# Strategic Planning and Scripture Use: Integration of Results Based Management and Conditions of Scripture Use

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### ABSTRACT

A key to scripture use is effective program planning. This paper argues that integrating aspects of results Based Management with the eight conditions for scripture use increases the likelihood of vernacular scripture use among language communities with newly translated scripture. Such planning should start by determining the ultimate spiritual Impact desired and assessing the contributing factors that are present or absent, including the strengths and weaknesses of the communities involved. A team can then work to determine the Outcomes needed to facilitate the desired Impact and the Activities that are necessary and sufficient to bring about those changes, along with the Inputs and Outputs for those activities.

## 1. Introduction

**"What should we be doing in our language program for Scripture Use?"** That's a good question to be asking. While it's easy to give a list of possible SU activities, it can be hard to know the best way to use the time and resources available. Too often, the decision is made based on what the team members enjoy or are good at, what an outspoken individual in the language group is asking for, or what worked in another language group. Although these are considerations, they are not the best place to start. We need to be thinking *strategically* about what we do and *why* we do it.
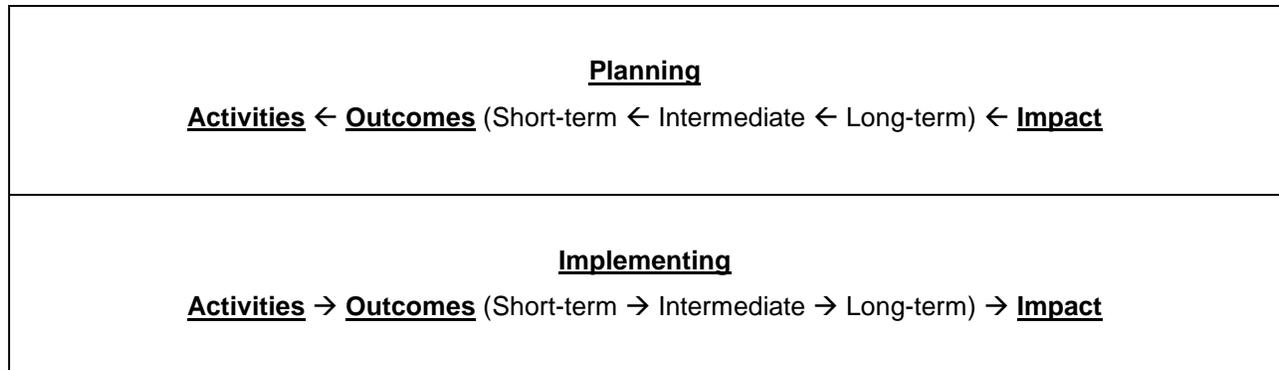
Most everyone involved in a language project has done planning at some level. Often this planning has meant arranging the desired (or required) *activities* into a given time frame. What is often lost in this is *why* the activities are being done. It may be assumed or hoped that a given set of activities will lead to a good result. But teams are often unclear of the desired end result. Is the desired end result a *product* or *changed lives*? Unfortunately, having excellently translated Scripture does not ensure that people will use the translation. Knowing *how* to read does not ensure that people *will* read and study the *Bible*. A team should carefully consider what will lead to the desired change(s).

Integrating aspects of Results Based Management (RBM)[1] with the "Eight Conditions of Scripture Engagement" (Dye 2009) gives us a powerful tool for planning language programs in a way that increases the likelihood that Scriptures will not only be available in vernacular languages, but will actually be used.

### 1.1 Overview of Results Based Management

A key to planning, according to the RBM model, is to begin with the long-term Impact desired. From there, the team (meaning the language personnel in cooperation with other relevant partners) can then work backwards, considering what changes are desired in the communities or individuals which are likely to lead to that Impact. Only then can they consider what activities are necessary and sufficient to bring about those changes.

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[1] Result-Based or Outcome-Based Management is used by organizations in many forms. This article does not endeavor to adhere strictly to the guidelines of any one theory, but uses the ideas as a tool to assist in planning effective strategies. The resource I found most useful in explaining this topic is *Splash & Ripple: Using Outcomes to Design & Manage Community Activities* by Coyne and Cox.

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**Planning**

**Activities** ← **Outcomes** (Short-term ← Intermediate ← Long-term) ← **Impact**

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**Implementing**

**Activities** → **Outcomes** (Short-term → Intermediate → Long-term) → **Impact**

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Although the model is presented here in a linear framework, the planning process is on-going and cyclical, as both activities and desired outcomes are modified due to insights gained through regular evaluation.  Those using it are free to work with the model in a way that fits their learning styles.

### 1.2  Overview of the Eight Conditions of Scripture Engagement[2]

Through years of research into factors that affect the use of Scriptures, Wayne Dye has defined eight conditions necessary for Scripture use.  It is crucial to look at the entire picture of what is going on in a situation.  It is possible that seven of the eight conditions could be in place, but the lack of just one condition could be enough to block the use of Scriptures.

The Eight Conditions of Scripture Engagement (Dye 2009) are:

1.    "**Appropriate Language:**  If people are to use Bibles in any language, that language, dialect, and orthography must be considered appropriate for expressing Biblical truth."

2.    "**Acceptable Translation:**  People will only use a translation if they think it is really the Word of God and is in an appropriate form. The category 'Acceptable Translation' encompasses a number of factors ranging from the style of the translation to the moral qualifications of translation team members."

3.    "**Accessible Forms:**  'Access' in this context means that individuals can read the Bible or hear it read or see it in drama or other communicative arts. If the Scriptures are written, some people must be able to read. If they are  promulgated in oral forms, then people must be able to tell Bible stories or there must be electronic forms of Scripture."

4.    "**Background Knowledge:**  People need background information about the Bible before they can make sense of it."

5.    "**Availability:**  To engage with Scripture, people must be able to obtain a copy or they must be able to hear someone telling it to them. A system is needed for distribution, sales, and informing people about where the Scriptures are available."

6.    **Spiritual Hunger:**  There are people in that ethnic group who want to know God better. "The number of believers within a people group and their level of spiritual hunger can be a strong predictor of the level of Scripture use."

7.    "**Freedom to Commit:**  Freedom to commit means exercising spiritual freedom to choose to follow Christ wholeheartedly, including turning from ancestor worship, traditional magic, fetish worship, and any other belief or practice that conflicts with the teaching of the Bible."

8.    "**Partnership:**  Partnership issues are among the most important factors contributing to the success or failure of Bible translation projects. … If a Bible translation team helps fulfill the vision

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[2] The terms Scripture use and Scripture engagement will be used interchangeably.

of local churches, their translation is far more likely to be used. … The issue of partnership permeates all of the other conditions, the success of the other conditions being dependent on the success of this condition."

### 1.3  Overview of integrating RBM with Conditions of Scripture Engagement

Below are the basic steps for strategic planning using the RBM/SU Conditions model.  While the planning process could be accomplished through human effort, the only hope for true success is for those using it to be seeking and responding to the Holy Spirit's leading and empowerment throughout the planning and implementation of the plan.

### Step 1:  Define the desired Impact: Ultimate long-term result

The language team along with church and/or mission partners define what long-term change or Impact is desired.

### Step 2:  Analyze the situation

Analyze the situation in the language group from a broad perspective, and then consider each of the eight conditions in turn and determine which conditions are already met satisfactorily and which conditions are not being met satisfactorily.  This process will reveal which of the eight conditions need to be improved.

### Step 3:  Determine long-term Outcomes desired (based on the 8 Conditions)

For each condition that is *not* in place or is *weak*, write a long-term Outcome as the desired result for that condition by stating that condition as a positive change in people's lives.  (This is the point at which the RBM model and the Scripture Use Conditions model come together.  The RBM model asks what *conditions* are necessary and sufficient to accomplish the Impact, and the Conditions model provides a way to categorize and analyze all the conditions that need to be considered.)

