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BELT™

LEADERS GUIDE

EMPOWERING LEADERS TO
IMPACT THEIR COMMUNITIES

BELT Leaders Guide

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ACKNOWLEDGMENTS

*With gratitude to the amazing, gifted people
– teachers, artists, administrators, leaders, servants –
God has brought to BELT through the years
that made it what it is.*

And to those who are yet to come who will take it further and higher.

*And to God, who allows us glimpses of His marvelous activity in
lives across the globe.*

May His kingdom come and will be done!

*“If we practice what we have learned from the Word of God in these BELT
teachings, we will bring change in our nation of the Congo.”*

Pastor Ikabu, DR Congo

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About Us

“I have been to Bible school but did not gain as much as I did from these BELT courses.”

Pastor Martin, Papua New Guinea

The Story of BELT

(Providential History and Words)

By Heidi Evans, BELT Thailand

This is a history of God’s workings, vision and words to BELT. If anything good or fruitful or virtuous results, it is because of Him. He is the One who steers and moves this ship.

400th New Testament Dedication (1995): BELT vision birthed

The year was 1995. The place – Papua New Guinea. High levels of anticipation, as well as attention, surrounded Wycliffe’s 400th New Testament dedication. The invitation went out from the Bible translator to his son for a YWAM team to train the nationals in their new vernacular Bibles following the dedication. In response, a combined group from School of the Bible and Teachers for the Nations from YWAM Tyler came together to join this highlight in the life of the Barai people. Three weeks of pouring through their new Bibles and basic DTS/SOTB teachings, under the probing of the Holy Spirit, resulted in many transformations. The Lord began to speak about multiplying Bible teaching teams to go into the nations, and in these remote jungles, BELT was birthed. The fruitfulness of this venture, combining the strengths of Wycliffe Bible Translators (WBT) and Youth With A Mission, along with God’s blessing, prompted further cooperative projects of Scripture engagement around the world.

“Spread out your Tent Poles” (1999)

Isa 54:2-3 "Enlarge the place of your tent; stretch out the curtains of your dwellings, spare not; lengthen your cords and strengthen your pegs. For you will spread abroad to the right and to the left. And your descendants will possess nations and will resettle the desolate cities."

This was a season of multiplication, of not holding back. BELT seminars were running full-steam, not only in many PNG people groups, but also in Central America, Africa and Asia through a large, competent team. The Wycliffe connection remained strong – they opened to BELT access to their resources and seminars, allowed us to share in their conferences, their experts were giving input and shaping BELT. In one such discussion, the name of BELT was

coined. It was a season of growth and development and laying down of the foundations of what defined the BELT ministry.

The Vision of the Locusts (1999)

Prov 30:27 “The locusts have no king, yet all of them go out in ranks.”

In this midst of expanding opportunities and interest, the BELT ministry was to remain decentralized, but unified in its vision and core values.

“Dance with the one that brung ya” (2001)

As BELT had its beginnings with Wycliffe Bible Translators, we were to keep them as a main focus of ministry. Our desire was to send a team to all invitations from WBT.

The Vision of the Trees (2003)

As the first BSN (Bible School for the Nations) in Nicaragua was being birthed as a tool to equip YWAMers with a Biblical worldview as well as a tool to train and multiply BELT workers, BELT was in crisis. The thriving team from early on began to dwindle until only the original pioneer was left. Desperately seeking God in a coffee field, He deposited the vision of the trees.

The first tree was a big shade tree in the midst of the coffee garden – tall, with big branches, and birds were coming and singing in its branches. BELT would be like this tree – growing large and being a blessing to many.

God then showed another tree – around the trunk, many vines were growing from the ground around it into many branches overhead. God would bring people around the vision of BELT to strengthen and multiply it.

Give me that Mountain! (2007)

*Joshua 14:10-12 “And now, behold, the Lord has kept me (Caleb) alive... and now, here I am this day, eighty-five years old.... Just as my strength was then, so now is my strength for war, both for going out and for coming in. Now therefore, **give me this mountain** of which the Lord spoke in that day; for you heard in that day how the Anakim were there, and that the cities were great and fortified. It may be that the Lord will be with me, and I shall be able to drive them out as the Lord said.”*

After Nicaragua, God raised up another team that went to Australia. Caleb’s cry became ours, resonating deep in our spirits. With courage, we were to

pursue the difficult mountains/inheritances that God was giving BELT. From this was birthed our first key initiatives: Nepal (training YWAM church planters through BSN and BELT), the Pacific (mobile BSN and BELT teams reaching the island nations), and DR Congo (delivering BELT training to 30 people groups in the north-east Congo). BELT moved from just running seminars to taking on strategic projects.

The Puzzle: Vision 12+ (2008)

Ezekiel 47:12-13 “Fruit trees of all kinds will grow on both banks of the river. Their leaves will not wither, nor will their fruit fail. Every month they will bear fruit, because the water from the sanctuary flows to them. Their fruit will serve for food and their leaves for healing. This is what the Sovereign LORD says: ‘These are the boundaries of the land that you will divide among the twelve tribes of Israel as their inheritance....’”

BELT would be like the trees planted by the River of Life bringing healing to the nations and bearing fruit regularly.

Like the edge pieces around a puzzle that help in piecing together the rest of the puzzle, BELT would be established in twelve key locations/regions which will aid in opening other locations. The corner pieces of the puzzle – the four gateway locations – are: Perth (Australasia), Madison (the Americas), Nepal (Asia) and Congo/East Africa (Africa). From these, we are beginning to see other locations opening, as well as teams, ministry, opportunities and fruit multiplying. The eight other locations that will also be significant (edge pieces of the puzzle) may be:

- in the AMERICAS – Central America (Nicaragua) and South America (Brazil)
- in AUSTRALASIA – the Pacific and Indonesia
- in ASIA – China (Central Asia) and Thailand (SE Asia)
- in AFRICA – Nigeria (West Africa) and South Africa (Southern Africa)

Annual Summits

After almost a decade of focusing on multiplying the Bible School for the Nations (with BELT maintaining a lower profile), the inauguration of BELT’s annual international summits from 2017 onwards brought fresh words for this next season.

Fiji 2017: Surge

Isaiah 51:15-16 *“For I am the LORD your God, who stirs up the sea and its waves roar... I have put My words in your mouth...”*

“Surge” - a great sudden and powerful forward or upward movement. Just like with the blowhole, where jets of water erupt abruptly when the conditions are right (high tide, rough storm at sea), so likewise, there was a sense that God’s timely surge was coming to erupt new initiatives and fresh multiplication of truth.

BELT has been in a season of calmness – but we are sensing God’s surge mounting. We are seeing lightning in the distance. We believe God is wanting to birth fresh vision, new initiatives, new expressions, and new teams and leaders to take BELT to the next level. And as the storm stirs, and the surge rises, this ministry will move again, powerfully and abruptly. It might look messy. Our faith will be stretched and grown. But this ministry will move in the midst of the storm.

Thailand 2018: The Overflow

Mark 6:31 *“Come away with me to a quiet place, and let us rest for a while.”*

After last year’s summit (“Surge”), we are finding ourselves in a season of growth and open doors. In the midst of the increasing opportunities and activity, God is speaking an invitation: “Come away with me.”

This is the same invitation Jesus gives his disciples in the midst of thriving ministry in Mark 6:31. At a time when most would say full steam ahead, Jesus is pulling us aside.

Jesus wants to assure us of fruitfulness in this expansion, so we must first be filled up so the overflow will be life giving birth to life. Self-effort only births houses built on sand. As we prepare ourselves for what God has next, let’s allow ourselves to pause, recalibrate, and receive His overflow.

Mexico 2019: Stronger Together

Ecclesiastes 4:9, 12 *“Two are better than one, because they have a good return for their labor... A cord of three strands is not quickly broken.”*

BELT Vision, Mission, Values

BELT Vision

The vision of Biblical Education & Leadership Training is to see communities and people groups transformed by the Word of God through empowering community and church leaders who have limited access to Biblical training.

BELT Mission

Our mission is to partner with mission organizations (prioritizing Wycliffe Bible Translators) and indigenous churches to develop leaders through culturally relevant Bible training that teaches them to apply the Scriptures to every area of life and equips them to teach and influence others. 2 Tim 2:2

BELT Core Values

Reliance on the Holy Spirit – We recognize that experience, expertise and skills in no way can replace the probing, convicting and life-altering activity of the Holy Spirit. As such, we teach, mentor and lead in humility and in dependency on Him.

Multiplication of truth - We seek to multiply learners who can reason from the Bible to every area of life and influence community transformation. We see the Bible as the primary instrument for effecting change in people and the world.

Cultural Diversity - We seek to be international and interdenominational in our scope and on our teams. We seek to contextualize our training and ministry to be relevant among cultures with various ways of learning and in their heart language.

Teamwork - We affirm the importance of Christian unity and teamwork, where each member's unique gifting and input is affirmed, where healthy communication and accountability exist, and all members take ownership for their part. We believe in serving in interdependent partnerships with mission agencies and indigenous churches as an expression of the unity of believers.

Excellence - BELT workers seek to be life-long learners, striving for maturity in Christian character and for quality in Bible training and all we do. We live and serve out of love for God so people of all nations might know and glorify Him.

BELT VISION & INITIATIVES

VISION 12+

Multiplying BELT training, teams and resources to 12+ targeted regions.
Ezekiel 47:12-13

Bangladesh: Equipping a local team to provide spiritual formation training for more than 500 young adults around the country.

