



A MANUAL FOR MOBILIZING COMMUNITIES TO
TAKE ACTION TO REDUCE GIRLS' VULNERABILITY
TO HIV/AIDS

GO COMMUNITIES!



USAID | **Project SEARCH**
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Table of Contents

Acknowledgments.....	5
Abbreviations	6
Introduction	7
How to Use This Manual.....	9
Icon Key.....	11
Monitoring the Community Mobilization Process	14
Stage 1. GETTING PREPARED: Building Skills as Mobilizers and Champions for Girls	15
Step 1: Learn about the Go Girls! Approach.....	16
Step 2: Learn about Girls' Vulnerability to HIV/AIDS.....	16
Step 3: Learn about Community Mobilization and the Community Action Cycle.....	18
Stage 2. GETTING ORGANIZED FOR COMMUNITY ACTION:	
Learning to Work Together, Establish Relationships and Invite Participation.....	22
Step 1: Identify and Meet with Key Leaders.....	23
Step 2: Plan the First Community Meeting.....	25
Step 3: Hold the First Community Meeting and Form a Facilitating Group	26
Step 4: Form the Evaluation Team	28
Step 5: Meet with the Facilitating Group and Build Their Capacity.....	29
Useful Tools for Stage 2	32
Tool 1: Planning Checklist for the First Community Meeting.....	33
Tool 2: Determining How the Facilitating Group and Evaluation Team Will Work Together	35
Tool 3: Dealing with Conflict.....	36
Stage 3. PROMOTING COMMUNITY DIALOGUE:	
Exploring Girls' Vulnerability to HIV/AIDS.....	38
Step 1: Explore the Causes of Girls' Vulnerability to HIV/AIDS with the Facilitating Group	39
Step 2: Plan and Hold an Event to Launch the Process.....	40
Step 3: Explore the Causes of Girls' Vulnerability to HIV/AIDS with the Broader Community	40
Step 4: Analyze the Information Gathered and Set Priorities for Action	41
Step 5: Share Results with the Community and Build Consensus on Priorities	42
Useful Tools for Stage 3	43
Tool 4: Drawing a Problem Tree.....	44
Tool 5: Holding a Discussion Group	47
Tool 6: Assigning Priorities for Action	48



Stage 4. BUILDING CONSENSUS AND PLANNING TOGETHER:

Developing a Community Action Plan for Strong Girls	49
Step 1: Map Local Resources	50
Step 2: Find and Choose Solutions to Problems.....	52
Step 3: Make a Community Action Plan	53
Step 4: Show Action Plan to the Wider Community--Revise If Necessary..	56
Useful Tools for Stage 4	57
Tool 7: Finding Solutions Together with the "Margolis Wheel"	58
Tool 8: Deciding on Solutions	59

Stage 5. TAKING COLLECTIVE ACTION: Acting Together for Strong Communities..... 61

Step 1: Continue to Build the Capacity of the Facilitating Group	62
Step 2: Deal with Challenges	62
Step 3: Monitor Community Progress	64
Step 4: Report Back to the Community	64
Useful Tools for Stage 5	65
Tool 9: Capacity-building Worksheet.....	66
Tool 10: Checklist of Community Activities.....	68

Stage 6. EVALUATING TOGETHER:

Assessing Collective Efforts to Protect Girls from HIV	69
Step 1: Identify What the Community Wants to Learn and Achieve	70
Step 2: Conduct Participatory Evaluation	70
Step 3: Analyze the Results	71
Step 4: Share Information and Success Stories with the Community	71
Step 5: Prepare to Reorganize and Update the Community Action Plan.....	72
Annex 1: A Step-by-Step Field Guide for Community Facilitators	73

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- Health Communication Partnership Zambia. *Simplified Guide to Participatory Planning and Partnerships*.
- “The Community Tool Box” website, available at: <http://ctb.ku.edu>
- International HIV/AIDS Alliance (2006). *All together now! Community mobilisation for HIV/AIDS*. Brighton, UK.
- International HIV/AIDS Alliance (2006). *Tools together now! 100 participatory tools to mobilise communities for HIV/AIDS*. Brighton, UK.
- Figueroa, M.E., Kincaid, D.L., Rani, M., Lewis, G. (2002). *Communication for Social Change: An Integrated Model for Measuring the Process and Its Outcomes* (The Communication for Social Change Working Paper Series: No.1). New York, NY: The Rockefeller Foundation.

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Abbreviations

AIDS	Acquired Immune-Deficiency Syndrome
CCP	Center for Communication Programs
GGI	Go Girls Initiative
HIV	Human Immune-deficiency Virus
NGO	Non-governmental Organization
PTA	Parent-Teacher Association



Introduction

Welcome to the Go Girls!

This **Go Communities! A Manual for Mobilizing Communities to Take Action to Reduce Girls' Vulnerability to HIV/AIDS** aims to strengthen the skills of Mobilizers and Community Facilitators to motivate communities around reducing girls' vulnerability to HIV/AIDS.

Background on Go Girls!

What is Go Girls!?

The **Go Communities! Manual** was developed through the Go Girls! Initiative. The Go Girls! Initiative, funded by the U.S. Agency for International Development through the U.S. President's Emergency Plan for AIDS Relief, was a three-year project (2007-2010) that aimed to reduce HIV prevalence among vulnerable adolescent girls aged 10-17 in Botswana, Malawi and Mozambique.

Implemented by the Johns Hopkins Bloomberg School of Public Health/Center for Communication Programs (CCP), Go Girls! sought to strengthen gender programming worldwide by developing new and expanding existing approaches to reduce adolescent girls' risk of HIV infection. To share the Initiative's results globally, a toolkit of key materials – including an innovative tool for measuring girls' vulnerability and a comprehensive set of program materials, including this manual – are available as a free resource to help policy-makers and programmers promote strong girls and strong communities worldwide. To access the full set of Go Girls! resources, visit <http://www.k4health.org> or <http://www.aidstar-one.com> or contact the U.S. Agency for International Development at GHCommunicationsTeam@usaid.gov.

Why promote strong girls and strong communities?

The goal of Go Girls! is to enable positive individual and collective action to live healthy lives. Girls and their communities identified the phrase "strong girls" with empowerment to take action, to be able to resist insults and abuse and to pursue one's dreams. "Strong communities" were thought to refer to the power of working together. Communities found "strong girls, strong communities" a unifying and inspiring theme.

Why focus on girls instead of boys?

Everyone - boys and girls, men and women - is vulnerable to HIV/AIDS. However, evidence shows that girls and young women are the most vulnerable to HIV. For example:

- Girls have less opportunity to attend school or continue their education;
- Girls have less access to information about HIV/AIDS;
- Girls have less access to economic opportunities than boys, which may lead them to exchange sex for money;



- Traditional roles can discourage girls from being assertive;
- Many girls get married and start having sex at an earlier age than boys; and
- Girls are more likely to be victims of sexual violence than boys

Many HIV prevention programs do not address these and other factors that make girls more vulnerable to HIV/AIDS and they may not make special efforts to get girls involved. Go Girls! hopes to change this. Therefore, it focused on meeting adolescent girls' needs.

Definition of girls' vulnerability to HIV

Girls who are "vulnerable" to HIV are at greater risk of getting HIV than other girls. The girls most vulnerable to HIV are those who are orphans, early school leavers, socially marginalized, migrants and/or who live in impoverished conditions. These factors, together with traits, such as knowledge, self-efficacy, alcohol consumption, social influence and relationships with parents often overlap to place girls at higher risk of being infected with HIV.

Using the Go Girls! Toolkit

The Go Girls! Toolkit is designed to support a comprehensive program that aims to reduce girls' vulnerability to HIV/AIDS by reaching out to communities, schools, parents and young girls using participatory awareness-raising, community action items and skills building tools. The tools have been pilot tested in the three implementation countries (Malawi, Mozambique and Botswana) and revised based upon the feedback from Mobilizers and participants in each of the countries.

The five Go Girls! step-by-step manuals are:

- **Go Students! School-based Life Skills for Girls and Boys: A Teacher's Manual** – This manual helps teachers teach students a range of life skills that will help them protect themselves from HIV/AIDS.
- **Go Teachers! Creating a Safe and Supportive Environment for Girls at School: A Training Manual for School Personnel and Teachers** – This manual helps school personnel understand and strengthen their roles as protectors of vulnerable girls and agents of change in their schools by promoting gender equitable teaching practices and addressing harmful school practices that put girls at risk of HIV infection.
- **Go Families! Building Adults' Skills to Communicate with Young People: A Training Manual** – This manual helps parents, caregivers and other concerned adults to better communicate with the young people in their lives. The program aims to strengthen adults' communication, role-modeling and relationship skills with youth.
- **Go Communities! A Manual for Mobilizing Communities to Take Action to Reduce Girls' Vulnerability to HIV/AIDS** – This manual is a step-by-step guide to strengthen the skills of Mobilizers and Community Facilitators to enable communities to address and reduce girls' vulnerability to HIV/AIDS.
- **Go Girls! Community-based Life Skills for Girls: A Training Manual** – This manual has been designed to strengthen life skills of girls aged 13-17, who are not enrolled in school or are in vulnerable situations.

The Toolkit includes two additional reports on: **1) Strengthening Economic Opportunities for Vulnerable Girls and Their Families** and **2) Improving Community Support for Vulnerable Girls through Radio**.

This comprehensive Go Girls! Toolkit is designed to combat the multiple issues that make girls vulnerable to HIV; thus it is intended that users implement program components as a package. If program funds do not allow full implementation, users can still usefully implement select components.

Key Ideas for this Manual

The following key ideas drive the process and activities suggested in this guide:

- Every individual has the capacity to make his or her health better.
- Communities know best how to solve their health problems. Local solutions will be lasting ones and will not depend on help coming from the outside.
- Coming together as a community helps to solve bigger problems than an individual is able to do alone.
- Participation from all parts of the community is very important (e.g., men and women, youth and grandparents). Everyone's opinion is important.
- HIV/AIDS affects everyone so prevention needs to involve everyone.

Throughout this process you will help the community identify group strengths and work together with them to plan and implement successful activities that aim to reduce girls' vulnerability to HIV/AIDS.

Local proverbs can be useful ways to communicate the importance of working together. For example:

"Mutu Umodzi susenza denga." ("One head cannot support a roof.")

Malawi

"Kgetsi ya tsie e kgonwa ka go tshwaraganelwa." ("Collectively we achieve more.")

Botswana

"Moono m'moza khulipale!" ("With only one hand/arm, nothing will be absolutely strong!")

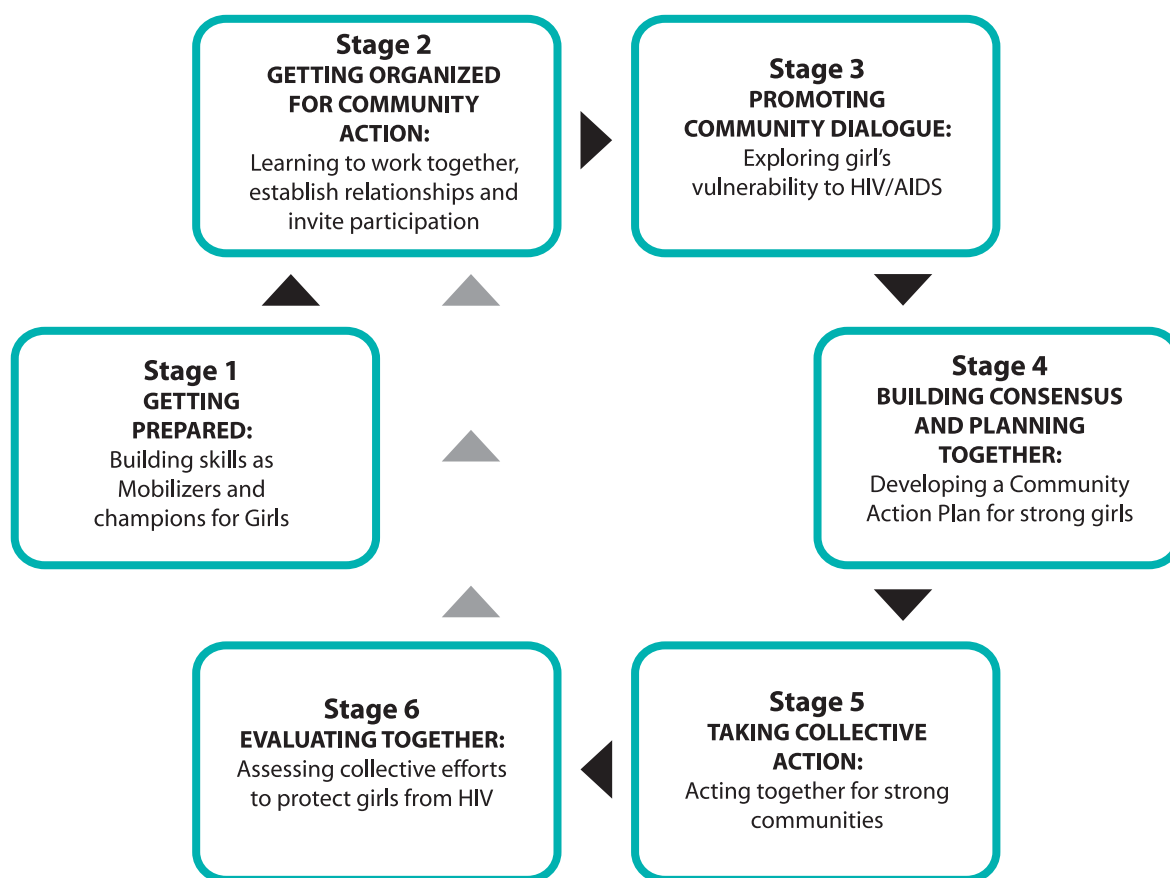
Mozambique

How to Use This Manual

This manual has been designed to be used by Mobilizers to work with communities to address girls' vulnerability to HIV/AIDS. In this manual the Mobilizer is defined as the person designated by an organization to work with Community Facilitators and people in the community. Community Facilitators are the members of the community who take a leadership role in this mobilization process. The Go Communities! Manual is organized around the 6 stages of the Community Action Cycle. These stages are the steps that community members can strategically and collaboratively implement if they wish to protect vulnerable girls.