### Step 4:  Determine intermediate and/or short-term outcomes desired

For each of the long-term Outcomes, determine what intermediate and/or short-term changes are necessary and sufficient to bring about the long-term Outcome.  (The complexity of the factors hindering a condition or of the solution to correct the condition will determine the number of levels of Outcomes needed.  Some conditions may not require three levels of Outcomes.)

### Step 5:  Decide what needs to be produced (Outputs) to produce the short-term Outcomes and what Activities will produce those Outputs.

Determine what needs to be produced, both physically (such as books or recordings) and in people (such as trained teachers, people with Bible study skills, knowledge, etc.) in order to enable the short-term Outcomes to occur.  Then determine what Activities will bring about those Outputs.

### Step 6:  Determine what is needed for the Activities (Inputs)

For each Activity, determine what Inputs are needed (finances, materials, personnel, etc.) and who will provide them.

### Step 7:  Continually evaluate and modify the plan

In order to do this most effectively, there should be Indicators defined for each Outcome which will tell those involved whether or not they have achieved the Outcome.  The presence or absence of those Indicators, based on evaluation, should inform the program, resulting in modification of the plan.

### 2. Where to begin

Begin where you're at.  A language team beginning a new language program could use the information presented here to develop a preliminary long-range plan for the program.  Teams who are nearing the end of a language program could use the information to re-evaluate and plan for the most important area(s) of focus for the remainder of the program – and beyond.  The strategies here apply to both long-term and short-term goals.

**2.1 Build relationships**

As has already been said, relationships are essential. Who are the key people or entities in the community who have a stake in the program? Which outside entities have a stake in the program? This would include churches and missions, along with other people or groups, such as village leaders, educators, etc. How do these people or groups relate to each other? What are their interests and strengths? Who will benefit from the program? What relationships will be necessary for ongoing use of Scriptures? A program must be built upon the interests and strengths of all involved in order for it to be successful.

**2.2 Understand the situation**

**2.2.1 General situation**

Be sure you have analyzed and understand the situation. This is best done by living in the situation, interacting with people in the communities and churches. The following general factors should be considered in terms of how they could impact the use of Scriptures. Your organization may have already required the writing of anthropological or sociolinguistic descriptions of your situation. These types of papers would be very informative to this process. Focus on those aspects which will most affect the use of Scripture.

- Geography & Demography (environment, climate, transportation options, physical accessibility to resources and education, population distribution, etc.)

- Economic Factors (means of earning a living, income level, work habits affecting the time or energy available for church activities, etc.)

- Society & Culture (features of the culture which contribute to or limit their use of Scriptures, including if local values are supported by Christianity, if Christians are respected as good people, etc.)

- Relationship & Political Factors (attitudes and actions of the national, provincial or local political systems toward use of Scripture, which governmental organizations influence use of Scripture in the vernacular, local leadership patterns which influence use of Scripture, churches or other organizations that will be influential in the use of Scriptures) See also sections 1.2-Condition 8 and 2.1 above concerning relationships.

- Strengths of the communities (what *they* value as strengths, past successes—including *why* they see them as successes) These are the strengths upon which to build the program.[3]

- Education, Literacy, and Literature (education system, level of literacy in various languages for different segments of the population, educators' interest in vernacular language, government position on vernacular literacy, preference of oral vs. written communication, preferred ways to convey truth, role of traditional art forms, etc.)[4]

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[3] An effective tool in discovering the strengths and dreams of those involved is Appreciative Inquiry. "Appreciative Inquiry (AI) builds on the importance of the full participation by all the relevant stakeholders (the community is at least one of them) in project definition and decisions. With AI, one starts by bringing the stakeholders/partners together, helping them discover what they have done or are doing well, and what gets them excited about the work they do. In the process they learn much about each other."

Marmor, Tom. Unpublished lecture handout. "Program and Project Planning using AI & RBM: Summary Procedure." *Worldwide Scripture Use Consultation.* Horsleys Green, England: European Training Program, 2006.

A good online resource for Appreciative Inquiry is http://www.bjseminars.com.au/appreciative.html.

[4] Some of this information could be saved for or cross-referenced in the specific analysis of condition 3 to be done later on.

- Religion (Traditional religion: major features, how it supports or conflicts with the Bible, attitudes of its followers to Christians; Christianity: history in the area, denominations and their attitudes to vernacular Scriptures, number of Christians with vital faith vs. nominal faith, people movements occurring and responses to them, languages used in church services, etc.)

**2.2.2 Specific SU Conditions**

Study the situation in the language group in light of each of the eight conditions. Describe the situation *for each condition,* listing positive and negative factors in the situation (positive=enablers/opportunities; negative=constraints/obstacles). Some of this information may have been gleaned in section 2.2.1. Give each of the conditions a score from 0-10, indicating the degree to which each condition is met. Since the process of scoring the conditions in this way was developed by Marcia Welser and T. Wayne Dye, this score is commonly referred to as the "Welser score" (Welser 2009). Note that in some situations there may be more than one score for a particular condition because of differences between subgroups (e.g. denominations, areas, dialects, etc.).

Appendix A lists examples of what each condition might look like if the conditions were already in place or if they were not fully met. They can be used to prompt your thinking about each condition. Read Dye's articles on SU conditions for further detail.

After doing this analysis, summarize the status of each condition. (See table 1.)

**Table 1: Summary Chart of SU condition analysis.**

| Condition | Welser Score (0-10) (0=not in place; 10=fully in place) | Comments |
|---|---|---|
| 1. Appropriate Language | | |
| 2. Acceptable Translation | | |
| 3. Accessible Format | | |
| 4. Background Knowledge | | |
| 5. Availability | | |
| 6. Spiritual Hunger | | |
| 7. Freedom to Commit | | |
| 8. Partnership | | |

By analyzing this information and the scores on the chart, you will be able to determine which conditions need work (those with low scores) and which do not (those with high scores). The comments will help you recognize which aspects of the condition(s) need attention.

**3. Plan the project[5]**

**3.1 The Dream → "Impact"**

In consultation with key people in the language group, determine the ultimate long-term change you would like to see in the lives of the people because of the language project. This can be written as your Impact statement. You would generally have one Impact statement for a project. The desired Impact is a "big picture" transformation that would last beyond the life of the project. It tells why the project is important and the change you want to see in people. You cannot make the Impact happen, but you can have an indirect influence. A question that could be used to prompt brainstorming toward this Impact statement is "What would we like our Christian community to be like in ten years?"

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[5] Much of the planning terminology used in this section is taken from *Plan:Net Limited* materials.

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***Examples* of Impact statements for translation/Scripture use projects**

- The X people are accessing Scripture for worship, study, and outreach.
- The X people are regularly encountering a quality translation of Scripture in their own language in meaningful forms and applying it to their daily lives.
- The majority of the X people are engaging with Scripture in a language they understand, developing a personal relationship with God through Jesus Christ and living in obedience to Him.
- The X people group and those in surrounding communities are making life decisions based on the word of God.
- The X speakers worship God in truth in their heart language and grow in their faith and knowledge and assume the responsibility of carrying out the remaining translation task.

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Through discussions with key stakeholders, develop an Impact statement.

Does that Impact tie in with the goals of the churches and missions working with the same people? What is their Impact statement? (It may be called a vision statement or purpose statement.) *If the Impact statement for your project doesn't contribute to the broader Impact desired by the wider Christian community in the area, there is a problem with either the project's Impact statement, with the broader Impact statement, or with communication between stakeholders, and it needs to be addressed.*

### 3.2 Long-term "Outcomes" (changes)

For each condition with a low Welser score (approximately 7 or less), write a long-term Outcome as the desired result for that condition. It could be a positive statement of the condition's description. When writing Outcomes, focus on the beneficiaries and their expected transformation to a more desirable condition. State Outcomes in active language in the present tense and in such a way that anyone can visualize the kind of transformation envisioned when reading the results statements. This is *not* a list of *activities* to be done.

