UBELE
SOCIAL LEADERSHIP PROGRAMME

STRONGER COMMUNITIES THROUGH TRANSFORMATION LEADERSHIP

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Ubele's Social Leadership Programme (SLP)

Background and context

This report was commissioned as part of the Awards for All funded programme that Ubele Initiative (hereafter Ubele) was successful in securing in 2014/15. The programme ran between January and December 2015. Ubele's aim is to develop and foster relevant intergenerational change informed by the values of collective responsibility, economic sustainability and resilience. The focus of this particular project was to transform and strengthen communities through developing the capacity and competence of 'community leaders'. The project sought to recruit 20 volunteers, to be trained as *'facilitators of change'* within their local communities so as to transform those communities.

The project's overall objectives were to:

- Train community change agents to deliver community facilitation and empowerment processes including mapping, research, evaluation, campaigning skills, informing and influencing policies, mentoring and group facilitation processes;

- Undertake 'community based' practice as part of the embedding of learning process;

- Develop empowered 'leaders and effective managers of community facilities'.

Why the project was needed

Communities, especially over the past five years since the collapse of the banks and the wider economic fall-out, has been fragmented with many struggling to come to terms with a new realism (i.e. high priced housing, unemployment and heightened community tension arising from immigration amongst others). Within the black and minority ethnic communities (BAME), for example, the original group of African Caribbean community based leaders worked tirelessly between the 1960's and late 1980's fighting against social injustice and discrimination; they campaigned and voiced community concerns, pushed for access to community resources and held failing systems to account. This first generation of community based leaders are now aging, retiring, returning to their countries of origin or simply dying. For many of those leaders who remain today, their knowledge, skills, experience and contribution need to be transferred to a new generation of emerging leaders before it's too late. 'Stories' emerging from within the African Caribbean community suggest that there is a growing level of concern about the future and the longer-term sustainability of community based organisations.

Studies continue to show that people from BAME groups are much more likely to be in poverty (with an income of less than 60 per cent of the median household income) than white British people. The Wealth and Assets Survey (2009), for example, revealed that the 'average white household' had roughly £221,000 in assets, black Caribbean households had about £76,000, and black African households £15,000; according to the ONS Labour Force Survey (2013), 7.3 per cent of White people, 15.5 per cent of Black (African or Caribbean) people and 17.3 per cent of people with mixed ethnicity, of working age (16-64), were unemployed and 45 per cent of black males aged 16-24 were unemployed compared to 21 per cent nationally; research in 2013 indicated that black people detained under mental health legislation are 29 per cent more likely to be forcibly restrained than white patients and that they are 50 per cent more likely to be placed in seclusion and more likely to be labelled as psychotic.

Theoretical Framework and Change Process guiding the Social Leadership Programme

The Big Lottery outcome priority that the Social Leadership programme sought to support was **'Stronger communities** – *with more active citizens working together to tackle their problems.'* Underpinning the Ubele approach for change is its "Systems Thinking" methods which provides its "Theory of Change".

Systems Thinking

Systems thinking is a window or lens for looking at and engaging with natural and social phenomena. It is about recognising that natural and social phenomena impact and influence one another, creating interconnected webs of relationships that form systems and sub-systems. In essence, systems thinking is about realising and, subsequently, acting in a manner that takes into account the fact that both natural and social systems are much more connected and interdependent. Change in one part of the system or sub-system affects the rest of the system. At the social system level, for instance, an intervention in the healthcare sector may have an impact (positive or negative) on education, population growth and agriculture. Within the healthcare (sub) system, an intervention at the policy level, may affect the way medical resources are acquired, distributed and consumed. At its core, the Social Leadership programme, sought to enable 'facilitators' to acquire the skills for thinking and acting in a way that is cognisant of systems principles and dynamics and by acquiring these skills better able to support and mentor 'community leaders'.

