate the 420+ communities throughout Rwanda, Tanzania, Uganda, Kenya and Mozambique where Animators have witnessed local leaders and community members actively embracing and reinforcing their youth caregivers.

## Writer & Contributors

The guidebook was written by Tammi Mott, in consultation with Church World Service partner organisations and Caroline Thuo Reggy, Church World Service Giving Hope Programme Coordinator in East Africa.

Editorial support was provided by Ron Kaser, Ronda Hughes, Sherry Mott and Otuma Ongalo.

Transformation and animation exercises (where cited) were adapted from the various works of Anne Hope & Sally Timmel, Young Women's Christian Association (YWCA) in Rwanda, The Organisation of African Instituted Churches (OAIC) in Kenya, the Regional Psychosocial Support Initiative REPSSI, ProLiteracy Worldwide, Academy for Educational Development, International Center for Research on Women, International HIV/AIDS Alliance, and The Simba Circle - Rescue, Release and Restore, Inc.

Copies of this quidebook may be downloaded free from the Church World Service website at: www.churchworldservice.org or www.cwsea.org

Comments to the author are welcome at: tammimott@hotmail.com

Please send inquiries or feedback on the Giving Hope Empowerment Methodology to: info@cwsea.org





## **Contact Details**

Eastern Africa and Indian Ocean Regional Office

P.O. Box 14176-00800 Nairobi, Kenya

Phone: +254(20) 4440652

+254(20) 4442204

Cell: +254(0) 720-723354

E-mail: info@cwsea.org

Website: www.cwsea.org

www.churchworldservice.org