These long-term Outcomes…

- contribute to the Impact.
- are key changes in people's lives, or what people do differently because of what they learn in activities, thus are written as change statements.
- take place in organizations or communities.
- are under the project's influence, but not control.
- flow naturally from one or more short-term or intermediate outcomes.
- spread the influence of the project beyond the individuals directly involved to the families, churches, or communities.
- should be achievable within the time frame, budget allocation, and intended reach of the project.
- are changes that become apparent over time.

Examples of long-term Outcome statements for each condition are given below. These should be modified to fit the given situation, reflecting the areas that need work in the context of the particular language program.

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***Examples* of Long-term Outcome statements for each condition**

1. The majority of people consider the language, dialect and orthography used to be appropriate the Scriptures.

2. The majority people in each denomination accepts that the translated Scriptures are God's Word in appropriate form.

3. All people of the language group have the ability to read Scriptures or the opportunity to hear it read.

4. The majority of church members understand enough Christian teaching to make sense of the Scriptures and know how to learn new things from Scripture.

5. Anyone who wants a copy of Scripture publications in appropriate forms can obtain one without too much effort or cost.

6. A growing number of people in the ethnic group want to know God better.

7. All people in the language group are free to follow Christ wholeheartedly, including turning from ancestor worship, traditional magic, fetish worship, and other practices when these conflict with the teaching of the Bible.

8. The translation team works in cooperation with all local churches and missions.

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*If a condition is already strong (e.g. 8-10 on the Welser scale), most likely no effort needs to be directed specifically at improving that condition, so no long-term Outcome would be written.*

### 3.3 Short-term and intermediate Outcomes

Each long-term Outcome can now be broken down into appropriate short-term and (optional) intermediate Outcomes.  The number of levels of Outcomes should be adapted to fit the situation and condition.  For each of the long-term Outcomes identified above, determine what changes need to be happening in order to bring about those Outcomes.  Desired changes in the lives of the people who participate in the program's activities would be considered short-term Outcomes.  Several short-term Outcomes would work together to produce the desired long-term change (i.e. transforming a weak condition into a strong condition).  In more complicated situations or conditions, it may be helpful to think of several short-term Outcomes leading to intermediate Outcomes which then work together to produce the desired long-term Outcome for the condition.

In general, short-term Outcomes are similar to long-term Outcomes above, except that they…

- are more under the project's control than long-term Outcomes (but not full control).
- are likely to describe "how people use a product [of an Activity] to create the key changes sought by the Project."
- "describe the potential for participants to know or do something different following an Activity."
- are "immediate benefit[s] among those people directly participating in an
  Activity (e.g. the knowledge or ideas that participants take away)" (*Splash & Ripple*, 12).

Appendix B lists possible intermediate Outcomes to consider, along with possible short-term Outcomes to support them.  These are only examples to consider.  Much thought needs to go into what is most appropriate for a given situation.  Consider whether these are *necessary* and *sufficient* to bring about the desired long-term Outcome of a condition met.

### 3.4 Activities to produce the desired outcomes

*After* the necessary outcomes have been identified*,* activities (or sets of activities) can be determined to influence those conditions.  Brainstorm and research Activities which will lead to the project's Outcomes.  Again, consider what Activities are *necessary* and *sufficient* to bring about the desired short-term Outcomes.

Based on the strengths of the culture, which are the best strategies to bring about those changes?  (See Strengths in Sections 2.2.1.)  Consider what makes an Activity successful in the eyes of the group.  How

can you work with the existing groups in the community? Be sure that partners are involved in this stage, as in the entire process.

Appendix C lists Activities to consider. Determine the ones that will contribute to the desired Outcomes and implement them in appropriate ways. The accomplishment of any given Activity, even though good (e.g. translating Scripture into vernacular), does not necessarily result in the desired Outcome of that activity or the ultimate Impact desired. Table 2 shows how Activities, Outputs, and Outcomes relate to the Impact.

**Table 2: Activities, Outputs, and Outcomes contributing to SU Impact.**

| Activities (from section 3.4) | | Short-term (and optional Intermediate) Outcomes (from section 3.3) | | Long-term Outcomes (from section 3.2) | | Impact (from section 3.1) |
|---|---|---|---|---|---|---|
| | → | | ↘ | | | |
| | → | | → | | ↘ | |
| | → | | ↗ | | | |
| | → | | ↘ | | | |
| | → | | → | | → | |
| | → | | ↗ | | | |
| | → | | ↘ | | | |
| | → | | → | | ↗ | |
| | → | | ↗ | | | |

### 3.5 Plan details

Having developed the outline of a program plan, you can now work out the details. You need to consider the following as you plan and carry out the program. As you work through the following details, you are likely to discover the need to revise the outline of your plan.

### 3.5.1 Inputs and Outputs

For each activity or activity set, list the Inputs or resources needed to complete the activity.

Inputs may be human resources such as church or community leaders, language assistants, consultants, or short-term workers. Inputs also include material resources such as supplies, equipment, finances, or buildings. (Although they are not technically inputs, you could also list various pre-requisites required by your organization with these inputs.)

What resources do the stakeholders bring to work with? When several organizations are involved, different organizations can implement the strategies they are better prepared to do. Others may even be invited in to perform the strategies they do best, e.g. One Story for oral Bible storying, Faith Comes by Hearing for audio recordings, church leaders for Biblical background, school teachers for literacy. Think ahead to your needs for short- or long-term Scripture Use workers or other personnel who would need to be recruited.

Also list the expected Output of each Activity. Outputs are generally products (e.g. people trained, books produced). These differ from Outcomes, which are changes resulting from people doing something with the Outputs they have received.

Outputs…

- are products resulting directly from the activity.

- are the first and most immediate results in the project.

- are within the scope of the program's control or sphere of reasonable influence.

- are generally under direct control of the agency carrying them out.

- are specific to the activities that produced them.

- are concrete and immediate.

- involve a relatively limited number of people. (Examples – what pastors are doing as a result of a workshop; what literates are doing as the result of a course; what trainees are doing as a result of training)

- create the conditions for project outcomes: short, intermediate and long-term.

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**Examples of Outputs (products):**

- 10 adult literacy teachers trained

- 300 copies of the translated book of Acts

- 50 copies of a book of locally-authored stories

- approved orthography

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### 3.5.2  Indicators

How you know you're achieving the results you seek?  What will indicate that the desired progress is being made?  Consider the Indicators of progress for each Outcome (at each level) and for the Impact. How will you monitor and/or measure these Indicators?  Who will gather the information?  Indicators should be cost-effective to use:  in time, personnel, and money.

For each Outcome (at each level), state an Indicator of that Outcome.  Indicators can be quantitative or qualitative.

Quantitative Indicators:  percents, comparisons, or numbers, for example:

- percent of people literate

- number of teachers who are teaching adult literacy classes

- attendance at video showings

- number of Bible studies held

Qualitative Indicators: changes or comparison between two states or situations, for example:

- change in the number of churches using vernacular Scriptures in services

- increase in requests for vernacular literature

- increase in interest in personal devotions

Indicators may have a target attached to them (e.g. 80% of churches reading from the vernacular) or neutral, not predicting any kind of direction or target for the change, rather simply naming the information necessary to show progress (e.g. proportion of participants who described learning something new about the Bible at an SU course).

As you progress in your program, be sure to check your progress using the Indicators, and *use the information gathered to inform your project.*  Ongoing assessment enables you to adjust the program to the situation, encouraging you to strengthen those activities that bring desired results, modify those that don't bring the desired results effectively, and abandon those that are not effective or no longer needed.

### 3.5.3  Sequencing, Prioritizing & Timeframe

What is the best sequence for working toward the Outputs? Prioritize activities and arrange them in chronological order, fitting them into a timeframe, as possible.

### 3.5.4  Review of the plan

Will the Activities really produce the Outputs?  Are they *necessary* <u>and</u> *sufficient* to bring about the desired Outcomes, which will lead to the Impact?  Do the elements of your plan logically connect to bring about the desired results?  Are the Inputs (resources) available for doing the Activities?  Are the various stakeholders involved in the planning and implementation?

