

Use Your Talents

Evaluation Report, May 2020

*What can we do with what we have
here and now?*

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Abbreviations

CBCN	Communauté Baptiste au Congo Nord
EECMY	Ethiopian Evangelical Church Mekane Yesus
EELC	Église Evangélique Luthérienne du Cameroun
EFLC	Église Fraternelle Luthérienne du Cameroun
FLM	Fiangonana Loterana Malagasy - Malagasy Lutheran Church
PPFK	Free Pentecostal Fellowship Kenya
ILTM	Institut Luthérienne de Théologie de Meiganga
KDP	Knowledge Development Project
NLM	Norwegian Lutheran Mission
NMS	Norwegian Mission Society
SALT	Lutheran Graduate School of Theology, FLM, Madagascar
ToR	Terms of Reference
UEBC	Union des Églises Baptistes du Cameroun
UEEC	Union des Églises Evangéliques du Cameroun
UMC	United Methodist Church
UYT	Use Your Talents
UYT-IP	Use Your Talents Innovation Project
VID	VID Specialized University

Executive Summary

Introduction

This is an evaluation of the Use Your Talents (UYT) approach to asset-based development initiatives with the local congregation as a primary agent for change. The process of conceptualising and developing UYT started in the Malagasy Lutheran Church (FLM) in 2002, capturing a way of working that had been present in FLM long before that. UYT has now grown to include churches in mainly Africa, but also in Asia. The process has been guided and strengthened by specific UYT projects financially supported by Norad through Digni, and organised by NMS in Norway.

The evaluation focuses on institutional impact of UYT. The evaluation also assesses the Use Your Talents Innovation Project (UYT-IP), organised by NMS, with an operating period of 2017 - 2019/20. This project has included further spreading of UYT to other churches and academic institutions, promoting research on UYT and the creation of training programs as well as supporting learning and implementation of UYT.

The two main strategies of the evaluation have been interviews and desk study of existing UYT-related documentation. The evaluation was carried out by a team of three evaluators and one resource person.

The example of FLM Madagascar, and the manner in which UYT has been conceptualised and introduced to new churches - in a participatory and learning way - has generated results in the church, in the congregations, in the community and for the individual.

Overall the evaluation shows that the Use Your Talents approach has had a remarkable impact over a relatively short period of time; congregations are active in development initiatives in their local communities, churches and institutions are engaging in concept development, there is sharing and learning between individuals and groups. Adopting a UYT approach has increased people's trust in their own ability to influence their living conditions.

Some key findings

More churches and educational institutions engaged in UYT

The UYT network of both churches and educational institutions has increased through the activities of the Use Your Talents Innovation Project (UYT-IP), from a handful churches and institutions to more than 40. There is much interest and energy in the UYT network for continuing the process of further developing UYT; spreading it to more churches, researching, creating training programs and material.

Importance of the Annual Conferences and Academic Workshops

Churches new to UYT have taken initiatives to start implementing the approach after having participated in conferences or workshops. Through continued participation in the annual conferences, the churches share their experiences and learn from their peers.

The academic workshops gather institutions who are involved in or interested in involving themselves in developing UYT modules for training of pastors and others. This is probably speeding up the process of creating training modules.

The Introductory Workshops

Introductory workshops are carried out by persons who have their own experience of working with UYT in their own church settings, which increases the credibility of UYT.

Importance of follow-up trainings

When people are introduced to UYT, they get excited and interested but it may take some time to understand it and be able to start working with the approach. Follow-up trainings are important to give support to those who are unsure of how to continue with UYT, but also to encourage those who have started applying the approach.

Resource mapping is key

Through trainings, resource mapping had an impact on mindset which leads to a change process. People developed interest to recognise, appreciate and validate themselves and the locally available resources to be engaged for development.

Major decisions about UYT taken in a short space of time

Church leaderships have taken formal decisions to implement UYT and policies are being influenced by aspects of UYT. Organisational changes have been made, either by introducing new structures (such as development committees) or including UYT in existing structures. This has happened in some churches just a few years after having been introduced to UYT.

Integration of UYT in pastoral training

Churches have started to integrate UYT in pastoral training. There is a desire to engage in theological reflection on UYT.

Leadership is key

For long-term sustainability of implementation of UYT in churches, leadership needs to know what UYT is, and have their own understanding of what it could mean to the church to adopt a UYT approach.

Grassroots are also key

Even though leadership endorsement in churches is important for the implementation of UYT, the approach is often more quickly absorbed amongst church members and at 'lower' levels of leadership in the church hierarchy. They engage in a practical way in UYT.

Increase in local organising - strengthening of civil society

Thematic groups have been formed in congregations and in the community to start activities for social change and improving the economic situation. In some churches, structures have been created to support and promote further action; development committees. Civil society is strengthened through this.

UYT can influence gender equality

UYT has promoted gender equality in various ways. It has contributed to change of mindset when it comes to gender roles and responsibilities, provided a platform for all members to participate by their abilities, it has broken gender barriers in careers. The creation of women-led savings groups has contributed to economic empowerment for women. Gender equality does however not come automatically with the UYT approach.

Importance of understanding that change takes time

The UYT approach influences people's mindset thus starting a process of change. Some of the aspects under change, like dependency syndrome and self-negativity, are deep-rooted and it will take longer for change to happen even though currently there are good signs. Other aspects, like gender equality and women empowerment, are sensitive and rooted in people's cultures and church doctrines and change will take time. UYT empowers people for this change. This process has just started, and it is not without challenges.

Recommendations

The recommendations are presented in brief here, more details in section 8 of this report.

Recommendations in relation to a continued Use Your Talents Innovation Project

The recommendation in general is to continue with main methods used in UYT-IP; and set desired goals for each strategic method to guide and focus the work.

1. *Academic workshops*
Complete the work of development of UYT modules
The online course project for UYT should be continued.
2. *Annual conferences - the UYT network*
Continue with annual conferences.
Support the development of regional UYT networks.
3. *Regional training workshops*
Consider organising regional training workshops for local UYT coordinators.
4. *Continue to enable study visits*
5. *Strengthen online communication and sharing on the UYT website*
6. *Develop UYT resource material and capture experiential knowledge linked to introduction and implementation of UYT.*
7. *Develop a group of UYT mentors, women and men*

Recommendations to denominations who want to develop a UYT approach in their congregations

- 1. Bring awareness to, and train leaders*
- 2. Use experienced UYT trainers*
- 3. Establish pilot sites as examples and inspiration for others*
- 4. Think strategically about sustainability of UYT*

Recommendations to partners who want to develop a UYT approach together with their partner

- 1. Learn together about UYT with your partners*
- 2. Financially support partners in developing and implementing UYT*
- 3. Use experienced UYT facilitators*
- 4. Influence the project application process*

Some introductory reflections on Use Your Talents

Many years ago, I was working in an organisation connected to a church. We were perhaps 20-25 people working together and we were part of a larger organisation. We wanted to make a difference, we wanted to make the world a better place, but sometimes when you work together things do not progress the way you like. Conflicts and disagreements started to emerge in our group and in relation to the larger organisation. During this time, we were introduced to Appreciative Inquiry. This was not in order to deal with our situation, it was something that had been planned for a long time. We wanted to learn more about this new method.

An external consultant came to our office to guide us through a process of Appreciative Inquiry. After an introduction he gave us our first task, which was to be accomplished in small groups: 'Think about a situation where you felt your organisation was working really well'. We were to think about this, share with our small group, and then share with the large group. Such an impossible question at that point in time! Nothing was working well in our organisation! But, without too much trouble each one of us was actually able to find examples of when our organisation worked really well. Things we knew about and had experienced. When we sat in the large group and heard all the examples of how our organisation had worked well, it was a humbling, joyful and empowering experience. And also a feeling of gratitude. Our minds had shifted from all the negativity to the strengths of our organisation. And it was based on real experiences that each of us had had, not just some nice stories somebody else told us to cheer us up in a difficult situation.

I wish I could say that everything changed from that day on in our organisation, but it didn't. We did not have the knowledge of how to continue from that positive experience. We were not ready; we did not have the tools. But for me, personally, it has had an impact on my life ever since that day, because I can still connect with that feeling of joy and gratitude after having discovered gold in a situation that looked very bleak.

I have thought about this as I have worked with this evaluation of Use Your Talents. Thanks to the experiences of FLM in Madagascar, their generous willingness to share this with others, and thanks to the wisdom of NMS in Norway to engage in participatory, learning projects that conceptualise Use Your Talents, more churches can now discover and start working with a Use Your talents approach in a meaningful way. The projects have captured the essentials of not just bringing awareness of using your talents, but also of showing how something can grow that affects the church and individuals at a deep level. This can happen if you take concrete steps to make space for something new; through training, through development committees, through theological reflection.

This evaluation report may be perceived as being too appreciative. Are there no flaws in Use Your Talents? No difficulties, no problems? Is everything just running smoothly? Well, life is not like that. Of course, there are challenges, difficulties, and problems. Use Your Talents challenges existing mindsets and

power structures, and this is not a road without obstacles. There is still much to learn about how to bring awareness about and implementing a Use Your Talents-approach, there are theological reflections to make, there are training programs to develop, there are experiences to capture, there are books to be written and shared.

Lena Boberg
Evaluation Team Leader

1. Introduction

1.1 Evaluation background

The Use Your Talents approach (UYT) to asset-based development initiatives in the communities with the local congregation as a primary agent for change, began in the Malagasy Lutheran Church (FLM - Fiangonana Loterana Malagasy). The process of conceptualising and developing UYT started in 2002, capturing a way of working that had been present in FLM long before that. UYT has been developed and spread to other countries over the years, with NMS in Norway as a hub. The process has included several projects organised by NMS with financial support by Digni through Norad grants.

Through the UYT Knowledge Development Project in 2013 - 2015/2016) UYT was introduced to three other churches in Africa. During a process of study visits and reflection the UYT approach was further conceptualised, characteristics of the approach were identified, and guidelines for UYT were developed. This project was organised by NMS and supported by Digni.

The Use Your Talents Innovation Project was launched to further spread and develop UYT, and to promote long-term sustainability of UYT development in churches.

This evaluation explores the impact of UYT at institutional level and is also an assessment of the Use Your Talents Innovation Project (UYT-IP), 2017-2019/20.

1.2 About Use Your Talents

UYT is an approach.....and a movement. It influences people's mindsets, to break out of a cycle of negativism and dependence of outside help, to being actively involved in change processes to improve living conditions. For the individual it is an approach where personal talents are validated and find a place in a larger context. Through that larger context the person can find opportunity to act to influence his or her situation together with others. For a church this is also a question of calling. What is our role and responsibility in society as a church and as a local congregation? The individual's talent finds a place also in the context of this calling.