Theory of Change

While many individuals, organisations and communities thirst for change, they often lack two key ingredients to change: (1) leaders who convene the right sets of players (frontline people who are connected with one another through the same value chain), and (2) a social technology that allows a multi-stakeholder gathering to shift from debating to co-creating the new. For the first ingredient, the Social Leadership programme will enable 'facilitators' to acquire the skills of how to collaboratively convene and lead multi-stakeholder and cross-sectoral opportunities so that those they are supporting can tap into the leaders' experiences and wisdom. For the second ingredient, the Social Leadership Programme offers the social technology of Theory U or the U-Process, which is not only well thought out by credible academics and practitioners, but has also been tested and proven in numerous and diverse scenarios with phenomenal positive results[1]. It is through the improvement of the leadership qualities within communities, to build stronger resilience, so as to facilitate social change and transform community based facilities and organisations, through the development of facilitation skills of at least 20 'change agents' working with up to 5 'community based organisations' to effect organisational development changes.

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[1] See the work of REOS and Partners. See also Appendix 1 for a brief summary of implication for the Ubele approach.

What did the project achieve?

The outcomes envisaged mapped across the broad activities and reported impact results are captured in the below summary overview:

Anticipated outcomes	Activities	Achievements[2]
Develop the competence and change management facilitation skills of participants in using the 'Theory U' change model to transform and develop leadership skills.	Strand 1: Community Empowerment Leadership programme: - Residential - Stand-alone workshops/seminars (incl. European funding/fund-raising awareness modules) - Learning Visits (incl. International learning visits)	18 participants involved in the U-Process training programme; 15 'community leaders & facility managers'; Feedback from participants indicate acquisition of 'facilitation skills': *"…value of social innovation as a tool that can be used to progress community agendas and come up with innovative solutions."* (Facilitator) *"…Personally I have learned to allow and trust other people to take the control of tasks and projects. Communication channels and networks are key to mobilising the community."* (Organisation Leader)
Increased organisational capacity of failing voluntary and community organisations as measured by the Capacity Assessment Schedule (CAS).	Strand 2: Placement and practice (x5 organisations) Updated web-site and digital platform. Development of an electronic database of members and local, regional, national and international organisations.	10 Facilitators used across 5 organisations linked to: - First Steps - Our Place - COMA Through working in partnership with Locality, we reached new organisations through events, conferences and targeted groups in need of support (N = 70). Arising from two key 'community conversations' on community asset developments (Karibu Centre and Bernie Grant Arts Centre) 10 African Caribbean led community organisations across London applied to

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[2] See Appendix 2: overview of the evaluation framework

		Locality and Community Development Foundation for support (50:50 across North and South London). Revamped website with new data-base developed, with an evolving interactive 'on-line map' of African Caribbean community assets.
Improved community based programmes that are appropriate and relevant to the needs of local communities.	Community asset assessments and support sessions: - Setting up new governance and organisational formation; - Business planning process and implementation; - Fund-raising support, information and guidance; - Programme and capacity development.	"…Not really knowing what it was we needed to know. It has taken us a few sessions to get to where we needed to be or to know what to ask for." (Organisation Leader) *"…The need for community to develop own ways of measuring impact which relate more closely to how each group in the community characterizes itself."* (Organisation Leader)
Improve participation and access by 25% of each organisation supported	Follow up sessions to take place 3mths post involvement.	*"…early days yet."* (Organisation Leader and Facilitator)

Programme activities and results

The U-Process is a tool for bringing about profound change at individual, organisational and community levels. The approach was to deliver a programme based on:

- Strand 1: Community Empowerment Leadership (i.e. residential approach coupled with stand-alone workshops, seminars and learning visits)
- Strand 2: Placement and practice (x5 community based organisations identified as at risk of closure and/or newly established but requiring support).

Appendix 1 provides an outline process map of how the parts of the U-Process is applied. There are 5 main steps to the process, against which training was provided. In broad terms, the steps/features 'Facilitators' were trained reflected the following:

Step 1: Common Intention: Using the facilitated techniques of deep listening and dialogue, participants discovered common intent (e.g. wanting to establish a line of business or an enterprise that will contribute immensely to the well-being of communities or society; it

might be about a social action that will address critical issues such as health, employment, climate change, or crime, among others). This phase included:

- *Learning about "Self":* participants introduced to techniques of self-awareness and the impact they have on other people; how to collaborate with others in order to generate results that individual might not easily realise; introduced to a methodology for solving complex challenges and driving innovation.
- *Field challenge:* participants divided into small groups and given a community challenge to solve; using the 'Self as an instrument for change' and applying the techniques for innovation and solving complex challenges. The aim was enabling participants:

    • To experience what it takes to collectively solve challenges
    • To strengthen team membership and responsibility
    • To taste what success looks like in innovation

- *Getting ready for sensing:* Having completed the field challenge, facilitators came together to share their learning on innovation and solving complex challenges. They were then introduced to the practice of "how to sense the field" in order to see where opportunities and solutions lie.