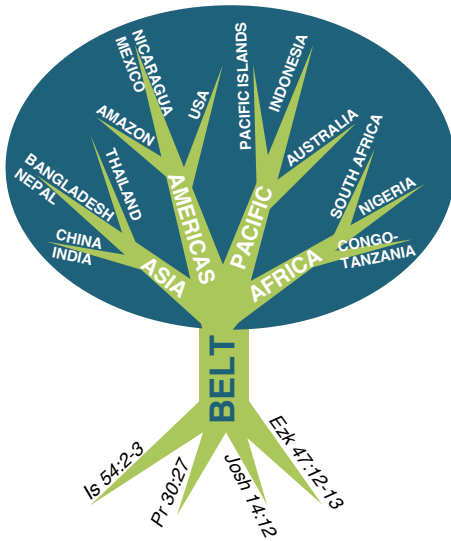
DR Congo: Empowering church and community leaders in eleven regions in the north-east, containing more than 30 people groups.

Mexico: Reaching, equipping and mobilizing 53 unreached people groups in the least evangelized area in the Americas.

Nepal: Empowering church leaders and new believers of the Himalayan region through a mobile BELT team.

Yachts for Life: Delivering Bible training and community development to remote outer island communities of the South Pacific via two yachts.

BELT INITIATIVES



OPPORTUNITIES

YWAM SHIPS: PNG, MAZATLAN
AUDIO BIBLE PRODUCTION
DISTANCE LEARNING PROGRAMS
RADIO SEGMENTS
BELT FOR KIDS
IMPACT 28 INTERNSHIPS



BELT Guiding Document

The desire of BELT is to see God's Kingdom expanded on earth through the transformation of individuals, families, churches, and communities by the Word and Spirit of God. To that end, we seek the help of God and partnerships with those who love Him. Thank you for taking the time to learn about us.¹

History of BELT - the Wycliffe connection

The first BELT seminar, conducted in a remote language group in Papua New Guinea, saw God impact many lives. The synergy between YWAM and Wycliffe Bible Translators in that first seminar began a partnership resulting in BELT teams assisting in Scripture engagement activities in many language groups around the world. The Transformation Series (TS), BELT's initial primary training tool, was developed with a purpose of making the Bible understandable and culturally relevant in people groups who had limited access to Bible training. Since 1995, BELT teams have conducted over 200 Bible seminars in 50 language groups in more than 30 countries, in partnership with Wycliffe, YWAM and local churches.

BELT's connection to the BSN

Eight years after BELT commenced, YWAM's Bible School for the Nations (BSN) was developed with the goal to:

- Multiply and train BELT workers and YWAMers to have a greater Biblical foundation in knowing God and His message along with tools to communicate the Bible
- Provide deeper, accessible, practical Bible training in the nations

Many on the BSN pioneering team were involved with BELT in some way. So what had been developed in BELT over the years influenced the teaching methodology of the classroom, and the BELT seminars provided a practical vehicle to bring transformational content taught in the BSN to the nations.

¹ To learn about BELT's vision and core values, please go to: "BELT Vision, Mission, Values". To learn more about BELT's initiatives in the nations, go to: "BELT Vision and Initiatives".

The relationship between BELT and BSN continues to be mutually beneficial. The BSN helps to strengthen BELT staff with a deeper Biblical foundation, while BELT helps to provide significant outreach opportunities to grow BSN staff and students in leadership and cross-cultural training skills and kindle a passion for teaching the Bible in the nations. BELT additionally provides an avenue to BSN graduates who are passionate about discipleship to continue teaching the Bible through a YWAM global ministry.

Curriculum and Resources

The Transformation Series, TS, are 2-3 week seminars, with three levels aimed to challenge and equip participants personally and in their leadership. It is available in the more recent Storying version (discussing key Biblical stories relating to seminar themes) and the original Classic version (topical thematic approach) at www.ywambelt.org/resources.

The goal of the TS is to see individuals transformed, churches strengthened, and communities impacted.

- Transformation of the Heart, TS1, focuses on a leader's relationship with God and his/her response to the Gospel message.
- Transformation of Character, TS2, deals with the importance of discipleship and skills for godly leadership.
- Transformation of Society, TS3, discusses how to impact a society (focusing on the family, the church and civil government).

The Storying version of TS2 and TS3 additionally provides a chronological overview of the Bible while examining key biblical leaders (TS2) and related seminar themes (TS3).

University Credit and use of the BELT curriculum

Although BELT's TS material is available for anyone to use, in order to qualify for credit with the University of the Nations (U of N) and/or to receive a BELT certificate, certain elements must be in place to help ensure a quality seminar, which include: a BELT qualified team leader or coach in attendance (see description below); team members trained in BELT's philosophy and

methodology; seminar duration of at least two weeks (40-60 hours) with an outreach component; 80% attendance by the participant.

Though BELT teams have cross-cultural and communications training, we rely on experienced local workers to help with contextualization and rely entirely on the Holy Spirit to bring transformation. The document, “BELT Best Practices”, the BELT Teachers and Leaders Guides, and the BELT Information Packet expand further on these things.

Levels of BELT Trainers

Within BELT, there are three levels of trainers, depending on experience, training and capability. To ensure and sustain quality in BELT seminars, it is encouraged that a BELT team include at least one team leader or coach.

1. Instructor – has completed a BELT Instructors orientation seminar. A BELT Instructor is guided, assessed and approved by a BELT Coach or a BELT Team Leader.
2. Team Leader – has completed at least two BELT seminars with experienced BELT trainers that includes BELT Levels 1 and 2, has completed the BELT Instructors Training, has a good understanding of the BELT vision, content and methodology and is able to mentor others on their team. A BELT Team Leader is assessed and approved by a BELT Coach.
3. Coach – has completed all three levels of BELT seminars, has completed the BELT Instructors Training, has a comprehensive understanding of the BELT vision, content and methodology, has completed a BSN or equivalent and is approved by a BELT elder. The BELT Coach should be involved in ongoing mentoring and empowering of BELT Team Leaders and Instructors.

BELT Instructors’ Training

There are three training paths for those wanting Instructor’s training or to become qualified BELT instructors.

1. For BSN participants, the one-week Cross-Cultural Training (CCT) module (taught by BELT staff or BSN staff having BELT experience), provides a foundation in teaching the Bible in a cross-cultural setting. For BELT seminars led by these BSN staff and students, BELT certificates can be issued to

seminar participants and potentially U of N credit can be received if the seminar qualifies. See University Credit and Use of BELT Curriculum for more details.

2. For YWAM Bible school graduates (SBS, BCC, DBS) desiring to teach TS Seminars, BELT's 2-week BIT (BELT Instructors Training) provides more advanced training in BELT content and methodology. For BELT seminars led by those completing BIT, BELT certificates can be issued to seminar participants and potentially U of N credit can be received if the seminar qualifies.

3. For others, BELT offers a 2-week BELT Instructors Training for non-YWAMers, offering the basics of teaching BELT content in a cross-cultural setting. Although further BELT staff involvement is recommended in running a seminar, it is not necessary. U of N credit or BELT certificates, however, cannot be given for participants completing these BELT seminars unless U of N standards are met.

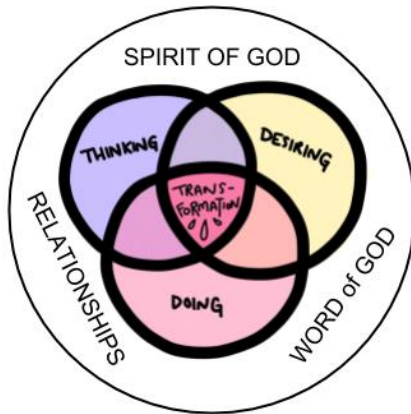
Support

We are excited about the grassroots multiplication of Biblical truth around the world, and we hope to see this continue through the use of the BELT materials. We would be happy to assist you or connect with you for any additional training or resources.

BELT Eldership Team

BELT Transformation Series Outcomes

We recognize that the following thinking (head), desiring (heart) and doing (hands) outcomes of the Transformation Series (TS) are only possible as the Holy Spirit brings transformation in the lives of participants. The role of the BELT instructor is to partner with the Spirit of God by facilitating learning² from the Word of God with relevant application, and by fostering a safe environment for building trust and humility (vulnerability) in relationships.



Participants will:

1. *Learn and share a chronological overview of the Bible.*
 - a. **TS1:** Become familiar with the “Bible Road Overview”, knowing where key Bible stories fit into it.
 - b. **TS2:** Present the “Bible Action Overview” and use storying skills to highlight key biblical characters and show where they fit on the “Bible Road Overview.”
 - c. **TS3:** Identify where stories about the main spheres of society fit on the “Bible Road Overview.”
2. *Study about God, his ways and how we are to relate and flourish in all areas of life.*

² True learning is understanding, remembering and reproducing what is taught.

- a. **TS1:** Explore God and the gospel message, emphasizing God’s loving character, the creation of people in his image for friendship with him, his grief over the destructiveness of sin, and his kindness in offering salvation and restoration for all people.
 - b. **TS2:** Explore the Christian life and godly leadership through studying the lives of key biblical leaders, emphasizing how they grew in friendship with God, as well as qualities of Christian character and servant leadership.
 - c. **TS3:** Explore the biblical purpose and the primary responsibilities of the main areas of society, emphasizing family, church, and civil government. Examine how God restores people and communities to his original purpose and design.
3. *Grow in faith and loving relationship with God, resulting in hope that personal and community transformation can take place.*
- a. **TS1:** Experience transformation of the heart through **revival** of genuine relationship with God, growth in devotional habits and intercession, commitment to holy living with others, and increased enthusiasm for missions.
 - b. **TS2:** Experience transformation of character through **renewal** of devotion to God (in faith, obedience and purity), attitudes in servant leadership (of humility, excellence, releasing and empowering others), desire for restoration and unity in relationships, and commitment to missions.
 - c. **TS3:** Experience transformation of society through **reformation** of all areas of life, especially in *the family, church and civil government, and increase in hope* that they will see their communities healed and become a place of light and blessing.
4. *Demonstrate increasing confidence and ability to teach what has been learned and grow in enthusiasm to be involved in evangelism, discipleship and missions within and beyond their own community.*
- a. **TS1:** Teach Bible stories (with follow-up questions) about God and the Gospel message during an outreach in the community and in churches.