A UYT definition of 'talents'

The talents are our skills and our knowledge, our relationships to others and our belongings like land, houses and money. We are all entrusted with talents, and we are all expected to use our talents. Moreover, when we put our talents together, when we work together, we can accomplish great results.

Characteristics of Use Your Talents

Start with the resources

‘What can we do with what we have here and now’.

Actors

The members of the community and congregation are the actors. They take the initiative, they cooperate with other, they organise the work.

Integrated in congregational life

UYT development work is an integrated part of congregational work, not something separated from the congregation.

Voluntary work

Working with development is similar to other voluntary church work, like singing in the choir.

Networking

UYT starts with people’s experiences and creates networks to make it possible to share experiences and learn from each other. Development committees at all levels of the church is an example.

Sustainability

Voluntary work makes it possible to avoid dependence on an external partner or donor.

Ownership

People create for themselves a possibility to have an impact.

(From ‘Use Your Talents - the congregation as primary development agent’)

Background

The conceptualisation of Use Your Talents started in FLM Madagascar in 2002. The church was going through a process of adjusting how they organised their development work. This process of training and reflection gave new insights about the church. Leaders in FLM realised that there was a lot of development work going on throughout Madagascar through the initiatives in many congregations. People were sharing their knowledge about farming or caring for the environment, people were involved in repairing roads and running care centres. All on a voluntary basis. The term Use Your Talents was introduced, placing this way of working also in a biblical context that made sense to the church.

NMS is a mission society linked to the Norwegian Lutheran Church. There are close historical links between NMS and FLM, and NMS has been instrumental in the further development and spreading of UYT.

In 2012 FLM and NMS together started to think that UYT could be something of value also for other churches in other countries. In 2013-2015 the Knowledge Development Project (KDP) introduced UYT to three other churches in Africa; United Methodist Church in Zimbabwe, Free Pentecostal Fellowship of Kenya (FPFK) and Ethiopian Evangelical Church Mekane Yesus (EECMY) in Ethiopia, together with their Norwegian partners.

In the KDP project, UYT was further explored and conceptualised, tacit knowledge of UYT from Madagascar was developed into explicit knowledge that was captured in a publication called ‘Use Your Talents - the congregation as primary development agent’. At the same time, theological institutions were approached, which was a beginning of an international academic UYT network.

The UYT-IP was launched in 2017 with the purpose of further spreading, conceptualising and promoting long-term sustainability of UYT implementation, especially through the development of training programs. There are now more than 16 churches and hundreds of local congregations involved in UYT activities in Africa and Asia, and more than 25 universities and university colleges linked to the international academic UYT network.

1.3 The Use Your Talents Innovation Project

The Use Your Talents Innovation Project (UYT-IP) was launched to continue the process of further conceptualising and spreading Use Your Talents. The impact goal of the project is

‘Congregations are engaging in asset-based development initiatives in their communities’.

At outcome level the project goals are:

- UYT approach further developed and standardised
- Increased focus on UYT approach in academia
- UYT made available and introduced for more people

UYT-IP is organised by NMS, and managed by a project group consisting of a Project Leader from NMS Norway, one Project Coordinator from Evangelical Lutheran Church in Cameroon, EELC focusing on the French-speaking part of the work, and one Project Coordinator from Ethiopian Evangelical Church Mekane Yesus, EECMY.

To contribute to the desired goals the UYT-IP has organised the following activities:

- International Annual Conferences, in different locations and with different themes each year. The conferences have had 60-70 participants each year. There is a core of participants that have UYT experience, and each year participants with little or new knowledge of UYT. Each conference is documented in a comprehensive report that is distributed to those who attended the conference.
- International Academic Workshops, in different locations each year. The focus of these conferences has been on research about UYT and the development of training programs. The workshops have had 25-30 participants each year. Each year new institutions are invited to the workshop, together with those who are already involved. Each conference is documented in a comprehensive report that is distributed to those who attend the conference.
- Special Training Sessions for participating churches
This has been e.g. study visits between countries in the UYT network to study practical implementation of UYT or to share expertise on for example agricultural practices.
- Introductory Workshops for new churches
- Website development
- Development of UYT manuals

1.4 Churches in the evaluation study

Over the years that UYT has been developed and spread informal UYT networks of participating churches and institutions has evolved. There are now approximately 16 churches involved, and more than 25 institutions. In this evaluation the main focus has been on four churches in Africa. The numbers in the presentation below are taken from reports from UYT conferences.

<p>Malagasy Lutheran Church, FLM <i>Members:</i> approximately 4.000.000 <i>Synods:</i> 25 in Madagascar and one in Europe <i>Districts:</i> 339 in Madagascar and five in Europe <i>Parishes:</i> 1.600 <i>Congregations:</i> 8.700 congregations <i>Pastors:</i> 1.600 FLM is the birthplace of UYT, the approach evolved from experiences of how the church was working with development on the ground. FLM has a major role in the conceptualisation, further development and spreading FLM.</p>	<p>Ethiopian Evangelical Church Mekane Yesus, EECMY <i>Members:</i> approximately 9.400.000 <i>Synods:</i> 29 <i>Congregations:</i> 9.200 <i>Preaching points:</i> 5.000 EECMY was introduced to UYT in 2012, and they became part of the UYT Knowledge Development Project. The UYT work in EECMY has been focused on 7-8 synods. One of the UYT-IP project coordinators comes from EECMY.</p>
<p>Evangelical Lutheran Church of Cameroon, EELC <i>Members:</i> approximately 400.000 <i>Regions:</i> 10 <i>Districts:</i> 92 <i>Congregations:</i> 1.500 <i>Pastors:</i> approximately 200 EELC first learned about UYT in a Digni Regional meeting in Madagascar in 2015. They began UYT implementation in 2017, following participation in activities carried out through the UYT-IP. One of the UYT-IP project coordinators comes from EECMY.</p>	<p>Free Pentecostal Fellowship Kenya, FPFK <i>Members:</i> approximately 226.000 <i>Congregations:</i> 1.126 FPFK was introduced to UYT in 2012, and they became part of the UYT Knowledge Development Project. FPFK has worked with UYT through an already existing national project 'Tuinuane', which is a project focusing on creating savings groups led by women.</p>

In addition to these churches, the evaluation process has also included interviews with representatives from the United Methodist Church in Zimbabwe and in Norway, Église Fraternelle Luthérienne du Cameroun (EFLC), Union des Églises Baptistes du Cameroun (UEBC), Norwegian Lutheran Mission (NLM), Baptist Union of Norway and Normisjon.

2. Methodology

2.1 Evaluation purpose and scope

The evaluation was initiated by NMS to generate knowledge and information to inform further development of UYT. The results of the evaluation process will be used by NMS and by churches and organisations who are part of the international UYT network, as well as by Digni. The evaluation is part of the ongoing learning regarding UYT.

The evaluation has two objectives. Objective 1 is an assessment UYT-IP with a project period of 2017 - 2019/20.

Key questions for Objective 1 are:

- Project relevance
- Project effectiveness
- Project efficiency
- Empowerment assessment

Objective 2, which is the main focus of the evaluation, is an assessment of institutional impact for the whole UYT concept development process that started around 2006 in Madagascar.

For Objective 2, special attention has been given to Madagascar (FLM), Cameroon (EELC), Ethiopia (EECMY) and Kenya (FPFK).

Key questions for Objective 2 are:

- Mapping of results in relation to indicators of institutional impact
 - Formal decisions, church policies, organisational changes
 - Routines about training, regular gatherings
 - Material development
- Exploring strategies when implementing UYT
 - Ways to organise
 - Ways to promote gender
 - How to share ideas
 - How to integrate UYT in pastoral training
 - Research UYT
 - Role of mission partners
- What has contributed to change and obstacles to change
- UYT and dependency
- UYT and development approaches

2.2 Evaluation process

The evaluation process has been carried out by a team of three evaluators; of which one resided in Sweden (Team Leader), one in Norway (External Evaluator) and one in Madagascar (Internal Evaluator from FLM). Originally, the evaluation process was planned to include field visits to Madagascar, Cameroon and Kenya by the team members. Preliminary analysis was planned to take place during these field visits. This plan had to be drastically changed due to the outbreak of the corona virus pandemic, which prevented all international travel, and also restricted national travel. The Scandinavian

team members were not able to visit any of the countries where UYT has been implemented.

The core methodology of the evaluation process has been structured and semi-structured interviews. Each interview lasted approximately 30 - 60 minutes. The interviews were carried out in French, Malagasy, English, Norwegian and Swedish; mostly through Skype or telephone call. The interviews in Madagascar were carried out by the internal evaluator from Madagascar and in Cameroon by a consultant residing in Cameroon, Paul Salatou. The other interviews were carried out by the Scandinavian team members.

The interview respondents were sampled on the criteria of being active in UYT. They include church leaders at different levels, pastors, members, development committee leaders, the UYT-IP project coordinators, representatives of theological institutions and of Norwegian mission partners. See Annex 3 for a list of persons consulted during the evaluation process.

The evaluation process also included desk study of project documentation for the UYT-IP, and other documentation linked to the UYT development process.

The evaluation process started with a meeting in Oslo, with NMS and the Scandinavian team members, to focus the evaluation questions, and give background information on UYT and NMS.

The process then continued with elaboration of interview guidelines, framework for analysis, documentation of interviews, analysis of findings and report writing.

2.3 Limitations

The change in the evaluation plan due to the outbreak of the Corona virus pandemic forced the evaluation to centre around telephone or Skype interviews, and it prevented the two external evaluators from meeting with people involved actively in UYT in the different countries. The documentation from the interviews in Cameroon and Madagascar does provide a good picture of what is happening in these two countries, but reading a written record of what someone has said is not the same as having the opportunity to sit and talk directly with a person. The data collection would probably have been more in depth had the team been able to do the field visits together as planned.

The international UYT process has been going on for many years, and it includes many different countries and churches. There has been a lot of activity during these years, and there is much documentation. Although the evaluation process was limited to assessment of institutional impact, it was still a broad process to capture during the time frame available for the evaluation.

Evaluation Objective 1: Assessment of Use Your Talents Innovation Project

3. Findings and reflection

3.1 Project relevance

The ToR asked: Are the activities and the output of the project in line with the overall project goal and its attainment? To what extent are the project goals still valid?

The impact goal of the project is: *congregations engaging in asset-based development initiatives in their communities.*

Relevance of further developing the UYT approach

One of the main activities in the project has been annual international workshops, in different places each year and gathering participants who are working with the UYT approach together with new participants. The annual conference is arranged so it is a learning process; including study visits, presentations and group reflection on topics relevant to UYT and interesting for those who attend.