Community Action Cycle for reducing girls' vulnerability to HIV/AIDS



The Go Communities! Manual is made up of five main components:

(1) Step-by-step instructions

Each stage of the Community Action Cycle includes a series of steps. You may need to adjust the sequence to suit each community. At the end of each stage, you will find a checklist to help you assess whether you are ready to move on to the next stage.

(2) Useful tools to use during mobilization

Useful tools suggested in the step-by-step instructions can be found at the end of each stage. These can be copied and adapted to meet the needs of each community. There are a total of 10 tools in the manual.

(3) Monitoring the mobilization process

A monitoring form (provided below) helps Mobilizers track the community mobilization process.

(4) Community Facilitators Field Guide (Annex 1)

This is a step-by-step guide for Community Facilitators who lead their community through the process of community mobilization. The Community Facilitator's Field Guide explains specific roles the Facilitators undertake. Mobilizers should give one copy to each Community Facilitator if funding allows.

(5) Visual Briefs and 'How-to-Use' Booklet (See Go Girls! CD Rom or www.AIDSTAR-one.com or www.k4health.org for images)

These images depict important topics regarding HIV/AIDS and girls' vulnerability. Step-by-step instructions show how to use these briefs during mobilization to stimulate community dialog on reducing girls' vulnerability to HIV/AIDS.

Icon Key

Throughout this Manual, icons will appear to help you navigate the different forms of information:



Helpful Tip



Useful Tool



Reminder to Use the Visual Briefs



Monitoring the Community Mobilization Process

What is monitoring? Monitoring is checking on what we are doing to see if we are keeping to time and doing the activities we planned to do. We keep asking ourselves the question, “Are we doing what we had planned?” It also helps to identify problems that have arisen and changes that need to be made to address these problems.

Why monitor? Monitoring the process of community mobilization helps us to record what we have done and assess whether we are on the right track.

How to monitor? The most important part of monitoring is honesty when recording the information. For example, when five people attend the meeting the monitoring form should reflect the true meeting attendance (e.g., it should not state that nine people attended). When we have an accurate representation of what has happened we can work together to understand what has gone right or wrong and solutions to any challenges faced.

What is the aim of the monitoring tool?

The aim of the monitoring tool is to document the frequency, attendance, leadership, and content of meetings and events. The Mobilizer should complete the tool after every meeting or event held as part of the mobilization process.

Form 1: Community Mobilization Monitoring Tool

Instructions to Mobilizers: Complete this form for each meeting or event that takes place as part of the community mobilization process. This can include meetings with leaders; community-wide meetings; and Facilitating Group meetings. It can also include events organized by the community, such as rallies or drama performances.

Name of Mobilizer: _____

Name of Locality: _____

Date: _____ Community Action Cycle Stage: _____

Type of Event: _____

Starting Time: _____ Closing Time: _____

1) Count the approximate number of people attending the event and record

	Women 18+ Years	Men 18+ Years	Girls 10-17 Years	Boys 10-17 Years	Total
Number of People Attending					

2) Who Organized This Meeting?

Organizer	Check
Me, the Mobilizer	
Community Leaders	
The Facilitating Group	
Other (Specify):	



3) Specific Steps of the Community Action Cycle or Factors of Girls' Vulnerability Discussed?

Example issues: access to alcohol, school dropouts, sexual abuse, relationships with adults, HIV/AIDS knowledge and attitudes, sexual behavior, traditional practices and initiation rites, economic opportunities, etc.

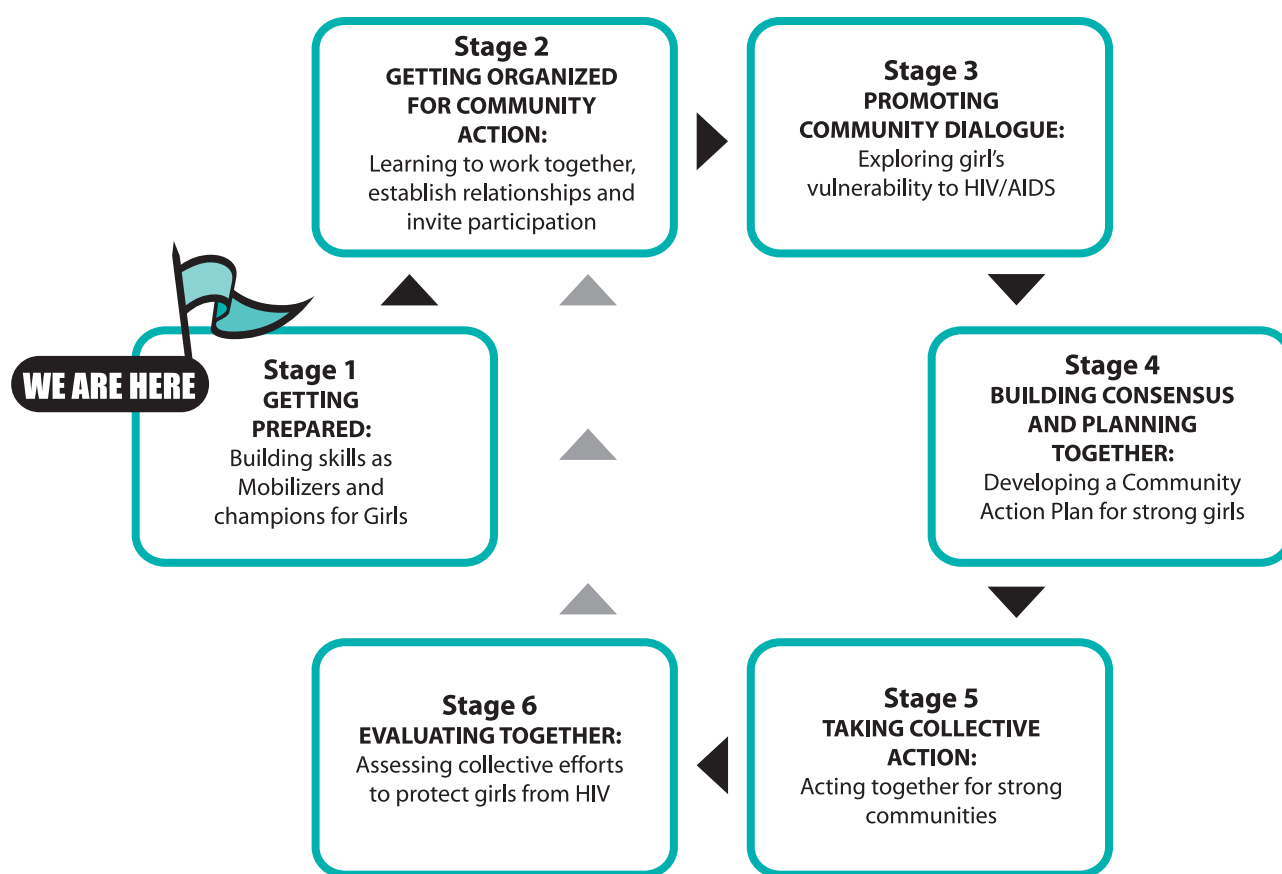
Issue	
Decision Made	
Next Steps/Activities Planned	
Problems Encountered	
Problems Solved? How?	

STAGE 1

GETTING PREPARED: Building Skills as Mobilizers and Champions for Girls

There are 3 steps in Stage 1:

- (1) Learn about the Go Girls! Approach.
- (2) Learn about girls' vulnerability to HIV/AIDS.
- (3) Learn about community mobilization and the Community Action Cycle.





Step 1: Learn about the Go Girls! Approach

What is the Go Girls! Approach?

Go Girls! aims to reduce girls' vulnerability to HIV infection. Research shows that girls are more vulnerable to HIV than boys, women and men. This approach recognizes that HIV vulnerability *extends beyond the individual*. Girls are more likely to be in risky situations where they could get HIV due to lower social influence, low self esteem, lack of information, poverty and poor relationship with parents. The Go Girls! approach recognizes that girls are influenced by their friends, families, communities and nation's policies. This approach meets the specific needs of adolescent girls aged 10-17 years by working with the whole community—girls, boys, women and men.

Why focus on girls instead of boys?

Everyone—boys and girls, men and women—is vulnerable to HIV/AIDS. However, evidence shows that girls and young women are the most vulnerable to HIV for a range of reasons. For example:

- Girls have less opportunity to attend school or continue their education.
- Girls have less access to information about HIV/AIDS.
- Girls have fewer economic opportunities than boys, which may lead them to exchange sex for money.
- Traditional roles for girls discourage them from being assertive.
- Girls are more likely to get married and start having sex at an earlier age than boys.
- Girls are more likely to be victims of sexual violence than boys.

What is the overall goal of Go Girls! community mobilization?

The goal of Go Girls! community mobilizations is to bring community members together to ensure girls have a happy and healthy life, are able to complete their education and are protected from HIV/AIDS.

What are the main objectives of Go Girls! community mobilization?

1. Increase understanding of why girls are at risk of HIV/AIDS.
2. Increase commitment of community members to work together to protect girls.
3. Support community members to take action to protect girls from HIV/AIDS.

Step 2: Learn about girls' vulnerability to HIV/AIDS

What should I know about girls' vulnerability to HIV/AIDS?

Before starting to work with communities, Mobilizers should make sure that they have a good understanding of the key issues related to girls' vulnerability to HIV/AIDS.

You may already know a little or a lot about the communities in which you will be working. But, you have had the opportunity to work in your community on issues related to girls' vulnerability to HIV? If not, it is important to become familiar with the environment for girls in your community.



A collection of “Visual briefs on Girls’ Vulnerability to HIV/AIDS” has been produced to facilitate learning about girls’ vulnerability to HIV/AIDS. A how-to-use visual briefs booklet can be found on the Go Girls Toolkit CD Rom. The visual briefs should be used to strengthen your own knowledge on the topic so that you are comfortable facilitating discussion about the various issues and their relationship to girls’ vulnerability. They can also be used to stimulate conversations with community members throughout the community mobilization process. For example, when analyzing the causes of girls’ vulnerability in Stage 3, the briefs can be used to raise topics not thought about or to encourage deeper reflection on the issue. Also, during monitoring and evaluation, the briefs can be used as a reminder of what the community is trying to address.

The briefs cover a range of issues, including:

- An overview of the main ways that HIV is transmitted and how it can be prevented.
- A summary of girls’ vulnerability to HIV/AIDS from discussions with local communities.
- Key issues that affect girls’ vulnerability to HIV/AIDS. Some of these factors present only risk to girls, such as violence, whereas others can either be risky or protective, such as relationships with family and other adults.
 - Gender roles.
 - HIV knowledge and attitudes.
 - Sexual behavior.
 - Alcohol.
 - Violence and abuse.
 - Relationships with family.
 - Relationships with friends.
 - Education.
 - Health care.
 - Poverty and economic opportunities.
 - Initiation rites.
- Ideas that communities could take to work together in addressing girls’ vulnerability to HIV/AIDS.



It may seem like there are many issues to address. The important thing to remember is that a community can have an impact if it takes action in any of these areas, or by addressing each issue one by one.

How to talk about girls’ vulnerability to HIV/AIDS

When discussing girls’ vulnerability to HIV/AIDS with community members it is important to use simple, straightforward language. For example, instead of using programmatic words such as “vulnerability,” “indicators” or “evaluation,” use more direct language such as “girls who are sexually abused,” “girls at risk of being infected with HIV,” “seeing if we are on the right track” and “finding out how things have changed because of our actions.”



How to talk about sensitive issues

The factors that put girls at risk of HIV/AIDS require talking about some difficult issues, such as sexual intercourse and sexual abuse. Although it is never easy to discuss such matters, there are ways that you can make it a little easier:

- Be knowledgeable—the more confidence you have in your understanding of the issues the easier it will be to discuss.
- Feel comfortable yourself—showing your own discomfort will make it difficult for others to feel comfortable.
- Focus on the issue—the purpose of the discussion is not to talk about sex. It is to talk about important issues such as girls leaving school due to pregnancy or the use of alcohol in the community.
- Use polite local words for sensitive words—all languages and cultures have words that are more acceptable to use rather than direct language such as “sex” or “vagina.” Be sure to double check with community members that you are using the correct words.
- Create a comfortable environment—grouping people together with others who are similar to them makes it easier to discuss sensitive issues (e.g. same sex/age groups).
- Use techniques such as drama or storytelling—by directing the focus of conversation to a drama or story, people are less likely to feel threatened and will be more objective in their analysis.

Step 3: Learn about Community Mobilization and the Community Action Cycle

What is a community?

A community can describe many different groups of people. For example, a community can be:

- A group of people who share resources (for example, the same well or marketplace).
- A group of people that share a religion.
- A family.
- A village.
- A group of villages.
- A nation.

A community is a group of people that share something in common. But although they have common interests or needs it is important to remember that there will always be differences within a community.

What is Community Mobilization?

Community Mobilization is the process of bringing people together to share a vision, promote discussion, build their capacity and take actions together to address problems affecting the entire community. It makes people feel that they are a member of a community even if they are not directly affected by the issue.

What is the Community Action Cycle?

The Community Action Cycle is a set of stages and steps that community members can follow to take action in a participatory and systematic way to protect vulnerable girls in their communities.

The key stages of the Community Action Cycle are:

Stage 1. Getting Prepared: Building Skills as Mobilizers and Champions for Girls

Mobilizers get prepared by learning about the communities in which they will work and the key issues of girls' vulnerability to HIV/AIDS. They come to understand the importance of protecting girls.

Stage 2. Getting Organized for Community Action: Learning to Work Together, Establish Relationships and Invite Participation

Mobilizers make contact with community leaders and organize the first community-wide meeting. At this meeting, those who are interested will form a "Facilitating Group" that Mobilizers will work with to lead the community through the process of taking action on girls' vulnerability. Also the "Evaluation Team" who will evaluate the program will be selected so they can keenly observe the full mobilization process.