- b. TS2:** Teach Bible stories and share principles of godly character and leadership from the lives of Bible characters during an outreach in the community and in churches.
 - c. TS3:** Teach a topical message on the main areas of society, sharing Bible stories and principles that will bless a community or nation. With a group, develop a six-month plan to influence one area of society locally, implementing the first stage during the community outreach.
5. *Engage in culturally relevant training by reading and studying Scripture in their heart language(s), by leading worship and prayer times, and by participating in contextualized learning, activities and application.*
 6. *Pursue unity between different groups and churches by humbly restoring and strengthening relationships, and working together to transform families, churches and communities.*
 7. *Develop as leaders (in their abilities and attitudes) by applying biblical principles of leadership into their own lives and spheres of influence.*

Leaders that Impact

“Where did these people get this material? We are theologians and we have studied this material before, but the BELT way of teaching is different from what we do. It doesn’t just fill our brains, but is very practical teaching that changes our lives.”

Pastor Naganea, DRC

Enjoying Safe Places and Still Times?

By Guest Author, Stephe Mayers, Leadership Learning Community³

Blaise Pascal said, *“The sole cause of man’s unhappiness is that he does not know how to stay quietly in his room.”*

A safe place is somewhere that is special for you. Somewhere you can relax and be calm, free from fear, distractions and stress. It can be a place especially set aside for friends. It’s where you talk, think about future adventures, debrief on your recent escapades and enjoy friendship together.

Some of my safe places include the terrace outside my bedroom, a walk on the beach with my dog, and a seat in the prayer garden. I make the most of all of these safe places and visit them regularly. Establishing these kind of places doesn’t happen overnight but once the atmosphere is created and memories of God’s presence are experienced, you enter in more quickly and with greater expectation. You create a “thin place” in the heavens where you can commune with Jesus, receive the father’s blessing and the encouragement of the Holy Spirit.

The older we get the more time we want to spend in our safe places because we recognise our life depends on what happens there. That’s where we gain perspective, where we capture God’s heart, and hear his words of comfort, encouragement, protection and inspiration. That’s where we unload and give away our anxieties and weights and exchange our weariness for his rest.

Time for action: Take a few moments right now and identify safe places for yourself. Places become safe when you have visited them regularly and have met with God on numerous occasions.

Once in your safe place, there are no outward distractions, no phones, people or schedules shouting at you to get up from your comfy chair and do

³ Source: <http://leader-development.org/2013/03/30/33-enjoying-safe-places-still-times/>

something. However, before we can enjoy a still time, we have to deal with the voices and the noise of our inner life. It can take some time for us to quiet our minds from buzzing with decisions, problems and plans and to still our spirits and *know that He is God!*

“The one who abides in solitude and is quiet, is delivered from fighting three battles: those of hearing, speech and sight. Then that person will have but one battle to fight – the battle of the heart.” Anthony of Egypt

Elijah the prophet enjoyed a safe place and a still time at Kerith Ravine. It was here that he experienced the miracle of being fed by ravens and drinking from the brook at a time of drought in Israel. When the brook dried up, God provided another safe place and still time with the widow of Zarephath.

Still times come in a variety of packages. For instance, you can have a few minutes of still time in a hectic schedule of a day as you sit quietly at your desk, take a deep breath and pray for wisdom for the next thing. Still times can be that day off that you have been looking forward to where there are no emails, meetings, phone calls or talk about ministry. Still times are down time, where you relax and laugh, eat and do mundane things.

Our lives need a regular rhythm of still times – minutes during the day, hours through the week, days during the month, and weeks during the year. What does your rhythm look like? For the last couple of months I have been using Ignatious’ examen questions at the end of every day. It only takes 5-10 minutes but it’s a still time that is helping me to be more observant of the way I am living.

The Examen:⁴

The Examen is a method of reviewing your day in the presence of God. It’s an attitude more than a method, a time set aside for thankful reflection on where God is in your everyday life.

⁴ Source: www.ignatianspirituality.com

- 1. Ask God for light:** Look at the day with God’s eyes, not merely your own.
- 2. Give thanks:** Look at your day in a spirit of gratitude. Everything is a gift from God.
- 3. Review the day:** Guided by the Holy Spirit, look back on your day. Pay attention to your experience. Look for God in it.
- 4. Face your shortcomings:** Face up to what is wrong – in your life and in you. Ask forgiveness for your failures and faults.
- 5. Look toward the day to come:** Where do you need God in the day to come?

“In solitude I get rid of my scaffolding. Scaffolding is all the stuff we use to keep ourselves propped up, to convince ourselves that we are important or okay. In solitude we have no friends to talk with, no phone calls or meetings, no television sets, no music or books or newspapers to occupy and distract the mind. Each of us would be, in the words of the old hymn, “just as I am”. Neither accomplishments nor resumes nor possessions nor networks would define me—just me and my sinfulness, my desire or lack of desire for God.”
Henri Nouwen

Time for action: If you have been running fast and hard without a break, then it’s time to sit, rest and enjoy a still time. In order to become still you may need to go through this exercise: Take a notebook and go to one of your safe places. List all of the things that are cluttering your mind – stresses, burdens, responsibilities, conflicts, decisions, etc. Go through the list and give them to the Lord one by one. Pray God’s presence and peace over your life. Read some scripture and meditate for a few minutes. Allow a stillness of spirit and the presence of God to flow over you. Listen for God’s whisper.

What Kind of Leader are You?

By Guest Author, Stephe Mayers, Leadership Learning Community⁵

There have been various studies carried out to compare the two leadership qualities of charisma and humility. However, it's not a question of 'Am I this or am I that', the issue is, 'How do I glorify God in the best way possible with who I am?' Charisma is more an outward quality and humility is more of an inward value. Jesus would be our star model of carrying both these qualities and knowing how to mix them together in a wonderful blend. He was obviously attractive to the crowds with his great story telling and personal approach to everyone. However, he also shared with the marginalised woman at the well, took time to see a scared Pharisee at night, and wasn't afraid to mix with prostitutes and tax collectors. He banded with a group of misfit followers to preach the good news of the kingdom and used both these qualities to fulfil his mandate.

An article by Margarita Mayo, Professor of Leadership and Organizational Behavior at IE Business School in Madrid, says, '*The research is clear: **when we choose humble, unassuming people as our leaders, the world around us becomes a better place.** Humble leaders improve the performance of a company in the long run because they create more collaborative environments. They have a balanced view of themselves – both their virtues and shortcomings – and a strong appreciation of others' strengths and contributions, while being open to new ideas and feedback. These "unsung heroes" help their believers to build their self-esteem, go beyond their expectations, and create a community that channels individual efforts into an organized group that works for the good of the collective.'*

Studies have also shown that humility is contagious. A study of 161 teams found that employees following humble leaders were themselves more likely to admit their mistakes and limitations, share the spotlight by deflecting praise to others, and be open to new ideas, advice, and feedback.

⁵ Source: <http://leader-development.org/2017/11/13/89-charismatic-or-humble-leader/>

Here are some other traits of humble leaders:

- You are happy to take a back seat without being centre stage, serve behind the scenes, and forego sharing your wisdom with everyone.
- You are quick to apologise for any inappropriate action, attitude or wrong doing.
- You are happy for someone else to take the credit for success and willing to take the blame and cover someone else's mistakes on the team.
- You are aware of weaknesses and limitations and are able and willing to staff them.
- You are able to converse with others without name dropping, having to express your success or bolstering your image in some way.
- You are able to step up to challenges and use your gifts even when you may not be fully prepared or the result is less than perfect.
- You call on others when they have gifts and skills to bring to the table.
- You are ready to share your current failures and mistakes, and seek out accountability to stay strong.
- You express sincere gratitude to others often.

The Greek word *Kharisma* means “divine gift,” and charisma is the quality of extraordinary charm, magnetism, and presence that makes a person capable of inspiring others with enthusiasm and devotion. However, as a charismatic leader, your goal must be to centre on the development of others, rather than on any aspect of self-interest.

Humility is all about our heart alignment, our motives, who we are serving and who gets the glory. The measure and affirmation of humility always comes from others. Let's now look at some ways to develop as humble leaders.

Allow Jesus to rub off on you. Phil 2:5-8 *“You must have the same attitude that Christ Jesus had... he gave up his divine privileges; he took the humble position of a slave and was born as a human being... he humbled himself in obedience to God and died a criminal's death on a cross.”* As we spend time

with people, their qualities rub off on us. We read, *'Iron sharpens iron and one man sharpens another.'* If this can take place in our relationships together, then spending quality and quantity time with Jesus is the greatest way of seeing his humility rub off on us.