Step 2: Deep Dive – Learning through observation: After learning about "Self" and the tools for innovation and how to solve complex challenges, participants were encouraged to go out to practice how to suspend seeing 'things as usual' (i.e. enabling the participants to access new perspectives or new data). It is in the ability to access new data wherein lies the 'keys' for change - introduced to new methods for social research and go out to meet people and observe what is going on in the world.

Step 3: Presencing: Upon returning from the deep dive experience, participants come together to make sense of the learning they had gathered during the Deep Dive phase. The sense-making is conducted using processes and socio-technologies that enable learners to see the systemic forces and patterns behind the data and experience they observed during the experience. After making sense of the information and experiences, participants engaged in reflecting on what has been learnt (i.e. "co-presencing") in order to allow new insights or inner knowing to emerge. This has the potential of leading to the discovery of new possibilities.

Step 4: Prototyping – Learning by doing: From the insights emerging at stage 3, some of the insights or ideas are selected for prototyping. Prototyping is the disciplined way of selecting a small and yet representative part of the desired change (also known as microcosm) that is then implemented in order to gain deeper knowledge and understanding of how the larger transformation or change may happen. Prototyping is also referred to as 'exploring the future by doing'. Prototyping is different from piloting in that it is the art of learning by doing as a result of having selected "representative" points of a system that can teach a lot about how the new situation might look like if change or innovation took place. Prototyping helps to reduce the wastage that often goes with piloting. There is one key difference between a pilot project and a prototype: while a pilot project is often the step before the project is scaled-up, a prototype is guided by the notion of "fail often sooner, in order to succeed early". Failure of a pilot project usually comes with 'loss of face' while failure of a prototype tends to reflect the principle of innovation coming through an environment where there is room for failure. Participants come up with ideas that can help to bring about the needed change and then try them out to see if they work.

Step 5: Scale-up: Prototypes that show potential for scaling-up will be supported through mentorship. Where resources permit, promising prototypes may be financially supported in addition to mentorship.

As the time-scale over which to realise the fullness of the process was short, analysis revealed that the main thrust for support is at Step 3[3]. This is also a stage where organisations, wanting to move quickly, often gets 'stuck'. Feedback from Facilitators and Organisational Leaders highlighted major challenges in terms of 'expectations', capacity and solutions. For example, one organisation leader puts it thus:

Case Study 1:

We did not really know what it was we needed…. It has taken us a few sessions to get to where we needed to be or to know what to ask for. Moving forward, the support of [the local authority officer] was a real benefit in steering the content of the meetings. The funding information we were given, whilst useful for much later on in our journey, was very generic and did not concentrate [on] capital funding which was what we felt our primary need [was] at the beginning of the project!

Advice on our governance structure was suggesting a CIC whereas we are most likely to become a CIO. The most recent meeting was the most beneficial which looked at project planning, CIO's and Business plans. Legal support is now available [which] needs to be sorted in a short time frame before COMA support ends.

Case Study 2:

We were late in signing up, and as a consequence, have been playing catch up ever since. The fact that the training courses were not local made them difficult to attend.

Case Study 3:

Our main challenge has been capacity building and having enough allocated designated to acquiring evidence to support projects.