Relevance of increased focus on the UYT approach in academia

The project has arranged an academic workshop each year, with a similar methodology and strategy as that of the annual conference. Experienced and new participants have met to discuss training and further research on UYT. The research is motivated by the desire to create educational and training programs for UYT at various levels.

Relevance of introducing UYT and of making UYT available for more people

The project has arranged introductory workshops for new partners, in Africa as well as in Asia. The project has also developed a website where UYT resources can be accessed by the public. The experiences of the churches who have been involved in UYT sends a clear message that UYT is a concept and an approach that is desirable and relevant to them. Spreading UYT to more people and making UYT resources available to others could lead to more congregations engaged in asset-based development work.

Relevance of specific training sessions

The project has, through funding and access to a large network of churches, enabled international study visits. These visits have amongst other things made it possible for new partners to observe the practical side of working with a UYT approach.

Value creation cycles of social learning

Immediate value

You meet others who understand you, talk shop, think together, have fun, get to know each other, feel inspired. You get value from just participating. We call this immediate value.

Potential value

All going well, this activity gives you confidence, new insights, good ideas, new perspectives, unexpected solutions, a new contact. You might even produce a document. We say that these things represent potential value, because they may - or may not - end up being helpful to you.

Applied value - new knowledge is generated

Let's imagine now that you try one of those good ideas when you get back. You change your practice. Collaborate with someone you met. But putting something into practice is very creative. It involves a lot of learning and generates new knowledge. We call this applied value.

Realized value

As a result of this chain of events, you would hope to see some improvement in performance. Your own or your organization's. This we call realized value.

Loops

Of course, it doesn't always work. It might lead to nothing, or it might lead to a disappointment. Whether it's a success or a failure you need to feed that back because it's an important piece of information that will lead to further learning.' (Source: Wenger & Traynor, see Annex 4 for further reference)

In the evaluation interviews respondents have referred to how participation in the project activities has given them knowledge and inspiration to work with UYT in their own churches or institutions.

3.2 Project effectiveness

The ToR asked: To what extent is it likely that the project goals will be achieved? What are main factors contributing to or hindering goal achievement?

The project has been extended with one year and will include the whole of 2020. Under more normal circumstances, it would be likely that the project goals will be achieved by the end of 2020, but the Corona virus pandemic may interfere with project implementation during 2020.

Outcome goal 1: UYT approach further developed and standardised.

To achieve this goal the project intended to work to increase the number of participating churches working with a UYT approach. Since 2017 the number of churches in the UYT network has increased from 5 to approximately 16.

The project intended to develop general UYT guidelines, UYT gender guidelines and UYT guidelines for mission partners in Norway. Of these, only the general UYT guidelines has been developed.

Outcome goal 2: Increased focus on UYT approach in academia.

An international network for research on UYT has been established, and the number of institutions linked to this network has grown from two in 2017 to approximately 26 in 2019.

Outcome goal 3: UYT made available and introduced for more people.

This goal includes establishing long- and short-term training programs in UYT, arranging introduction workshops, and developing a UYT website. There have been some results linked to all these indicators. The website is launched and there has been several introductory workshops. The development of training programs in UYT have not yet been completed.

Value creation cycles

The international annual conferences, academic workshop and introductory workshops are important parts of UYT. Value

creation cycles is a way of looking at the social learning taking place through such events and assessing the results of these strategies. See the sidebar for more information on the cycles. In the value creation cycles model there is:

- Immediate value. People find enjoyment in participating in the conference or workshop.
- Potential value. During the workshop they hear something that they find useful, or they connect with somebody and increases their personal network.
- Applied value. At home, the individual starts to implement something they learned during the conference or workshop.
- Realised value. The application shows some results.

The evaluation interviews, as well as testimonies in the project reports demonstrate that the different stages of value creation are clearly present. People are not just attending a conference and then nothing happens. They are taking something of value from the conference and they are applying it at home. This will only happen if the topic and methodology of the conference

and workshop is carefully chosen, and if the people who attend are motivated. Many of those who have participated in UYT conferences and workshop refer back to these activities with words such as ‘we will apply at home what we learnt here’, ‘we were inspired’, ‘we learnt in the conference’.

Annually, UYT-IP contacts churches that are actively participating in the UYT network to receive feedback of what has happened in their respective countries during the year. These are important feedback loops for the project planners.



Use Your Talents has contributed to independent thinking

‘It has contributed to a more independent thinking and an understanding that the church members can do many things for the church and that the church can do many things for the community even without help from the mission abroad.’

(From annual feedback 2019 to UYT-IP from a participating church.)

What has contributed to goal achievement

Part of what has contributed to success in the UYT-IP is UYT in itself. Many of the participating churches recognise elements of UYT in their own existing approaches to development. UYT is an articulation of their practice. It becomes a validation of what they already are doing and inspires them to continue and at the same time discover more about UYT. UYT also addresses dependency on external support, an issue that is a sore reality for some churches.

The fact that UYT originates in Madagascar and is introduced by people from Madagascar and other African countries strengthens the validity of the approach for the African and Asian churches and institutions. When a presenter from Cameroon or Ethiopia discusses issues of the local churches in their country with church representatives from other countries in Africa, they share a common experience that increases level of recognition between presenter and conference or workshop participant.

The methodology used in the national conferences follows a learning cycle; starting with field visits connected to the theme of the conference. These visits create a common experience among the conference participants that enhances the rest of the conference process. There are presentations, and reflection in groups to draw conclusions. The workshops increase the experience of participants and inspire them to work with new ways of development and self-reliance for both their church and their country.

The instructions given in the invitations on who should attend the conference adds to the quality of the event. Also, the strategy to have a core of participants that attend most conferences and workshop, and then leaving room for persons new to UYT to attend. This creates a kind of mentorship situation with the more experienced participants towards the new.

It has been useful for UYT-IP to have two project coordinators in Africa. In Cameroon, this has enabled a development of the UYT network to include more countries in French-speaking Africa.

The networking skills of the Norwegian Project Leader has also contributed to achievement of project goals. The Project Leader has been instrumental in getting people interested in UYT through information, invitation to join the UYT network and the conferences.

Factors hindering goal achievement

Most of the goals of the project is estimated to be achieved by the end of the project period in 2020. The guidelines on gender and UYT and the guidelines for mission partners have yet to be completed, and the UYT training modules are not yet completed. Time can be an issue when it comes to goal achievement. All the project coordinators are only working part-time with the project. The international conferences and workshops need a lot of time to arrange and follow-up. The project needs to be able to communicate reports now in both English and French, something that is a time-consuming procedure.

3.3 Project efficiency

The ToR asked: have the project activities been achieved in a timely manner? To what extent has the project been implemented in a cost-efficient manner?

The major costs in the project are for conferences, workshops and special training sessions. The evaluations made at the end of these activities show that participants place high value on the content. This is supported by the fact that participants implement new learnings in their home environments.

A rough estimate could be that approximately 250 persons are directly involved in the UYT-IP activities annually. As an example, the annual

conferences have about 60-65 participants, and the costs of these conferences are about 250.000 NOK, which is around 4.000 NOK/person. For this sum, each participant gets information, training, knowledge, and networking opportunities that is of value for them in their churches and institutions. The results of the conference are also of value for the development of the UYT approach. With this reasoning, the UYT-IP is operating in a cost-efficient manner.

3.4 Empowerment assessment

Digni’s Empowerment Assessment Tool has been used for this assessment.

Empowerment Assessment Table

		Degree and level of empowerment				
Thematic areas of results		Level 1: Output Individual or community	Level 2: Output Individual or community	Level 3: Outcome Individual or community	Level 4: Outcome Community and/or society	Level 5: Impact Community/ society/ structural
	Strengthening civil society					X
	Gender equality				X	

The characteristics of UYT (start with the resources, actors, integrated in congregational life, voluntary work, networking, sustainability, ownership) all point to empowerment at individual as well as community level.

At an individual level women and men have learnt how to identify and use their existing resources. Individual knowledge and experience have been validated which increases self-confidence and well-being.

Together, people have discovered resources in their local congregations and local communities. They have discovered resources existing within government structures. There has been a move from individualism to collective action.

Thematic groups have been formed in congregations and in the community to start activities for social change and improving the economic situation. In some churches, structures have been created to support and promote further action; development committees. Civil society is strengthened through this.

The UYT-IP includes developing training in UYT in particular for pastors and other church leaders. UYT potentially challenges tradition when it comes to leadership; how to lead, who can be a leader.

Gender equality is potentially, but not automatically, achieved through the UYT approach. There is a need for intentionality to achieve this. For more information on how UYT has impacted, and potentially can impact on, gender

equality, see section 5.2.2 in this document *‘Ways to promote gender equality and women empowerment.’*

These activities have contributed to results in different ways; continued action to improve an undesired situation, increased confidence at group level that they have the power to influence the present situation.

The ecumenical approach of UYT-IP has increased contacts between different churches.

4. Conclusions UYT-IP

The UYT approach is still a young approach and a further development of the approach is motivated. With the learning methodology, the choice of topics and the choice of participants the conferences and workshops have contributed to the outcomes and the impact goal that congregations are engaging in asset-based development initiatives in their communities.

Individuals who have participated in the project activities have gained new insights, new contacts and created new knowledge. The emphasis on research and the development of short and long training courses related to UYT is a relevant strategy to ensure structural support for further spreading and deepening of UYT through training pastors and practitioners.

UYT is an approach that contributes to strengthening of civil society. Potentially UYT can also contribute to gender equality and women empowerment, although this is not something that happens automatically.

The UYT approach influences people’s mindset thus starting a process of change. Some of the aspects under change like dependency syndrome and self-negativity are deep rooted and it will take longer for change to happen even though currently there are good signs.

Evaluation Objective 2: Use Your Talents Impact Assessment

5. Findings and reflection UYT impact

5.1 Institutional impact

How can UYT continue to develop in a church, and not just cease after some years of initial enthusiasm? The sustainability of UYT as an approach for the congregations to engage in asset-based social development is of major interest to the UYT-IP project organisers and UYT implementers. For this reason, assessment of institutional impact was chosen as the focus of this evaluation. A set of indicators of institutional impact were identified by NMS as a framework for the evaluation. In this section, results on these indicators are presented.

During the evaluation process, questions about institutional impact were posed to interview respondents, and examples of institutional impact were identified in the extensive documentation linked to UYT-IP (reports from annual conferences, academic conferences, project reports). What has happened in the different churches? Is there any evidence of institutional impact? When reflecting on impact, it is important to remember that UYT as an articulated approach is fairly new to the participating churches, although for many of them they have previously worked with ideas and methods that are similar to UYT.