Stage 3. Promoting Community Dialogue: Exploring Girls' Vulnerability to HIV/AIDS

Mobilizers will explore and discuss the issues of girls' vulnerability to HIV/AIDS, first with the Facilitating Group and then with the wider community, in order to identify the reasons why girls are vulnerable to HIV.

Stage 4. Building Consensus and Planning Together: Developing a Community Action Plan for Strong Girls

The Facilitating Group will use the information gathered to set priorities for action and then work with the community to find answers to the main problems identified. They will develop a Community Action Plan that sets out what action the community will take, who will be responsible and when actions will be taken.

Stage 5. Taking Collective Action: Acting Together for Strong Communities

Mobilizers will support the community in putting their plans into action and monitoring their activities.

Stage 6. Evaluating Together: Assess Collective Efforts to Protect Girls from HIV

Mobilizers work with the Evaluation Team to conduct participatory evaluations and thereby measure the impact of activities. You can use findings to begin a new cycle. This is also the time to start sharing success stories!



What is the role of Mobilizer?

The role of Mobilizer is to:

- Establish good relationships with communities.
- Work closely with Community Facilitators—members of the community who are leading the process.
- Create awareness and interest in the issue of girls' vulnerability to HIV/AIDS.
- Guide and facilitate the process of community mobilization.
- Encourage the community to value their own internal assets and resources.
- Set realistic expectations - be honest with the community about what the project will and will not provide.
- Facilitate linkages with other organizations when your project is not able to provide assistance (e.g., building latrines in schools).

What are the behaviors and attitudes of good Mobilizers?

Good Mobilizers share many attitudes and behaviors:

Behavior/Attitude

Listen instead of lecturing

For example...

Make eye contact
Do not interrupt
Comment on what someone has said
Use positive non-verbal communication

Learn from other people

Let people give testimonies
Use role models

Relax instead of rushing

Have enough time for comments and questions
Let people brainstorm
Allow for silence if people need time to think

Respect for local knowledge

Respect everyone's views
Acknowledge everybody's contributions

Maintain awareness of one's own attitudes and behaviors

Be aware of your own prejudices and preconceptions

Keep things simple

Avoid mixing languages

Do not blame

Do not use technical or programmatic language

Let local people take charge

Do not assign blame – it will create enemies

Reach out to those difficult to reach

Allow community members to take on leading roles

Seek out diversity instead of the average

Use existing community structures to identify people and go beyond existing structures to identify those usually missed

Do not be satisfied with one answer

Encourage everyone to share their views

Checklist for Stage 1:

Issue	Tick
Do you understand the goal and objectives of Go Girls! community mobilization?	
Do you have a good understanding of HIV/AIDS?	
Do you have a good understanding of the key issues related to girls' vulnerability to HIV/AIDS?	
Do you know the 6 stages of the Community Action Cycle?	
Are you ready to be a champion for girls?	

If you have achieved all of these things, it is time to move on to Stage 2, "Getting Organized for Community Action: Learning to Work Together, Establish Relationships and Invite Participation".

If you have questions or concerns about these areas, bring them up with your supervisor. Mobilizers in other communities can also help so remember to keep in touch with them.

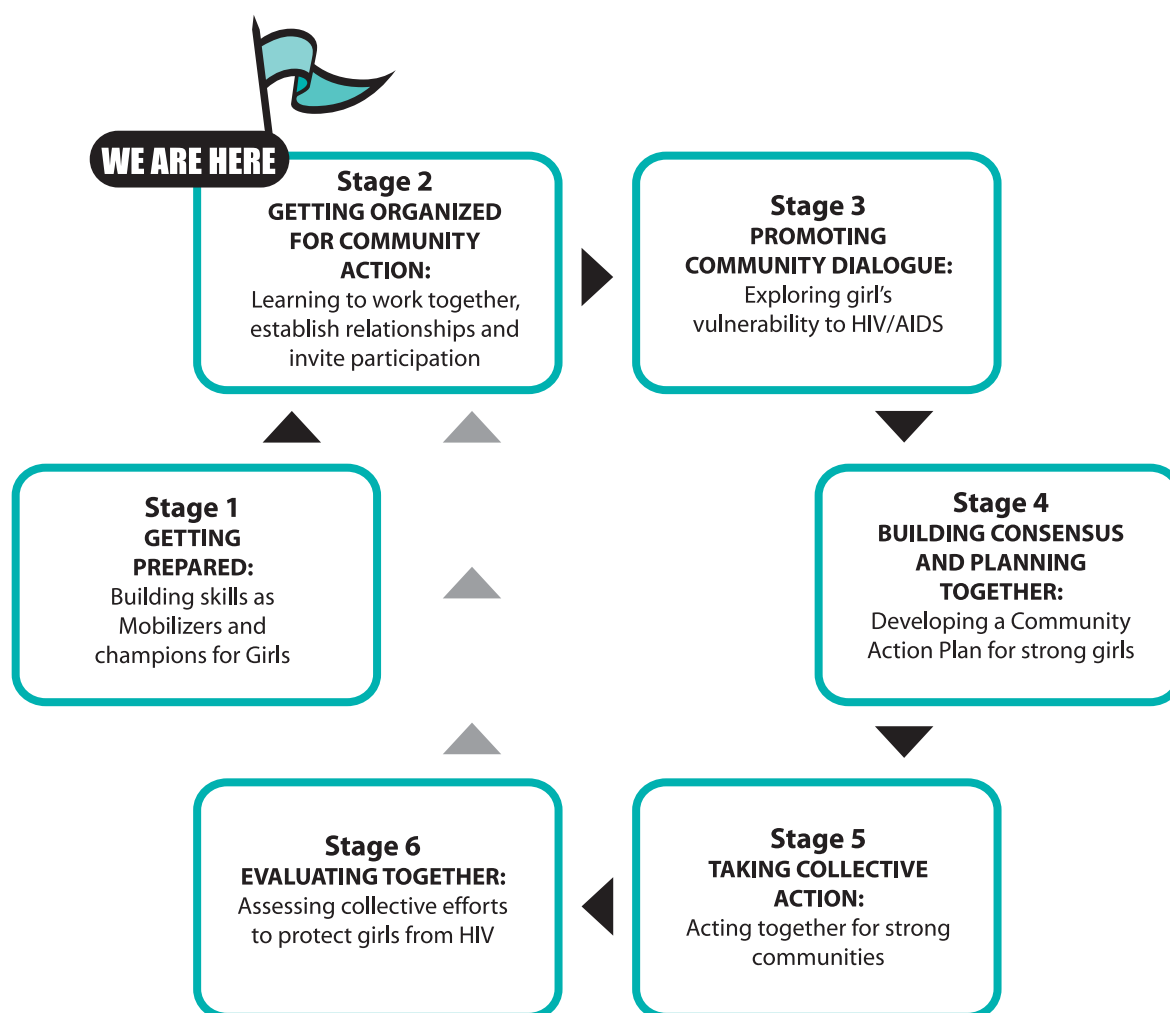


STAGE 2

GETTING ORGANIZED FOR COMMUNITY ACTION: Learning to Work Together, Establish Relationships and Invite Participation

There are 5 steps in Stage 2:

- (1) Identify and meet with key leaders.
- (2) Plan the first community meeting.
- (3) Hold the first community meeting and form a Facilitating Group.
- (4) Form an Evaluation Team.
- (5) Meet with the Facilitating Group and build their capacity.



Now that you have learned about the key issues of girls' vulnerability to HIV/AIDS, it is time to formally approach the community and begin their involvement in this effort.

Step 1: Identify and Meet with Key Leaders

In this step, Mobilizers should learn from local leaders as much as possible about the community. Your project might have already met with some leaders to gain their commitment to participating in the project. This means that some of the people you speak to may already be aware of the program activities and will be eager to begin!

- ▲ Identify formal and informal community leaders in the community. To identify informal leaders, be sure to ask community members for suggestions on who they think is well-respected and influential in the community.



Who are leaders?

Formal leaders include people such as chiefs, village headmen, political representatives, government representatives, religious leaders, elected officials, or other people with official titles.

Informal leaders include those who have influence in the community, even if they are not officially nominated or elected. For example, football team captains, drama group leaders, women's group leaders, youth group leaders, traditional healers, teachers and a range of others.

- ▲ Meet with formal and informal community leaders at a convenient time. Meet a variety of leaders, such as by ethnic group, sex, age or religion. You may meet them individually or in a small group, depending upon the nature of the meeting. (For example, it might not be appropriate to mix formal and informal leaders).
- ▲ The main purpose of these meetings is to build support from key leaders for the project and seek their assistance in planning the first community meeting. Also ask each leader you meet to suggest a few other widely known and accepted community members who could help plan the first meeting.

What to discuss with community leaders

- Introduce yourself and your purpose. Note that your purpose is to work **together** with them. Do **NOT** say, "I have come to organize the community leadership for this initiative". Instead, you could say something like "We would like to work together with community members to provide a safe environment for girls, to make sure they are protected from HIV/AIDS". This attitude of partnership is important to maintain in order to develop a trusting working relationship with the community.
- Introduce your project and discuss implementation partners' roles.
- State that implementation begins with community mobilization. Community members will lead and manage the mobilization process.
- Request the support and active involvement of leaders; explore concrete and realistic actions they can take.



- This is also a good opportunity to learn about this leader's role in the community and also to learn more about the community in general and understand what factors might affect community participation. Some potential questions you could ask are:
 - How many years have you lived in/been a part of this community?
 - What do you think are your community's greatest strengths when faced with challenges?
 - What are the greatest challenges you face when trying to address a problem that the community is dealing with?
 - How are decisions made in the community about what the priorities are and how resources are allocated? For example, do monetary issues outweigh more humanistic concerns?
 - Have community groups or organizations here worked together on issues about HIV/AIDS or youth concerns? If yes, which issues? Which groups? What did they do? What were the results?
 - Which individuals, groups and/or organizations should we include in community efforts to reduce girls' vulnerability to HIV/AIDS?

Identify the individuals mentioned by different leaders—they may be good representatives of the community. Remember, people often decide whether to attend a meeting based on whether they "belong" there and "whose" meeting it appears to be.



How to deal with difficult leaders/gatekeepers?

- Be patient. Don't give up. Continue to work with them.
- Find out why they are being difficult. Do they have something to lose? Did you anger him/her by doing something disrespectful (such as showing up late)? The issue could be easily overcome or something more deep-rooted that takes time to resolve.
- Talk to other people who have worked with this leader in the past – find out more about the leader, what are their objections, how have other people managed to work with them.
- Go through those who have influence with the leader (e.g., family members, colleagues, supervisors) and get them on your side.
- Publicly acknowledge and applaud individual contributions (however small).

Step 2: Plan the First Community Meeting

- ⬆ Try to get a group of leaders with similar interests to plan the first meeting. If their interests differ too much, there may be fighting instead of organizing. Sometimes it is enough to have just 2-3 people IF they are effective in bringing the community together. If not, you may need to identify additional formal or informal leaders.
- ⬆ Work with those community leaders to plan the first community meeting. This involves both preparing for logistics such as when and where the meeting will be held and deciding on the content for the meeting. Use Tool 1, “Planning checklist for the first community meetings” to assist you.
- ⬆ Suggest the community leaders prepare for participation by using local networks, such as youth groups, women’s groups, churches and mosques, to spread the word about the upcoming meeting. In addition, suggest making general announcements at markets and through town criers or other means. Advise the leaders to circulate the notices about one week in advance – not too far in advance that people will forget and not too close to the event that they will not be able to attend.
- ⬆ It is essential that the community leaders encourage the attendance of all sections of society, especially men and youth. Some of these groups may be hesitant to attend so extra effort will be needed to personally invite them. Also be sure the leaders invite those who are already working on this or similar issues, such as community-based organizations, women’s groups, youth clubs, etc. They can also consult these people or organizations for specific people or groups to invite.



Remember, while the mobilizers are helping with the organizing behind the scenes, it should be community members overtly calling for participation so that the effort is coming from within the community.

- ⬆ Use public announcements as a reminder a few days before the meeting.

Overcoming barriers to participation

Large communities may require more than one introductory meeting. Work with the community representatives to decide this based upon distance, local transportation and size of available meeting places. If more than one meeting is held, send separate invitations.

Some people may want to participate but face challenges in doing so. For example, women may have to look after young children; youth may not traditionally get involved; people may be busy with work and family commitments; some may not think that they belong at the meeting; and some may be shy or embarrassed to speak out or may not be confident that they can make a contribution. To overcome these barriers, work with the community members organizing the meeting to identify the barriers and develop strategies to overcome them.



What if women do not usually attend community meetings?

It is essential that women participate in the community meetings. In cases where women are usually excluded from such events, it might be necessary to have a separate meeting or small group sessions with women members of the community.

What if only men are talking?

In some communities, it has been observed that women and youth are shy among male elders. If something like this happens, use small groups to give women and youth a chance to express themselves separately. They deserve the opportunity to share their thoughts with the larger group in an appropriate manner.

Step 3: Hold the First Community Meeting and Form a Facilitating Group

- ⬆ Before the meeting, visit the venue and ensure that it is clean and large enough. If the venue is normally locked, assign someone to obtain a key. Also, review your agenda.



Complete the monitoring form (located at the beginning of this manual) for each community meeting or activity!

- ⬆ Use the agenda developed in the previous step as a guide for what to address during the meeting. The meeting should not be too formal – allow anyone to ask questions and don't rush them if they are not ready to move on to the next topic.

What to discuss at the first community meeting

- A community member should introduce you and invite you to speak.
- Explain that you have spoken with community leaders about providing a safe environment for girls—to make sure they are protected from HIV/AIDS. You want to discuss the issue with everyone.
- Present an overview of what is known about girls' vulnerability using the "Visual Briefs on Girls' Vulnerability to HIV/AIDS". Ask questions about local girls' vulnerability to HIV/AIDS. Help the community members come to the conclusion that they should do something. It is useful to discuss facts (e.g., the number of girls in this community or district that dropped out of school due to pregnancy last year). You can also use drama to introduce the issues and raise awareness that girls' vulnerability to HIV/AIDS is a problem.
- Let them know that there will be follow-up meetings to talk about the issues in depth and identify solutions.