The difference the project made to those who were involved

Based on feedback from structured interviews and questionnaire responses, the following reflects some of the key impact of the project as to the difference the project has made to those who were involved**:**

1. Greater understanding of the issues pertaining to the diversity present within our community and the need to develop strategies to work most effectively with such diversity;
2. Recognising the value of social innovation as a tool that can be used to progress community agendas and come up with innovative solutions. Also, the value of

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[3] While the process implies an iterative approach, it is recognised that people and organisations move at different paces and, given the period following training and the 'practice' phase, it was perhaps not too surprising that they got as far as Step 3 as Step 4 to 5 will require a longer period which goes beyond the scope of this current funding.

   intergenerational working to spark new ideas and to ensure that lessons are learned from the past without imposing a rigid agenda from past practices.
3. Being able to deliver facilitation within the African heritage community
4. Recognition that there are some [further] skills and qualifications [that] I need...support acquiring to be more confident in community leadership as well as [being] more effective.
5. Realising that there is much need in our community; our community [is] not part of the networks to access the opportunities available; relationships [between] BME groups and statutory agencies [are] not effective. A recent quote sums this up for me: "BME community are not in the queue - they don't even know there is a queue" - sad but true!
6. Gaining skills in involving women and building their capacity and forming an awareness raising working group to lead on the planning and implementation of activities.
7. Learning to allow and trust other people to take the control of tasks and projects; that communication channels and networks are key to mobilising the community.

Wider benefits to the community

Based on feedback from structured interviews and questionnaire responses from organisations supported, the following reflects some of the emerging impact indication of the project to the wider benefits to the community:

1. Enhancing the capacity of communities to develop [their] own ways of measuring impact which relate more closely to how each group in the community characterizes itself;
2. Becoming a CIO and delivering the business plan.
3. Being able to see how we could keep the project going and to review and update goals on a regular ongoing basis.
4. Enhancing BAME women's participation in the advocacy and delivery of support services through our work to fight for their rights is [key] to our achievements and building [stronger] partnerships.
5. Developing an awareness of what's out there in terms of opportunities and needing better ways to consult and educate the wider community and begin strategizing; intergenerational work is very effective.

Conclusion

The Leadership programme sought to develop the capacity and leadership capacity of BAME voluntary and community organisations. Eight (8) facilitators were trained and engaged to work with a range of community asset owned organisations:

- 62.5% were male
- 100% were of African and Caribbean heritage
- 75% were within the 25 – 56yrs age range
- 50% were self-employed and 37.5% employed in a professional and managerial capacity.

- Sessions included not only residential but also briefings and direct engagement with community organisations such as:

  - Karibu Briefing
  - Bernie Grant Briefing
  - St Neots Residential
  - Project Mali Briefings
- Ten (10) organisations were supported ranging in size, capacity and complexity (e.g. COMA, Our Place and First Steps programme beneficiaries) . Fig 2 provides an overview of the types of issues organisations were grappling with and for which facilitators were engaged. The three highest ranking (most frequently cited issues/concerns) challenges that organisations wanted support with were:
  - Business Planning
  - Finance and fund-raising
  - Community development

The programme offered a novel approach to community empowerment leadership by:

a) Training and mentoring people to become creators of their own life opportunities rather than parachuting in 'external' experts who drop-in and then leave them to make sense on their own;

b) Offer a learning process that integrates thinking and practice into the process of learning so that learners can acquire practical skills of how to make things happen *(i.e. 'leadership' competence)*.

c) Through experiential learning built on real challenges and opportunities, participants acquire practical skills of creativity and innovation to enable them to better support those leaders engaged in the learning and change process.

The development opportunity afforded by the funding regime has enabled the organisation to identify some crucial areas of success and areas for development. First, those areas of excellence identified by beneficiaries (i.e. organisational leaders) showed:

- Effectiveness of the leadership training programme in developing facilitating skills and connecting expertise with need;

- The need for ongoing mentoring of community leaders, including being able to 'shine a light' on best practice models (i.e. Learning Visits)

- The need for community leaders to be able to consult different stake-holders in scope to the issues they are grappling with (being able to identify and put in place monitoring and evaluation processes)

- How organisations can make a difference through the skills developed through the process such as use of the creative arts and digital platforms.

- Going forward, as Table 1 shows, organisations indicated the imperatives for them beyond the duration of the funding programme; where capacity building, on-going support and fund-raising ranks high on their priority list.