5.1.1 Decision-making

Indicator: Formal decisions are taken in the church regarding implementation of UYT.

The reports from the various project activities show that there is much UYT-related activity happening in the participating churches, which could be an indication that formal decisions have been taken.

The evaluation interview responses show that decisions about UYT implementation have been taken at different levels in the church; at national level, in the synods, at district level and in the local congregations.

There are different kinds of decisions taken regarding UYT:

- General decisions about making UYT known throughout the church, in the congregations
- Decisions about training in UYT for different groups in the church, including UYT in bible schools and theological colleges
- Decisions about organisational changes to enable working with UYT in and through the church or congregation
- Decisions about starting practical activities influenced by UYT

In FLM in Madagascar, EELC in Cameroon and EECMY in Ethiopia, UYT has been included in the long-term strategic plans for the church. This provides a framework for operational plans at different levels in the church.

These formal decisions regarding UYT has validated UYT as an approach within the church and given legitimacy for leaders and members to work to continue spreading and developing UYT in their contexts.

For church leaders to be able to take decisions regarding UYT, they need to know what UYT is about. Strategically it has been important to include church leaders in UYT conferences and workshops. In some churches there are National UYT Coordinators, these coordinators have been instrumental in bringing awareness about UYT to the national leadership, and to the need for formal decisions about UYT implementation.

The formal decisions taken regarding UYT reflect the UYT characteristic of integrating development work in congregational life and of ownership. Churches have taken ownership of their own processes and started an implementation process that builds on the existing church structures.

5.1.2 Church policies

Indicator: Church policies influenced by UYT.

The term ‘policy’ is not always easily understood in a church context. A policy can emphasise principles the church or organisation wish to live by; they can serve as a guide for outcomes that are wished for; they can be like

statements of intent. With policies there is a possibility for consistency in the work, and it provides opportunity to follow-up.

FLM in Madagascar and FPFK in Kenya are including aspects of Use Your Talents in their Development Policy for the church.

EECL in Cameroon has included Use Your Talents in the strategic plan to develop the education system within the church.

Interview respondents were asked whether their church had adopted any church policies influenced by UYT. Here, policy was interpreted in different ways by the respondents. The examples given may also point to different ways UYT is perceived:

- **Autonomy.** To depend less on external help.
- **Transparency.** To ensure good governance in the congregation.
- **That the congregation is an example,** so others want to do the same, and can see how it can be done.
- **UYT to be included in theological training** in the church.
- **Purposeful choice of leaders** - to choose leaders based on their talents.
- **To cooperate with government** for development.

Some of these examples are linked to UYT as an approach for self-reliance for the congregation; some point to UYT as an approach for social development or diaconal work; and some link UYT to theological perspectives.

The policy examples given by the interview respondents highlight several of the UYT characteristics:

- *Networking* e.g. to cooperate with the government on development issues. They also point to sustainability - working to avoid dependency on external donors.
- *Starting with the resources.* Recognizing, using, and developing existing resources. For example; when the church has a policy that leaders of different groups in the church, or in the church leadership should be appointed based each person's talent. This can bring awareness to members and leaders alike about what kind of talent that is actually needed for a certain task. Also, when the church has a policy that they can and should cooperate with government when possible and this factor is included when asset mapping is done, it can bring awareness on the resources available within the government.

5.1.3 Organisational changes

Indicator: Organisational changes inspired by UYT

In the UYT implementation process there are churches that have been working with UYT for several years, others have worked for few years, and some have recently started. When UYT is new to the church, it may not be easy to know what kind of organisational structures you will need. For those who have recently started, the more experienced churches serve as examples, but when implementing UYT in their own church it still is done based on what is logical for their own church environment.

The interview data and project documentation show that churches have used two strategies of organisational changes:

- Integrating UYT in existing organisational structures;
 - In existing church groups such as women's groups, youth groups, Sunday school.
 - In existing development projects run by the church, such as Tuinuane, which is a national savings groups project in FPFK in Kenya.
 - Including UYT responsibilities in existing leadership roles in the church.
- Creating new organisational structures, but still based on the regular church structure.
 - Creating development committees based on UYT approach at each level of the church; national, synod, district, congregation, such as the FANILO system (development committees in the church) in FLM in Madagascar.
 - Developing groups based on talent within the congregation.
 - Creating follow-up systems that ensure good governance in the church.

The organisational changes reflect the UYT characteristic of *Starting with the resources*, and also *ownership* - creating for themselves the possibility of having an impact.

CBCN in Democratic Republic of the Congo is creating a UYT Coordination Committee for the church.
CBCN was introduced to UYT in 2018.

5.1.4 UYT training in the church and regular gatherings concerning UYT
Indicators: There are routines about training in UYT for different groups in the church. There are regular gatherings concerning UYT in the church or elsewhere.

Routines about training in UYT

In FLM Madagascar, EELC Cameroon and in EECMY Ethiopia, UYT is included in long-term strategic plans for the church, and training in UYT are part of these plans.

In FLM Madagascar the FANILO (development committees) provide regular training both for church leaders and church committees, and for the community. The FANILO trains students in theological college and in the bible schools. UYT related training in FLM focus on a wide variety of topics; e.g. agriculture, development strategy of the church, environmental topics, management, handicrafts.

In EELC in Cameroon, training for different groups and committees of the church is included in annual plans. From a national level training is planned to occur in different regions throughout the year. There is training for church committees at regional level and district level.

In EECMY in Ethiopia, the UYT training has been focused on 7 synods, with the strategic thinking that the congregations in these synods will be examples for other synods when they start to work with a UYT approach.

In FPFK in Kenya the field officers working with the Tuinuane project are being trained in UYT and are expected to train others in their savings groups and in the congregations.

Regular Gatherings

The interview responses from Cameroon show that there are several regular gatherings in the churches, in particular women's groups and youth groups. These have weekly or monthly meetings. UYT may not be the only topic for these gatherings but is included as a major item. In the churches there is also what you could call 'regular awareness-raising' going on within the church structure. For example, UYT is a regular topic for some minutes during regular church meetings of different committees, and councils. UYT is included in the preaching and in church announcements.

There is also a lot of UYT activity that may be irregular, but still ongoing because of individual initiatives. Many of the interview respondents mention that they take every opportunity to share their experiences of UYT in their own networks; in the family and extended household, in village associations, amongst neighbours, at weddings and birthday parties.

The testimonies regarding training and gatherings demonstrate the UYT characteristic of integration in congregational life. The testimonies also show that when UYT is adopted by the church members, they spread it to the community through their personal networks. If this is ongoing - that UYT is spreading also outside the congregations, UYT could perhaps contribute to a larger movement - where the approach becomes a frame of mind in the communities, influencing how people perceive social responsibility and social development initiatives.

Topics in UYT training in EELC, Cameroon

- The biblical foundations of the UYT approach
- The explanation of the UYT concept
- The characteristics of the UYT approach
- The method of introducing UYT into a family, in a congregation
- The commitment/motivation of leaders as development actors
- The concepts of volunteers and volunteers in the UYT approach
- Development committees: importance and operating principles
- Theories of change
- How to organize an introductory and training workshop in the UYT approach
- UYT, the Church as the main agent of development
- UYT, a tool for the development of Christians and EELC congregations (with the promotion of the creation of development committees
- Visits to families and congregations to learn
- Training women's leaders in the AVEC approach (savings groups)

(From the report to UYT-IP project team 2019)

5.1.5 Regular training in pedagogical institutions

Indicator: UYT has been integrated in existing curriculums in colleges and universities in different forms.

Two questions were asked in the interviews: about the educational programs in place linked to UYT and the importance of having these educational programs.

The academic workshops for UYT takes place annually to further discuss the question of how to integrate the approach in pastoral trainings and training of other groups of people. There are different ways universities and colleges are using to bring in UYT training. Currently, there are no specific UYT modules offered in pastoral training, but UYT has been included in the already existing modules in pastoral training in pedagogical institutions.

Some of the examples of what is happening in pedagogical institutions include:

- In Madagascar, SALT- UYT has been integrated in the curriculum through the current modules.
- In Norway, VID Oslo - One-day UYT workshops are held annually with all students under the department of “Community Social Innovation” program. A UYT module is being developed to be used in training of not only pastors, but all the students who study in VID’s Community Social Innovation program. VID is also planning on developing an online UYT program. Participants in the 2019 academic workshop supported this idea of a module in an online Master program but also stressed the importance of UYT modules at lower levels in theological and Bible schools.
- In EELC in Cameroon UYT is being integrated in the current curriculum, and in other churches sometimes linked to development modules which exist in the curriculum.
- In Kenya, Karen Christian College (FPFK) made a policy to integrate UYT concepts and ideas in all the relevant courses offered in the college.
- In EECMY, Ethiopia, Mekane Yesus Seminary has decided to include UYT into a diaconal course. There are plans to integrate UYT knowledge and ideas also in other theological colleges.
- In DR Congo, CBCN has decided to include UYT in the theological training.

Importance of having the educational programs

The participating churches believe it is important for UYT to be integrated in pastoral training, but also to have training for other groups within the church and the community. Three major reasons for the integration included:

- Continuity of UYT approach - There is a desire to make UYT a sustainable approach for development
- Holistic mission of the church - gives development a theological framework, making pastors all-sided leaders

- Change of mindset - A change of dependency mindset is crucial, and it should start with leaders. A respondent said, “UYT is not natural to people, important things must be taught. Considering that for many years people knew that nothing good comes from Madagascar, they must be taught to change that mentality.’

5.1.6 Material development

Indicator: Training material linked to UYT is developed, with the purpose of using it in different kinds of trainings organised by the church and their institutions.

Training material linked to UYT has been developed in some of the churches who have adopted a UYT approach.

FLM, with their many years of experience of UYT have developed training material for UYT training in different contexts. FLM is currently, 2020, working on a new publication based on experiences of working with UYT. UYT in Madagascar has also written guidelines for diaconal work for FLM.

In both FLM Madagascar and in EELC Cameroon they have developed material about UYT specifically for teaching in Sunday School. The material from Cameroon is also used in Ivory Coast.

In EECMY in Ethiopia they have developed a UYT manual especially to be used by those who are doing the UYT training. The UYT coordinator in EECMY is currently developing a UYT handbook that will be distributed to all the congregations of EECMY.

Some who introduce UYT to others through workshops develop material specifically for each occasion. Some of the interview respondents mention that they have developed material that is given to participants to take home.

The churches are also using material that has been developed by the international UYT project; the UYT book that was released in 2017 has been mentioned by several respondents. This book contains experiences and reflections on UYT from people who have been actively involved in UYT activities.