- Make sure that the meeting opens up for discussion and let community members ask questions, raise concerns and express fears. Let community representatives answer the questions as much as possible.
- Ask those attending who is interested in forming a “Facilitating Group”. Note: depending upon community norms, those in attendance may prefer to nominate community members to be in the Facilitating Group. Explain that the Facilitating Group will: (1) lead community efforts to address girls’ vulnerability and (2) involve all community members in discussions about the issue and finding solutions. Encourage all types of people to participate young, old, male, female and not only those who are traditionally involved in such activities. It is also good to ensure a representative Facilitating Group – try to get members from different geographic locations, or subdivisions, within the community.
- The key roles of the Facilitating Group are:
 - Bring people together to discuss the issue in depth.
 - Bring in outside people with special knowledge of the issue, such as health workers or representatives of community-based organizations.
 - Make sure everyone has a chance to participate and is heard.
 - Help community members to organize and take action.
- It is important to emphasize how people will benefit themselves from participating in the Facilitating Group. For example, they will build their own skills, have the opportunity to meet new people, help protect girls and have a lasting impact on their community. Remember, when girls are strong and healthy, the whole community benefits!
- Set a date, time and venue for those interested in forming the Facilitating Group to attend. If some people are not ready to commit immediately, encourage them to think it over and attend this follow-up meeting if they are interested.
- Ask people to communicate the details and outcomes of the meeting to those who did not attend.

Building trusting relationships with the community takes time. People may not be immediately interested in the issue of girls’ vulnerability or they may be hesitant about their ability to take action. If it is difficult to form a representative Facilitating Group during the first meeting, it may be necessary to arrange more community-wide meetings or meetings with smaller groups to build strong relationships.



Remember that what you say and do during the first community meeting is critical. If people are not interested or convinced to take action on girls' vulnerability it is unlikely they will participate in future events.

Some things to keep in mind include:

- Use appropriate verbal language (simple, straightforward).
- Use appropriate non-verbal language.
- Be convincing about the need to take action on girls' vulnerability.
- Explain the link between HIV & vulnerability factors (education, violence etc.).
- Have a positive attitude.
- Provide opportunities for people to ask questions.
- Listen to what others say and respond appropriately.
- Make sure women and youth express their opinions.
- Reinforce that the only people who can save girls are the communities themselves.

Step 4: Form the Evaluation Team

The Evaluation Team facilitates the evaluation at the end of the process. By selecting the Evaluation Team members early in the process, they become more careful observers of the process as it happens so that they can effectively evaluate at the end.

- ▲ In deciding who wants be involved in the Evaluation Team, consider the many people and groups who will be involved or have an interest in the project. These may include:
 - Community leaders.
 - Members of community organizations and groups.
 - Adolescent girls and boys.
 - Women and men.
 - Community members with experience and interest in evaluation, such as health center staff.
- ▲ Once you have established the Evaluation Team, set ground rules for team members (e.g., being on time for meetings, allowing everyone to participate in discussions).



When putting together an Evaluation Team, consider group dynamics, credibility, diversity of strengths and weaknesses, team members' availability and logistics.

Step 5: Meet with the Facilitating Group and Build Capacity

- When individuals and groups have expressed interest in participating, you will begin to develop the Facilitating Group who will lead the effort on behalf of the community. Developing and supporting this Facilitating Group is one of the Mobilizer's most important jobs.



What about incentives?

Using monetary incentives for people to join can cause problems. For example, if incentives stop in the future, participation is also likely to stop. Remind people of the non-monetary incentives, such as creating a safer community for their daughters and protecting them from HIV/AIDS. It is preferable to work with a small, committed group that is interested in addressing girls' vulnerability to HIV/AIDS and improving the health of their community rather than a group interested mainly in monetary incentives.

- If the Facilitating Group has too few members, reach out to others who may be interested. Have current members approach others as well. You could also ask community leaders to recommend candidates. And remember, the more diverse the group the better!
- A very large Facilitating Group can make it difficult to get things done. If many people want to join the group, work with them and mutually determine the Facilitating Group's leadership. The leadership will be responsible for meeting regularly and providing direction to the rest of the group.
- Outline the Facilitating Group's key roles at your first meeting. Note that the group does not "direct" the community; it assures that the community works collaboratively. You should also explain the Community Action Cycle.
- Once the Facilitating Group is formed and they understand their role, you will need to develop them into an effective team. Part of this process is to agree upon group norms. Use Tool 2, "Developing Facilitating Group Norms," to guide a discussion with the Facilitating Group. Note that you can refer to the group as a "Task Team," "Task Force," "Committee" or any other name.

Building capacity

Mobilizers can provide valuable assistance to the Facilitating Group by building their skills in areas that will help them to mobilize the community. Some useful skills are:

- Community mobilization techniques and tools.
- Participatory leadership.
- Participatory techniques.
- Public speaking and communication.
- Negotiation.
- Conflict resolution and problem-solving.



Providing this skills-building will be an ongoing process throughout the mobilization process. It does not all have to be completed at this time.

Consider providing an opportunity for the community leaders, both formal and informal, to build capacity and to learn about the community mobilization process so they can be involved in the process from the beginning.

Mobilizers play an important role in building the capacity of the Facilitating Group in community mobilization techniques; therefore, teach the group how to use the various tools in the manual.

When introducing new skills, keep it participatory and interactive. Role-play is a good way to rehearse practical skills. For example, the following exercises could be conducted:

Practicing public speaking about HIV/AIDS: Ask each Facilitating Group member to stand at the front of the meeting or sit in smaller discussion groups and explain one aspect of girls' vulnerability as if they were talking to a group of community members. Make up different audiences (e.g., have them explain the issue of alcohol to young people, women and men). This way they can practice how to adjust their language and the messages they deliver to their audience. Encourage participants to share what they liked about someone's explanation and to make suggestions to each other on how to improve.

Practice negotiation skills: Ask a few Facilitating Group members to act out a role-play in which 2-3 of them act as Facilitating Group members and another 2-3 of them act as local bar owners. Give the two "teams" 10-15 minutes to prepare how they will negotiate the issue of not letting youth under 18 buy alcohol at their bars. Then ask the teams to act out their negotiation for 10 minutes and try to reach an agreement. When they finish, ask the rest of the audience to analyze the discussion and suggest possible alternatives that could have helped them come to a good outcome.

What other exercises can you think of?

Dealing with different opinions and learning to compromise

It is best to prevent conflict as much as possible, by encouraging open communication, focusing on shared goals and promoting team building with a respect for differences of opinion. However, conflict does happen and may occur within the Facilitating Group or between groups in the broader community. For example, some Facilitating Group members may want to work with police to address rape whereas other members do not think this is the best strategy. Or, community members who are trying to close down bars that serve alcohol to minors may face resistance from bar owners or other members of the community.



When negotiating conflict, it is best to focus on “win/win” solutions. In this way, each side may not get 100% of what they wanted but they benefit enough in some way to be satisfied with the solution and both sides “win”. It is not always possible for everyone to “win”, but it is worth trying. See Tool 3, “Dealing with conflict” for some key steps in dealing with conflict and negotiating resolutions.



Checklist for Stage 2:

Issue	Tick
Have you met with key leaders to find out about the community and plan the first community-wide meeting?	
Did you make every effort to have maximum participation in the first community meeting, especially from men and youth?	
Were the opinions and ideas of women and youth heard?	
Were the opinions and ideas of other sub-groups heard?	
Did you form a Facilitating Group?	
Has the Facilitating Group developed a set of norms to follow?	
Have you helped the Facilitating Group to build useful skills?	
Have you worked with the Facilitating Group to learn how to deal with different opinions and to compromise?	
Have you formed the Evaluation Team and explained to them their role in the process?	

If you have achieved these things, proceed to Stage 3, "Promoting Community Dialogue: Exploring Girls' Vulnerability to HIV/AIDS."

If you still have questions or concerns, talk with your supervisor. Mobilizers in other communities can also help you, so remember to keep in touch with them.

Useful Tools for Stage 2

Tool 1: Planning Checklist for the First Community Meeting.

Tool 2: Determining How the Facilitating Group and How the Evaluation Team Will Work.

Tool 3: Dealing with Conflict.



Tool 1: Planning Checklist for the First Community Meeting

Purpose: This checklist reminds you of important items as you prepare for the first community meeting.

Participants

Who has been invited and how many participants do you think will attend? What methods will you use to announce the meeting and encourage attendance?

When?

The time, date and length of the meeting should be convenient for the community members. Give community members adequate advance notice. Make the agenda fit into about an hour and a half. If people want to stay longer because they are excited that is OK but do not let the meeting go on until people become bored.

Where?

In some cases, there is little choice of venue due to a limited number of community meeting places. When there is a choice, the team should consider who owns the space, what size it is, whether weather or other conditions may affect the suitability of the space, and other relevant factors.

Agenda

The purpose of the meeting is to (1) create awareness among community members of the need to protect girls from HIV/AIDS and (2) create interest in taking action as a community. Another objective of the meeting is to identify volunteers who are willing to form the Facilitating Group and Evaluation Team. Use these objectives to create an agenda: decide which topics will be covered and in what order. Also think about how much time each topic will take.

A typical agenda for this first meeting with the community may include:

- Introductions and purpose of the meeting.
- Overview of the issue of girls' vulnerability to HIV/AIDS.
- Recognition of efforts made by other groups and community members.
- A brief description of the process that communities can use to take action.
- Identification of Potential Facilitating Group and Evaluation Team members.
- Discussion of how community members want to be involved.
- Determination of when and where the Facilitating Group and Evaluation Team will next meet.

Speakers

Who will run the meeting? Who will be asked to prepare or present information? Ensure that the whole process is driven by the community. If people say, "This group called us to their meeting" they will be less likely to commit to collective action. In fact they may think, "What is this project going to do for us." On the other hand, if they see the meeting is being organized by other community members, they will be more likely to think about how they can use the meeting to improve their community.



It may be useful to invite knowledgeable and respected members of the community to talk during the meeting. For example, a nurse or local organization representative could give an overview of HIV/AIDS. Make sure that all speakers are aware of time limits and the need to be simple and concise.

Participation and activities

How will participation be encouraged and supported? What activities will the meeting use? For example, small discussion groups, song or role plays.

Documentation of meeting process and outcomes

It is helpful to document what happens during meetings to provide a record of past activities so that participants learn from their experiences. Complete the monitoring tool during or immediately after each community mobilization meeting or activity.



Tool 2: Determining How the Facilitating Group and How the Evaluation Team Will Work Together

Purpose: This exercise helps the Facilitating Group and the Evaluation Team think about how they will work together. Use this to guide discussion with group members.

1. How do group members want to work together?
2. Do they want to elect official leaders of the group?
3. How will they assign roles and responsibilities?
4. How will they communicate with each other? How often will they meet?
5. What role do members want to play in relation to Mobilizers?
6. What norms do participants want to set for the group (e.g., rules about confidentiality, timeliness, listening to and questioning other participants)?
7. How do members of the group want to document the process and outcomes of their meetings, activities and results?

Documenting activities

Documentation can be in writing but it can also use other forms, such as tape recording or drawings. Some groups may not want to record meetings, particularly if they do not trust how the information will be used. However, if you explain the advantages of having the meetings documented, participants are likely to agree if they can make their own decisions as to how records will be kept and used.

8. Would the group like to name itself? Something as simple as a name can provide a shared sense of identity.



Tool 3: Dealing with Conflict

Purpose: This tool outlines 5 steps for conflict resolution. This conflict may be within the Facilitating Group or the Evaluation Team, or between one of those entities and others in the wider community. One possible example: community members who try to close bars with underage patrons may face resistance from bar owners or other members of the community. By thinking through these steps, the group can try to find “win-win” solutions to these types of problems.

Let’s use the issue of strengthening a parent-teacher association (PTA) at the local school as an example as we go through each step. In this example, the school administrators and teachers have shown resistance to working with a PTA and the community would like to negotiate with them.

1. Understand the conflict

- What are our interests? *We want to protect girls at school.*
- What do we really care about? *We want girls to feel safe at school.*
- What do we want? *We want a strong PTA that influences teachers and administrators.*
- What do we need? *We need a commitment from teachers and administrators—a commitment to work with our PTA.*
- What kinds of agreements might we reach? *Teachers and the PTA might agree to meet twice per term.*
- What are the interests of the other side? *They want to maintain their authority.*
- What do they want? *They want a weak PTA.*
- What do they need? *They need to know that they still maintain their authority.*

2. Communicate with the other side

- Listen carefully to the other side to understand their issues, grievances and concerns. Identify areas of shared interest so you can reach a win-win situation.
- Keep asking questions and gathering information.
- Encourage active participation.
- You can reduce tension with humor or by taking a break so people can calm down. Sometimes an apology can be a rewarding technique.
- Be concrete, but flexible. (Example: the community definitely wants more parental involvement at the school and they are flexible as to the method of involvement).

3. Brainstorm possible resolutions

- Hold a brainstorming meeting with a small group of people from both sides.
- Choose an informal setting where people feel comfortable.
- Find a neutral Facilitator, who can structure the meeting without sharing his or her own feelings about the conflict.
- Look at all of the interests the other group has. Are there any common interests?
- Work on coming up with as many ideas as possible. Don’t judge or criticize the ideas yet—this will stop people from thinking creatively.
- Look for win-win solutions, in which both parties get something they want. (Example: the school agrees to work with a PTA but only once or twice a year. This is a good starting point.)
- Find a way to make the other group’s decision easy.



4. Choose the best resolution

- Review your brainstorm ideas.
- Mark the best ideas.
- Which resolution gives both groups the MOST? That resolution is probably the best one.

