RAISING LOCAL RESOURCES FOR PROJECTS

GUIDELINES FOR PROJECT MANAGERS
Introductory note:

This booklet is designed for anyone who is considering whether local resources will be needed to support a community initiative. You might be a corps officer, an officer in charge of an institution, a lay member of staff working with a community, or maybe you are member of a community – we hope there will be something in this for you.

The purpose is to help you think through the following:

- Describing and analysing the situation: What do we want to do and what is needed?
- Reflecting and evaluating: Is it appropriate to bring in external donations of funds and resources?
- Planning and acting: What is the process of finding resources?
- Reporting to our donors: What happens next?
- Identifying the Issue: So what is the future?

We will use the Faith Based Facilitation cycle (below) to think through these issues:

One advantage of this process is that it helps communities and The Salvation Army understand what things will be needed (resources) and which of these are already available within the community. It is not always necessary to bring in any funds from outside of the community. You can find more information at www.salvationarmy.org/fbf

**EXAMPLE:** Parents in a slum have identified that their children are not able to get into school due to poor quality education and they have decided that they want to start an informal school with The Salvation Army to bring their children up to the required state standard. The parents have said that they can afford books but need funds to pay a teacher and rent a building. They also need The Salvation Army to help manage it as none of the parents are educated themselves. The local officer has said that they will help the parents look into what they can do.
Describing and analysing the situation: What do we want to do and what is needed?

The first question we should answer with the community is:

- What do we want to do?
- What is needed to do it?

Part of this is answered as you describe and analyse the situation, and reflect on and evaluate the possible solutions (stages 2 and 3 on the FBF cycle). From using tools you will be able to assess whether the community is able and prepared to contribute resources to the solution and where there are gaps. Tools are simply semi-structured activities that guide and give space for community members to tell you and each other about their situation and plan a response to situation they face. It is our role to facilitate the community in the use of the tools.

EXAMPLE: In the case of the slum education project, the local officer used a combination of tools to learn that parents are able to contribute enough money for books. They are also able to spare time to come and cook food for the children at lunch time. However, they are not able to teach due to the low level of education they received or contribute any money to pay teachers. The local corps officer is not able to teach as she does not have enough time, but she can do the accounts and management on behalf of the community.

Below are some examples of tools you might use to learn about the local resources with the community, and the stage of the FBF cycle they relate to.

Please contact IHQ-Projects for tools sheets and guidance on how to be a good facilitator.
Reflecting and evaluating: Is it appropriate to bring in external donations of funds and resources?

It is not always helpful or appropriate to bring external resources into a community. Sometimes this can remove the sense of ownership the community have for their solution, or place a burden on them when the donor requires complicated reports. If the initial expectations are not met, the community could be demoralised, feel bad and let down. The donor too could feel disappointed and relationships begin to weaken.

Here are some questions to consider when asking whether a community is ready for external resources:

- **Does the community have a good history of using its own resources to support initiatives?** It is a good idea to start with some activities where the community use and manage their own resources. Whilst this might not be tackling all the problems they identified in stages one and two of the FBF cycle, they will have the opportunity to have the sense of achievement of managing their own resources as a group. If they start with external funding, it is often difficult for them to go back to self-reliance when the funding finishes.

- **Will the community be able to own the project?** The amount of money or resources requested should not be too large that the community no longer feel that it is their project and that it is actually the donors’ project.

- **Did all the ideas come from the community?** Sometimes, depending on the culture, communities will accept recommendations from donors for how the money should be spent. This can be due to politeness, or the feeling that those with more resources have a better idea of how they should be used. If this happens the community may feel less ownership of the project.

- **Can the community show good accountability structures are in place?** If funds or resources are given and someone in the community misuses these, whether accidentally or intentionally, it can affect everyone. The donor is upset and may not give again. The Salvation Army can earn a bad reputation which could affect its relationship with that donor and community, but might also affect its reputation with others. The community can be divided too, as they try to find out who was responsible. Starting with a small amount of money as part of a small project can help reduce these risks.

- **Have you discussed the questions above with the community?** It is important that the community knows the difficulties of asking for and accepting external donations. We, as The Salvation Army, can help them through these complicated processes, but if they do not understand what is happening we take control and they lose ownership.

**EXAMPLE:** Back in the slum a local business has said that they would be prepared to provide all the books for free, but would not be able to provide any cash. The parents have already agreed to buy books, but persuaded by an officer they accept the gift anyway. When the books arrive they are second hand and not good quality. The parents do not encourage the children to look after the books. One lady says:

"Well if they get damaged it does not matter because the business will buy us more."
Planning and Acting: What is the process of raising resources?