Even though several of the participating churches have started to develop their own material, there is need for more. E.g. material that help introduce UYT, material for teaching about UYT in bible schools and theological institutions. Respondents also report the need for video material that introduce UYT.

5.1.7 Financing UYT

The ToR asked that the evaluation should include information about how UYT activities in the churches are financed.

The evaluation data indicate that locally, the churches carry out UYT-related activities with local resources and on a voluntary basis. Churches also take the opportunity to include UYT activities in already existing church plans, which reduces costs.

In FLM and in EELC, the launching and development of UYT nationwide has been linked to existing church capacity building projects with external funding from Norad, through Digni and NMS. This includes financing of a national coordination, training, and follow-up.

Participation in UYT conferences, academic workshops and in exchange visits has also been funded through NMS.

Reflection regarding external financing of UYT

The issue of external financing of UYT is delicate, as there potentially is a contradiction in the fact that in order to develop UYT, introduce UYT to new churches, implement UYT at a large scale within a church there is need for external financial support - whereas the essence of UYT is to foster self-reliance. Is there a danger that this external support to UYT is increasing, instead of addressing, dependency? If the external UYT support continues to be carried out in a similar way to now; learning, participatory, including project coordinators from more than one country, focusing on sharing, teaching, training and gathering people from different parts of the world, it does not have to mean that it creates or supports the dependency. The efforts made with external UYT funding support the outcome of a sustainable development of UYT in different churches and countries.

5.2 Strategies for implementing UYT

The ToR asked for a summary and discussion of practical experiences of participating churches regarding six issues that had been identified as areas in need for more knowledge regarding UYT in the UYT-IP. In this section we present findings related to four of the topics. Two of the topics are treated elsewhere in this report. The question about integration of UYT in pastoral training is in section 5.1.4. We found that the question about ways to organise asset-based development is found in the presentations in several of the other sections in this report.

5.2.1 Ways to promote gender equality and women empowerment

Gender equality is a topic that is mostly confused to be a women's issue. In the interviews the question posed was: In what ways has UYT impacted on gender equality and women empowerment?

The responses from interviews and the information from the project documents indicate that UYT has positively impacted both gender equality and women empowerment. However, this process of change is still challenging and needs more efforts.

Some of the examples on UYT's positive impact on gender equality and women empowerment include:

'It has impacted in many ways. In the families, both men and women are helping one another in family projects unlike in the past when men were not involved at all. In addition, women have a voice in decision-making. It is women who suggest and start the projects and then men help in the implementation. Women have an opportunity to be recognized, appreciated when they use their talents.'

(Interview respondent)

- *Change of mindset* - Through sensitization and trainings, people became aware and sensitive to gender representation in groups and meetings. The documents revealed that gender representation was encouraged during UYT trainings and other activities.
- *Platform for all members to participate*. UYT provides different opportunities for all members in families and churches to contribute through their abilities.
- *Gender barriers in career broken* - Through groups, both men and women are involved in agriculture, poultry, handcraft among others depending on their skills and talents.

- *Economic empowerment* - Saving groups and entrepreneurship activities can enable women to earn money and contribute in development at different levels. A respondent pointed out that, 'Women are very autonomous. They no longer ask money from their husbands. As a result, it brings peace and harmony in the home because they contribute in daily expenses. Men now have greater respect and consideration for their wives'.
- *Improved women status* - women get recognized for their contribution in family, church, and community. This opened opportunities for leadership and being involved in decision making including in the political leadership.
- *UYT helps to raise self-esteem in women*. One respondent said: 'Also note that some key positions in church or in congregations are gotten through elections; and very few women present themselves as candidates because they have a low esteem of themselves. UYT enables women, as well as youths, to discover their abilities and their potentials. This can increase their self-esteem and eventually give them the courage to face and challenge others.'

Challenges to gender equality and women empowerment

- Cultural barriers - in some contexts women cannot own more valuable properties, even money earned by a wife belongs to her husband.
- Religious barriers - some churches do not ordain women; they can only hold lower levels in ministry.
- Gender fear - some men fear that if women have a lot of money, they become arrogant

5.2.2 How to share ideas and competences between congregations and churches in different countries

Sharing experiences, ideas and competences is a core element of UYT. It has been an integral part of the whole process of conceptualising UYT and spreading it from Madagascar to other countries; through exchange visits and international conferences and workshops. The activities of the international conferences and workshops are documented in detail in reports that are distributed to the extended UYT network of churches and institutions. The UYT-IP also prepares an annual UYT activity report for the network. This report includes a summary of activities that have taken place in different

countries. The reports are a source of information for those who have participated in the activities but also for others.

On a national and local level, the sharing is also a core activity. The evaluation interviews provided examples that show that there is a lot of sharing of ideas and competences happening, both formally and informally.

In Cameroon churches who have adopted a UYT approach are sharing their experiences with sister-churches within the country. This can happen through the initiative of the 'UYT church' or on invitation from the other church.

In Cameroon and in Madagascar church members share their experiences with village associations, with neighbours and family. One respondent from Madagascar says 'UYT has become a part of my life'.

The sharing is happening in different ways, e.g. by practical example - showing how you can work in agriculture so others can see it and want to do the same thing. Some write about their experience and share through articles.

Sharing is an important part of the regular meetings with development committees, such as the FANILO in Madagascar.

Sharing ideas and competences in the context of UYT can be

- *practical*; linked to for example agricultural activities
- *organisational* - how to create groups, how to manage a group and work in a group
- *pedagogical* - how to teach others, how to teach adults
- *theological* - how do we understand UYT in the light of our theology.

Some thoughts on tacit and explicit knowledge

An important element of UYT is that the individual can learn to identify her or his unique talents (knowledge, experience, skills, belongings, relations). This often has to do with tacit, experiential knowledge: knowledge that is personal and that you may not be aware that you own and may not be aware is useful for others. Becoming aware of and learning to articulate tacit knowledge can be an empowering experience.

Explicit knowledge is knowledge that is articulated and documented and can be accessed by others - and communicated through books, articles, and other media. The UYT Knowledge Development Project in 2012-2015 played an important part in creating explicit knowledge about UYT, something that has been very useful in the spreading of UYT to others. The research projects linked to UYT are also doing this. The international conferences of the UYT-IP provide a space where individuals from different context can have the opportunity to transform tacit knowledge to explicit knowledge - knowledge can be documented and shared.

5.2.3 How universities and university colleges could work together to promote research and develop theoretical perspectives linked to UYT
The academic workshops that began in the UYT Knowledge Development Project and has continued in the UYT-IP has built up a platform for continued work to promote research and development on UYT. These academic workshops create a network of people from both already active churches, faith-based universities, and university colleges and those who are new to UYT. The number of institutions represented in the academic workshop has grown from just a handful to over 25 in the last 2-3 years.

The workshops have brought together people from different contexts who have exchanged important knowledge about UYT and shared experiences on what efforts they are making towards UYT training and research in their institutions. The academic workshops have also given attention to the development of UYT training program; this provides an opportunity for program developers to gain access to experience and knowledge from different parts of the world.

For the individual researcher, the academic workshop is an opportunity to present their work and receive feedback from peers. Academic papers at bachelors, masters and PhD research levels have been presented.

5.2.4 What the role for mission partners is in this approach
Interview respondents were asked how they thought the role of the mission partners would be affected when a partner church works with a UYT approach.

Most of those who answered this question made reference to the financial aspect of the relationship.

This topic can be linked with the dependency syndrome on both mission partners.

Some respondents foresee a dilemma where both parties have a dependency on one another and are struggling with UYT approach and their future role. One respondent said, "Some of the mission (funding) partners may be uncomfortable with UYT because one of the things that make them come to help are problems. If there are no problems to solve, it may not be good for them. Even us locally, if I embrace it then I lose the financial help".

Others reflected on the relationship or partnership aspect. One respondent stated that, "there was an indication for a better relationship in the future given that both have an objective of good management." One of the Norwegian partners reflects on the fact that funding large projects is often linked to difficulties in financial administration and as a partner you have a control function. This interferes with the relationship. With UYT there is more focus on motivation than on control

UYT is a platform for new and improved partnership policies.

One partner in Africa reflect on the continued desirability of larger development projects in some sectors, but that it is important that these projects are not carried out in a way that destroys local ownership and other aspects of UYT.

There seems to be a shift happening among the Norwegian mission partners, where they envisage that the possibility for funding larger projects will decrease, and a desire to even more support self-reliance in their partners. The Norwegian partners involved in using the UYT approach have started introducing their partners to the approach.

Some partners have been talking and sharing with mission partners in Norway about UYT and their thoughts about it. Partners on both sides are still important because they have different gifts and roles to play.

5.2.5 Synergies when UYT is promoted through other projects supported by Digni

The ToR asks the evaluation to take into account if UYT has been promoted through other projects supported through Digni, and if there might be synergy between these projects and UYT-IP.

In Madagascar, Digni is supporting an organisation development project called 'Empower FLM', which is now in its second phase, 2018-2022. The project has two components; one is leadership and management development in FLM, and one is Use Your Talents. In the UYT component the focus is on the development committees, FANILO. This set-up, with two project components, was the same in the first phase of the Empowerment project.

The project has made it possible for FLM to introduce and start to consolidate UYT throughout the country. This has been done by establishing and supporting the maturing of development committees at all levels of the church, and by training pastors and other leaders in UYT.

For the UYT network, FLM Madagascar is a main source of inspiration and of practical experience in starting, developing and sustaining UYT in the church. FLMs active participation in the UYT IP activities has made it possible for church representatives in other countries to connect with FLM, and to learn from them. For FLM, this exposure of UYT to other churches - and the interest it has generated - is something that is likely to enrich and boost the continued development of UYT within FLM. Through the experiences of the other churches which are starting to implement UYT, FLM too is learning.

In EELC in Cameroon, Digni is supporting an organisation development project called 'Leadership Capacity Building project', 2018 - 2021. It has similarities with the Empower project in Madagascar, in that it has a focus on leadership and that it has a component of Use Your Talents. In Cameroon, UYT is still a new concept in EELC and main parts of the UYT component is to bring awareness on UYT to all congregations, train leaders in UYT and to establish development committees in each congregation. The project has financially made it possible for EELC to introduce and start to implement UYT nationally, which has provided momentum to the process. Although UYT is a specific

component of the project, the whole project is influenced by a UYT approach; topics of self-reliance for the church, and discussions about problematic dependence on external support have been put on the agenda for the church leadership. Linking UYT to church organisation development projects, or capacity building projects in the church, has in the case of both Madagascar and Cameroon positively contributed to project results.