Practice affirmation. Isaiah 35:3 *"..strengthen those who have tired hands, and encourage those who have weak knees."* One of the main qualities of an effective team is that they like one another. They observe one another's strengths and affirm one another in those strengths. Each person knows they are valued and a key part of the team. They also see the weaknesses of team members but they cover them for one another. There's nothing quite like being in a team where others notice what you are doing well and tell you about it.

Make consulting with others a rule of life. Prov 24:6 *"In the multitude of counsellors there is safety."* Recognise the fact that you need others' observations, knowledge, opinions, gifts and perspective in your life. There are the rare occasions when crisis hits and decisions need to be made quickly. But for the most part, take the time to solicit input from others. You will have more buy in, more support, a better and more-informed decision, and stronger team morale as a result.

Embrace and promote a spirit of service. Matt 20:28 *"For even the Son of Man came not to be served but to serve others and to give his life as a ransom for many."* You don't have to have amazing skills in emotional intelligence to pick up when a leader is dedicated to help you succeed or is a leader who works on their own agenda at the expense of yours. Qualities like being available, understanding, helping and releasing, go a long way to connect you to others and they are all part of this all important trait of humility.

Listen, really listen. Luke 8:8 *"Anyone with ears to hear should listen and understand."* This is the other side of consulting shared earlier. Why do we often find it so hard to listen? It is easy to have a self-oriented mentality of 'I know what to do in this situation', or 'My idea is best', or being so caught up in your focus that you can't hear what anyone else is saying. Humility is

convinced that her ideas aren't the greatest and there is always room for someone else to rise up for the moment. Listening isn't just for work orientation though. In listening we find out how the other person really thinks, feels and dreams.

Ask questions. Luke 2:46 *“Three days later they finally discovered him in the Temple, sitting among the religious teachers, listening to them and asking questions.”* The mentoring approach helps the development of humility, because as the mentor, you are doing less of the talking and simply drawing out from others through question asking. Asking questions puts the other person on the platform and in the limelight.

Leadership Assessment⁶

To develop as leaders, it is important to be aware of our strengths and weaknesses. Be as honest as possible as you complete the following self-assessment. You may even want to ask a colleague or your leader to complete this survey about you as well. Once you're done, pick one thing that you would like to improve and create a plan (and accountability) to do so.

Leadership assessment follows on the next page.

⁶ Source: Asia Leaders Learning Community

Competency	Definition	Beginning	Growing	Experienced
Working under authority	The ability to relate to, listen to, and learn from one's leader.			
Building effective teams	The ability to form, guide, develop, and support a team to achieve its purpose.			
Conflict management	Recognizing and dealing with disputes in a rational, balanced and effective way.			
Cross-cultural sensitivity and flexibility	The ability to live, work, and interact with and accept people across a wide variety of cultural and social backgrounds.			
Decision making	The ability to use a rational process in making timely decisions.			
Delegation	The ability to appropriately assign responsibility and authority to another person to carry out specific activities.			
Developing community	The ability to motivate people to serve together as a community, strengthen one another, take collective action, and generate solutions to common problems.			

Developing others	Seeking opportunities to help others set goals, give them opportunities to apply new skills, and provide with encouragement and feedback.			
Casting vision	Clearly defining and communicating a clear picture of a desired future that motivates others to take action.			
Values-based leadership	Acting and communicating in a way that demonstrates BELT and YWAM values that show others how to behave in order to fulfill the team's mission.			
Follow-up (on work, people, commitments etc)	Assessing the current status, needs or next steps of ongoing efforts.			
Listening	To actively pay attention to and consider what others have to say.			
Motivating and mobilizing others	The ability to inspire others to take action.			
Negotiating	The ability to reach an agreement or compromise with others through discussion.			
Organizing and planning work	The ability to identify and organize work into tasks to be completed by			

	specific people, by set dates in order to accomplish an objective.			
Peer relationships	The ability to get along well with peers in social or work-related relationships.			
Perspective	The ability to consider situations through the eyes or lens of others.			
Problem solving	The ability to use a rational process to effectively identify the root cause of problems.			
Self-development	The intentional process to continuously develop one's own character, knowledge, skills and abilities.			
Servant Mindset	A servant-first mindset that seeks to make sure that other people's highest priority needs are being served.			
Understanding others	The ability to understand and be sensitive to other people's passions, strengths, weaknesses, personality, needs, fears, likes, dislikes, thoughts, and feelings.			
Understanding yourself	Understanding one's self in terms of one's own passions, giftings, strengths, weaknesses, personality, needs, fears, likes, dislikes, thoughts, and feelings.			

Teams that Impact

“Following this seminar, I, as a leader, now have a better comprehension of the work I have to do with the church. I think this will help me to serve better and, with the Lord’s help, the church will be influenced and together we’re going to influence our community.”

Pastor Mario, Honduras

Building the Dream Team

By Nathan “Hobbes” Wagner, BELT/BSN Norway

For those who have had the privilege to work with a great team, you know the joys of synergy, comradery in trusting relationships, strengths being maximized and weaknesses offset, and heightened effectiveness, impact and satisfaction. But the big question is - how do you get there?

When working with BELT, we are to function in accordance to the Biblical example of unity within the fellowship of believers and with YWAM’s value of working in teams. As such, once a BELT team has come together, there are some practical ways to prepare together to become as united and fruitful as possible as a team. These steps and processes will vary in both the amount of time spent on them and how early to begin based on the available amount of time your team has.

The temptation once a team has been formed is to begin working together on shared tasks and goals. While this may be natural for some, it neglects a key aspect of team building: the personal and relational dynamics of the team. Before a team can accomplish the work-related tasks at hand, a sense of community must first be built. Provide opportunities for team members to get to know you and each other on a deeper level through fun team-building activities and shared meals and events together. Encourage open communication, celebrate team successes, and grow in the grace of mutual forgiveness and servanthood. Remember, team unity is created when people care about their team’s goal and care about their teammates. So continually motivate through an inspiring vision and testimonies, and always make room for the team to connect in personal and fun ways.

Having begun this, the team must next recognize how each member fits into the team and how the team will work together. Once that has been established, the team’s progress will be more effective and meaningful. The following are tools that can be helpful in laying this foundation for your team:

- Share together what each team member sees as their own strengths and weaknesses, both as an individual and as a member of a team. What are

things each one brings to the table? In what areas will they need help, support, or accountability?

- Share together each team member's hopes and concerns for the outreach and for the team dynamic.
- Have each team member share things that make working in a team easier and harder for them ("I struggle to trust my team members if no one is on time", etc.). Once everyone has shared, try to use the things that have been said to produce a set of "Ground Rules" for your team. Revise and adjust them as necessary until everyone on the team is satisfied and can agree to abide by them within the team. Having these rules established not only makes the expectations of the team members clear, but also gives a place of mutually agreed upon accountability between team members.
- Make sure that prayer is included in this process, as it can be a very vulnerable expression of one's self. Pray together for each step in this process as well as for each other as it seems needed and appropriate.

Once you have become established as a team, it will be much easier to continue with the preparations for ministry. Another key element that can be missed if the agenda becomes immediately task oriented is the spiritual preparation. As we bring God's word to the people who need it, the enemy will certainly seek to hinder our efforts. So we must approach our BELT outreaches in readiness to engage in spiritual warfare. The following are things that should be done in the time leading up to the outreach as well as during your time at the location:

- Have dedicated time as a team to pray, hear God's voice, and worship. These times will be crucial in understanding and preparing for the specific people, location, and spiritual atmosphere of your outreach location. Keep records of anything God speaks to the team during these times, as they will likely be useful as you move forward.
- Make sure to give space for personal updates and prayer requests from each team member. Lift each other up in prayer and stand together to see obstacles and struggles overcome. Celebrating victories, blessings, and answered prayers is also an important part of this.

- As a team, do research on your ministry location. Allow this deepened understanding to help pray for the place of your ministry. Ask for vision, dreams, hopes, words of wisdom/knowledge, and the insight of the Holy Spirit. This will be helpful in preparing spiritually and to prepare your heart to share God’s love with the people.

The logistical tasks and preparations are also important in all of this. As a unified and effective team who are together seeking God’s leading for the upcoming ministry, you are ready to engage in the practical aspects of preparation.

- With the help of the team leader, familiarize yourselves with both the BELT “Team Roles and Responsibilities” document and the teaching material you will be using.
- Once this has been done, each member can begin to pray about and consider which role(s) and teaching(s) they would like to take responsibility for. It can often be helpful for each team member to give a list of their top three choices in each category to the team leader to ensure getting topics of interest.
- With teachings and roles assigned to the different team members, each one can begin the individual work for which they are responsible. Preparing their teachings, recruiting help with activities/dramas, doing anything necessary in the preparation stages of their roles, and sharing the vision for the different areas of responsibility.
- Help each other! Being responsible for one area or another does not mean you are the only one who should be putting time and effort in to that aspect of the team/ministry. Offer your help when available and don’t be shy about asking for the help of others and delegating tasks to other team members. Remember, the whole outreach, from team formation to finish, is a group effort and expression of godly unity.

By considering all of these aspects of team building and preparation, you will be much more ready for your BELT ministry and the ministry itself will be more effective and fruitful through your united and focused dream team.

Getting to Know your Team

By Steph and Ben Poulton, formerly BELT/BSN Nepal

Discuss with your team:

- What you can expect from me is...
- Something I really love to do is...
- A task I find really difficult is...
- My strengths are...
- My weaknesses are...
- People are surprised to find that I...
- I need accountability in the area of...
- What makes you feel confident about a task?
- How do you best receive constructive feedback after a task (eg teaching)?
 - At the time
 - Later
 - In writing
 - Verbally
 - With a hug
 - Only when I ask for it
- What is most challenging for you about going on outreach?
- What personal goals do you have for this outreach (including anything God has spoken?)
- What do you feel you need most from your teammates?