5. Explore alternatives

Sometimes despite hard work an acceptable resolution cannot be found. Think about the following questions, before and after negotiations:

- At what point will you decide to walk away from negotiations? (Example: if the school agrees to have the meeting but will not discuss key issues that are important to the community, such as sexual relationships between teachers and students).
- What are your alternatives if you cannot reach agreement with your opponent?
- What are the pros and cons of each alternative?
- Which are realistic and practical?
- What alternatives might your opposition have?
- What can you do to make your choice better than their alternative?

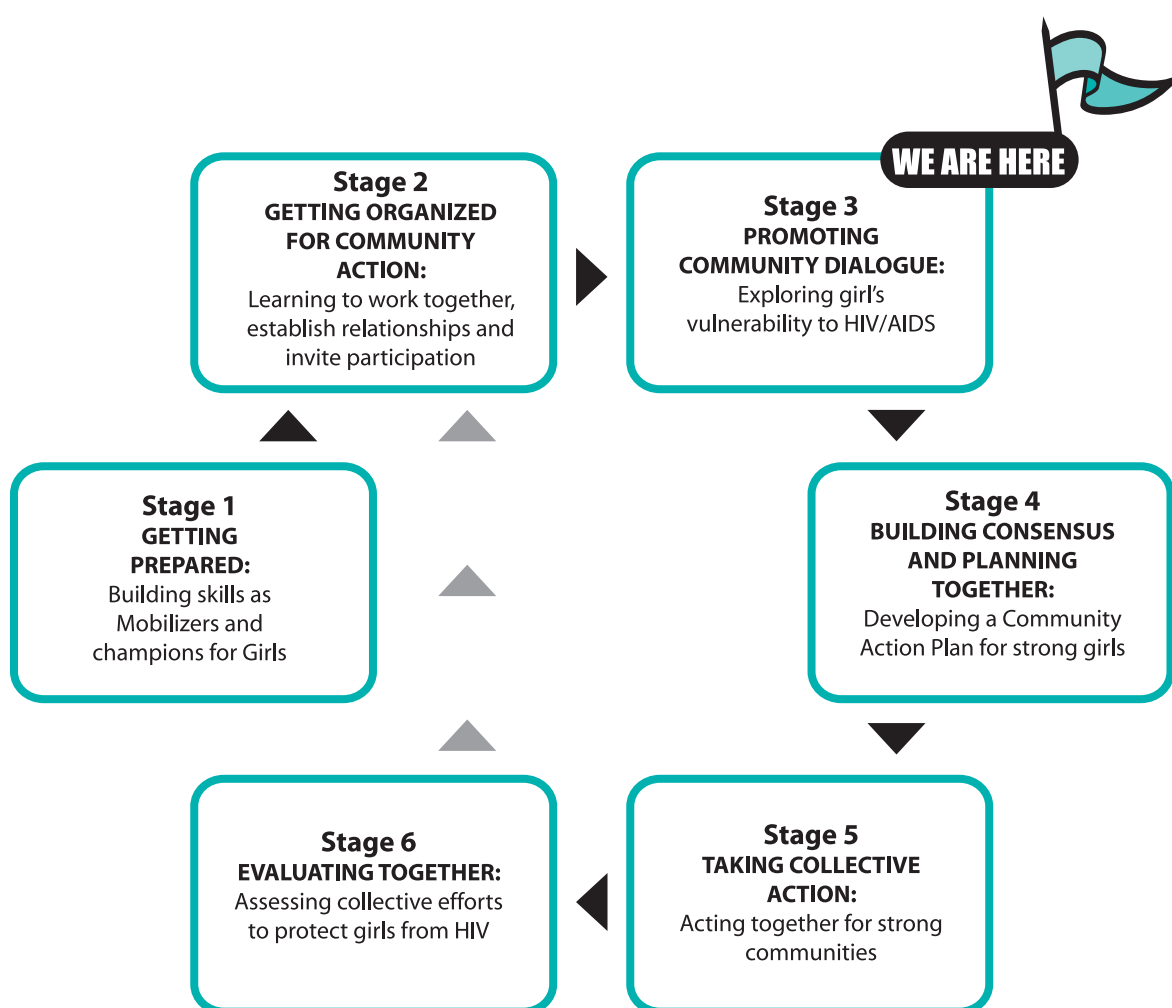


STAGE 3

PROMOTING COMMUNITY DIALOGUE: Exploring Girls' Vulnerability to HIV/AIDS

There are 5 steps in Stage 3:

- (1) Explore the causes of girls' vulnerability to HIV/AIDS with the Facilitating Group.
- (2) Plan and hold an event to launch the process.
- (3) Explore the causes of girls' vulnerability to HIV/AIDS with the broader community.
- (4) Analyze information gathered and set priorities for action.
- (5) Share results with the community and build consensus on priorities.



Stage 3 is a crucial and detailed part of the community mobilization process.

Step 1: Explore the Causes of Girls' Vulnerability to HIV/AIDS with the Facilitating Group

- ▲ Facilitating Groups need correct information about girls' vulnerability to HIV/AIDS. While some of the members may already be aware of the issue, it is important for them to explore and discuss the issue in more depth.
- ▲ A good way to do this is to use a problem tree analysis. See Tool 4 for guidelines on how to do this.



The "Visual Briefs on Girls' Vulnerability to HIV/AIDS" section can be used to support discussion on issues identified or to initiate discussion on those not addressed.

- ▲ After doing the problem tree, it is useful to ask the Facilitating Group to think about a few questions before going out to explore the issue with the wider community. For example:
 - Why are you interested in working on girls' vulnerability to HIV/AIDS?
 - Have you had any experience working on HIV/AIDS or with youth in the past? What was the outcome?
 - Do people in this community see adolescent girls (ages 10-17) as being vulnerable to HIV/AIDS? If no, why not and what do we need to do to convince them?
 - Have people in this community taken any steps to protect girls from HIV? How can we involve them?



Getting people to talk about girls' vulnerability

When discussing girls' vulnerability it is useful to ask simple, straightforward questions that bring the issue close to home. For example, when talking about alcohol and girls' vulnerability to HIV/AIDS, you can ask a series of simple questions, such as: Do you know people in this community who get drunk?... Yes... What happens when they get drunk?... They talk a lot, fall over... What else do they do?... They have sex... Do you think they use a condom?... No

- ▲ The number of sessions it takes to carry out this action will vary. Facilitating Group members should feel comfortable with the issue and learn as much as possible about their current feelings, practices and beliefs about girls' vulnerability to HIV/AIDS. However, they do not need to be experts in HIV/AIDS or youth issues. Remember, the key roles of the Facilitating Group are to:
 - Bring people together to discuss the issue in depth.
 - Bring in outside people with special knowledge of the issue, such as health workers or representatives of community-based organizations.
 - Make sure everyone has a chance to participate and is heard.
 - Help community members get organized to take action.



Step 2: Plan and Hold an Event to Launch the Process

- ▲ Work with the Facilitating Group to prepare for a community event to launch the community mobilization process. This venue can also be used to introduce additional program components.
- ▲ Talk with your program staff to plan the event. When and where will it take place? What will happen? What will we discuss? How will we invite participation? Who will lead the meeting? Will we provide food and drinks?

The launch event should (1) introduce the upcoming programming activities and encourage full participation, and (2) motivate community members to participate in the Facilitating Group's upcoming discussions and activities.

Step 3: Explore the Causes of Girls' Vulnerability to HIV/AIDS with the Broader Community



Don't forget to complete the monitoring form at the beginning of this manual for each community meeting or activity!

Now that the Facilitating Group has explored and discussed girls' vulnerability to HIV/AIDS, it needs to plan to discuss the issue with the broader community.

- ▲ The first step is to decide how to engage with the wider community to discuss the issue. The interactive methods listed below are some suggestions. What other interesting interactive methods can you think of?
- ▲ Before starting the discussion with the wider community, it is useful for the Facilitating Group to gather information and data on some of the key issues related to girls' vulnerability. For example, how many girls became pregnant in the last year? How many girls live without an adult in the household? How many dropped out of school? This information can be obtained from schools, health centers and from people in the community. Mobilizers should critically review the data to ensure that it is based upon facts. The Facilitating Group can use this data during meetings with community members to enhance understanding of the issue.

Interactive methods to explore and discuss girls' vulnerability to HIV/AIDS

Introduce and explain these methods. The Facilitating Group can decide to use just one of these methods or a combination of methods. Members may also have some other ideas of gathering information, such as storytelling.

Problem tree analysis. Explores the underlying causes of a problem in a small group setting. Helps to identify main issues and potential solutions.
Use Tool 4, "Drawing a Problem Tree".

Discussion groups. Organizing small groups of people who are similar to each other to discuss the issue. Discussion groups provide a comfortable setting for people to talk, though some may be hesitant to say what they think in front of others.
Use Tool 5, "Holding a Discussion Group".

Small group work in a large meeting. You can divide large meetings into small groups when appropriate. Divide participants into groups of 5-6 people and assign a different question or topic for each group. One group might talk about health care, another might talk about education, etc. Allow each group a short time to discuss how the issue affects girls' vulnerability to HIV/AIDS. At the end, ask one person from each group to present a summary of their findings and ask the wider group to ask questions and share opinions.

Dramas. An individual or group from the community develops and presents a drama related to the issue while other community members observe. Dramas are a useful way to initiate discussion. For example, when talking about a sensitive issue such as rape, sometimes it is easier for people to talk about a fictional drama rather than about themselves or other people in the community.



The Facilitating Group should carefully record the meeting. Keep this information in a safe place!

Step 4: Analyze the Information Gathered and Set Priorities for Action

Now that the Facilitating Group has gathered information from the community about what makes girls' vulnerable to HIV/AIDS, it is time to think about the results.

- ⬆ Make sure that you have documented the discussions with the wider community. Review these as a group to remind participants of what has been said.
- ⬆ Be aware of the different opinions between individuals and groups. Do not merge responses together when this may cause you to miss important differences.
- ⬆ Emphasize major themes rather than get lost in the details. When participants have a better idea of the big issues and have set priorities, they can return to the relevant details.
- ⬆ To help decide on priorities, use Tool 6, "Assigning Priorities for Action." It is best to limit priorities to two or three issues.



Step 5: Share Results with the Community and Build Consensus on Priorities

- ⬆ After the Facilitating Group has reviewed the information gathered and sorted the priorities, discuss and agree upon how to share the results of the information gathering with the community, including the results of community discussions and the priority causes of girls' vulnerability proposed for action.
- ⬆ It is important to present the information in a way that will be interesting to the community. For example, the Facilitating Group could use a bulletin board with pictures or drawings representing the priority causes, hold a community-wide meeting or perform a drama or song. Can you think of any other ways?
- ⬆ Ensure that community members have the opportunity to provide feedback on the top priorities for action. These should be openly discussed with community members until an agreement is reached.

Checklist for Stage 3:

Issue	Tick
Has the Facilitating Group discussed girls' vulnerability to HIV/AIDS?	
Has the Facilitating Group held a launch event with the community?	
Has the Facilitating Group explored girls' vulnerability to HIV/AIDS with the wider community?	
Did women and girls participate in this exploration?	
Has the Facilitating Group analyzed the information gathered?	
Has the Facilitating Group used the information gathered to identify the major causes of girls' vulnerability to HIV/AIDS for action?	
Have the results of the analysis been shared with the community? Is there consensus around the priority issues?	

If you have achieved all of these things, it is time to move on to Stage 4, "Building Consensus and Planning Together: Developing a Community Action Plan for Strong Girls".

Bring questions or concerns about these areas to your supervisor! Mobilizers in other communities can also help so remember to keep in touch with them.

Useful Tools for Stage 3

Tool 4: Drawing a Problem Tree.

Tool 5: Holding a Discussion Group.

Tool 6: Assigning Priorities for Action.



Tool 4: Drawing a Problem Tree

Purpose: This exercise helps you to explore and discuss the underlying causes of girls' vulnerability to HIV/AIDS. This ensures that communities take action on the underlying causes rather than on the effects. This exercise is also known as the "Why? Why? Method" or "Root cause analysis".

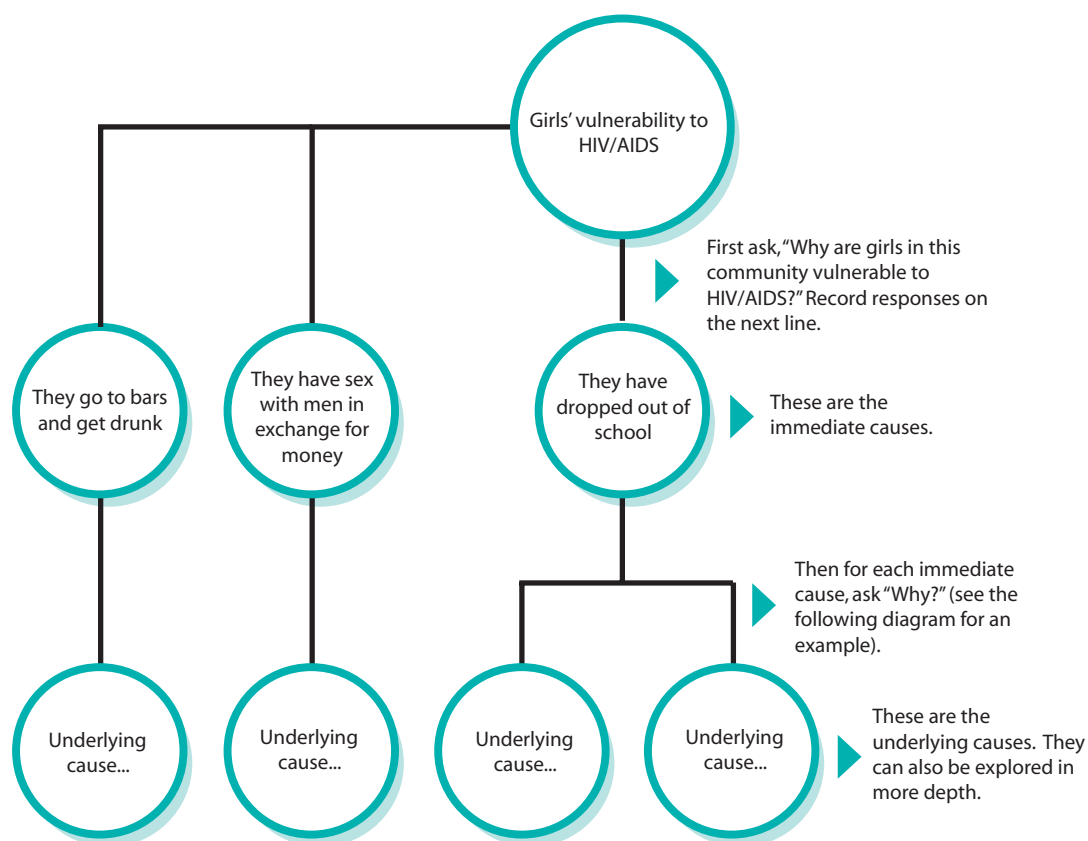
1. Draw a tree, with leaves, branches, trunk and roots. (Note: This is to give your community an idea of how to think through the root causes of problems. In the exercise the drawing may not look exactly like a tree--but it should contain the ideas and concepts. An example of a problem tree is on the next page).
2. Explain that the trunk of the tree represents the problem (i.e., girls' vulnerability to HIV/AIDS). The roots are the causes of the problem and the branches and leaves are the effects. Like a tree, each problem has roots that go very deep. If we address only the effects, we have no impact on the problem, but if we cut the tree down at the roots, we can eliminate the problem.
3. Explain that you would like the group to analyze the main causes of girls' vulnerability and the underlying, deeper root causes. First, draw a circle in the middle of a large piece of paper or blackboard, or other available materials and write in it "Girls being infected with HIV/AIDS".
4. Start off by asking the group "What are the most common causes of girls being infected with HIV/AIDS?"
5. For each reason they give, draw a circle outside of the main circle and write the reason in it. Draw a line connecting each one to the main circle. Depending on the literacy of the group, it may be useful to draw pictures instead of writing.
6. Once participants have identified the main reasons, take each reason in turn and ask "What are the underlying causes?" (Example: schools are unsafe or people are not aware of alcohol laws.) For each answer, draw another circle and a line connecting it to the reason.