If you have decided with the community that external resources are required you will need to help them with finding these. Before we do this it is important that we are following the rules and guidelines of our territory or command. Please contact the relevant department at THQ or DHQ and fill out the page below or add a printout of the territorial policy to this booklet:

Why do you think it is important that the community feel they own the project?

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

How do you think the donor would feel if the project goes wrong?

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

How do you think the community will feel if the project goes wrong?

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Contact IHQ-Projects for relevant Bible studies to help evaluate resource management in the community.
Territorial/Command Guidelines for Raising Local Resources:

Territory/command: _________________________

Departments responsible: _____________________________________________

Guidelines and rules for fundraising:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Guidelines and rules for other (non-cash) donations and volunteers:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
There are a number of stages in the process of accessing external resources helpfully illustrated by Tearfund below:

- **Awareness** – This means that the stakeholder knows of the project or the need of the community but that is all.
- **Interest** – The stakeholder has shown an interest in the need or project and that they are interested in getting involved in a practical way.
- **Understanding** – The stakeholder understands the issues, complexities and needs of the situation and what would be involved if they were to provide support.
- **Decision to support** – They have actually decided what they will contribute by way of support some examples could include:
  - Financial support.
  - Prayer support.
  - Material support.
  - Professional support.

It will be helpful to carry out a stakeholder analysis tool to consider who the community and Salvation Army have links with, and where they fall in this process (see annex 3.1 for tool sheet).

**EXAMPLE:** The officer in the slum sits down with some of the parents, corps members and the teacher to look at who the different stakeholders are. Having completed the tool they come up with the following table of results:

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Potential Funder?</th>
<th>Stage in the process</th>
<th>Potential support</th>
<th>Contact name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local government</td>
<td>Yes</td>
<td>Interest</td>
<td>Professional?</td>
<td>Sanjeev Nyak</td>
</tr>
<tr>
<td>Corps members</td>
<td>Yes</td>
<td>Awareness</td>
<td></td>
<td>CSM</td>
</tr>
<tr>
<td>Rotary Club</td>
<td>Yes</td>
<td>Decision to support</td>
<td>Financial</td>
<td>Mr Singh</td>
</tr>
<tr>
<td>Other schools</td>
<td>No</td>
<td>N/A</td>
<td></td>
<td>Head master</td>
</tr>
<tr>
<td>Community members</td>
<td>Yes</td>
<td>Decision to support</td>
<td>Time - cooking the food</td>
<td>Various</td>
</tr>
</tbody>
</table>
As we see in the FBF cycle, working together to move people through the cycle is crucial not only for communities, but also with our relationships with other stakeholders too. Most funding relationships start with a personal relationship. You may know one person in an organisation that is interested in the issues. Start by working with them and if you do not have such as contact, try to find out the correct person to talk to and contact them.

So how do we move a stakeholder on from one stage to the next? The key is information and education. For each stage we consider what sort of information might be needed and how it could be presented. But remember: this may be different in different countries and cultures.

Remember moving stakeholders on from one stage to the next can take a long time and might not always work. Also remember to approach raising resources optimistically but realistically. Prepare the others you are working with (including the community) that it may take a long time to secure the support you need.

**Awareness – Interest**

At this stage we need to let the stakeholders know what the issue we are tackling (step 2 of the FBF cycle), who is involved and how, and what we propose to do. Here are some ideas:

- Written material is often useful and stories from the community are good ways to describe the situation. Where possible help the people in the community to write their own stories (the Most Significant Change, attached, tool can help) and always make sure that you have permission from the person you are writing about.
- If you are writing a letter remember to address it to an individual, take some time to find out the correct person to write to.
- You could make a video where you interview members of the community benefitting from the project if you have the money and equipment to do this.

**Examples:**

Annie is 12. Last year her mother died leaving Annie and her father to bring up two small children. Annie’s father worked hard all day whilst Annie looked after the younger ones in the slum.

“Life was very hard for us and there was no time to go for school,” explains Annie. “The books and uniforms were too expensive and I thought there was no hope for me to learn to read and write.”

She joined the Education Centre, a joint project between the community of Keelar Slum and The Salvation Army. Here she learned to read and write, basic Maths, as well as extra-curricular activities such as art.

“I love going to the centre. I know all the alphabet and we go on great trips. We get a cheap lunch and there is someone who can look after my brother and sister. If I miss some days because I am sick or busy the teacher will come to visit me and help me find medicine.”

“Annie is doing so well!” explains her father. “Her whole behaviour has changed and the teachers expect that she can go to the government school when she passes the exams next month.”

Advice to strengthen and inspire the programme work of The Salvation Army
The Salvation Army

455 NELSON MANDELA HOUSE
THE BIG CITY
22456, 67842
Telephone: 915876342313
Email: pfrndhat@salvationarmy.org

A Christian Church and registered charity.