These two UYT-related projects have been running at the same time as the UYT-IP. Project Leaders and others engaged in the projects has had an opportunity to also participate in the UYT-IP activities - learning new things to implement in their home contexts and gaining experience and confidence by sharing their work with others. The processes in Madagascar and in Cameroon have enriched the UYT-IP.

There are other examples of development projects funded through Digni, for example UMC Norway is funding projects in Zimbabwe. Through UYT training, agricultural projects are now introduced on farms and gardens owned by the schools.

Digni funding has been instrumental in supporting the spreading of UYT to countries outside of Madagascar; e.g. by making it possible for Digni member organisations to apply for funding for church representatives from their partners to participate in UYT conferences and workshops.

5.3 Change and obstacles

Introducing UYT in the context of the church or in a local congregation is a change process. Something *will* be different. Something is *expected* to be different as a result of activities.

Interview question 'What changes has Use Your Talents brought about in your church and community'
Behavioural change: people collaborate more, contribute more, there is more commitment and engagement, there is less individualism. There is more willingness to lead when leadership is connected to talents.
There is more awareness in members about the role of the church in social development. There is more activity in social development; income generation activity, collaborative agricultural activity.
One respondent says that UYT has challenged the church to reach out to communities.
Communication amongst church members has improved.
Pastors and other church leaders are beginning to refer to UYT more.
From Madagascar, respondents report on changes at community level through UYT action; better roads, better roofing, more restrooms.

What has contributed to change

The question about what has contributed to change was not asked directly in the interviews, but responses during the interviews, and information in the project documentation reflect some of the matters that has contributed to change.

- The push of the pain of dependency. Not wanting to be dependent on external funding. One respondent said, 'Most people don't realise that waiting for external help is a burden.'
- The pull of experiencing the positive results of identifying and igniting local resources.
- Recognising UYT in the way the church is already working with social development.

Becoming intentional in introducing and developing UYT through awareness raising, having key individuals championing UYT, training, mainstreaming UYT in all the activities of the church, purposeful organising, and being practical, owing what you do, are additional elements that have contributed to change.

Obstacles to change

The interview respondents were asked about what obstacles they have encountered when implementing UYT. The obstacles can be of different character; practical, psychological, cultural, professional:

- Mindset - it takes time for mindsets to change, so there is need for patience. Mindsets of seeing limitations in life, of expecting help from others
- Doubt - people doubt the UYT approach
- Misunderstandings when groups are working together
- People get UYT training, but then they do not practice
- People think that those who are introducing UYT are sponsored from abroad with much project funding that they do not want to share
- Cultural and gender challenges; e.g. women excluded from leadership, men not involving themselves in voluntary group activities
- Lack of holistic approach in the church's teachings
- View of leadership. In some contexts, the leaders are expected to do everything. In some contexts, leaders do not trust members of followers to do anything.
- International development NGO behaviour that continues to teach people to be receivers.
- Pastors who are not convinced about UYT, even though the church officially has adopted the approach.
- Practical and financial limitations, such as start-up funding for projects, financing follow-up of UYT activities (travel costs)

None of the respondents are mentioning that these obstacles are stopping the work. The impression is rather that it merely slows down the work. Many of the obstacles are linked to mindset, and this takes time to change. One of the respondents said that to influence mindset you need to be intentional. Meaning that you need to understand that you are working with mindsets, and that this takes time, so you need to come back with the same message time and time again.

Reflection regarding the issue of doubt in UYT

Doubt in UYT can be a reflection of dependency. If a person is used to waiting for outside assistance rather than acting on his/her own to influence the

situation, then believing in the yet unknown results of a new approach where you yourself is the key actor is difficult. The results of UYT are not immediately seen but comes with work and with time.

Doubt can also stem from fear of losing the external support, which some see as a security.

Another aspect of this is if you are in a desperate situation in life and all your energy goes to just keeping your family above water, then being asked to make one more effort and it is for something unknown to you, it may be more effort than you have in stock.

Obstacles in the light of the UYT characteristics

It is worth noting how the obstacles reflect the UYT characteristics. UYT is an approach for asset-based development work - a work for change. This change challenges existing power structures, behaviour, and mindsets and each of the seven UYT characteristics in some way or other confronts these.

Start with the resources - people's mindsets prevent them from seeing their own resources. People doubt that they have resources.

Actors - the members of the community and congregation are the actors. People are used to external organisations as donors, and themselves as being receivers. Members are used to being led by leaders - whether or not the leaders are competent - or expecting leaders to do everything.

Integrated in congregational life. A theological challenge. Some pastors and other church leaders are not convinced that the church should involve itself in development activities.

Voluntary work - the belief that activities should be paid, that there is someone out there who holds a lot of money and should pay for something to happen.

Networking - not being used to sharing or collaborating with other. Not recognising or not realising that you have something to share, or not seeing value in others.

Sustainability - some of the obstacles are linked to a learned dependency on external donors, and expecting payment from some outside source, that is beyond the control of the church, congregation, or community.

Ownership - people are not used to taking ownership of their own change processes, they are waiting for leaders, or waiting for external help. There is doubt that UYT can make a difference.

6. Use Your Talents, Dependency and Development

The ToR invited the evaluators to provide some reflections on how is UYT a way out of dependency syndrome and on how UYT can be a contribution to the general discussion on development approaches.

Use Your Talents and dependency

In the interviews, the respondents were asked how UYT can be a way out of dependency. The responses and information in project documents reflect that dependency is viewed from different angles; economic, psychological, and sociological, and is approached at different levels; individual, church, and community.

Change of mindset

Dependency has psychological effects on people, which can affect peoples' dignity and self-esteem. One respondent observed that, "when people have been dependant for a long time, they despise themselves and all the resources they have, they only think that good things come from abroad not locally. UYT shifts this traditional mentality therefore breaking the dependency cycle." The UYT approach is promoting a change of mindset. Teaching people to value themselves and their resources is a big step to break away from dependency.

Resource mapping

Resource mapping, which is an important method UYT, is an eye-opener because it presents opportunity to approach development from an optimistic perspective of starting with the existing resources. For example, In Madagascar UYT helps to identify and mobilize resources through the FANILO system set up at all levels of the church which gives people the opportunity to see and validate available resources. One respondent said, "identifying local resources can bring change in things and break the need for external help if people can use what they have to create wealth for themselves."

Networking and creating groups

Creating groups according to their talents is a platform for supporting one another and creating income generating projects. Through training and sensitization people are convinced to use their talents and local resources. Networking connects people's resources and experiences.

Ownership and sustainability

UYT strengthens ownership and sustainability of projects. In most cases, ownership and sustainability becomes a challenge in donor funded projects when the funding of the project is withdrawn. UYT makes the people actors who initiate their own change using the local resources, therefore increasing the probability of making the projects sustainable. One respondent mentioned that the church had a new policy from the head office to create sustainability of church projects by not depending on external funding. This

policy came in place because several projects that started through external funding ended as soon as the funding stopped.

Use Your Talents' contribution to the general discussion on development approaches

Here we have chosen to offer some reflections on UYT in relation to some themes that often are challenging in international development cooperation, and where UYT is offering an alternative way of working.

Trust

A development approach that is focusing on identifying and validating local resources and on putting these to work will most likely build trust in the local communities' ability to work for change.

Sustainability

The implementation of UYT in different church contexts is often strategically developed to achieve different aspects of sustainability, for example:

- Organisational sustainability; development committees are created at all levels in the church
- Professional sustainability; members and leaders are trained in the UYT approach
- Ideological sustainability; there is theological reflection taking place, and UYT is integrated in teaching in the congregation, in bible schools and in theological colleges
- Financial sustainability; UYT contributes to resource mobilisation for the church, UYT activities are incorporated in the ordinary activities of the church

Knowledge - whose knowledge counts?

UYT validates local knowledge and helps articulate tacit and experiential knowledge.

Ownership

With UYT, congregation members and community members are initiating, planning, and implementing projects identified by themselves. This strengthens ownership and probably also local accountability.

7. Some concluding remarks

Institutional impact

Church leaderships have taken formal decisions to implement UYT and policies are being influenced by aspects of UYT. Organisational changes have been made, either by introducing new structures (such as development committees) or including UYT in existing structures.

There are regular gatherings and trainings related to UYT happening in and through the churches. Pedagogical institutions linked to the churches have begun to integrate UYT in theological education and other courses.

There is an international network of churches and institutions actively involved in sharing experiences and further developing UYT.

These are quite extraordinary results, remembering that UYT was introduced to new churches only a few years ago.

The example of FLM Madagascar, and the way UYT has been conceptualised and introduced to new churches - in a participatory and learning way - have had a decisive influence on this result. It has been a combined practical and theoretical approach; which has enabled those who participate to see and to reflect and come up with their own ideas and contributions.

The implementation examples that we have seen in this evaluation process show evidence of four steps that is important for sustainable change:

Awareness	Capacity	Action	Support structures for change
<p>We create awareness and belief that change is possible through our own efforts and using our existing resources.</p> <p><i>We WANT TO make change happen!</i></p>	<p>Through training in UYT, we increase capacity for change.</p> <p><i>We CAN make change happen!</i></p>	<p>We arrange gatherings, we mobilise, we start development projects.</p> <p><i>We DO - we make change happen!</i></p>	<p>Through networking, organising development committees, making strategic decisions at policy level, developing material, creating educational programs about UYT in our theological institutions we create support structures for continued change.</p> <p><i>We CONTINUE to make change happen long-term.</i></p>

UYT has promoted gender equality in various ways. It has contributed to change of mindset when it comes to gender roles and responsibilities, provided a platform for all members to participate by their abilities, it has broken gender barriers in careers. The creation of women-led savings groups has contributed to economic empowerment for women. Gender equality does however not come automatically with the UYT approach.

When UYT is introduced to new churches and institutions, there seems to be an immediate pull; they want to know more, they want to become engaged in UYT. The churches who have been involved in UYT for some time, have gained experience that they are sharing through the UYT network.

There is much interest and energy in the UYT network for continuing the process of further developing UYT; spreading it to more churches, researching, creating training programs and material.

UYT addresses the issue of dependency proactively; raising self-esteem, and trust in self and in the ability of the local community to be able to influence its future development.

8. Recommendations

The following is a blend of recommendations and suggested actions to be considered. They are not presented in any particular order of importance. When planning, it is useful to bear in mind the four steps of change that were introduced in section 7 in this document - Awareness, capacity, action, support structures - and identify where you are in the process, and what steps you need to focus on in order to move forward.

Recommendations in relation to a continued Innovation Project

The strategic methods used in the UYT-IP project have been relevant and useful for the continued development and spreading of UYT. We would recommend that these main methods continue in a next phase of the project, and that desired goals are set for each method to guide and focus the work - bearing in mind where you wish to be with UYT in 3-5 years' time.