Managing Conflict

By Guest Author, Jay Bransford (Asia Leaders Learning Community)⁷

Forward: A team's effectiveness and impact is proportional to its ability to work together. It's critical to have a system in place whereby differences and conflicts can be resolved in a healthy, godly manner. This article offers some suggestions on how to do just that.

You and I experience conflict every day of our lives. It is a natural part of life. So the existence of conflict in your life is not necessarily an indicator of how unhealthy your life is. A better indicator might be in looking at HOW you handle and resolve conflict.

9 Suggestions on How To Manage Conflict:

1. **Anticipate Conflict (Be Proactive).** Often times conflict can be avoided if we think in advance about how an upcoming situation, decision or action might affect other people. What kind of response are you likely to have to this upcoming conflict situation? How could you lessen the effect? How can you better incorporate other people's thoughts and feelings BEFORE speaking, deciding or taking action? How can you prepare yourself to respond in a more caring or wise way?
2. **Acknowledge Conflict.** Identifying the fact that a conflict has started is sometimes half the battle. The longer we take to notice a conflict, the more negative or entrenched a conflict can quickly become and you can risk the conflict getting out of control.
3. **Change Your Attitude Toward Conflict.** Once you acknowledge the conflict, it's critical to say so and to CHOOSE to have a positive attitude toward the conflict. If you think of conflict as a time waster or as a painful chore or worth running from, you are likely to bring that same negative attitude into resolving the conflict. But if you think of conflict as an opportunity for making progress, understanding and valuing

⁷ Source: <https://allc.asia/9-steps-to-manage-conflict/>

others, building consensus and unity, and making the best possible group decision, then you are likely to work toward achieving those actual results.

4. **Seek First to Understand Others.** Before you let loose with your tongue and explain to the other person every clear and obvious reason why your way is right or best, humble yourself and let the other person speak first. Allow them to express their thoughts, ideas, needs, concerns, and questions. Let their side be told. Let them get it all out.
5. **Show That You Listened and Understand.** Wait! It's still not yet time to share your amazing wisdom with the world. First, demonstrate to the person or people that you truly heard them. Nod your head. Give appropriate eye contact. Provide an occasional verbal acknowledgement like 'yes' or 'ok' or 'alright'. Write down what they said. Paraphrase or summarize what they said.
6. **Admit What You Agree With.** As you summarize what they told you, highlight the things that you agree with them about. Make sure they understand that you both have areas of agreement. Believe it or not, this can help tremendously in avoiding them thinking that you are 100% against them and everything they stand for.
7. **Add in Your Needs and Perspective.** Now it's finally your turn to explain your perspective. Using key words like "And", "Also", "In Addition", and "I Wish", try to add to things that they have already said and that you agree with. For example, you could say, "In addition to your idea of holding the event on a Friday evening, which I think is a great idea, it would also be wonderful if we could avoid holding it on a day where the school has a sports game." Add to the list of needs and options that the other person already verbalized. You may also need to respectfully explain any different perspectives you have about some of the concerns or possible options that others have suggested.
8. **Propose and Be Open to Creative Solutions.** Now that you can see the needs and ideas of everyone involved with the situation, suggest the idea of considering some creative solutions or alternatives. Let everyone

get creative, but take a rational look at the suggestions according to the felt needs everyone has expressed.

9. **Re-affirm the Importance of the Relationship.** Hopefully by now you have been able to come to a conclusion that is acceptable to everyone involved and you have successfully managed this conflict. Before you part ways, make sure you acknowledge to everyone how much you value and appreciate them. After all, life is about relationships, not about always getting exactly what you want, right?

Application

Think about an existing or recent conflict situation you have faced and then re-read through the 9 suggestions above.

- What do you see as your strengths in managing conflict?
- In which areas could you improve?

Seminars that Impact

“We do not have the Bible in our language, nor do we have any solid biblical training for our people group of six million. You have now brought the Bible School to our doorsteps! This is so powerful and we are so grateful.”

Gyuan, India

BELT Leader's Checklist (On-site)

By Hinrich Kraenzlin, BELT Pacific

This check-list contains some summary ideas (and more) from the more in-depth practical portions of this guide. It is given for those leaders who are fresh in their experience of running a BELT seminar or curious as to how to improve. This list is not a hard and fast list to rigidly adhere to, but gentle reminders as we all pursue the BELT value of excellence in all that we are and do.

Self-leadership

- My life is in tune with God. I guard my quality time with Him daily.
- I walk in faith – not by sight – trusting God in, and for, everything.
- I walk in the fear of God – not the fear of man.
- I will not give in to cultural pressure to compromise my godly values. I stay alert and keep my guard up.

Leadership of the team

- I lead with humility and by example, practising dependence on the Holy Spirit.
- I care for the team – meeting spiritual, emotional and physical needs.
- I prepare the team well for the new cultural setting through an on-site orientation by a missionary or discerning local.
- I organize daily times for team worship and intercession, as well as a weekly day off with some team fun time.
- I regularly encourage team members in their self-leadership and growth.
- I ensure teaching topics are covered well, meeting with BELT teachers and listening to their outlines, personal applications, and stories prior to presentations.
- I remind the team to contextualize the posters and teachings for greater relevance and impact.
- I make the team aware of possible dangers or pitfalls while in the community.

- I remind the team that we are not only teaching with our words during the sessions, but through our lives 24/7, knowing team attitudes and discipleship outside the seminar will affect the seminar time.
- I encourage and model serving alongside locals (even when they may not want us to) - discerning when to push cultural norms and when to let things go.
- I model and encourage building of relationships despite language barriers.
- I encourage and model learning phrases from the host language, as well as participant names, reflecting value of the culture and individual.
- I check to ensure Team Roles and Responsibilities are being attended to.

Leadership of the seminar

- I clearly communicate with participants regarding expectations for graduation (80% attendance plus outreach), ensuring they understand the objectives of the seminar.
- I ensure key ideas are covered by each teaching, and any that get missed are covered by the MC of the week. I ensure application times (different types) happen with teachings.
- I meet with the organizing committee once or twice each week to discuss the course, outreach and graduation. I encourage them about faith in finances and pray with them for course fees.
- I ensure translators are well prepared for the seminar by having my team explain their teachings beforehand. We pray with and for them and include them in team life.
- To ease the load on locals cooking our food, I arrange with the team to help out at times (being sensitive to local expectations).
- I ensure evaluations of the seminar are completed by participants at the end of the seminar, and translated prior to departing.
- I remain flexible at all times – and encourage my team to be as well.

BELT Practics: Setting up a Seminar

By Nathan “Hobbes” Wagner, BELT/BSN Norway

There are many considerations in preparing a BELT seminar for a chosen location. As team leader, you must begin to think through, plan, and organize these things well in advance of the seminar date, especially if it is the first time being run. If you are unsure of how to go about any of these things, contact someone who has experience for help and advice.

Assuming that the location has already been vetted and chosen by a local Wycliffe or other contact, it is important to have some preliminary contact with the key leaders in the location (can be identified by the contact who set up the location). If possible, try to make a scouting trip to the location yourself. If you cannot do this, communicate with your contact or the key leaders about the following things:

- Putting together a local organizing committee for the seminar. This group will be the ones responsible for the seminar. Although they will need more help earlier in the process from the BELT team, the thought is that the BELT team(s) would release more and more of the responsibility to them and become simply guest teachers in their seminar. This committee should be made up of representatives from as many local churches/denominations as possible, both men and women, younger and older leaders, and (where applicable) members of the different represented tribes/people groups.
- Communicating the heart and curriculum content to the local churches so that they know what you are offering and what to tell people as they are invited.
- Communicating the BELT value of participant ownership. Participants will not be compensated monetarily for the time spent in the seminar. The idea is that the transformation potential of God’s Word is like the pearl of great price (Mat 13:45-46) - worth making a sacrifice for. Minimal costs such as seminar materials (participant outlines, posters, etc.), any organized meals during the seminar, and graduation celebration are the participants’ responsibility. This is an excellent opportunity to challenge the committee and participants in their faith and trust for God’s provision.

- Deciding whom to invite. Although BELT seminars are not exclusive of anyone who wants to participate, it is important for the committee and participating churches to understand the guiding principle of 2 Timothy 2:2. We want to focus our teaching on those in positions of influence within the church and greater community who will teach others within their circles. This lends for effective and efficient multiplication.
- Relaying what the specific felt needs of the community are. These can be areas of physical, spiritual, or societal struggle. This is helpful for prayer times, for teachings as well as for planning workshops.
- Conveying any pertinent information about the culture. This includes: cultural values, village and family and church dynamics, etc. which will help to contextualize the BELT teachings (some of this can be learned at the on-site orientation). Knowing about appropriate dress, accessibility of communication, and accommodations can help as your team prepares.
- Finding out how available translation is from their side. How many translators are available during the time of the seminar? If there is no one, where can you find someone to bring in as a part of the team to assist in this way? Who will translate the BELT outlines and where can they be printed for the participants? (Have several involved in translating outlines and posters to ensure agreement on the translation quality; set this up well in advance. Ensure all photocopying of outlines has been done, and all supplies are purchased, prior to arrival in the community.)
- The committee needs to decide in which location/church to hold the seminar. Estimated number of participants, convenience of location, and support of the church leadership are all things to be considered.
- Arrangements must be made to host the BELT team (good communication beforehand is important). This includes living space (in some cases with host families, other times all together) and sometimes (depending on the situation) may include volunteers to help the team in buying food, preparing meals, doing laundry, fetching water, etc. Especially on small teams, these servants enable the team to focus on their teachings, the seminar and on the participants. (Although this does not need to be communicated ahead of time, it is suggested to financially bless those who help as a display of appreciation at the end of the seminar.)
- Dates need to be decided for the seminar. Allow both their suggestions for the best time and your schedule constraints to inform the final

decision. Remember to communicate the time necessary to run a full seminar with outreach, debriefing, evaluation, and graduation.