By repeatedly asking "But why?" participants will explore the deeper reasons for girls' vulnerability to HIV/AIDS.



Some communities may decide not to focus specifically on girls; for example, they may decide to address all dropouts (including boys). This may be appropriate, but it is important for the Mobilizer to encourage communities to pay special attention to the needs of girls within the broader discussion of youth.

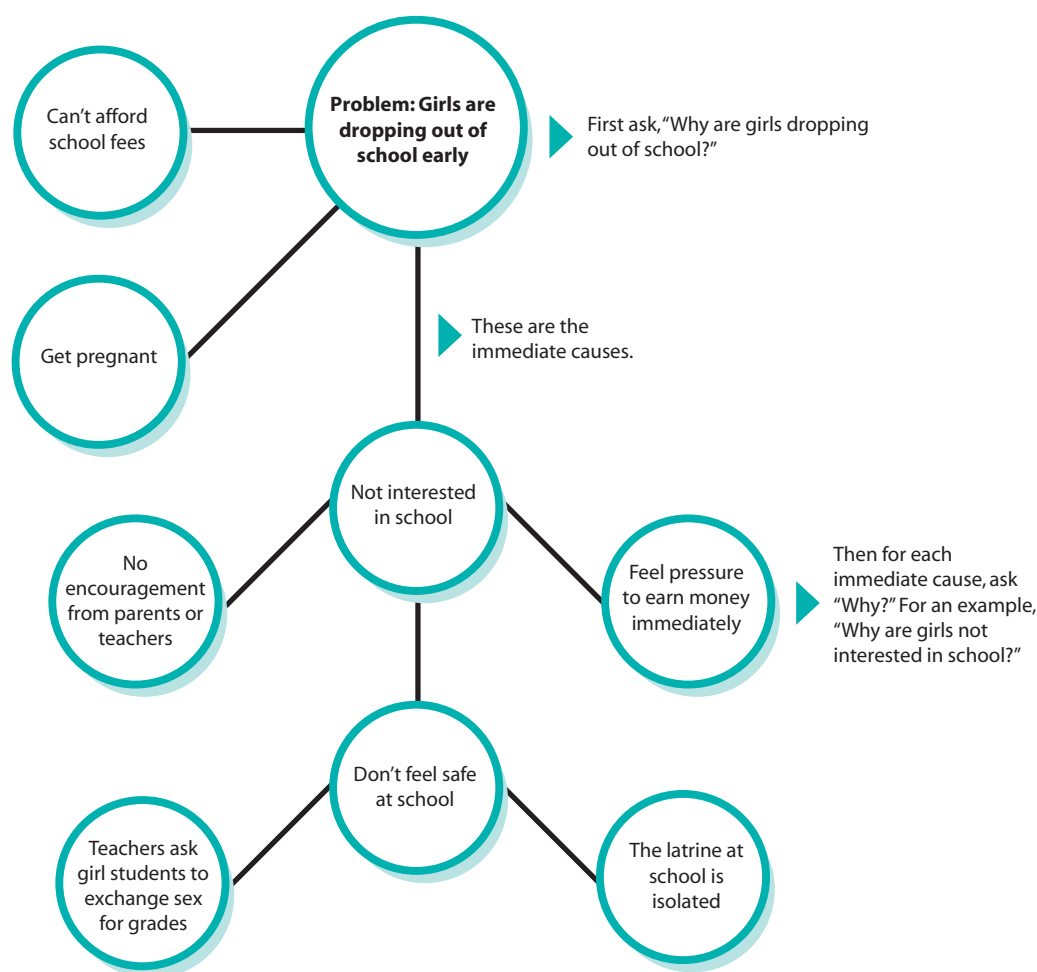
Example of a problem tree



We can use the immediate cause, "They have dropped out of school", to show how each cause can be explored in detail.



Example of a problem tree – in-depth



Remember, these are just examples of possible causes. The community members use this process to identify causes specific to their community.

You may also find it useful to discuss the "branches" and "leaves" (i.e., the consequences of the problem). This can help community members understand how girls' vulnerability to HIV can lead to a wide range of problems, in addition to HIV. But remember that the community needs to address the root causes and not the effects if they are to have an impact on the problem.

Discussing the results of the problem tree

The group should discuss the problem tree after completion. For example:

1. Do different types of people (e.g. men and women) see things differently?
2. Are there any surprising results? Why are they surprising?
3. What are the conclusions we can draw from the results?
4. Which results have the most important implications for future activities? Why?



Tool 5: Holding a Discussion Group

Purpose: This tool provides guidance on how to set up Discussion Groups to explore what people know, think and feel about the issue of girls' vulnerability to HIV/AIDS.

Preparations

1. Work with the Facilitating Group to list the different types of people in the community that they should meet with. It is helpful to group people with others that are similar to them (e.g., young girls, older girls, adult men, teachers, etc.) so that they can speak more freely.
2. Does the Facilitating Group want to hold one session with each member group or more than one? It is a good idea to have around 6-10 people in one group.
3. Decide what questions the Discussion Groups should address. It is good to have 3-5 main questions. This will allow time for participants to talk about each question in depth. For example, you may start with a general question such as "Why are girls at risk of being infected with HIV/AIDS?" or you may use more specific questions, such as "How do parents affect girls' risk of getting HIV/AIDS?"
4. Decide on a quiet space in the community where groups can meet. It could be under the shade of a tree or in a classroom after school hours. Make sure you have permission to use the space.
5. Decide on a time for each of the groups to meet. Make sure it is convenient to the needs of community members. Pay particular attention to the demands on women's time for family duties. Plan for how long the Discussion Groups will last—it should be long enough to allow in-depth discussion but not too long so that people get bored. Around an hour is a good length.
6. Invite people to participate in the Discussion Groups. Facilitating Group members may have ideas on who could participate; however, reach out to all parts of the community and not only those people that the Facilitating Group knows personally.
7. When someone agrees to participate, give them the date, time and location of the group.

At the discussion

1. One member of the Facilitating Group should aid a group; another member should record what is discussed.
2. The Facilitator should first ask people to introduce themselves.
3. The Facilitator should then explain the purpose of the group (e.g., "to find out what people in this community think and feel about girls' vulnerability to HIV/AIDS.") Ask participants to keep anything discussed in the group confidential.
4. Once introductions are complete, conduct the discussion (referring to the questions you developed).
5. At the end of the discussion, thank everyone for participating.

Some basic principles for discussion groups

The role of the Facilitating Group is to ask questions and LISTEN CAREFULLY to the answers from the group, noting all answers.

- Ensure that the Facilitating Group does not give the answers or lecture community members if they disagree with an answer.
- Let everyone say what they think. Don't let one person dominate.
- Ask quiet people for their opinions. Encourage them to talk.



Tool 6: Assigning Priorities for Action

Purpose: The Facilitating Group can use this tool to prioritize the causes of girls' vulnerability.

1. Ask the Facilitating Group "What main causes of girls' vulnerability did the community identify?" Write them on pieces of paper and place them on the floor. If the literacy level of the group is low, you can use symbols or other objects to represent the causes.
2. Give each person the same number of beans/seeds/pebbles.
3. Ask participants to think about each cause and decide how many beans to assign to each. Ask them to consider the following questions in making their decision:
 - How many people does this affect?
 - What is the impact of this issue?
 - Is anything already being done about this issue? If so, is it effective?
 - Are community members motivated to do something about this issue?
4. Ask participants to use their beans to give each problem a score from 1-5, where 1 is not important and 5 is very important.
5. When everyone is finished, tally up the number of beans for each problem.
6. Discuss the results with the group, referring back to the key questions to consider. Get everyone to agree on the top 3 issues for action, using available resources.
7. Have someone from the Facilitating Group record the results.



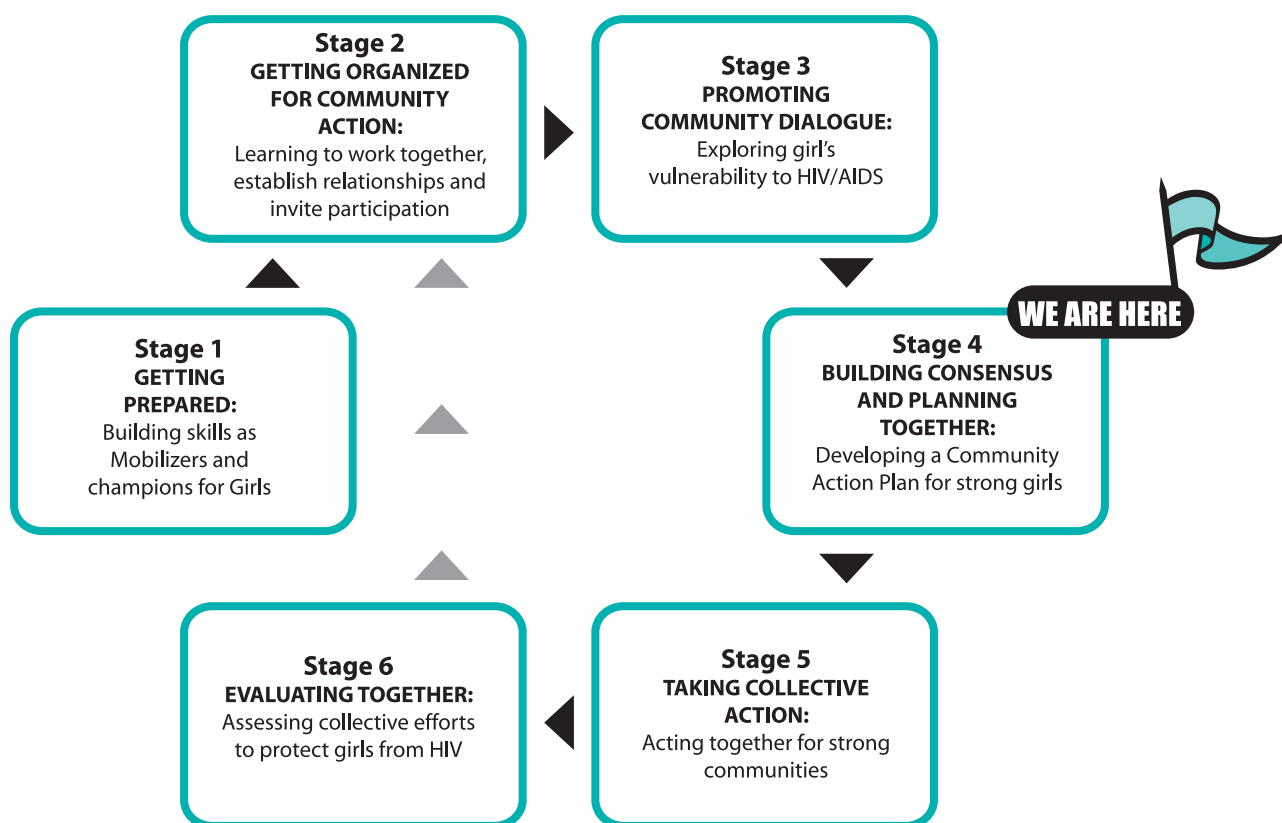
Ensure that everyone has a chance to share their opinion and that everyone agrees with the final priorities.

STAGE 4

BUILDING CONSENSUS AND PLANNING TOGETHER: Developing a Community Action Plan for Strong Girls

There are 4 steps in Stage 4:

- (1) Map local resources.
- (2) Find and choose solutions to problems.
- (3) Make a Community Action Plan.
- (4) Present Action Plan to the wider community and revise if necessary.





During this stage you will work with the Facilitating Group and the community to prepare a Community Action Plan to reduce girls' vulnerability to HIV/AIDS. The Action Plan will include:

- What the community would like to do.
- How it will be done (with what activities).
- What resources are needed and how and from where the community will get them.
- Who will be responsible for each activity and for the results.
- When and where activities will take place.
- How the community will monitor progress and know when it has achieved results.

A written Action Plan helps the Facilitating Group and the community (1) jumpstart agreed-upon activities and (2) monitor progress.