5th April 2012

Mr J Solomon,
MegaBuksa Plc.,
Top Floor,
The Big Office Block,
2314 1295

Dear Mr Solomon,

RE: The Salvation Army Slum Project

We were passed your name by a friend of ours, Mrs A Kondor, who said you would be interested in hearing about the work we are doing with some of the children in the Keitar slum. We would like to invite you to come and visit the work as a special guest on 12th May 2012 at 1900. We will show you round the project and explain more about what we do.

The project gives poor children the chance to learn reading, writing and basic Mathematics. It then links them with government schools or vocational training opportunities, and gives the families some hope for the future. It also supports the parents and adults in the community through health awareness and a small temporary clinic.

Although the day to day management is carried out by one of our Salvation Army officers, the project is managed by a committee of parents and others from the community who are taking development in their own hands and trying to make a difference to their lives.

We do hope you will be able to visit us on the 12th May, if this is not convenient please let us know and maybe we can find another date the suits you better.

Yours sincerely,

Jackson
Major
Officer in Charge

WILLIAM BOOTH, Founder  Linda Bond General
Interest – Understanding

Now you have got someone’s attention you need to help them to understand the situation (stage 3 of the FBF cycle). It might be important to help them understand the complex reasons for the issue you are tackling and how you might deal with the root causes (this will have been identified in Step 1).

At this stage you can begin to tell them about the resource needed for your activities. Here are some ideas of how to do this:

• If the potential funder is local to the project you could invite them to visit the project location and introduce them to some of the beneficiaries. Remember to be culturally sensitive and not to raise expectations from the staff or community – at this stage the stakeholder has not expressed a wish to support the work.
• More in-depth case studies (like the one on page 7) can also help.
• If your contact represents a group, such as The Lions or Rotary International, you may be invited to give a presentation.

**TOP TIPS:**

1. Remember to start from Awareness stage, they might know nothing about you or the planned activities
2. Be prepared to react to doubts
3. You may have to consider the Understanding and Decision to Support stages too as people might want to give money then-and-there
4. Ask them if they have any questions
5. Arrange a date to have answers for them if you are unable to answer then
6. Thank them for their time
Understanding – Decision to Support

It is now time to decide and plan (step 4 of the FBF cycle). Sometimes, as the stakeholder comes to understand the situation, they will suggest making a donation. They may feel sorry for those you are trying to help or have compassion to the cause you are fighting. However, sometimes, you may need to ask.

Make sure you know clearly what it is that is needed and what you will ask for. This should ideally have come from discussions with the community (see Steps 1 and 2).

There are many ways to ask for funds:

- **Verbally** - If you have already built up a good relationship with the stakeholder you might decide to ask them in a conversation.
- **Printed** - You could work out what sorts of things are needed and how much they might cost so the stakeholder can choose something tangible to buy. The United Kingdom with Republic of Ireland Territory (left) try to encourage people to buy gifts for friends and family that benefit people in other parts of the world.
- **Fundraising event** - Invite people to give money to take part in an event. Sponsored walks, meals which people pay for, auctions, harvest festivals, Home League craft sales, and performances are just some options. Remember to make sure these are culturally appropriate. You can also tie them to international awareness days for the issue concerned.

Remember to keep a record of the people you ask for funding and what they say. It may be a waste of time for the next person in your position to approach them again.
Decision to support – Donate

The flow of information must not stop when the donor hands over the money, materials or services they have promised. As mentioned above it is very important that in all your conversations and publicity there is clear information on how they can help.

It is important to have considered the following things in advance:
- If they want to give money. How do they give it?
- If they want to give resources. What do you need and how should they deliver it?
- When will you need it?
- What will be the outcome if we succeed?
- How will you report to the donor on the use of their money?

Remember to consider Salvation Army regulations when dealings of money and any legal matters related to the community funds.

Prayer:
As we know, prayer should be the basis for all our work and is vital for the success of our mission and ministry. Many people who are not able to give materials or money will be able to pray for the project. Here are some tips for equipping those who pray:
- Work out how they would like to be contacted with prayer points and how often – Remember that if you have email, that will be cheaper than printing.
- When considering your prayer requests it is good to have personal stories but remember important issues such as confidentiality of the people involved, and local religious laws that could put you or the individual in danger.
- Keep a record of the prayer requests you send out and how you have seen them answered so that you can encourage your supporters of how the Holy Spirit is at work.

MOST IMPORTANTLY:

Whatever the support they give - remember to thank them.
Reporting to our donors: What happens next?

When we have managed to secure funding or resources that some of our stakeholders are now donors, and we have started to implement the project with the community, what happens next?

In order to keep goodwill with the donor so that they feel their money has been well spent we need to keep them involved. This is vital because of our accountability to them and before God. It also has the added advantage that they might consider donating again in the future.