Research the type of visa needed for the location. How much does it cost? Is it difficult or easy to apply for? How much time do the applications take? Be ahead of the game on this one if you want to avoid some serious headaches.

BELT Practices: Preparing your Team

By Nathan “Hobbes” Wagner, BELT/BSN Norway

Once you have established a location and dates for the seminar, all you need is a team to go with you! Once you have the people, all they need to be is ready... But how do you prepare a team for a BELT outreach? There are several BELT resources which are helpful in this process. Some will be referenced in the following section, while some are best read through as you develop resources and used as needed in the preparation process.

- Don't neglect the “team building” stages of this process. They might not seem like the most productive parts, but they are certainly some of the most important if you want to be productive as a team.
- As early as possible, review as a team the “Team Roles and Responsibilities” document and the teachings for the seminar. Give time for people to seek the Lord about what they should be responsible for in both areas. Then come back together and start to put the pieces together so that everything is covered.
 - It can be helpful to have people list their top three preferences for teachings so that holes in the schedule can be filled while still letting people pursue what they want to.
 - Once these things are decided, each team member is able to begin preparing their teachings and getting ready for their area(s) of responsibility.
- Get your visas. This is best done as soon as possible. With the research you did ahead of time into what's required, it should be very easy to get everyone rolling in the application process!
- Prepare a budget and packing list for the trip. Doing this will help the team be ready by knowing how much money they will need for the trip and what they will need to bring or get. This can be done easily by adjusting an existing budget from a similar location (ask around for these) and the same with packing lists. If you need to start from scratch, it would be good to get help from someone experienced in putting together these things. These things should, ideally, be complete when the team is formed. Work ahead!
- Make sure everyone on the team has the necessary vaccinations.

- Make sure someone brings a first aid kit (triple antibiotic cream for minor cuts, iodine, paracetamol/ibuprofen, antibiotics, bandages, etc), water filter, mosquito repellent (where appropriate), etc.
- Meet regularly as a team. This is a good place for practical information, updates, praying for each other, and praying for the seminar and location (write down any words from the Lord). These times can be a great opportunity to have God give you more of his heart for what you are preparing to do and begin building team unity.
- Delegate! Remember, the team is not just along for the ride. Help yourself and the team by spreading the preparation tasks around. This will also increase the sense of ownership (of the whole BELT project) amongst the team.
- If it is possible to do any cultural orientation before leaving, that is great. Even if it seems small (like going to eat together at a restaurant that serves food from the BELT location), starting to connect with the location early is a great thing.

BELT Practics: Running a Seminar

By Nathan “Hobbes” Wagner, BELT/BSN Norway

As the BELT leader during a seminar, there are a few extra areas of responsibility and consideration:

- Cultural orientation. It is helpful to gain the insights from the missionary living amongst the language group. If none is available, request a believer who has experience either living abroad or dealing with ex-pats – their insights into cultural differences, as well as spiritual realities, will be helpful. The BELT website has a sample cultural survey (pre-trip and on-site) contained in the BELT Information Packet. (Honour the know-how of these local missionaries as your experience in their location is so limited.)
- Connecting with the committee. During your time at the location, you should be meeting regularly with the local organizing committee of pastors and leaders from several different denominations. At least once before the seminar begins, you should meet with them to finalize any details, hear their plans, how many people they think will come, and finding any holes in the preparation that need to be dealt with. Then, meet with them once or twice per week about the following topics:
 - Evaluation. Hear from them about how they think the seminar is going, framing questions carefully in shame based cultures. What stories/testimonies have they heard? Which teachings have been helpful, unclear, confusing? Has anything been offensive? Is the pace ok? Are there questions or any input? Then make any necessary adjustments.
 - Planning and logistics. Ensure attendance is taken daily, as well as worship/devotional times set. The organization and formation of outreach teams, setting up outreach locations, food and program for the graduation, and any other logistical needs must be started with plenty of time in advance. Begin outreach planning during the first week of teaching and graduation planning during the second week, at the latest.

- Pray together with the committee. Stand together in spiritual unity on behalf of the seminar, the location, the participants, and the BELT team.
- It can be good to invite other members of your team to join you in these meetings as seems appropriate. This can be a good way to give someone who is curious more insight into the workings of BELT. This is especially important if there is someone on the team who would like to lead teams in the future.
- Integrating the translator(s) into the team. Especially if the translators have joined you from somewhere other than the BELT location, it is important to make sure they become a part of the team, not just a tool you are using. They can help in preparing culturally appropriate/relevant illustrations, be a part of poster making, and join with the team more than just in front of the seminar. If the translator is from the BELT location, this will not be as necessary, since they will still be with their friends and family. But include them as much as they are able to be with your team.
- Pastoral care and teaching assistance for the team. Make yourself available to talk through teachings and ideas with your teammates as they prepare. It is important to help them understand the concepts they are teaching as well as the bigger picture into which they fit. Try to take some time once a week to talk individually and personally with each member of the team. This could include checking in on how things are going with their team role/responsibility. Pray with them after conversations. And keep them in your prayers throughout the seminar.
- As the seminar nears its close, use wisdom and discretion to talk to someone close to the team about the people who have been helping the BELT team practically (if this is the case) – cooks, etc. This information is necessary when determining how much to give each as a gift or what gift to give. Then organize a time when the BELT team can offer their thanks and appreciation to those who have helped. Don't just hand them a pile of money and say "thanks". Pray for them and get words and Scriptures. Give other small, more personal gifts if you can.
 - Also consider gifts for your translators and making donations to the house you've stayed in, the church that hosted the seminar, and the graduation celebration fund.

- If you can, try to make time for a fun thing for the team to do together during some “off” time. Rest, Sabbath, and fun are all important parts of team health.
- It is usually recommended that the team leader teach the first session of the seminar. This allows you to set the tone, both for your team members and for the participants. The team leader usually acts as MC the first week, making sure all the main points of the teachings get covered, reviewing key ideas and tying the teachings together.

BELT Practics: Wrapping Things Up

By Anna Wagner and Nathan “Hobbes” Wagner, BELT/BSN Norway

The following recommendations should be done after the completion of the seminar. They serve a few purposes. They will allow future teams to run better seminars; they will bring closure for your team and allow them to voice any struggles and complaints (and process/resolve them); and they will allow you to get a broader sense of how the seminar went.

Wrapping up with the organizing committee:

- Before leaving the location, start the conversation of when to hold the next seminar. Get some preliminary dates with which each side can begin planning for the next seminar. Then follow up that planning with your local contacts after you’ve come home.
- Get any final recommendations and evaluations from the seminar time. Remind the committee of any suggestions that could improve the seminar (on your end as well as theirs).
- Take into consideration and prayer anything you learned about the culture during the seminar. What strongholds did you notice? In which areas was God working on or providing breakthroughs? Which lessons in the coming seminar will be especially relevant to that location.

Wrapping up with your team:

- Debriefing should ideally be done somewhere that the team can relax and refresh, shortly after the conclusion of the seminar. An idea for doing this is to find a nicer place to stay and eat for a day or two on your way to the airport from the seminar location. It can also be done upon your return, provided you are all going back to the same place.
- At least a day before the debriefing, give each team member a set of questions about how the seminar went and their own personal experience during the time. Try to have these questions facilitate the processing of their own teaching, the overall dynamic of the seminar and of team life, places they struggled, things God showed or taught them,

and anything else you think would be helpful. Give them the day to take time with the Lord to thoughtfully process the questions.

- Schedule at least a couple of hours to talk through the time as a whole team. This can be a time of evaluation, conflict resolution, and sharing different perspectives of the seminar.
- Schedule around an hour with each individual team member to process things with them on a more personal level. This can be a good time for them to share things that would be uncomfortable in a group setting, more personal growth related things, and to discuss possible future involvement with the same or different BELT locations.
- PRAY! Make sure that the team prays together (and even spend some worship time) before and after the meeting together. Also, pray together with and for each team member as you meet with them.
- Have someone else available to team members that they can talk with for any reason, but especially if they have concerns or issues with you and your leading of the team.
- Take notes (or have someone else do it) of these times. You might think you'll remember everything, but you won't if it's not written down.

Evaluating your time:

Why feedback?

Feedback is one of the areas that is easily skipped if time is short in a BELT seminar. However, getting feedback is helpful for everyone involved. The BELT participant will have time to reflect on how the things they have learned have affected their relationship with God and their everyday activities. This reinforces their learning. The BELT team will be able to see some of the effect of their work (something that is extra hard when you rely on a translator or unfamiliar cultural cues). The BELT staff can know what worked and what didn't. This will help future BELT seminars in that location by providing direction to different teachings and methodologies and highlight specific workshops that would be extra helpful. Apart from this, feedback helps document the stories from outreach, which helps more people be involved in them both in prayer and financially. We cannot afford to skip feedback.

How feedback?

The most common way of eliciting feedback from BELT participants is to have review times each day of the seminar and to have a focused evaluation at the end of the seminar. When it comes to the evaluation at the end of the seminar, usually verbally works best in oral cultures; occasionally a written format can be used if the culture has a tradition of literacy. Make sure the responses are translated, and try to do this *before* you leave the location or it may never get done.