Table 1: What support organisations would like from Ubele

Going forward, what will you need from Ubele?
Continued support
We need Ubele to be sufficiently funded.
It would be good to define the next steps for HCCN - half day workshop would be helpful in our view.
One to one sessions on governance, financial management and community engagement.
From the start would have been useful to look at a typical project plan and to have a shopping list of all the advice / information available along that journey. I think we are only now getting to grips with everything and ongoing support would be great to check/ advise on our documents / business plan.
Any and all support would be good
Ubele should aim to be a delivery partner for the BAME community in the distribution of various government funding
For someone to assist us with capacity building on a daily basis.
Support in fundraising, proposal writing and partnership

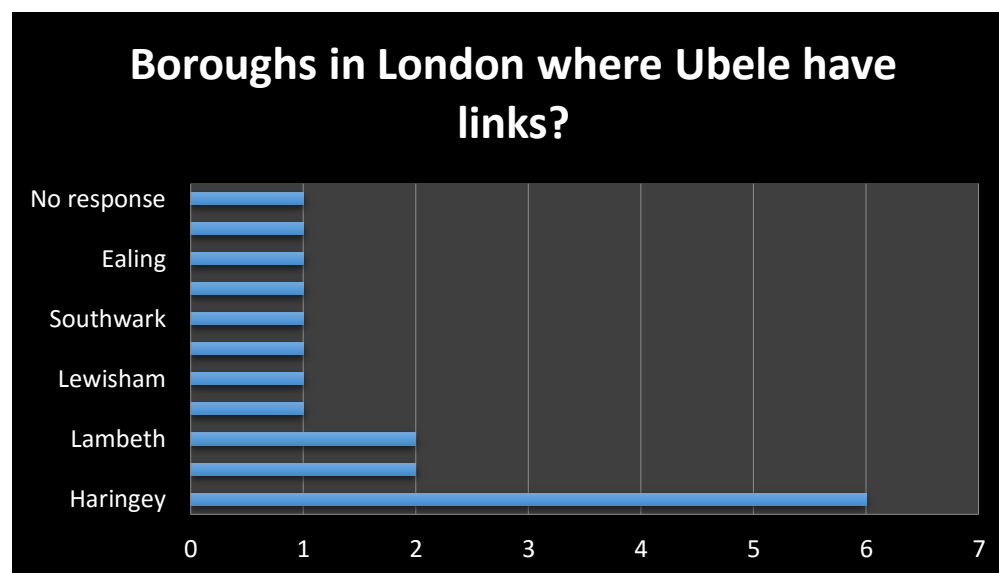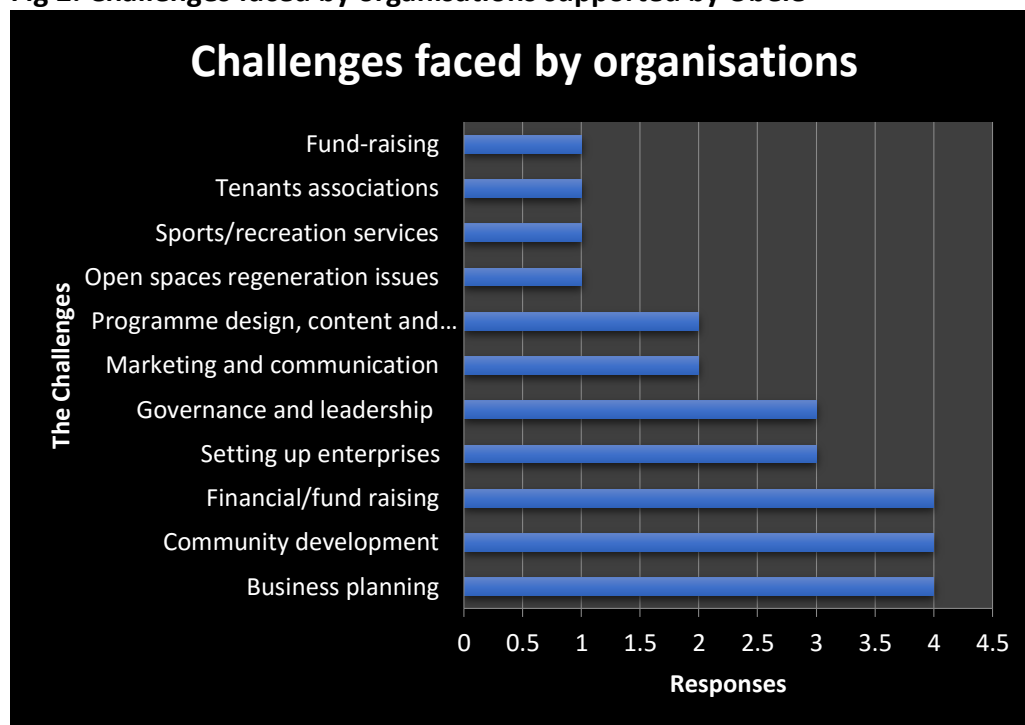**Fig 1: Boroughs across London where Ubele has links?**