Things to remember when planning:

Ensure that community leaders support and contribute to the program (through participation, promotion of outside the meetings, perhaps giving the community a meeting space, and so on).

Ensure that girls have a meaningful voice in the planning process.

Identify and leverage needed resources.

Ensure what was learned through the exploration of girls' vulnerability is applied to the planning process.

Step 1: Map Local Resources

Once the community has agreed on priorities for action, work with the Facilitating Group to make a map of local resources with a large group of community members. The purpose of the map is to help the community see what resources they already have available to address the specific issues related to girls' vulnerability that they have decided to address.

- ▲ The Facilitating Group gets a large group of community members together, including men as well as women and young people. Remember, it is important for everyone's ideas to be heard.
- ▲ Ask community members to draw a large map of the community, perhaps on the ground with sticks, on paper, or on a blackboard. Natural materials such as sticks, leaves and stones can be used as symbols. This area may include several villages or may be a small part of an urban area.
- ▲ Once the map is drawn, ask them to mark on the map community areas which are either: (1) causes of the specific problems they have identified related to girls' vulnerability to HIV/AIDS; or (2) useful in community actions to reduce girls' vulnerability.

Community areas identified might include:

- Households.
 - Institutions (churches, mosques, schools, health centers).
 - Police or security.
 - Markets and shops.
 - Bars.
 - Youth clubs.
 - Sports grounds.
 - Location of community leaders and other influential people.
 - Water sources.
 - Communication channels, such as radio stations or town criers.
- Add any other areas that the community feels are important to have on the map, such as roads and transport options.
- Put a star next to areas where young girls are at risk.
- Next, think about potentially helpful partners outside of the community. Mark these outside the borders of the map.
- A Facilitating Group member should draw the map on a separate piece of paper for safekeeping.

Mapa de Melulí B' Q'

via Nampula

Rio Melulí

Rio Nampula

Rio Namora

Canam

Mesquita

Igreja União Baptista

Cemitério

Fonteria

Sombra de Encontro

Pensão Holanda MC

Pensão Alentejo

Escola da Realidade

Casa de Curcuma

Volagem

Huê

Mestre Lixo

Administracão

Bah Administracão

Ospital

Campesino

Mesquita

Huê

Ango Ch.



Step 2: Find and Choose Solutions to Problems

Once the Facilitating Group has worked with the community to prioritize causes of girls' vulnerability to HIV/AIDS, it is time to ask the community for potential solutions.

- Start by getting as many ideas as possible. Tool 7, "Finding Solutions Together with the Margolis Wheel," found at the end of this Stage 4 chapter, is a useful method of generating creative ideas.



Make sure participants know the purpose of the meeting. They should feel safe and comfortable about expressing themselves. Encourage them to think creatively.

- Review the top causes of girls' vulnerability and the information collected about available resources in the community.
- Once you have a list of ideas for solutions, it is time to decide on what solutions the community should adopt. The Facilitating Group can use Tool 8, "Deciding on Solutions," to select those that are most feasible and effective for the community to put into action.



Tips for finding solutions

To help participants develop solutions, the Facilitating Group may suggest the following:

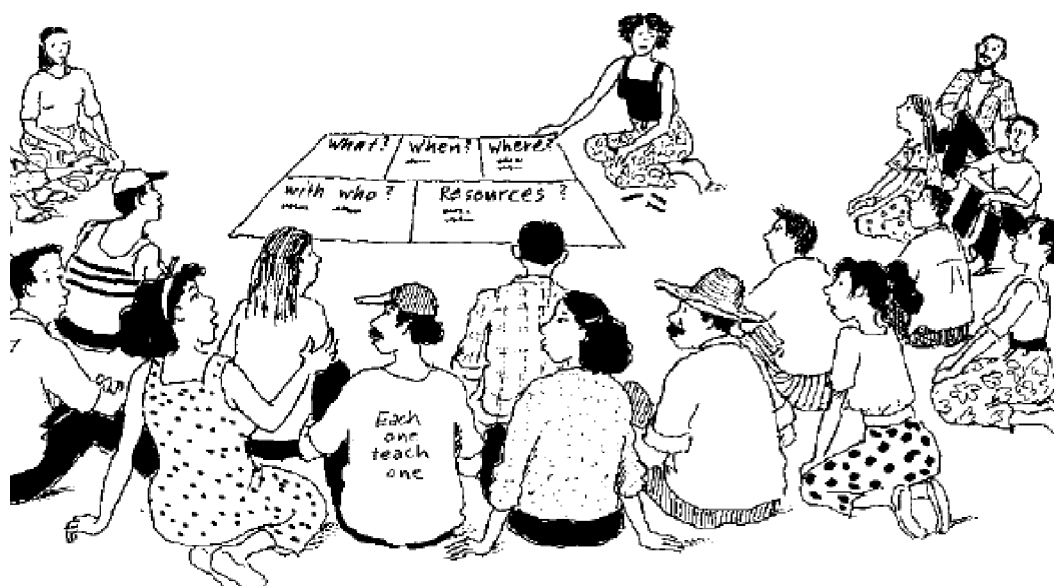
- Use the ideas at the end of the "Visual Briefs on Girls' Vulnerability to HIV/AIDS" to discuss potential solutions.
- Think of strategies that have been successful. What made these successful? How can you apply those strategies to solve this problem?
- Think of what your community does better than any other community you know of. What skills, systems and resources contribute to your community doing this well?

Step 3: Make a Community Action Plan

Now that the community has selected solutions, the Facilitating Group can make a Community Action Plan to provide details on each activity.

The key components of the plan are to ensure that everyone agrees on:

- **Action** to be taken.
- **Person/people** doing it (Try to make sure that responsibility is shared among group members and that each person has a specific activity to work on).
- **Time** for action (Make sure immediate actions are possible in a short timeframe—the next weeks or months).
- Necessary **resources**.



- ▲ If resources exist, on a large piece of paper draw a table like the one on the page below (“Example of a Community Action Plan”) and list (in the first column) the priority areas for action.
- ▲ Next, fill in what the community decided it would like to do to address the issues and the specific activities that they will carry out. Encourage the group to be very specific about the activities. For example, if the community would like to “provide information about HIV,” the specific activities could be to “perform a drama once a week” or “work with pastors to discuss girls’ vulnerability with their congregation”.
- ▲ Once all the activities are listed, go back and fill in the rest of the table.



What if the Facilitating Group is not literate?

You can develop the Action Plan in a way that does not require literacy, and then have a literate person record the details.

- Agree upon the main actions.
- For the first action, ask for volunteers to be responsible. Ask those people who volunteer to stand together in a group. Repeat for each action.
- Once everyone has volunteered for at least one action, ask each group to agree on a timeline and resources needed. The whole group should then agree.
- Finally, the group needs to decide how it will monitor and evaluate actions. How will they know when they have achieved their goals? These should be measurable and observable.
- The Facilitating Group or the Mobilizer should keep a record of these decisions.

Overcoming some common challenges in making a Community Action Plan:

Problem: There is not enough time to complete all tasks.

Answer: Help the Facilitating Group to prioritize the most important tasks or cut the time it takes to complete some tasks.

Problem: The Action Plan requires a lot of resources.

Answer: Help participants think about how they can link with other organizations and resources internal and external to their community. This is a valuable skill to develop and can be used in future projects to improve community life. Alternatively, think of different activities that require fewer resources.

Problem: The participants are stuck.

Answer: Share some of your experience with other communities and issues. The aim is not to push the group into a particular strategy but rather to spark ideas and creative solutions.

Problem: Participants cannot agree on solutions or activities.

Answer: If participants still do not agree, they can try both strategies (if feasible) to see which one works best. A combination of strategies is a possibility, as is brainstorming a new idea that meets the same goals. They could also collect more information about each idea before making a decision.

Example of a Community Action Plan

Issues Identified	What Community Would Like to Do	Specific Activities	Who is Responsible	Resources Needed	When Started and Completed	Monitoring Progress (Indicators)
Girls are not safe at school.	A code of conduct that all teachers must follow.	Meet with head teachers to develop code. Decide on final code of conduct. Raise awareness among teachers, students and parents of the new code. Set up process for teachers and students to report teachers that ask students for sex.	Margaret, etc.		Meet head teachers next week. Have code of conduct in place by January 2010.	Number of meetings held with head teachers. School has code of conduct in place (yes/no). % of teachers/ students/ parents aware of the code.
	Find local organization to help build latrines. Community members donate labor and resources.	Ask community members to donate their time and resources. Find out about local organizations that could help provide funds or expertise.				
Bars serve alcohol to young girls.	Establish active parent-teacher associations. Increase community knowledge of age restriction alcohol laws. Put pressure on bar owners to comply with the age restriction alcohol laws.	Hold a meeting with the local bar owners, community members, and government officials to review the current age restrictions.	Community mobilization facilitating group.	A meeting space, meeting invitations attendees	Conduct planning meeting September 2010. Hold meeting October 2010.	Number of bar owners who attended the meeting. % of bars no longer serving alcohol to young girls.



Step 4: Present Action Plan to the Wider Community & Revise If Necessary

- ⬆ Once the Community Action Plan is completed, the Facilitating Group should arrange a meeting with the rest of the community and organizations already working in the area.

This meeting will help to:

- Make the community feel they can act together and make things better for themselves.
 - Involve other groups, community organizations, community leaders, religious leaders and health service providers to build support for the Action Plan.
 - See what resources are needed.
 - Involve men, women and young people.
 - Encourage community members who may not have been involved in coming up with the plan to participate.
- ⬆ During the meeting, help community members find ways to participate. There are many ways that this can be done; methods will vary by community. An example might be that after sharing the Action Plan, local churches agree to share information about one of the key problems during their regular meetings with church members.
 - ⬆ Ask the community for their comments and suggestions regarding the Action Plan. What challenges might arise? How can they be overcome? Who else could get involved?
 - ⬆ After the meeting, revise the Action Plan as necessary based on the feedback from community members.

Congratulations! Now the community has a plan to put into action!



Checklist for Stage 4:

Issue	Tick
Has the community mapped local resources?	
Has the Facilitating Group worked with community members to identify solutions to the priority causes of girls' vulnerability?	
Has the Facilitating Group created a Community Action Plan based on the discussions with community members?	
Does the plan specify what activities will be carried out (and when), who is responsible and what resources are needed?	
Does each activity have an indicator of success against which to measure progress? Has the Action Plan been presented to the community?	
Has the Action Plan been revised to include feedback from the community?	

If you have achieved these, it is time to move on to Stage 5, "Taking collective action: Acting together for strong communities".

If you still have questions or concerns about these areas, bring them up with your supervisor. Mobilizers in other communities may also be able to help so remember to keep in touch with them.

Useful Tools for Stage 4

Tool 7: Finding Solutions Together with the "Margolis Wheel".

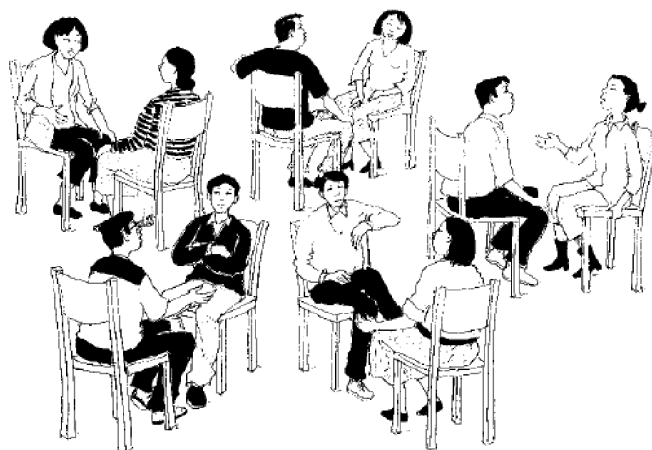
Tool 8: Deciding on Solutions.



Tool 7: Finding Solutions Together with the “Margolis Wheel”

Purpose: This exercise is an activity to help participants develop creative solutions to address the causes of girls’ vulnerability to HIV/AIDS. It can be used with the Facilitating Group or other groups in the community to identify a range of potential solutions.

1. Divide participants into two small groups of 4-5 people each.
2. One group of 4-5 will sit in a circle facing out. Another group of the same number of participants will sit in a circle facing in, with each participant opposite one of the participants from the inner group. The inner circle will serve as “consultants” (people who will offer advice to problems); the outer circle will be composed of “solution seekers” (people seeking solutions to problems).
3. Assign one of the priority causes of girls’ vulnerability identified for action to each solution seeker.



4. The solution seeker has 5 minutes to describe his/her problem to the consultant sitting opposite him/her. The consultant then has 5 minutes to respond with advice. All pairs should talk together at the same time. Don’t rush participants – if they need longer than 5 that is OK. However, try not to let each pair talk for more than 10 minutes; you want people to generate spontaneous ideas.
5. When time is up, solution seekers stand, then move to the next chair to the right. Consultants stay seated. The solution seekers then repeat the process with the next consultant.
6. Continue until each solution seeker has consulted with every consultant in the circle.
7. Ask participants to switch places and roles so that former consultants are now solution seekers and vice versa. Repeat the exercise.

Questions to ask participants after the “Margolis Wheel” exercise

1. What types of possible solutions did you identify?
2. Will this exercise inspire you to try something you hadn’t previously considered?



Encourage people to brainstorm any ideas they can think of. They will have time during the next step to think about which ideas they want to implement.



Tool 8: Deciding on Solutions

Purpose: After the community has identified a range of potential solutions, this tool can be used to decide on the best and most feasible solutions to address the priority causes of girls' vulnerability.

This is the same tool used to prioritize causes of girls' vulnerability—this time it can be adapted to prioritize solutions.

Once the Facilitating Group has identified each priority cause of girls' vulnerability, use the following steps to decide which solutions it will implement.