### 3.5.5  Short-term planning

Long-range plans may need to be broken down into smaller short-term plans.  To do this, the long-term Outcomes of the long-range plan can become the Impacts of various short-range plans.  The intermediate Outcomes of the long-range plan become the long-term Outcomes of the short-range plans. The plans are then developed accordingly.

### 3.5.6 Results framework

Table 3 gives a possible framework for organizing your plan.  Remember that if a condition is already strong, it will not be included in the framework.

| Condition | Situation Assessment | | Inputs | Activities (or sets of activities) | Outputs | | Short-term Outcomes (Add columns to the right if intermediate outcomes are needed.) | | Long-term Outcomes (Changes based on the 8 Conditions) | | Impact |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Key Factors positive (enablers) & negative (constraints) | Welser scale (Rate 0-10) | | | | | | | | | |
| 1-Appropriate language | | | | • <br> • <br> • | | → <br> → <br> → | | ↘ <br> → <br> ↗ | | → | |
| 2-Acceptable translation | | | | • <br> • <br> • | | → <br> → <br> → | | ↘ <br> → <br> ↗ | | → | |
| 3- Accessible format | | | | • <br> • <br> • | | → <br> → <br> → | | ↘ <br> → <br> ↗ | | → | |
| 4-Background knowledge | | | | • <br> • <br> • | | → <br> → <br> → | | ↘ <br> → <br> ↗ | | → | |
| 5- Availability | | | | • <br> • <br> • | | → <br> → <br> → | | ↘ <br> → <br> ↗ | | → | |
| 6-Spiritual hunger | | | | • <br> • <br> • | | → <br> → <br> → | | ↘ <br> → <br> ↗ | | → | |
| 7-Freedom to commit | | | | • <br> • <br> • | | → <br> → <br> → | | ↘ <br> → <br> ↗ | | → | |
| 8-Relationships | | | | • <br> • <br> • | | → <br> → <br> → | | ↘ <br> → <br> ↘ <br> ↗ | | → | |

**4 Conclusion**

Under the influence of the Holy Spirit, the use of Scripture is the most important tool in bringing about long-lasting spiritual impact in people's lives.  Yet there are many ways to go about promoting Scripture use.  By using the structure of Results Based Management (RBM) and considering the conditions necessary for Scripture Use, teams can plan effective strategies. Such planning should start by determining the ultimate spiritual Impact desired and assessing the contributing factors that are present or absent, including the strengths and weaknesses of the communities involved. A team can then work to determine the Outcomes needed to facilitate the desired Impact and the Activities that are necessary and sufficient to bring about those changes, along with the Inputs and Outputs for those activities.  A team should keep prayer and the direction of the Holy Spirit in the forefront, asking God to lead them to use appropriate tools and strategies to bring about the Impact that He desires.

### Appendix A—Descriptions of met or unmet conditions[6]

| Possible descriptions of conditions that are met: | Possible descriptions of conditions that are not fully met |
|---|---|
| **Condition 1: Appropriate language** | |
| • People consider their language a valid medium for the Scriptures, for Christian worship and teaching, and for expressing their Christian faith (within their own culture).<br>• People are using local music styles to express their faith<br>• People have a positive attitude to their language, are using it in a variety of domains, and are not switching rapidly to another language.<br>• People accept the dialect of the translation.<br>• The orthography is usable and acceptable. | • Churches are not using the local language in most or all of their services.<br>• The church perceives another language as more holy, and/or Christianity as something foreign.<br>• People are increasingly using the language of wider communication (LWC) or another language, rather than their own language or are becoming more bilingual.<br>• People do not accept the dialect of the translation.<br>• People find the orthography difficult to read, or there are disagreements over the orthography. |
| **Condition 2: Acceptable translation** | |
| • The expatriate and national translators are respected both in the culture and as Christians and are approved by church leaders of all denominations.<br>• Local denominational leaders and missionaries approve of and promote the translation.<br>• The translated Scriptures are seen as an accurate rendering of the original and doctrinally correct.<br>• Local Christian leaders approve the style of the translation and key terms.<br>• Translators know and apply a good understanding of the local language and culture to translation decisions. | • Translators are not accepted as good Christians.<br>• Some denominations are not represented in the translation process.<br>• Missionaries or local denominations leaders do not use the local language translation.<br>• The people perceive the translation as not being accurate (perhaps not enough like the LWC Scriptures).<br>• People view the translation as too free (not appropriate for a holy text) or too literal (not understandable in their language or culture) or unnatural (not following natural grammatical structures).<br>• Some or all denominations have problems with or do not understand the choice of key terms. |
| **Condition 3: Appropriate media** | |
| • There is a high level of literacy and fluency in the local language.<br>• People are accessing Scripture through appropriate oral and/or visual methods. | • There is low local language literacy, including poor fluency, or low literacy in any language.<br>• Certain sections of the community are not literate.<br>• The Scriptures are available only in print form. |
| **Condition 4: Initial understanding** | |
| • Local believers (starting with church leaders) understand the historical and cultural context of the Bible and know how to study the Bible for themselves.<br>• Local believers have a basic understanding of the primary teachings of the Bible. | • People lack knowledge of the historical and cultural context of the Bible.<br>• People do not know how to study and make use of the Bible.<br>• People do not have a basic understanding of the primary teachings of the Bible.<br>• People believe that Scriptures are for ritual use, not for gaining understanding. |

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[6] From the writings of T. Wayne and Sally Dye.

| Possible descriptions of conditions that are met: | Possible descriptions of conditions that are not fully met |
|---|---|
| **Condition 5:  Availability** ||
| • An appropriate strategy for distributing all Scripture publications is followed, including handling of finances.<br>• People are aware of vernacular products and are able to obtain them at the local level.<br>• People have opportunities to hear someone reading or telling Scripture to them | • There is no strategy for distribution of Scripture publications, or the strategy is not followed well.<br>• People are not aware of the vernacular products that are available.<br>• People do not know where to obtain vernacular products, or they are inconvenient to obtain.<br>• Prices are too high for the people to afford. |
| **Condition 6: Spiritual Hunger** ||
| • People are seeking answers from their lives from God's Word, applying biblical concepts to their own world view.<br>• Church leaders are teaching in ways that impact people's lives.<br>• Christians are seeking to grow in their faith, making Christianity more appealing to others.<br>• People are seeking answers to life's problems through other means.[7] | • People don't think the Bible applies to their lives.<br>• People are comfortable in the lives, feeling adequate to meet their own needs within the community.<br>• Christians are not living in a way that makes Christianity appealing to others. |
| **Condition 7: Freedom to Commit** ||
| • Leaders encourage wholehearted following of Christ.<br>• People are free to walk according to God's ways shown in the Bible. | • Leaders encourage adherence to traditional religious practices, with threatening repercussions for abandoning cultural practices which conflict with the Bible.<br>• People are afraid of the spirits and therefore afraid to abandon traditional religious practices.<br>• Nominalism is the accepted form of Christianity. |
| **Condition 8:  Partnership** ||
| • Translation teams, local churches of the different denominations, and other missionary teams work in partnership to fulfill the vision of local churches.<br>• The community takes ownership of the translation process.<br>• Missionaries and local church leaders are using and promoting the translation. | • The translation work is done without the cooperation of some of the denominations.<br>• The translation work is under the control of the expatriate translator.<br>• Missionaries and church leaders in the area don't use or see the value of local language Scriptures. |

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[7] While seeking answers to life's needs through means other than the Bible may seem to be a negative factor in Scripture use, it demonstrates a hunger for answers.  These needs can be responded to through appropriate application of biblical stories and teachings.