1. Academic workshops

- 1a. Complete the work of development of UYT modules for
 - Pastoral training in universities, theological colleges, bible-schools
 - Short courses for training for other groups in the church
- 1b. The online course project for UYT should be continued.
- 1c. Continue supporting the sharing of experiences between institutions which have started implementing UYT modules and those who are still at a planning stage or have not started yet.

2. Annual conferences - the UYT network

As the UYT network grows, geographically and in numbers, it may not be possible to always gather representatives from all the members of the UYT network in one conference. Discussions about starting regional networks have already started, such regional networks should be encouraged, and supported by the UYT-IP during a start-up period, for example by support to regional coordinators and regular conference costs.

3. Regional training workshops

In order to support implementation of UYT in more churches and in more countries, there is need for training of local UYT coordinators. This could be done in regional training workshops, which could be followed-up by support and experience sharing in regional conferences.

4. Continue to enable study visits

UYT is a practical approach, therefore visitations and sharing experiences play a big part to introduce people to the approach.

5. Strengthen online communication and sharing - The UYT website

- 5a. There is a need for informative material about UYT, within the UYT network and for others who are interested in the approach.

Resource documents on UYT should be made available on the UYT website; for example

- Introduction to UYT
- How to do a first UYT-workshop (for example: how to invite, who to invite, inviting strategic people, how to introduce UYT etc)
- A suggested program for a start-up UYT workshop
- How to do asset mapping
- Example of UYT activities in congregations and communities

5b. The UYT website can also be a focal point for a UYT Community of Practice.

5c. Consider creating an international editorial committee for the website

6. Develop UYT resource material and capture experiential knowledge linked to introduction and implementation of UYT

Through the KDP, the experiences of FLM Madagascar was conceptualised together with three other churches. This articulation of UYT has been useful for the further development of the approach, and for spreading it to others. There are more areas of experiential knowledge that can be the basis for resource material regarding UYT, for example:

6a. The methodology used during the UYT-IP project - with the various workshops and conferences - are important experiences linked to the UYT approach which merits a process of articulation and knowledge development.

6b. There are other areas of experiential knowledge that has been gained through UYT that is of value to capture and articulate, for example

- How to create and maintain development committees in the church
- How to inspire and maintain voluntarism

6c. Develop some short videos to introduce UYT; what is UYT, and some short testimonies from practice.

7. Develop a group of UYT mentors

Develop a group of UYT mentors, women and men, who can establish contact with those who are starting to implement UYT in their churches or congregations.

Recommendations to denominations who want to develop a UYT approach in their congregations

1. Bring awareness to, and train leaders

1a. Church leaders are key people in the implementation of UYT. Therefore, training the leaders from the higher level to lower levels involving all group leaders is important in introducing UYT. In the trainings start with resource mapping as a tool that moves people to start thinking development from an asset- based perspective instead of needs.

1b. The church leaders should not only attend training within four walls. The training should include visits to places where UYT is practiced successfully.

1c. Challenge leaders and all who attended the introductory workshops to be role models after the trainings. Leading by example helps to explain the approach since it is a practical approach

2. Use experienced UYT trainers

2a. Use competent trainers who have been working with UYT approach for some time to share their experiences which will include challenges and how to overcome them.

2b. While introducing UYT contextualize it. Try to use the locally available examples in the community of what can with UYT before bringing in far-fetched examples from other contexts.

3. Establish pilot sites

It is useful to set up some pilot sites (pilot congregation, pilot development committees, pilot regions etc) to lead, be examples and share experiences with others. The pilot sites can be laboratory places where tools, material and methods linked to UYT can be tried and evaluated, to be used in other settings.

4. Think strategically about sustainability of UYT

Introducing and implementing UYT takes time. It includes influencing people's mindsets, asking people to believe in something new, and where results are not immediate. For long-term sustainability of UYT in the church it is useful to consider

- Ideological sustainability: introduce UYT in theological training
- Organisational sustainability: create development committees at all levels of the church
- Professional sustainability: arrange for key persons to have UYT training, so they can support continued awareness, training and implementation
- Financial sustainability: be intentional in promoting and sustaining voluntarism

Recommendations to partners who want to develop a UYT approach together with their partner

1. Learn together

Take time to discuss individually and together with their partners their role as mission partners in the UYT approach. This will help both parties to understand how UYT influences the relationship.

2. Financially support partners in developing and implementing UYT

Norwegian mission partners can support their partners by facilitating access to funding and to UYT conference participation.

2a. Facilitate the development of UYT implementation projects during a start-up period, and approach Digni for project support.

2b. Enable participation for partners in UYT annual conferences and workshops by accessing special funding that Digni offers from time to time to special initiatives. Annual Conferences can be a good way to introduce partners because they meet others who have been working with UYT and who share successful stories which can challenge the new ones.

3. Use experienced UYT facilitators

The Norwegian partners who want to develop UYT approach together with their partners should use facilitators from the same local context who are already using the approach to introduce and share experiences through seminars or other trainings.

4. Influence the project application process

The project application process in international development, such as with Digni and Norad, does not always support a UYT approach. Mission Partners could use their role in Norway to advocate for project applications process that are influenced by the characteristics of UYT; articulating and validating local resources and local knowledge.

Annex 1 Terms of Reference

Terms of Reference - Use Your Talents Innovation Project (2017-2020) and Use Your Talents concept development process evaluation

1. Background

The Use Your Talents Concept Development process

The Use Your Talents (UYT) concept development process started in the Malagasy Lutheran Church (MLC) in 2002. This process continued in the Use Your Talents Knowledge Development Project 2013-2016 together with Ethiopian Evangelical Church Mekane Yesus, Free Pentecostal Fellowship in Kenya and United Methodist Church in Zimbabwe as partners in addition to MLC; organised by NMS with support by Digni through NORAD grants.

The Use Your Talents Innovation Project

Use Your Talents Innovation Project UYT-IP is a continuation of the UYT concept development process and draws on the experiences and lessons learnt from the previous projects.

The overall impact UYT-IP is to see *Congregations engaged in asset-based development initiatives in their communities.*

The two main objectives for the project is to further develop and standardize UYT and to spread UYT to new churches and communities.

The main activities of the UYT-IP are

- Annual Conference
- Workshops for Universities/Colleges
- Specific training
- Workshops for new partners
- Web-site development

The main actors in the UYT-IP are churches, local congregations and theological institutions linked to churches.

The Use Your Talents approach

The main characteristics of the UYT approach are

- *Start with the resources* - The main idea in 'Use Your Talents' is to start with the resources and talents that are already present in the community and ask how they can be recognized, used and developed. This represents an alternative to approaches based on needs or rights - which focuses on what is lacking in the community.
- *Actors* - The members of the community and congregation are the actors. They take the initiative, they invite people to participate, they cooperate with others and they organize the work. In this way, they are not "participants" or "a target group" or people that "need to be involved" - all concepts taken from a traditional project approach. They are the actors.

- *Integrated in Congregational Life* - Normal development work in the church is often linked to a special development department. Often they operate quite separately from the rest of the church work. The result is that local congregations do not have the positive impact on the community that they could. In 'Use Your Talents', development work is an integrated part of congregational work.
- *Voluntary Work* - This approach is made possible by volunteers. - Similar to other voluntary church work, like singing in the choir.
- *Networking* - 'Use Your Talents' starts with people's experiences, and then asks how it is possible to learn from each other. How is it possible to create networks so that people with different resources can meet and share experiences? With development committees at all levels in the church structure active in meetings and forums throughout the year, experiences can be spread and people can cooperate across geographical borders.
- *Sustainability* - Since the work is voluntary, it means that it is possible to avoid dependence on an external partner or donor.
- *Ownership* - A very central point is: Development starts when men and women get together and organize, and through that break out of the helplessness that is very often the crucial part of poverty. They create for themselves the possibility to have an impact. In this way, this approach is an answer to one of the main challenges within development, namely, ownership.

2. Purpose of the evaluation

The evaluation is initiated by NMS and is carried out in order to generate knowledge and information that will inform further development of both conceptualisation and operationalisation of Use Your Talents.

The evaluation is also carried out in order to enhance learning amongst stakeholders; project actors, project organisers as well as Digni.

A third purpose of the evaluation is to control whether project funds are used in accordance with Digni agreements and guidelines. This applies to the part of the evaluation that focuses on the UYT-IP project.

3. Evaluation objectives and key evaluation questions

The evaluation includes the whole UYT concept development process. The objectives of the evaluation are:

Evaluation Objective 1: Assessment of the UYT-IP.

Evaluation Objective 2: Assessment of the impact of the Use Your Talents Concept Development process at institutional level

The main focus will be on Evaluation Objective 2: impact at institutional level.

The Use Your Talents concept development process has been in progress over long period of time, with many different activities, and in many different churches and institutions. Currently, 2020, there are UYT initiatives in approximately 18 - 19 churches in 15 countries. For the impact assessment of

this broad process there is a need to focus the inquiry to make it feasible. In this instance, NMS, has decided to prioritize the assessment of impact at institutional level and to select a smaller number of the churches with UYT activities.

Each of the two evaluation objectives has a set of key question that the evaluation is expected to address.

Evaluation Objective 1 Project assessment

Assessment of the UYT-IP.

Key questions:

1.1 Project relevance

Are the activities and outputs of the project in line with the overall project goal and its attainment?

To what extent are the project goals still valid?

1.2 Project effectiveness

To what extent is it likely that the project goals will be achieved?

What are the main factors that contribute to goal achievement? What are the main factors that are a hindrance to goal achievement?

1.3 Project efficiency

Have the project activities been achieved in a timely manner?

To what extent has the project been implemented in a cost-efficient manner?

1.4 Empowerment assessment using the Digni Empowerment Assessment Tool, linked to the thematic areas:

- Strengthening civil society
- Gender equality

The empowerment assessment should be described in the report and should also be presented in an empowerment assessment table, as suggested by Digni.

Evaluation Objective 2 Impact assessment

Assessment of the impact of the Use Your Talents Concept Development process at institutional level, with special focus on the churches and the institutions linked to the churches in FLM, NMS, EECMY, ELCC and FPFK (Focus area 1)

But also including NLM, UMC (Focus area 2) and other participating churches and organisations around the world and including Norway (Focus area 3).

The inquiry will be more in-depth for the churches in Focus area 1 than for Focus area 2 and 3.

By mapping and assessing change in relation to the indicators of institutional we believe that valuable experiences and knowledge can be captured that will be useful for the continuation of UYT; both when it comes to further development of the concept and for spreading UYT to more churches. The

evaluation report should include a description of the process and the results in the Focus area 1 churches and information about how activities influenced by UYT are financed.