Fig 2: Challenges faced by organisations supported by Ubele

Secondly, some areas needing development indicate that:

o   Because most projects are being developed by very busy community champions who need considerable encouragement to focus on their business, they will need support around securing resources, especially fund raising expertise. This is an area that Ubele does not currently offer, but may want to consider how best it can rise to this opportunity.

o   There doesn't appear to be any tangible social impact data and as such, it is difficult to grasp the true value/benefit or difference that Ubele has made with the client community organisations.

Recommendations

1.   A second cohort of support and training would mitigate against some of the administrative and delivery issues encountered in this initial piloting programme (e.g. incorporating the Capacity Assessment Schedule as part of its initial engagement with organisations so as to establish a 'baseline'; mentoring component).

2.   Secure resources to continue to support those organisations in scope to the initial programme so as to move them through to Step 5: scaling up.

Appendix 1: Conceptualisation of the Ubele approach

Turning objectives into achievable activities is built upon the '*Ubele Model',* which is based on a theory of change located within a 'Bantu' frame of reference which sees 'Guardians/Leaders' (Mantani) and 'Facilitators'(or Wantani) as the driving force for 'community' change. In the diagram below, the first two inner circles reflect community interfaces at the 'local/neighbourhood' level. Facilitators within these two spheres have a profound impact and influence on those around them. Beyond this sphere is the arena of 'wider learning', where social, economic and political systems are strong and imposes greater influence on the lives of communities (e.g. community support systems). The final sphere within the model reflect the much wider socio-economic arena at the macro level. This level is perhaps best recognised as the level of governmental policy priorities, with changes required to global and national systems and practices. Influencing this level is challenging and will take time – but not insurmountable.

Ubele prioritises work at the 'centre' (individual and community leadership level) and through this, to inform and influence the impact and work at both the 'wider learning community (or local) and at the socio-political level (national 'systems'). Key to this approach is being able to develop and implement the *'social business leadership'* programme using the '*Change Lab'* process approach.
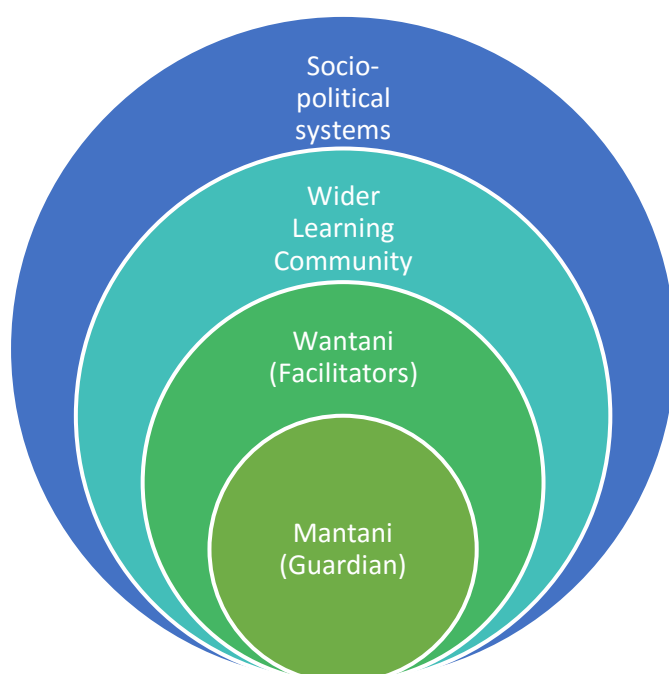
Programme delivery methods: The Change Lab model