### Appendix B—Examples of intermediate and short-term Outcomes[8]

| *Examples* of intermediate outcomes (numbered) **to *consider,*** with *possible* short-term outcomes (bulleted) |
|---|
| **Condition 1: Appropriate language** |

1. People consider the local language to be a valid medium for the Scriptures.
   - People use the local language in Christian worship or teaching.
   - People express their Christian faith in their own language within their own culture.
2. People are continuing to use their language in a variety of domains.
   - People appreciate their local language and culture.
3. People accept the dialect of the translation.
4. People reading and writing in an appropriate, accepted orthography.
   - People test and give feedback on materials in proposed orthographies.
5. Other…

| **Condition 2: Acceptable translation** |
|---|

1. An accurate translation of appropriate Bible selections is produced.
   - Local church leaders make decisions on which Bible selections are priority.
   - Proper steps are followed to ensure accuracy of the translation
2. The expatriate and national translators are respected both in the culture and as Christians.
   - Church leaders of all denominations approve of local translators.
   - Translators (both local and expatriate) have good relationships with the communities.
3. Missionaries and local denominational leaders approve of and promote the translation.
   - Leaders see the value of understanding the meaning of God's Word.
4. The translated Scriptures are seen as an accurate rendering of the original and doctrinally correct. (Note the overlap in some short-term outcomes for this and the following intermediate outcome.)
   - Key people understand the basic principles and purpose of Bible translation.
   - The translation team completes translation goals with appropriate checks and revisions.
   - The non-native translator/advisor uses the local language correctly.
   - Translators are increasing in understanding of translation principles and translation skills.
5. Local Christian leaders approve the style of the translation.
   - Local people from many communities and all denominations give their input on the translation.
   - Translators make translation decisions based on adequate understanding of the grammar & lexicon of the target language.
   - The non-native translator/advisor communicates clearly in the local language.
6. Agreement has been attained on the selection of key biblical terms used.
7. Translation decisions (choice of terms, choice of passages, etc.) are made in a way appropriate to the local culture and language.
   - Expatriate translators understand the world view of the local people. (Also applies to C6, C7, C8 and others.)
   - Translators understanding the cultural framework of the Bible. (Also applies to C4.)
   - Translators make translation decisions based on adequate understanding of the grammar & lexicon of the target language.
8. Other…

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[8] These are mostly gleaned from the writings of T. Wayne and Sally Dye.

| Examples of intermediate outcomes (numbered) to consider, with possible short-term outcomes (bulleted) |
|---|
| **Condition 3:  Appropriate media (can be seen or heard)** |

1.   Team members understand the literacy and media situation.
2.   People are reading well in their own language.
   - People are reading and writing in an appropriate, accepted orthography. (Also applies to C1.)
   - People are producing a variety of literature that fits their needs and interests.
   - People who are literate in LWC are reading in their own language.
   - Non-literates are reading in their own language.
   - People are increasing in reading fluency.
   - The community/church/school system is providing the needed infra-structure for literacy training.
3.   People are hearing Scripture through appropriate non-print methods.
   - People are accessing Scripture through audio-visual media
   - People are accessing Scripture through live oral media or other communicative arts.
4.   Other…

| **Condition 4:  Initial Understanding** |
|---|

This section's intermediate outcomes could be organized in at least two ways.  Organize them in a manner which is meaningful for your project.

Example 1:
1.   Local believers understand basic biblical teaching and the historical and cultural context of the Bible.
   (Activities for this would involve training and resources for understanding the context of the Bible.)
2.   Local believers know how to study the Bible for themselves.
   (Activities for this would involve training and resources for studying the Bible.)
3.   Other…

Example 2:
1.   Church leaders understand the Bible and are teaching others.
   (The activities for this would involve training for church leaders—pastors, Sunday School teachers, Bible study leaders, etc.)
2.   Local people are using and understanding the Bible.
   (The activities for this would involve training for lay people.)
3.   People are accessing materials that help them understand the Bible.
   (The activities for this would involve resources.)
4.   Other…

| **Condition 5:  Availability** |
|---|

1.   An appropriate strategy for distributing Scripture publications is followed.
2.   People are aware of available vernacular products.
3.   People are obtaining vernacular products at the local level.
4.   Finances concerning sale of products are handled appropriately.
5.   Live presentation of the Bible are done throughout the language group.
6.   Other…

| **Condition 6:  Spiritual Hunger** |
|---|

1.   People apply biblical concepts to their own world view.
2.   Christians are growing in their faith and making Christianity more appealing to others.
3.   Church leaders teach in ways that impact people's lives
4.   People seek answers for their lives from God's word.
5.   Other…

| **Condition 7: Freedom to Commit** |
|---|

1.   Spiritual leaders are encouraging wholehearted following of Christ in culturally appropriate ways.
2.   People understand that God and biblical teaching provide solutions for the practical problems of life for which they have turned to their traditional beliefs.
3.   The Holy Spirit is drawing people to walk according to God's ways shown in the Bible.
4.   People see the power of God as sufficient for their needs and fears.
5.   Other…

| ***Examples** of intermediate outcomes (numbered) **to *consider,*** with *possible* **short-term outcomes** (bulleted) |
|---|
| **Condition 8: Partnership** |
| 1. The community takes ownership of the translation process. <br> 2. Missionaries and local church leaders of the different denominations use and promote the translation. <br> 3. Translation teams, local churches, and other missionary teams work in partnership. <br>    • Team members understand the values and practices of the local churches and other missionary teams. <br> 4. Bible translation personnel work as servants of the local church. <br> 5. Local churches of all denominations cooperate in producing a mutually acceptable translation. <br> 6. Other… |

**Appendix C—Examples of activities for conditions[9]**

| *Examples* of activities to *consider* |
|---|
| **Condition 1:  Appropriate language** |

Language use:
- Survey sociolinguistic situation (Also applies to C3)
- Build appreciation of local language and culture
- Encourage local music through song-writers workshop, songbooks, etc.
- Encourage local language through audio or video Scripture (Also applies to C3.)
- Encourage use of local language in multi-language church situations (e.g. two services, Sunday School, Bible studies, cell groups, family & personal devotions, memorization, Bible clubs, witnessing through Good News Encounters, etc.)
- Encourage use of local language in other parts of church services.
- Dictionary and other materials to promote use & status of language. (Also applies to C3.)
- Literacy in local language (Also applies to C3.)
- Bible correspondence courses and/or Bible reading schedules (Also applies to C3 and C4.)
- Teach that God the importance of meaning in Christianity. (Also applies to C2.)
- Involve church or mission leaders in testing how use of local languages or LWC affects understanding of Christian teaching.
- Give examples of miscommunication.
- Workshops for church leaders/missionaries, perhaps including fluency, key terms, sermon preparation, history of translation, etc.)  (Also applies to C2 and C3.)
- Influence and/or get approval of denominational leaders.
- Teaching at Bible colleges
- Involve church leaders in the translation (Also applies to C2.)
- Key terms booklets (Also applies to C2.)
- Diglot materials
- Other…

General:
- Non-native team members learn the language.  (Consider the many outcomes of the entire project that this would enhance.)

Dialects:
- Research dialect situation (including underlying sociolinguistic factors) in the language group
- Involve local people in dialect decisions
- Explain dialect decisions
- Promotion to other dialects of Scripture and other materials
- Oral methods in other dialects
- Other…

Orthography:
- Produce trial phonology
- Produce & distribute materials in the orthography (Also applies to C3)
- Get feedback on orthography and revise, as necessary
- Make "final" decision on orthography, with the local people are key decision makers.
- Explain/teach new orthography
- Other…

---

[9] These are mostly gleaned from the writings of T. Wayne and Sally Dye.