Key questions/areas of inquiry:

2.1 Mapping of results in relation to indicators of institutional impact.

Indicators of institutional impact:

1. Formal decisions are taken in the church regarding implementation of UYT
2. Church policies influenced by UYT
3. Organisational changes inspired by UYT
4. Routines about training in UYT for different kinds of groups, e.g. pastors, children, youth, women, and other groups in the church influenced by UYT
5. Regular gatherings concerning UYT in the church or elsewhere - the main issue here is that it is regular, not one-off gatherings.
6. Regular training in pedagogical institutions; bible schools, seminary
7. Material developed; training material linked to UYT with the purpose of using it in different kinds of trainings organised by the church and their institutions

2.2 What strategies have the participating churches used when implementing UYT?

The UYT-IP included some specific questions that had been identified as areas where there is a need for more knowledge regarding UYT. Six of them were:

1. Ways to organise asset-based development work within congregations and denominations
2. Ways to promote gender equality and women empowerment
3. How to share ideas and competences between congregations and churches in different countries
4. How to integrate UYT in pastoral training and training for other groups within the church
5. How universities and university colleges could work together to promote research and develop theoretical perspectives linked to UYT
6. What the role for mission partners is in this approach

The evaluation should summarise findings and discuss practical experiences of the participating churches, especially Focus area 1, regarding these issues. The evaluation should also take into account if Use Your Talents has been promoted through other projects supported through Digni and if there might be any synergy between these projects and Use Your Talents Innovation Project. (Like Use Your Talents Project in Madagascar, Reinforcement project in Cameroon, Use Your Talents in SWSynod - Ethiopia, Tuinuane in Kenya and Chabadza in Zimbabwe.)

2.3 What has contributed to change? What has been obstacles for change?

Those who are progressing well: What is the motivation behind those who are progressing well, what challenges are they experiencing and how are they

tackling these challenges to move on. Information about this may help churches who are struggling with the process.

Those who are struggling: Why are they not progressing? What are the obstacles they are encountering and how do they tackle them?

2.4 Development approaches, and dependency

The evaluation also invites the evaluation team to provide some reflections regarding two more questions that have been included in the UYT-IP:

- How is Use Your Talents a way out of the dependency syndrome?
- How can Use Your Talents be a contribution to the general discussion on development approaches?

2.5 Recommendations

The evaluation invites the team to give recommendations on how to go on with a next phase within the innovation project. They are also invited to give recommendations to:

- Denominations who want to develop this approach within their congregations
- (Norwegian) partners who want to develop this approach together with their partners

4. Scope of the evaluation

The evaluation will cover both the UYT IP and the UYT concept development process as a whole. The evaluation will focus on case studies from a few selected churches. These churches will represent those who have worked with UYT for a long time, and those who are more new to UYT. Field visits will take place in Norway, Madagascar, Cameroon and Kenya.

5. Methodology

Suggested methodology:

- Document review. Reading all the documents that are produced within the Use Your Talents Innovation Project (2017-2020) and selected documents from Use Your Talents Knowledge Development Project (2013-2016) and Use Your Talents Project in Madagascar (from 2008 until now)

Interviews and/or Focus Group Discussions with key persons in the churches; leaders and members, as well as in theological institutions connected to UYT

6. Evaluation team and organisation of the evaluation

The evaluation team will be composed of two external members - of which one will be Team Leader - and one internal member.

The team will participate in elaboration of a final Terms of Reference together with NMS. The team will also use Digni`s Empowerment Assessment Tool in the evaluation.

The team will make a plan for their work and develop interview guides in cooperation with NMS.

The Team Leader has the overall responsibility for the evaluation design, process and report writing. The whole team will be included in all phases of

the evaluation; design, planning, field visits, analysis and report writing. All team members will not be included in all field visits.

NMS is responsible for communicating with the various churches the team will visit; and for supplying the team with necessary documentation for the evaluation process.

7. Reporting

The evaluation report should be written in English, and not exceed approximately 30 pages, excluding appendices. An executive summary should be included.

A draft report will be submitted to NMS for checking and comments. It will be sent to the NMS contact person for the evaluation Sigurd Haus.

Date	Activities
	Preparation and planning
January	Terms of Reference meeting between consultants and NMS, Oslo
March	Initial document review
March	Process planning
March	Development of interview guides
	Data Gathering
March	Interviews in Cameroon
March	Interviews in Madagascar
March - April	Other Skype interviews
March - April	Document review
	Analysis and report writing
April	Development of framework for analysis
April-May	Analysis and report writing

Annex 2 Schedule

Annex 3 Persons consulted

Madagascar - FLM

Mr Alfred Rasamimanana, FANILO National Coordinator
Mr Antoine Andriambonimihanta, UYT National Leader
Mrs Eveline Rasoanomenjanaharijaona, Women's assoc. representative
Mr. William Joseph Ranaivomanantsoa, FANILO Synod Coordinator
Pastor Randrianarivonirina Dieu Donné, District Leader
Mr Frederic Randriamanarivo, FANILO Synod Coordinator
Dr Lotera Fabien, Dean and Lecturer, SALT
Dr Jean de Dieu Rafalimanana, Lecturer, SALT
Mrs Hanta Rasoarimalala, FANILO District committee
Pastor Kotobeso, Synod President
Ms Zo Rakotoarison, Researcher VID

Cameroon

Mgr Ruben Ngozo, National Bishop of EELC
Mr Oumarou Batouri Raphael, General Secretary, EELC
Mr Bassane Jean Christophe, Project Leader PRCL, EELC
Mrs Mboudga Bernatte, Assistant at the Directorate of Christian Education, EELC
Mrs Bessane Brigitte, Regional Leader of FPC/EELC
Pasteur Ngneslong Jean, EELC Pastor at the West Region in Bankim
Mrs Djoulde Vincente, Synod Board Member EELC South East Region
Pastor Franky Ndjenaar Songsare, Pastor of Dschang, South Region, EELC
Mr Ousmanou Dan Adjimi, Church member, EELC South West Region
Pasteur Ngnitchefe Pierre, Regional Bishop of the West in Bankim, EELC
Mrs Yagane Rose, Bursar at CLON, EELC
Mrs Marie Bakeu, Leader of Sunday School, South Region in Yaoundé, EELC
Mr Yaboya André, Regional Secretary at the North West Region in Poli, EELC
Pastor Masnel Siméon, Regional Bishop of the North Est in Tchollire, EELC
Pastor Wayale Philemon, District Director in Maroua, EELC
Mr Hamidou Djoulde, Former General Secretary of EELC
Mrs Mouto Kalla Marie Liliane, President of the Development Committee, UEBC, leader of the women's group in the congregation
Mrs Dadge Angèle, Leader of the Sunday School, Treasurer of the Evangelisation Committee, EFLC, Ngaoundéré
Pastor Hamana Lucas, EFLC Burkina Parish in Ngaoundéré
Mr Boubba Amos, Chief Financial Officer, EFLC
Pastor Haman Luc, Pastor, Vice President of UEBC in Maroua
Dr Deouyo Paul, Lecturer at the ILTM
Mr Amos Ounsoubo, EELC, UYT-IP Project Coordinator

Kenya - FPFK

Walter Andhoga, General Secretary FPFK

Rev Jonah Kitur, Senior Pastor FPFK

Rev Stephen Makwae, Principal, Karen Christian College, FPFK

Ethiopia - EECMY

Galunde Waketa, EECMY, UYT-IP Project Coordinator

Zimbabwe - UMC Zimbabwe

Rev Margaret Macheke, UMC Zimbabwe

Rev Daniel Mutidzwana, UMC Zimbabwe

Norway

Lise Kyllingstad, Mission Leader, Baptist Union of Norway

Anne Karin Kristensen, Global Director, NMS

Oyvind Aske, United Methodist Church, Norway

Elin Vannes, Development Director NLM

Maite Celeti, UYT Project Coordinator, NLM

Ingrid Straume, Project Coordinator, Normisjon

Sigurd Haus, NMS and VID, UYT-IP Project Leader

Annex 4 Documents consulted

Project documents UYT-IP

Project Document and Global results Framework
UYT-IP One-year extension
Annual Conference reports
Academic Workshop reports
Annual Project reports to NMS
Annual Project report to Digni
Annual Project activity reports to UYT network
Introductory workshop reports
Special training reports
Financial reports

Project documents UYT Knowledge Development Project

Project Document
Start-up workshop report

Other documents

Documents and reports related to UYT and the Empower FLM project in Madagascar

Reports related to UYT from CBCN, Congo

Documents and reports related to UYT and the Capacity Building project in EECL, Cameroon

Utilisez vos talents, Guidebook for Sunday School, published by EECL, Cameroon 2018

Use Your Talents - the congregation as primary development agent, published by Digni 2017

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Snow, Luther K., The Power of Asset Mapping, The Alban Institute 2004

Wenger, E., Trayner, B., and de Laat, M. (2011) *Promoting and assessing value creation in communities and networks: a conceptual framework*.

Rapport 18, Ruud de Moor Centrum, Open University of the Netherlands, The text cited in this report is taken from the narrative from Wenger & Traynor's video about Social Learning, <http://wenger-trayner.com/>

Digni documents

Digni policy for evaluation
Digni Empowerment Assessment Tool

Annex 5 The UYT network

Some of the churches and institutions in the UYT network.

- Malagasy Lutheran Church (MLC/FLM)
- Free Pentecostal Fellowship Kenya (FPFK)
- Ethiopian Evangelical Church Mekane Yesus (EECMY)
- United Methodist Church - Zimbabwe
- Evangelical Lutheran Church of Cameroon (EELC)
- Union of Evangelical Churches in Cameroon (UEEC)
- Brethren Lutheran Church of Cameroon
- L'Église Fraternelle Luthérienne au Chad (EFLT)
- Evangelical Lutheran Church in Central African Republic
- Evangelical Lutheran Church of Tanzania
- Evangelical Lutheran Church of Kenya
- Mission Evangelique en Cote d'Ivoire et Mali (MELCI-MA)
- Baptist Community in Northern Congo (CBCN)
- Thailand Evangelical Lutheran Church
- Mission Evangélique Luthérienne au Mali (MELM)

- Mekane Yesus Seminary, Ethiopia - EECMY
- Karen Christian College, Kenya - FPFK
- Lutheran Theological Institute, Madagascar - MLC/FLM
- Protestant University of Central Africa - Cameroon
- VID Specialized University - Norway
- St Paul's University - Kenya
- Africa University - Zimbabwe

- Baptist Union of Norway
- Normisjon
- Norwegian Mission Society
- Norwegian Lutheran Mission
- Norwegian Pentecostal Mission