Below are some ways the evaluation time can be done. Consider especially your audience's education in reading and writing as you pick and mold the method to fit your particular group.

1. Set apart 1 hour for the participants to individually answer a few questions on a sheet of paper.
2. Divide the participants into groups of 2-4 (not too large since you want everyone to share). Make sure they know that you would like everyone to share, and that there are no right or wrong answers. Emphasize only honest responses can help improve the seminar. Have one person in each group who is a fast and detailed writer take notes. Set up a meeting with these group scribes afterwards, and have them record their names on the paper so you know who to ask if there is something that is not clear when they get translated.
3. Have the committee choose one evaluation leader and a scribe per 3-4 people (use a game to break them into equal sized groups if you like). Inform them of their task before breaking them into groups.

Possible questions

Make sure your questions are open and not closed (yes or no questions). A way to open up a question is to ask the same thing, but first say "how" or "why" or "what" before the question and reformulate it in a way that makes sense. It can be helpful to start with an easier question and then take on the more involved ones. Try to keep it as simple as possible (not too many questions), and leave enough space for them to fill in details. Below is a sample of what the questions could look like:

1. Name, age, congregation, work

2. What teaching was the most helpful to you? How has it helped you? (Note that the question does not ask “why”, because then they may start talking about the content of the teaching, something you already know. It asks “how”, and through that we hope to get a more personal answer.)
3. What in this seminar has made the biggest difference in your life? The more you explain, the better we will understand.
4. In what ways will you use these teachings in your life? In your family? In what ways will you use these teachings in your work? In your ministry?

A few pointers for introducing the feedback time

1. It can be helpful to introduce each question and explain what they mean before you ask the participants to give their feedback.
2. Honesty. Make sure the participants know that their honesty, even if it can feel for them that they are criticizing (this depends on culture), will mean that we can do things better next time.
3. Amount & kind of feedback. Make it clear that we appreciate personal and descriptive feedback.

Reporting your experience:

Even though the BELT travel may be over, the outreach is not over until you have written a report :). Do this and send to appropriate people (including the International BELT Team at info@ywambelt.org).

Below are some things that should be part of the report. Note that some of these things you should plan for ahead of time.

- Basic info: seminar date & location, seminar level, BELT team members.
- Statistics: how many took part in the seminar (how many of those were there last time if it is not the first TS seminar. How many graduated – attended 80% of the time and did outreach. What mother tongue languages were represented. What denominations were represented. How many were reached (approximately) during the BELT weekend outreach.
- Testimonies – any powerful quotes or stories from the seminar participants.

- Suggestions for how to run the next seminar in the region.
- Important contacts (includes the committee, translator and any other key people who helped pull things together).
- Evaluation/feedback results.
- Schedule or any teachings that got chopped or added.
- Budget.

Other ideas of what to include:

These are helpful and can be useful for newsletters and missions' dinners, especially for future teams, but are not necessary.

- Recipes of dishes typical for the region.
- Interesting local customs.
- Things to think about when it comes to the practices of village living or traveling like packing, transport, etc, that may be good to remember for next time.

Elements of a Successful BELT Seminar

By Mark Evans, BELT Thailand

Choose a time and location that maximizes the teaching opportunities

- Running seminars during planting or harvesting seasons of the year (in rural areas) or periods conflicting with other big events will result in poor attendance.
- Following a significant occasion in the life of the people (New Testament dedication, special occasion – eg Bible day, or other special Christian gathering) can provide an exciting lead up and generate momentum for a BELT seminar.
- Choosing a location that is central for participants to get to and a neutral meeting location (so other denominations won't be hindered from attending) can lend to greater participation.

Meet felt needs of the participants

- Identify the felt needs of the participants before or early in the seminar from the on-site orientation and early conversations with missionaries, local leaders, etc. Tailor the lessons to those needs. Also, if possible, teach some workshops or electives on these topics at some point during the seminar.

Get cultural orientation and experience

- Research as much as possible the host culture/local area before arrival.
- Arrive at least a couple of days prior to the seminar, especially if it is the first time in a location, to get orientated and gain exposure to the culture before the seminar begins.
- Conduct a cultural and language orientation by local leaders and experienced missionaries (sometimes foreign missionaries have better or different perspective of culture than locals).
- Provide as many early opportunities as possible for the team to experience the host culture up close in order to gather cultural examples/illustrations to make their lessons relatable. Eg. go to local family for meal, visit work locations or gardens, etc.
- Seek to learn some basic phrases in the vernacular / mother-tongue language.

Foster local ownership and leadership of the seminar

- An invitation to do a seminar should come primarily from national Christian leaders not just the host missionaries or mission agency so there will be wider buy in and promotion.
- An interdenominational coordination committee should be established to provide oversight of the organization of the seminar, rather than a single individual representing one denomination.
- Encourage local churches to lead the daily worship times, in their own styles.
- Encourage the local committee to organize their own graduation celebration.

Target leaders

- Participants should be leaders who are already in a position of influence, able to teach and influence others with the material they have learned. This could include pastors, community leaders, women and youth leaders, as well as emerging leaders. We encourage cross-denominational involvement.
- In top-down / patriarchal cultures, change often happens from the top down, so work to involve as many senior leaders as possible in the seminar. If the BELT seminar is perceived as too basic for senior leaders, encourage them to come as mentors for younger leaders in their church (helping them to learn the material presented in the BELT seminar).
- Tailor the content to leaders - why are these topics significant for leaders to know.

The teacher makes the content come alive and flow together

- Make the teaching outlines your own. It is okay to change the order you teach the content in to make it flow in your own mind (just make participants aware of where you are on their outlines).
- The content is good, but it is just words on a page, unless you make them come alive, understandable and relevant to the lives of the participants. Use personal examples and experiences. Be humble and vulnerable.
- Allow the content to transform you before you teach it. Ask God for new illumination.

- Having an MC each day/week helps to review main ideas, posters and tie the lessons together.
- Refer back to previous teachings, stories and posters when teaching the current lesson.

Make room for the Holy Spirit to move

- Take time as a team to hear from God for the seminar – before and during – and be flexible to change things accordingly.
- Ask God for a theme for the specific seminar. Proclaim that regularly over the participants.
- Pray as you prepare, seeking God for His tailoring of each teaching for each unique audience.
- Ensure you allow time for personal application of the material each day. Vary how this is done.
- Allow for times in class to pray for the participants. Give words of the Lord to various ones.

Make relationships a priority

- In most non-western cultures, relationships are key to the hearts of people. The deeper the relationships, the greater the trust and opportunity for ministry.
- Look for ways in the seminar to connect with the participants, even if language is a barrier. Make time for games and small groups in the seminar. Eat some meals together as much as possible. In free time/weekends, invite yourself to their houses or go on an outing together. Listening to their testimonies provides insight and connection.
- Do more than one seminar for the same group of people (ideally do all three BELT seminars in the same location). As much as possible, subsequent seminars should be attended by previous participants for continued relationship, input and coaching and for reinforcement of previous course material.
- To ensure a relational bridge, a minimum of one or two BELT team members from the first seminar should be present for subsequent seminars to maintain the relational connection and flow of the seminars.

Use the Vernacular / Mother-Tongue Scriptures

- Use the Scriptures which speak the heart language of the people as much as possible.
- The lesson outlines should be translated into the mother-tongue language.
- Each participant should own his/her own copy of the mother-tongue Scriptures prior to attending the seminar.
- Most of those attending the seminar should have some ability to read the Scriptures so that they can be fully involved in the seminar and be able to open up the Scriptures to others. If there are some who cannot read, others can assist them.

Aim for reproducibility

- Materials used in the seminar should be affordable and available to locals.
- Get the participants to make their own posters for outreach so they realize that they can do this.
- Don't use technology unavailable to locals to teach content. Eg. power point presentations in places where power point is not used.
- The cost of the seminar should be covered by local funds.
- Schedule regular review, feedback and practice times to ensure content is being understood, remembered, and can be taught to others (reproduced).

Include a local outreach

- Missions and evangelism is best modelled and mostly caught - not taught.
- Always include some kind of local outreach for the participants as part of the BELT seminar. Not only does an outreach give opportunity for the participants to practice what is being learned, but also gives opportunity for leaders to reach out to their own community, if they are not already.
- Outreach is best if it is both evangelistic (in the community) and speaking in churches.
- Include prayer and commissioning before participants head out, and an outreach report back celebration following the outreach.

The Top Ten

(Frequently Asked Questions about BELT Seminars)

By Mark Evans, BELT Thailand

1. Where did the BELT seminar content in the Transformation Series (TS) 1-3 come from?

The chronological, core Biblical worldview ideas taught in BELT have been developed by BELT staff from practical Biblical content that has a track record in YWAM in bringing transformation in personal lives and communities. The lessons have been revised a number of times over the years to incorporate feedback from BELT participants and partner organizations. The story-based TS series was developed to more closely fit the learning styles in non-western cultures, including primarily oral cultures.