The '*Change Lab'* approach, which is based on the U-Process, is an organisational model dedicated to incubating and growing initiatives focused on bringing about change in a complex, multi-stakeholder environment. It is a safe creative space utilising a process of dialogue and conflict, action-learning and experimentation, whereby key stakeholder within a given social system, in this case the African Caribbean community, can "discover and grow the seeds of [a] healthier, more resilient and more just social reality". The process is modelled on a methodology for addressing highly complex challenges for solving complex

problems or realising complex opportunities. It is a "social technology" for affecting situational transformation within and across the worlds of business, government and civil society. The process creates shared learning spaces within which teams of highly diverse individuals aim to operate as a single intelligence. This process model allows them to share what each of them knows, so that together they can see the whole system and their roles within it. This "systems site" enables effective individual and collective leadership. The aim is for greater clarity and connection and the co-creation of new innovations that address the most complex challenges.

What does this mean in practice?

- Lab stakeholders or participants convene as a team. Stakeholders work together to deepen their shared understanding of the current issues they wish to affect, clarify their collective intention and create innovative practical ideas for implementation;

- Out of these insights, relationships and capacities, stakeholders take actions — executing new initiatives, policies, and enterprises—that address their community based challenges;

- Individual and collective learning processes and journeys are captured in stories and emerging ideas captured.

Fig xx: The overarching Change-Lab/U-Process model

The BU Learning Journey

Kick-off Workshop - 7 days
'Self' as an Instrument, Systems Thinking, Business of the Future, Society 4.0, Journey Ahead

Graduation Workshop - 4 days
Present Prototype Results Share Key Learnings

Art of Observation – 7 Days
Techniques for Creativity & Innovation, the Art of Suspending old ways of Seeing Reality and New ways of Sensing the Field

Prototype Workshop - 7 days:
Review & Strengthening of Prototypes Case Clinics

Stakeholder Dialogues, Learning Journeys, Shadowing – 4 months

Prototyping Initiatives & Learning by Doing, Case Clinics, Action Learning Sets - 6 months

Retreat Workshop 7 days
Connecting to the Source of Innovation, Identification of Prototyping Ideas

Source: Bandu (2014), Beyond University Business School

Appendix 2: Monitoring and evaluation framework

To help determine the effectiveness of the project, data and evidence was gathered through the following processes, instruments and tools of measure:

- Application and registration systems and process (e.g. names, gender, ethnicity, residence, school, age etc);
- Session workshop records will capture attendance of participants
- Pre/post-programme assessments;
- Feedback survey (i.e. Survey Monkey and SPSS)
- Structured interviews and focus group sessions

The overarching evaluation process used both quantitative data capture as well as qualitative processes underpinned by the following evaluative questions:

1. *The difference the project made to those who were involved*
2. *The wider benefits to the community*
3. *The extent to which outcomes have been achieved (i.e. what worked and what didn't work so well)*
4. *The extent to which beneficiaries and stakeholders were involved*

Key outcomes	Monitoring and evaluation approach	
	Activities	**Strand 3: Evaluation (Verification tool/measure)**
Develop the competence and change management facilitation skills of participants in using the 'Theory U' change model to transform and develop leadership skills.	Strand 1: Community Empowerment Leadership programme: - Residential - Stand-alone workshops/seminars (incl. European funding/fund-raising awareness modules) - Learning Visits (incl. International learning visits)	'Pre/post-programme assessments' Session workshop attendance records Structured interviews/focus group sessions (incl. telephone interviews and/or on-line feedback)
Increased organisational capacity of failing voluntary and community organisations as measured by the Capacity Assessment Schedule (CAS)	Strand 2: Placement and practice (x5 organisations) Updated web-site and digital platform. Development of an electronic database of members and local, regional, national and international organisations.	Application and registration systems and process (e.g. names, gender, ethnicity, residence, school, age etc) Contact/addresses of community assets registered on data-base Case study/reports

Improved community based programmes that are appropriate and relevant to the needs of local communities	Community asset assessments and support sessions/workshops: - Setting up new governance and organisational formation; - Business planning process and implementation; - Fund-raising support, information and guidance; - Programme and capacity development.	On-line feedback surveys (i.e. Survey Monkey) Structured interviews/focus group sessions (incl. telephone interviews and/or on-line feedback)
Improve participation and access by 25% of each organisation supported	Follow up sessions to take place 3mths post involvement.	Structured interviews/focus group sessions (incl. telephone interviews and/or on-line feedback) Resources secured per organisation.