| Condition 2:  Acceptable translation |
|---|
| • Translation Awareness or SU workshops (dealing with key terms, principles of translation, options for style, etc.)<br>• Decide on key terms and style issues in cooperation with church leaders of all denominations.<br>• Learn local culture (Also applies to C6, C7, C8, and all parts of a project.)<br>     o Observe and participate in local culture<br>     o Document local culture, using methods appropriate to the situation<br>       Identify anthropological topic(s) important to the village or translation<br>     o Study world view using method appropriate to the situation<br>     o Compare local culture and biblical culture and concepts to determine priority translation goals.<br>• Learn the local language.<br>• Study grammar of the language.<br>• Teach the history of translation.<br>• Teach about the importance of meaning in Christianity.<br>• Form a translation advisory committee.<br>• Choose translators in cooperation with churches.<br>• Encourage translators to live a life that follows God's word.<br>• Live in a way that is sensitive to cultural expectations of a good person.<br>• Develop relationships with leaders of all denominations.<br>• Village check Scriptures with people of many communities and all denominations.<br>• Print draft copies and seek input on them (by individuals and/or groups) from all denominations.<br>• Do audio recordings of Scripture. (This can reveal stylistic problems and promote acceptance.)<br>• Do consultant checks of drafted and revised Scriptures<br>• Choose books or passages to be translated based on local needs (lectionary, local issues, etc.).<br>• Determine strategies for conveying background information (footnotes, information included in the translated text, teaching, other resources, etc.).  This may vary from passage to passage.  (Also applies to C4.)<br>• Provide supplementary materials to increase understanding of the text (pictures, glossaries, maps, prefaces, headings, topical indexes, booklets on various topics<br>• Produce Bible products in a format that appeals to the audience (appearance, type of media, diglot, etc.).<br>• Promote the translation through various non-print methods (audio, video, story telling, drama, etc, etc.)<br>• Influence denominational leaders.<br>• Teach about translation at Bible colleges.<br>• Other… |

| Condition 3: Appropriate media (can be seen or heard) |
|---|

- Research literacy & media situation (Also applies to C1.)
- Conduct a transfer literacy program (including its many activities)
- Develop adult literacy program
- Develop elementary or children's literacy program
- Produce written materials
    - o Writers' workshops & contests
    - o Shell books
    - o Scripture portions, Bible stories
    - o Literacy materials (primers, transfer primers, alphabet books, school curriculum)
    - o Bible-based literature (calendars, tracts, Bible study books, Bible background, hymnbooks, etc.)
    - o local stories (traditional, personal experiences, testimonies)
    - o community need-based literature (e.g. HIV/AIDS booklets, news sheets, announcements, etc.)
    - o Entire translated Scriptures (NT, NT with OT portions, NT/OT panorama, entire Bible, etc.)
    - o materials of increasing difficulty
- Promote reading fluency
    - o Bible studies, youth Bible clubs, reading groups
    - o Reading contests
    - o Non-print materials that support written texts (e.g. recorded versions of printed Scripture or primers)
    - o Read in unison
- Train people to read for meaning
- Create libraries
- Teach public reading skills
- Teach people to do Bible story telling
- Teach people to follow up Bible story telling or listening to oral Scripture with discussion times.
- Record Scripture and Scripture-based materials (perhaps in combination)
    - o entire books/ NT
    - o Bible stories
    - o devotionals
    - o key teachings
    - o Testimonies and biography
    - o Music
    - o Sermons
    - o Audio recordings to reinforce literacy
    - o Local radio programs
    - o Videos: Jesus, Hope, Luke, Genesis, Acts, God's Story, etc.
- Use other visual forms to teach Scripture
    - o Drama
    - o Posters
    - o Cultural art & objects
    - o Flip charts
    - o Big books
    - o Chronological charts
- Other…

| Condition 4:  Initial Understanding |
|---|

- Training for church leaders
    - o Scripture Use courses promoting value & use of vernacular (including vernacular literacy for pastors)
    - o Sunday School teacher training
    - o Bible studies
    - o Bible book studies
    - o Courses on preaching in the vernacular
    - o Bible survey courses
    - o Bible storying courses
    - o Courses about core biblical teachings (e.g. BELT or SALT courses10)
    - o Courses for pastors who are not from the local language group (e.g. cross-cultural communication courses)
    - o Other
    - o Training for local people (Ideally church leaders themselves would carry on the training of the local people.)
    - o Bible studies, Bible background courses
    - o Chronological Bible storying
    - o Correspondence courses
    - o Memorization programs/contests
    - o Bible clubs
    - o Sunday School or children's clubs
    - o Devotions: Individual, family, village
    - o Bible in schools
    - o Scripture songs (song-writing workshop or contest)
    - o Scripture-based dramas
    - o Other, including ideas from the list for church leaders
- Materials production
    - o Posters and banners
    - o Bible-based literature (tracts, Bible study books, etc.)
    - o Bible background booklets
    - o Scripture-based videos
    - o Bible background videos
    - o Bible study guides, basic doctrine books
    - o Bible background books (e.g. How the Jews Lived)
    - o Bible reading schedules
    - o Book introductions, glossary, concordance, explanatory footnotes, table of contents, preface, headers, parallel passages, pictures, maps
    - o Pictures with translated Scripture (such as photos of Holy Land)
    - o Promise books
    - o Abridgements/panoramas
    - o Other

---

[10] BELT=Biblical Education and Leadership Training (by YWAM).  SALT=Scripture Application and Leadership Training (developed in PNG).

| Condition 5:  Availability |
|---|

- research distribution and marketing options in the local context
- promotion
    - announcements at church, community, on radio, etc.
    - posters
    - traveling salespeople
    - in church
    - literacy promotion events
    - other
- Set up an avenue for bringing vernacular products (or materials for producing them) from the source to the local area.
- As appropriate, sell
    - by salespeople
    - at stores
    - at markets
    - at churches
    - at the translation office
    - at schools (primers & easy readers)
    - at hospitals (health books), etc.
    - at dedications
    - in workshops
    - at regional denominational meetings
    - during cultural days
    - during music & drama festivals
    - to libraries
    - other
- Finances
    - Develop policy for handling finances
    - Set affordable prices
    - Train people in handling finances
    - Monitor finances
- Set up a program for live presentations of Scripture (storying, public reading, dramas, etc.) to spread throughout the language group
- Other…

(Important note: There should be a *practiced distribution method*, not only for the whole Bible or New Testament, but also for other selections, such as Scripture booklets, daily reading programs and non-print materials.)

| Condition 6:  Spiritual Hunger |
|---|

(See activities for condition 7, as some may also apply here.)

- Analyze local culture
    - o Observe, participate in, and document local culture, looking for underlying beliefs.
    - o Compare receptor worldview realities with the biblical worldview, identifying spiritual barriers & bridges (points of agreement).
    - o Translate and/or present biblical stories and teaching which provide essential truths, using bridges and removing barriers.
- Evangelism by the churches and individuals
- Encourage spiritual vitality
    - o Conversations
    - o Example
    - o Music - locally written or translated
    - o Bible studies
    - o other…
- Train church leaders and individuals to respond to felt needs
    - o Good News encounters[11]
    - o Truth encounters
    - o Bible study methods
    - o other…
- Produce Bible-based products and programs that address felt needs (Also applies to C4.)
    - o Bible promise booklets
    - o Topical booklets
    - o other…

| Condition 7: Freedom to Commit |
|---|

(Note:  See activities for condition 6, as many will apply to condition 7.)

- Train church leaders (who train others) on various topics such as:
    - o Biblical stories about persecuted people
    - o Spiritual warfare - fighting against the forces of evil
    - o Biblical passages on people worshipping idols & what God honors & blesses
    - o Supporting one another through times of hardship
    - o Contextualization - how to contextualize current rituals and other cultural practices into ones that can be done in a Christian way
- Prayer
- Other…

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[11] "A powerful way to communicate that the Bible is relevant is to be ready with a Scripture-based answer when  people bring up a felt need. This answer can be an appropriate biblical story, a more recent example of how God met a similar need, or a word of promise or correction from Scripture. I call these "Good News Encounters"—small episodes in daily life when God or the Bible are seen to meet a felt need."  (Dye 2009, 95)

| **Condition 8: Partnership** |
|---|
| • Observe and participate in local culture |
| • Learn the local language |
| • Learn the policies of the denominations and missions working in the area |
| • Work a translation advisory committee, which includes representation of different churches, missions, or denominations |
| • Attend church leadership meetings and conferences, as possible |
| • Develop relationships with local church and mission leaders and denominational leaders |
| • Translation Awareness courses and/or SU courses |
| • Work with all denominations |
| • Offer to serve the churches by introducing the Bible into their programs to assist in reaching the churches' goals<br>      o   assist in producing materials of use to the churches (non-sectarian)<br>      o   training<br>      o   special programs (e.g. for men, youth, etc.) |
| • Other… |

**Appendix D:  Outline for a Scripture Use [or program] plan
based on RBM and Conditions Necessary for Scripture Use**

The following pages are intended as an outline for writing up a Scripture Use plan.  If used as a Word document, information can be typed directly into the form.  Notes in brackets are for information only and should be deleted in your final plan.