2. What is the best length for a BELT seminar? Can a seminar be taught in a week and still call it a BELT seminar?

The length of a TS seminar is typically 2-3 weeks. We have found 2+ weeks helpful for leaders to have enough time to learn, process and apply the BELT content, as well as adequately prepare for, and conduct, a local outreach. (The more time for BELT staff to build relationships and trust, the better - key ingredients in training). Although seminars can be conducted for a shorter time-period, some of the important ingredients mentioned in this document are often truncated or left out altogether. Although it is sometimes challenging to run seminars for longer than 1 week in some locations, I encourage those setting up BELT seminars to push for longer, rather than shorter, seminars. Introductory seminars that are 1-2 days are encouraged so that potential BELT participants can get a taste of what a BELT seminar is like before having to commit to a longer seminar they know little about. It may be helpful for leaders to be aware that if at least 2.5 weeks of training plus the weekend outreach is completed, participants can gain U of N seminar credit. If only one week is available for the seminar, it can still be considered a BELT seminar, but

because only half the seminar was completed, a certificate for course completion cannot be granted, nor credit with the U of N.

3. Can anyone come to a BELT seminar? How do you get key leaders to come to a BELT seminar?

Leaders play an important role in non-western cultures in allowing and reproducing fresh or alternate ideas and methods of teaching/ministry. It is especially important in hierarchical cultures like Asia, Africa and parts of the Pacific. Although it takes more planning and effort ahead of time to involve leaders in the church and community, it will maximize BELT's lasting impact. Often it is helpful to present the BELT seminars not just as Bible training (some of which they may already know) but as a discipleship tool to help their church. Their role as a leader is to learn the content and the methods (which will probably be surprisingly helpful in their own personal lives) and then teach them to others. Target any leaders - senior leaders, Bible study leaders, youth and women's leaders – anyone who can learn the BELT content and immediately be in a position of influence to teach others. Offering credit with the U of N (if the seminar meets the U of N requirements) can also be attractive to leaders. If senior leaders can't be involved in the whole seminar, try and get them to attend a few days or at least have a role in the opening session or graduation.

4. When is the best place/time to run a BELT seminar?

If possible, choose a time and location that is best for the participants. Running seminars during planting or harvesting seasons of the year (in rural areas) or periods conflicting with other events will result in poor attendance. Setting up the seminars well in advance can help alleviate some of these issues. Doing a short scouting trip to the location ahead of time can be very helpful, not only to assess the felt needs of the leaders and present the BELT vision, but also to offer some sample BELT teachings, explain how BELT seminars are run, and understand best how to customize the BELT seminar to the specific location in advance. It is difficult to communicate all this through email! If possible, have at least one leader from a future BELT seminar location attend a BELT seminar

elsewhere (even just for a few days) so they have first-hand knowledge of what a BELT seminar looks like. It helps them greatly in knowing how to plan for a seminar in their own location. For BSN (Bible School for the Nations) outreaches, run the longest seminar (2+ weeks) in a proven location, which allows for a seminar-type format with maximum teaching opportunities for the BSN students. If possible, keep pioneering locations (where it is not sure how much teaching can be done by students) for shorter seminars or BSN and BELT staff outreaches.

5. How can we get leaders from different church denominations to come to the BELT seminar? How can we foster denominational unity?

Although one of the BELT goals is to promote denominational unity, sometimes it is challenging to get denominational church leaders to come to a Bible seminar being taught by people outside their denomination or come if leaders from other denominations are going to be attending. The BELT team, being part of an interdenominational mission and coming from various church backgrounds, is a good start to easing suspicion and breaking down denominational barriers. Working alongside a partnering mission who already has relationships with denominational leaders is undoubtedly the biggest help. Holding the seminar in a neutral location and visiting the various regional denominational leaders and churches before and during the BELT seminar can also help. But in the seminar, perhaps the best way to foster unity is to be carefully intentional about mixing leaders from various denominations in discussion groups, group presentations and if possible even on outreach teams. As they hear from each other, pray for each other and even do ministry together, new perspective and appreciation for each other can grow. Teaching on Christian unity (with an application) is also helpful.

6. How do you make the content come alive? How can we see transformation in the lives of the participants?

Words and ideas alone cannot change people. But the Word of God empowered by the Spirit of God will bring transformation. As the Word

of God (through key Bible stories and passages of Scripture) is read, heard and understood the Holy Spirit of truth will bring conviction of sin and right living. The BELT teacher not only must seek to bring understanding of truth, but they must allow time for the Holy Spirit to act. Don't rush through the application times, but seek culturally relevant, practical application to each topic through appropriate questions in group discussion, in personal reflection times, and public response times. The BELT outlines are useful to help the BELT teacher focus on the most important ideas and stories about the topics covered. But the lessons will only come alive as the teacher makes the lesson their own. Allow the content to transform you first. Illustrate each main point using real stories and personal examples (be vulnerable) so the participants hear how these ideas can change real people. The teacher can change the order the content is taught to make it flow in his own mind and personal style (although keep in mind that the participants are following the outlines as well). Not every point on the outlines will be equally relevant to the participants and often there is not enough time to cover everything in detail. Pray for discernment and get advice from local leaders / missionaries as to what are the most relevant points. Spend the most time (teaching and methods) on the points that are most relevant. What makes each BELT seminar dynamic and unique is that the participants are unique. Seek God as a team regularly throughout the seminar for discernment of the greatest obstacles to transformation facing the participants, pray against these and speak into them during your teachings. A number of the dramas and major applications typically used in BELT seminars (e.g. the sin box) came out of times of intercession. Also, ask God for a specific theme or Scripture verse for that specific group, hang it up and talk about it throughout the seminar.

7. Does a BELT seminar need to be conducted in the minority language? Isn't doing training in the national or majority language sufficient?

Although participants may speak the national language, they will likely learn in a deeper and more profound way when hearing, reading and processing ideas in their heart language. It is more work to use two or three languages in a BELT seminar and prepare lesson outlines and

posters in those languages, but it is well worth the effort. In multilingual situations where BELT participants come from 2 or 3 minority languages but all understand the national language, usually the main lessons are conducted in the national language but the discussion groups are conducted in the minority language groups for deeper processing and use of the minority language Scriptures. BELT lesson outlines are usually translated into the minority language of the people. In some settings, the BELT lesson outlines are translated into the national language as well as the minority language(s). When doing BELT seminars in connection with WBT, New Testaments and even whole Bibles have often recently been completed, so make it a priority to run the seminar in the language of the translation, utilizing the new Bibles as much as possible.

8. How can we get local leaders to take ownership of the BELT seminar?

The more local ownership there is, the greater the interest and participation in the seminar. One of the key ways to help bring local ownership of the BELT seminar is to have a local coordinating committee (rather than an individual) organize and provide oversight of the BELT seminar. Include respected church and community leaders from the main church denominations and/or regions and languages represented in the class. This committee becomes a vital contact point for the team, where feedback and communication is provided to the team, as well as daily worship times (in various denominational styles) are organized, outreach locations and teams are decided and graduation is arranged. Another key way to foster local ownership is to aim for reproducibility of the seminar. As much as possible, model for the participants how they can run BELT seminars themselves. Materials used in the seminar should be affordable and available to locals (buy locally as much as possible). The BELT posters are best drawn on cloth for durability and ease of transportation (require participants to make their own posters for outreach rather than use the ones the team drew. Be sure to provide cloth for outreach teams and show how to draw or trace the diagrams).

9. What do we do if the BELT participants are too poor to pay for the BELT seminar?

Dealing with finances is always one of the biggest struggles of setting up and running a BELT seminar, especially the first one. The challenge of providing for the costs of the BELT seminar themselves (facilities rental, meals provided, etc.) is sometimes overwhelming for those organizing the seminar and for the participants themselves. This has not been helped by past practices of NGOs /other missions who provide for all the costs of a seminar and travel money for leaders to attend a seminar. It is helpful to begin the conversation by explaining how all YWAM workers depend on God for support and share testimonies of how God has provided for BELT team members to get to seminars. Also sharing stories of how God provided in other BELT locations builds faith. We have found that when God provides (as He has every time, even in poor areas) a vital lesson on faith will be learned which is necessary in ministry and life. Paying their own way also helps the participants value the BELT seminar more. Local strategies may need to be employed to raise funds. For example, instead of paying fees, pay in equivalent food items or encourage sending churches to provide the fees of the participants. Regular offerings are usually taken up during the BELT seminars to help those in need. This provides opportunities for those who can to help, but also for BELT team members to give as well.

10. **Does a local outreach have to be included in each BELT seminar?** As YWAMers, we want to always be encouraging and modelling outreach / mission. One of the goals of BELT is to do things in a reproducible way (content and methods) to provide a model for participants (2 Tim 2:2). A local outreach not only provides the BELT participants the chance to put into practice what they have been learning, but we hope it will inspire them to continue doing outreach in their communities after the seminar is over. After a series of BELT seminars in PNG, it was exciting to see some church leaders were so inspired by their BELT outreach experiences, that they formed their own mission program taking evangelistic and teaching teams to a neighboring unreached people group. One of those stayed long-term and has now planted over ten churches, and moreover has started his own missionary society to reach

other unreached people groups. Typically, the local outreach is done on the second weekend of the BELT seminar (to allow for maximum learning/preparation of BELT content and methods) but can be done at other times. A weekend outreach will often include a day for evangelistic outreach (going house-to-house, to markets, to hospitals, etc.), and a day sharing in church services. Longer outreaches have also been effective, allowing participants to travel further and conduct several days of training in the outreach location. The need to allow time for adequate outreach planning and preparation can't be overemphasized (often done for 1-2 hours most afternoons of a BELT seminar). Working with the participants to encourage intercession for outreach locations, to practice preparing and presenting Bible stories and BELT lessons, to draw their own BELT posters, etc. is just as important (and perhaps more so) than teaching the BELT content itself because much learning and processing comes by repetition and practice. Work with the local committee to plan outreach locations and communicate in advance where necessary.