Appendix 3: Feedback from organisations supported

What have been the main challenges you are facing?	What have been the key learning points for you in terms of personal development and/or impact on the community?	What do you see as your organisation's next step(s)?
Although there is excellent support, it has become harder to find time to sit down and have one to one meetings	a) To work effectively with different people in the community and to manage expectation b) To learn from best practice and learn from other groups about what has been successful in the past	Completing the First Steps report due 26th Feb
Both of our organisations heavily rely on voluntary work. This is the only challenge we face in establishing seamless communication.	The need to hold government stakeholders to account for their responsibilities to local communities; especially grassroots community groups who benefit society by providing support services and/or managing community assets.	Afruika Bantu is the leading school within a newly formed association of supplementary schools in Lambeth. We currently have 100 pupils, 200 parents, and over 30 volunteer staff. Our next step is to secure our own community building and make applications to provide full time educational services in Lambeth.
The environment is challenging and daunting pressures re: rent and short leases make time available very short but the need to engage is great.	Personal development: xx always gives constructive feedback. Impact on the community: Long-standing efforts to unite and overcome differences amongst community centres have largely been successful, evidenced by regular meetings	We are aiming to secure a community asset and be part of a network of community centres
The support to date has been invaluable but our main challenge is not in the quality of service received but in taking forward some of the recommendations given our very limited resources.	a) Wider partnership engagement b) Performance management c) Skilling up the team - developing leadership d) Profiling local mental health	Addressing governance issues and seeking additional sources of funding
Not really knowing what it was we needed to know. It has taken us a few sessions to get to where we needed to be or to know what to ask for. We started with a joint meeting	Advice on our governance structure was suggesting a CIC whereas we are most likely to become a CIO. The most recent meeting was the most beneficial which looked at project planning,	Becoming a CIO and delivering the business plan.

with another organisation and then the second was very much a repeat of the first as personnel changed. Moving forwards, the support of Barnet Councils Strategy Officer Community Participation and Engagement was a real benefit in steering the content of the meetings. The funding information we were given, whilst useful for much later on in our journey, was very generic and did not concentrate on capital funding which was our primary need at the beginning of the project.	CIO's and Business plans. Legal support is now available and needs to be sorted in a short time frame before COMA support ends.	
We were late in signing up and as a consequence have been playing catch up ever since. The fact that the training courses were not local made them difficult to attend	Personally I have learned to allow and trust other people to take the control of tasks and projects. Communication channels and networks are key to mobilising the community	To keep on doing what we are doing. To keep the project going and to review and update goals on a regular ongoing basis
Lack of resources. Finances to deliver outcomes and better capacity and over reliance on volunteer time.	Perseverance –it's a long journey	Building our resources and web presence and continued delivery on our aims and objectives.
Our main challenge has been capacity building and having enough allocated to acquire evidence to support projects.	How to acquire evidence and how to use it to support work you do, capacity build and effective project management for future work.	Capacity-build and set up case studies to get evidence to some more work.
Fundraising not able to access funding as a black women's organisation	a) I have gain skills in involving women and building their capacity and forming an awareness raising working group to led on the planning and implementation of activities b) The element of BAME women's participation in the advocacy and delivery of support services through our work to fight for their rights is (pivotal) to our achievements and building more partnership.	Involvement of women to focus on our campaign on gender equity and adopting a rights-based approach which prioritizes the needs of African women.

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- Interim management
- Monitoring and evaluation
- Training, programme, staff development and performance management (independent investigations)
- Events/conference planning and workshop facilitation
- Research and reviews

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