There are number of ways we could keep the donors involved:
- Written reports.
- Visits.
- Visual presentations

**Written Reports:**

When we are dealing with a monetary donation, in order to create a good written report, clear accounts need to have been kept throughout the project. It must be possible to show where the donor’s money was spent. Similarly with materials, it should be possible to see how these were used. A simple table showing the project accounts can be included in the written reports.

So far you have commented on the outputs, but good narrative reports on the impact are important too. Most donors will want to know about impact which is basically is, what has changed as a result of their donation

If we go back to Step 1 and the tools we used, we should have a clearly described problem and the objectives of the project to solve that problem. You now need to work with the community to see what has changed and there are a number of ways to do this:
- Carry out the same tools again and record how things are different this time.
- Use specific tools for measuring impact (evaluation). For example ‘Stories of Most Significant Change’ tool records the changes in the community.

IPDS can give you some suggested formats for reports and some guidance on tools
Photos:

Photos are also a useful way of attracting the attention of the donors and exciting them with what has been achieved. Here are some examples of project photos in reports. Which ones interest you more? Explain why:

A

B

C

D

Photographs that show people using the things provided by the donor (A and C) are generally more interesting to supporters than VIPs (B) or the pictures of the materials on their own (D).
Visits

Donors often like to visit projects they have supported and these can be really powerful times for the donor and community as they have a chance to appreciate each other’s part.

It is, however, important to remember that this project belongs to the community.

**EXAMPLE:** A year into the project, the local bank has been funding the education centre in the slum. They want five of the key fundraisers and executives to come and see what is happening. The community are told by the officer that these are very important men who will be coming and the community arrange two hours of dances, dramas and speeches.

Unfortunately the donors only have two hours and they arrive fifteen minutes late. After one hour of speeches, the visitors get frustrated and interrupt asking if they can see the project. The community are very offended and some people leave. The officer is left looking foolish for not explaining to either side what is expected.

**TOP TIPS:**

1. Consult the community in advance and ask them how it would be best to welcome the donor. Remember that every culture has a different response to visitors.
2. Prepare the visitors for what they can expect in terms of traditions. If there is a problem with raising expectations of more funds, warn the visitors of what to say and what not to say.
3. Remember that although a donor will be interested in local welcomes and traditions, they have also come to see the results of the project. Make sure that there is time in programme so that even if things are running late, there is enough time to see what has been done.
4. Thank the donors and the community for their time.
Oral and visual presentations

These are a great way of showing donors who are not able to visit the project what happened. Presentations should follow similar guidance to the ones in the early stages. When we are reporting on the project it important to celebrate the successes but to be realistic about what went less well.

Again, donors will want to know the impact: How did the lives of the people change as a result of their efforts? Use case studies and if you are able to use video this is a great tool too.

Identifying the Issue: So what is the future?

The donor’s money has been spent, or their resources used, and you have told them about the successes. We now have to consider the future. Here are some steps:

1. **Reflect** – As you are preparing the report with the community, you will be discussing and considering what resources will be needed again – if any. We start the FBF cycle from the beginning and ask ourselves the questions of whether external resources are appropriate (steps 1 and 2).
2. **Approach your donor** – It may be clear at the time of reporting whether or not the donor is willing to support again. If they are not, it is important to respect their decision. If they are happy to consider further help you need to communicate clearly whether this will be needed and if it is not, what might be useful instead.

**EXAMPLE:** A local Rotary Club also supported the slum projects with English lessons and cooking equipment. During the reflection period, the community decided that English lessons were not needed and the cooking equipment bought would last for a number of years so no more would be needed for the moment. However, a number of mothers had become interested in learning to read since their children had attended the project and they needed lessons. The officer explained the success of the project to the donor and that there was a new need. He asked Rotary whether they would be happy to change their funding for the coming year and they agreed.
Glossary:

IPDS — International Projects and Development Service (part of International Programme Resources at IHQ. Contactable at IHQ-Projects@salvationarmy.org

Stakeholders — Anybody you have links with in connection with the project.

Kairos experience — A moment of inspiration of the Holy Spirit which can happen at any stage in the FBF cycle.

Lions Club and Rotary Club – These are clubs of wealth individuals who come together to raise money for good causes. They do not generally have any religious aspects to their clubs (unlike the Free Masons) and have been strong supporters of The Salvation Army’s ministry around the world.

Donor – Anyone who donates resources.

Impact – The difference the activities have had on the lives of the community (whether directly on the intended beneficiaries, or indirectly on others).

Tools – These are activities you can do with the community to facilitate them in describing their situation, planning for change, and evaluating what they have managed to achieve. They help everyone to be involved in the process.