_____ Language Scripture Use Plan

by _____

<u>Location</u>
<u>Date</u>

## 1. Background information

[Write a short description of the following factors, especially as they impact Scripture use.  For a complete Programme Plan, the background information should be more thorough.  Some of this information can be copied or modified from previously-written documents.][12]

### *Situation Description*

### Geographic Situation

[This could include limits of their environment, including climate, roads, transportation, accessibility to education, material resources, etc. How does this information affect the use of the Scriptures?]

### Demography

[Population of the language group, etc. How does this information affect the use of the Scriptures?]

### Economic Situation

[This could include sources of income, attitude toward and participation in local funding of projects, etc., as they affect the translation and/or SU project.]

### Society and Culture

[What are the important current and traditional values?  Outline outstanding features of the culture and tell how they contribute or limit the use of the Scriptures. Are local values supported by Christianity? Are Christians respected or demeaned? Are Christians seen as good people? How does this affect SU?]

### Relationships and Political Factors

[What are the leadership patterns?  Briefly describe some general characteristics of the political system, as relevant to SU. Do leaders in the secular political hierarchy support the project? Is there opposition? How do national and local politics affect the program?

List key people and relationships that are or will be necessary for ongoing SU.]

### Linguistic and Sociolinguistic Factors

[Give an overview of issues relevant to SU in the areas of orthography, dialects, bilingualism, language domains, and language attitudes, along with academic publications available.  This information is also referred to in condition 1 below.]

### Education/Literacy Situation

[Summarize relevant information about schools, attitudes toward education, and literacy rate.]

### Religion

[List denominations, churches and other organizations that will be involved in using the Scriptures in the area.  Who are the leaders you will need to interact with?  Are there missions working in the area?  What types of traditional religious activities are followed?]

---

[12] Notes in brackets [ ] are for information only and should be deleted in your final plan.

### Summary of the Eight Conditions Necessary for Scripture Use

[Fill out the following chart to give an overview of the situation in regard to conditions necessary for Scripture to be used. *It would be best to do the analysis of the conditions below and fill this chart out later.*]

### Summary of the Eight Conditions Necessary for Scripture Use

| Condition | Welser Score (0-10)<br>(0=not in place; 10=fully in place) | Comments |
|---|---|---|
| 1. Appropriate Language | | |
| 2. Acceptable Translation | | |
| 3. Accessible Format | | |
| 4. Background Knowledge | | |
| 5. Availability | | |
| 6. Spiritual Hunger | | |
| 7. Freedom to Commit | | |
| 8. Partnership | | |

## 2.  Scripture Use Plan Outline

### *Impact statement*

#### *Impact desired by all the churches and missions*

[If possible, state the Impact statement(s), vision statement(s), or main goal(s) of the churches and missions working in the area.  Ideally, all the churches and missions could gather together and form an overall Impact statement desired by the churches and missions working in the area. If not, at least take into consideration each other's goals, which should work together toward a common end.]

#### *Project-level impact statement:*

[This is the impact statement of the language project, which is the focus of this document.]

*Scripture Use Condition One: Appropriate Language*

**Condition Assessment** [½ -1½ page total per condition]

> *Background Statement:* *[Provide a summary of information related only to this condition as it is now. This section could be cross-referenced to Linguistic and Sociolinguistic factors in the Background information. ]*

> *Enablers/Opportunities:* *[List strengths to build on]*
> - 
> - 
> *Constraints/Obstacles: [List hindrances or issues to deal with]*
> - 
> - 

> *Welser Rating and Rationale:* *[0-10. Why this score? Why do you assess that this condition needs work or does not need work?]*

**Results Framework for Condition 1:**
[Do not complete this until the Condition Assessment has been completed for all of the conditions. If the condition is already satisfactorily in place, no chart will need to be completed for the condition.]

| Project Management | | | Results Chain | | |
|---|---|---|---|---|---|
| Inputs → | Activities → | Outputs → | Short-term outcomes → | Intermediate outcomes → | Long-term outcome |
| | | | | | Example: The majority of people consider the language, dialect and orthography used to be appropriate media for the Scriptures. [Modify to fit your situation.] |

**Indicators**

**Rationale or explanation for the chosen strategies**

*Scripture Use Condition Two: Acceptable Translation*

**Condition Assessment** [½ -1½ page total per condition]

> *Background Statement:* [Provide a summary of information related only to this condition as it is now. This section could be cross-referenced to Linguistic and Sociolinguistic factors in the Background information. ]

> *Enablers/Opportunities:* [List strengths to build on]
> •
> •
> *Constraints/Obstacles: [*List hindrances or issues to deal with]
> •
> •
> *Welser Rating and Rationale:* [0-10. Why this score? Why do you assess that this condition needs work or does not need work?]

**Results Framework for Condition 2:**
[Do not complete this until the Condition Assessment has been completed for all of the conditions. If the condition is already satisfactorily in place, no chart will need to be completed for the condition.]

| Project Management | | | Results Chain | | |
|---|---|---|---|---|---|
| Inputs → | Activities → | Outputs → | Short-term outcomes → | Intermediate outcomes → | Long-term outcome |
| | | | | | Example: Bible translation is done in a way such that the majority of members of the language group accept that the translated Scriptures are God's word for them. [Modify to fit your situation.] |

   **Indicators**

   **Rationale or explanation for the chosen strategies**

*Scripture Use Condition Three: Appropriate Media*

**Condition Assessment** [½ -1½  page total per condition]

> ***Background Statement:***  *[Provide a summary of information related only to this condition as it is now.  This section could be cross-referenced to Linguistic and Sociolinguistic factors in the Background information. ]*

> ***Enablers/Opportunities:***  *[List strengths to build on]*
> * 
> * 
> ***Constraints/Obstacles: [****List hindrances or issues to deal with]*
> * 
> * 

> ***Welser Rating and Rationale:*** *[0-10. Why this score? Why do you assess that this condition needs work or does not need work?]*

**Results Framework for Condition 3:**
[Do not complete this until the Condition Assessment has been completed for all of the conditions.  If the condition is already satisfactorily in place, no chart will need to be completed for the condition.]

| Project Management | | | Results Chain | | |
|---|---|---|---|---|---|
| Inputs → | Activities → | Outputs → | Short-term outcomes → | Intermediate outcomes → | Long-term outcome |
|  |  |  |  |  | Example: All people of the language group have the ability to read Scriptures or the opportunity to hear it read. [Modify to fit your situation.] |
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**Indicators**

**Rationale or explanation for the chosen strategies**

### *Scripture Use Condition Four: Background Knowledge*

**Condition Assessment** [½ -1½ page total per condition]

> ***Background Statement:*** *[Provide a summary of information related only to this condition as it is now. This section could be cross-referenced to Linguistic and Sociolinguistic factors in the Background information. ]*

> ***Enablers/Opportunities:*** *[List strengths to build on]*
> •
> •
> ***Constraints/Obstacles: [****List hindrances or issues to deal with]*
> •
> •

> ***Welser Rating and Rationale:*** *[0-10. Why this score? Why do you assess that this condition needs work or does not need work?]*

**Results Framework for Condition 4:**
[Do not complete this until the Condition Assessment has been completed for all of the conditions. If the condition is already satisfactorily in place, no chart will need to be completed for the condition.]

| Project Management | | | Results Chain | | |
|---|---|---|---|---|---|
| Inputs → | Activities → | Outputs → | Short-term outcomes → | Intermediate outcomes → | Long-term outcome |
| | | | | | Example: The majority of church members understand enough Christian teaching to make sense of the Scriptures and know how to learn new things from Scripture. [Modify to fit your situation.] |

**Indicators**

**Rationale or explanation for the chosen strategies**

*Scripture Use Condition Five: Availability*

**Condition Assessment** [½ -1½ page total per condition]

> ***Background Statement:*** *[Provide a summary of information related only to this condition as it is now. This section could be cross-referenced to Linguistic and Sociolinguistic factors in the Background information. ]*

> ***Enablers/Opportunities:*** *[List strengths to build on]*
> - 
> - 
> ***Constraints/Obstacles: [****List hindrances or issues to deal with]*
> - 
> - 

> ***Welser Rating and Rationale:*** *[0-10. Why this score? Why do you assess that this condition needs work or does not need work?]*

**Results Framework for Condition 5:**
[Do not complete this until the Condition Assessment has been completed for all of the conditions. If the condition is already satisfactorily in place, no chart will need to be completed for the condition.]

| Project Management | | | Results Chain | | |
|---|---|---|---|---|---|
| Inputs → | Activities → | Outputs → | Short-term outcomes → | Intermediate outcomes → | Long-term outcome |
| | | | | | Example: Anyone who wants a copy of Scripture publications in appropriate forms can obtain one without too much effort or cost. [Modify to fit your situation.] |

**Indicators**

**Rationale or explanation for the chosen strategies**

### Scripture Use Condition Six: Spiritual Hunger

**Condition Assessment** [½ -1½ page total per condition]

> ***Background Statement:*** *[Provide a summary of information related only to this condition as it is now. This section could be cross-referenced to Linguistic and Sociolinguistic factors in the Background information. ]*

> ***Enablers/Opportunities:*** *[List strengths to build on]*
> - 
> - 

> ***Constraints/Obstacles: [****List hindrances or issues to deal with]*
> - 
> - 

> ***Welser Rating and Rationale:*** *[0-10. Why this score? Why do you assess that this condition needs work or does not need work?]*

**Results Framework for Condition 6:**

[Do not complete this until the Condition Assessment has been completed for all of the conditions. If the condition is already satisfactorily in place, no chart will need to be completed for the condition.]

| Project Management | | | Results Chain | | |
|---|---|---|---|---|---|
| Inputs → | Activities → | Outputs → | Short-term outcomes → | Intermediate outcomes → | Long-term outcome |
| | | | | | Example: A growing number of people in the ethnic group want to know God better. [Modify to fit your situation.] |

**Indicators**

**Rationale or explanation for the chosen strategies**

***Scripture Use Condition Seven: Freedom to Commit***

**Condition Assessment** [½ -1½ page total per condition]

> ***Background Statement:*** *[Provide a summary of information related only to this condition as it is now. This section could be cross-referenced to Linguistic and Sociolinguistic factors in the Background information. ]*

> ***Enablers/Opportunities:*** *[List strengths to build on]*
> - 
> - 
> ***Constraints/Obstacles: [****List hindrances or issues to deal with]*
> - 
> - 
> ***Welser Rating and Rationale:*** *[0-10. Why this score? Why do you assess that this condition needs work or does not need work?]*

**Results Framework for Condition 7:**
[Do not complete this until the Condition Assessment has been completed for all of the conditions. If the condition is already satisfactorily in place, no chart will need to be completed for the condition.]

| Project Management | | | Results Chain | | |
|---|---|---|---|---|---|
| Inputs → | Activities → | Outputs → | Short-term outcomes → | Intermediate outcomes → | Long-term outcome |
| | | | | | Example: 7. All people in the language group are free to follow Christ wholeheartedly, including turning from ancestor worship, traditional magic, fetish worship, and other practices when these conflict with the teaching of the Bible. [Modify to fit your situation.] |

**Indicators**

**Rationale or explanation for the chosen strategies**

*Scripture Use Condition Eight: Partnership*

**Condition Assessment** [½ -1½  page total per condition]

> *Background Statement:*  [Provide a summary of information related only to this condition as it is now.  This section could be cross-referenced to Linguistic and Sociolinguistic factors in the Background information. ]

> *Enablers/Opportunities:*  [List strengths to build on]
> •
> •
> *Constraints/Obstacles: [*List hindrances or issues to deal with]
> •
> •

> *Welser Rating and Rationale:* [0-10. Why this score? Why do you assess that this condition needs work or does not need work?]

**Results Framework for Condition 8:**
[Do not complete this until the Condition Assessment has been completed for all of the conditions.  If the condition is already satisfactorily in place, no chart will need to be completed for the condition.]

| Project Management | | | Results Chain | | |
|---|---|---|---|---|---|
| Inputs → | Activities → | Outputs → | Short-term outcomes → | Intermediate outcomes → | Long-term outcome |
| | | | | | Example: The translation team works in cooperation with all local churches and missions. [Modify to fit your situation.] |
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**Indicators**

**Rationale or explanation for the chosen strategies**

*Timeline*

**Appendix E:  Conditions Necessary for Scripture to be Used**
(Short worksheet for planning)

**Main goal** (Impact statement):

1.    **Appropriate Language:**  The language, dialect and orthography used are considered acceptable media for the Scriptures.

| **Strengths** | **Hindrances** |
|---|---|
| • | • |

| **Goal** (one per box, add rows as needed) | **What will be done to reach the goal** (more than one line/activity can be listed for each goal) |
|---|---|
| • | • |
| • | • |

2.  **Acceptable Translation:**  People accept that translation as God's word for them.

| Strengths | Hindrances | Goal (one per box, add rows as needed) | What will be done to reach the goal (more than one line/activity can be listed for each goal) |
|---|---|---|---|
| • | • |  | • |
|  |  | • |  |
|  |  | • | • |

3.  **Accessible Format:**  People are able to hear the Scriptures read or to read it for themselves.

| Strengths | Hindrances | Goal (one per box, add rows as needed) | What will be done to reach the goal (more than one line/activity can be listed for each goal) |
|---|---|---|---|
| • | • |  | • |
|  |  | • |  |
|  |  | • | • |

4. **Background Knowledge:**  People can understand enough Christian teaching to make sense of the Scriptures, and they know how to learn new things from Scripture.

| Strengths | Hindrances | Goal (one per box, add rows as needed) | What will be done to reach the goal (more than one line/activity can be listed for each goal) |
|---|---|---|---|
| • | • | • | • |
| | | • | • |

5. **Availability:**  Everyone who wants a copy of Scripture publications in appropriate forms can obtain one without too much effort or cost.

| Strengths | Hindrances | Goal (one per box, add rows as needed) | What will be done to reach the goal (more than one line/activity can be listed for each goal) |
|---|---|---|---|
| • | • | • | • |
| | | • | • |

6. **Spiritual Hunger:** There are people in that ethnic group who want to know God better.

| Strengths | Hindrances | Goal (one per box, add rows as needed) | What will be done to reach the goal (more than one line/activity can be listed for each goal) |
|---|---|---|---|
| • | • | | • |
| | | • | |
| | | • | • |
| | | • | |

7. **Freedom to Commit:** People are spiritually free to follow Christ wholeheartedly, including turning from ancestor worship, traditional magic, fetish worship and other practices when those conflict with the teaching of the Bible.

| Strengths | Hindrances | Goal (one per box, add rows as needed) | What will be done to reach the goal (more than one line/activity can be listed for each goal) |
|---|---|---|---|
| • | • | | • |
| | | • | |
| | | • | • |
| | | • | |

8. **Working within the context of local churches and missions:**  The translation of the Scriptures and their subsequent use is primarily the task of the church.  The job of mission agencies is to assist the local church in achieving their goals.

| Strengths | Hindrances |
|---|---|
| ● | ● |

| Goal (one per box, add rows as needed) | What will be done to reach the goal (more than one line/activity can be listed for each goal) |
|---|---|
| ● | ● |
| ● | ● |

## References

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