1. Ask the Facilitating Group "For the first priority area, what solutions did the community identify?" Write them on pieces of paper and place them on the floor. If the literacy level of the group is low, you can use symbols or other objects to represent the causes.
2. Give each person the same number of beans/seeds/pebbles.
3. Ask participants to think about each solution and decide how many beans to assign to each. Ask them to consider the following questions in making their decision:
 - Can we do it? Do we have the necessary resources, skills and time?
 - Is there a good chance that we will succeed?
 - Do we have support from leaders?
 - Will the solution be easy for everyone to understand?
 - How long will it take?
 - How many people will this solution affect?
 - Is this solution already being used? If so, is it effective?
4. Ask participants to use their beans to give each solution a score from 1-5, where 1 is least feasible and/or effective and 5 is most feasible and effective.
5. When everyone is finished, tally up the number of beans for each solution.
6. Discuss the results with the group, referring back to feasibility and effectiveness. Get everyone to agree on the top solutions to put into action, using available resources.



The Mobilizer should help the community with ranking of answers but should not impose any decisions on the group.

7. Now do the same exercise for the second and third priority causes of girls' vulnerability.
8. Have someone from the Facilitating Group record the results.

The selected solutions can now be used to develop the Community Action Plan. Remember, if solutions were not selected at this time, it might be possible to use them later on (e.g., when the community has more resources).



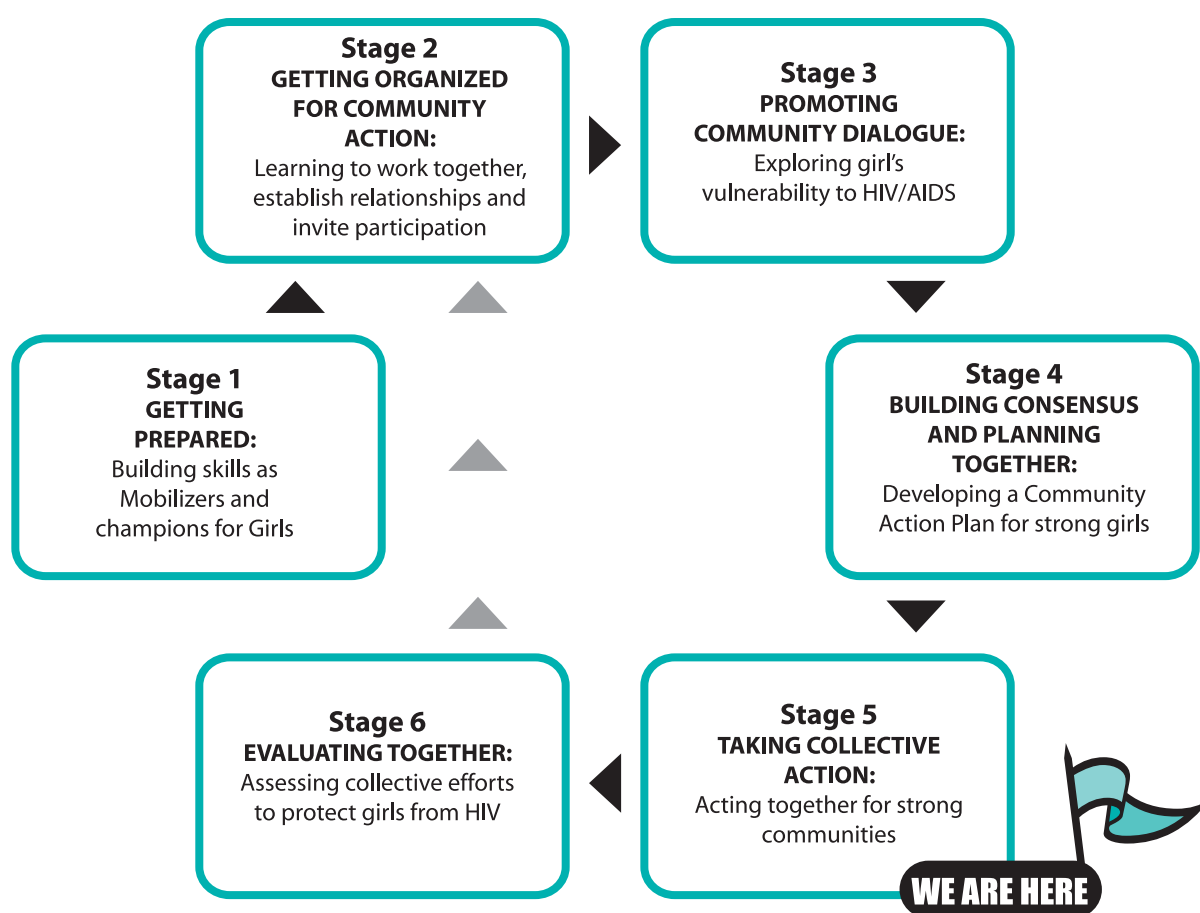
Be careful of conflicting solutions, such as those that might try to solve the problem but end up having a negative effect. For example, if the problem is that girls are being harassed when they sell goods in the market on the weekends and the community decides to stop mothers from sending their girls out to sell things, it may result in greater poverty for the family. Instead, it will be necessary to identify an alternative solution, such as creating a safe space in the weekend market for girls with adult supervision.

STAGE 5

TAKING COLLECTIVE ACTION: Acting Together for Strong Communities

There are 4 steps in this stage:

- (1) Continue to build the capacity of the Facilitating Group.
- (2) Deal with challenges.
- (3) Monitor community progress.
- (4) Report back to the community.



The preparations are over. You have worked closely with the Facilitating Group and other community members to design a detailed Action Plan. This stage assumes that the plan is being implemented by the community. The steps outline your support role.



Step 1: Continue to Build the Capacity of the Facilitating Group

As the community puts its plan into action, Mobilizers can provide valuable support by continuing to build the skills of the Facilitating Group. Mobilizers can also help the Facilitating Group by providing technical guidance and/or logistical support. For instance, if communities want to hold awareness-raising meetings or rallies, Mobilizers can attend or invite knowledgeable resource persons to help explain key issues and answer questions.



To help decide where participants need assistance, use Tool 9, “Capacity-building Worksheet.” Once you have an idea of what skills and knowledge the community needs, Mobilizers may be able to use their own experience and knowledge to assist the community. If that is not possible, think about whether there are other resources in the community that can meet their needs.

Step 2: Deal with Challenges

Despite the best planning and intentions, you may encounter difficulties as you implement your Action Plan. These difficulties may occur for many reasons.



The Facilitating Group should use Tool 7, “Find Solutions Together with the Margolis Wheel,” at the end of Section 4, during these challenges. Ask solution seekers to think of implementation problems (e.g., poor event attendance), then have them brainstorm potential solutions.

Common problems and approaches to problem-solving

Problem: An individual or group tries to block actions, usually because the activity threatens this individual or group’s interests.

- Did you involve this individual or group in the planning phase? Did he/she/they agree to the plan?
- Do you know why they are blocking the action?
- Can participants and the group work together to negotiate a solution?
- Can participants think of alternative actions that might be more acceptable to the group and also acceptable to participants?

Problem: The community does not have the capacity to carry out the activity.

- Did you create a capacity-building plan with the community?
- Is the action not feasible? If so, how can you revise the strategy? It is a good idea to encourage community members to start with activities that they can do quickly and easily. This will build their confidence as they work up to more difficult activities.

Problem: A proposed activity does not seem to have an effect on reducing girls' vulnerability.

- Have you allowed enough time for observable effects to occur?
- If you have, but no change is seen, review the community's analysis of the causes and potential solutions. Do the activities truly address the causes? If not, how can they be revised?

Problem: Participants lose interest in the program and activities.

- Are they frustrated because they are not seeing results?
 - Make sure the community identifies successes and celebrates them.
 - Review activities and identify why results are not positive. Revise Action Plan if necessary.
 - Review community history and identify times when the community faced difficult challenges. What strengths pulled it through? What can people build on now to maintain their motivation and energy?
 - Take a break. Let people rest and reflect on their experience, then call a new meeting to see what everyone wants to do.
- Have competing interests or needs overtaken their desire to participate in the program?
 - Is there another cause of girls' vulnerability that people want to address? Find out what participants want to focus on and discuss how the plan can be revised.
 - Agricultural needs and other community events may decrease participation. Know the community calendar and identify suitable activity times.
 - Work with a smaller group—those most committed.
 - Take a break and start up again.
- Do they feel their efforts are not recognized?
 - The Facilitating Group should regularly present awards for good effort; these awards can be as simple as congratulating and thanking people at public meetings.

Problem: Communities want to engage in activities that do not contribute to reducing girls' vulnerability to HIV/AIDS.

- Encourage communities to follow their plans to protect girls from HIV/AIDS but also encourage them to pursue their other dreams for community action.
- If you cannot provide assistance, help link the community to other organizations that may be interested in the proposed activity.
- Continue to work with whoever is committed to girls' vulnerability. This may mean working with a smaller group or finding new members.

Problem: Other organizations compete for community participation by offering incentives and other "perks".

- Discuss the ideas of sustainability, voluntary participation and community autonomy with participants.
- Continue to work with those who are truly interested in protecting girls' from HIV/AIDS.
- Remind people of the non-monetary incentives, such as improving safety in their communities.
- Don't respond by offering better incentives! When the incentives go, so will the participation of those only interested in the incentives.



Step 3: Monitor Community Progress

The Facilitating Group has already developed some indicators of success for each activity as part of the Community Action Plan. (See chart on p. 57.) Now that the activities are being carried out, you can help the Facilitating Group monitor effort and progress.

What is monitoring? Monitoring is checking on what we are doing to see if we are keeping to time and doing the activities we planned to do. We keep asking ourselves the question, “Are we doing what is in the Action Plan?” It also helps to identify any problems that have arisen and any changes that need to be made to address these problems.



The type of tool you use to collect monitoring information will depend on the type of activity. A simple tool is a checklist of the number of activities planned and implemented. See Tool 10, “Checklist of Community Activities.”

- ⬆ The Facilitating Group can also develop information-collection tools that enhance monitoring capacity.
- ⬆ The Facilitating Group should meet regularly to ensure that each responsible group or person completes assigned activities. If delays or problems occur, the group must decide upon needed changes before it is too late.
- ⬆ The Facilitating Group should document its own activities and the community’s response. A literate member of the group should keep minutes of the meetings. At the beginning, Mobilizers can help take notes to show them why it is important to document their activities.
- ⬆ Meetings should include a regular review of the Action Plan and documentation of progress, difficulties faced and decisions made to overcome those difficulties.
- ⬆ Matters arising from monitoring should then be used to improve the Community Action Plan.

Step 4: Report Back to the Community

Maintain continuous dialogue with the community; the dialogue builds support and enthusiasm for the Community Action Plan.

- ⬆ Remind Facilitating Group members to regularly share with the community updates on activities undertaken and results achieved.
- ⬆ Facilitating Groups can decide how to share information. They may wish to use a bulletin board, call a community meeting, perform a drama, etc.

These updates are also useful times to encourage more members of the community to get involved. Some people may have been shy to join the efforts at first but once they see the activities underway they may be interested in becoming more active. Encourage this type of growth – the more people in the community engaged and committed to the Action Plan the more successful the community will be in achieving its goal of reducing girls' vulnerability to HIV/AIDS!

Checklist for Stage 5:

Issue	Tick
Have you worked with the Facilitating Group to assess where help is needed to build capacity to carry out the Action Plan?	
Is the Facilitating Group finding solutions to the challenges they face?	
Has the Facilitating Group developed tools to collect information to monitor progress? Has the Facilitating Group used those tools to collect information?	
Has the monitoring information been analyzed and the results fed back into the activities?	
Has the Facilitating Group reported to the community on progress achieved on a regular basis?	

If you have achieved all of these things, it is time to move on to Stage 6, "Evaluating together: Assessing collective efforts to protect girls from HIV".

If you still have questions or concerns about any of these areas, don't forget to bring it up with your supervisor. Mobilizers in other communities may also be able to help so remember to keep in touch with them.

Useful Tools for Stage 5

Tool 9: Capacity-building worksheet.

Tool 10: Checklist of community activities.



Tool 9: Capacity-building worksheet

Purpose: This worksheet will help Facilitating Groups identify what knowledge and skills they need to strengthen to carry out the activities in the Community Action Plan.

- Draw a large matrix like the one on the following page (“Capacity building worksheet”) on the ground or on a large piece of paper.
- For the first activity planned by the community, discuss with the Facilitating Group what knowledge and skills are needed to carry out that activity. Record this in the 2nd column.
- Next, ask the Facilitating Group to assess their own ability to carry out the activity. Do they have all of the skills needed? For example, are they comfortable talking in front of large groups? Do they know how to deal with conflict? Record this in the 3rd column.
- What areas does the Facilitating Group need to strengthen? Record these in the next column.
- For each of these areas, how will they be strengthened? Can it be done using existing resources in the community or should the Facilitating Group seek outside assistance for this activity? Record these in the next column.
- Lastly, who can help build knowledge and skills? Can the Mobilizer assist them to build their skills or knowledge? What about other people in the community – can they help? Record this in the last column.
- Now, return to the other activities and ask these questions again.

Capacity building worksheet

Activity proposed (taken directly from Community Action Plan)	Knowledge & skills needed	Self-assessment of ability to carry out the action	Areas to strengthen	How will knowledge and skills be strengthened? What methods will be used? (Strengthen community capacity or seek external assistance for this activity?)	Who can help build knowledge and skills? (Mobilizers, other organizations, etc.)
Work with school to develop code of conduct.	Knowledge of national code Negotiation skills. Knowledge of school system.	Peter (a teacher in the FG) knows school system.	Knowledge of national code Negotiation skills.	Role play negotiation skills in FG meeting. Talk to teacher's union about the national code.	Mobilizers, other teachers.



Tool 10: Checklist of Community Activities

Purpose: This checklist will help Facilitating Groups monitor their activities to see if they are keeping to time and doing what they planned to do in the Action Plan. This is just an example of a tool – the Facilitating Group may wish to develop its own tools.

1. For each cause of girls' vulnerability in the Action Plan, create a table like the one below.
2. In the first column, write in the planned activities (that will address the cause).
3. In the next column, write how many activities were planned.
4. On a regular basis, update this checklist with the number of completed activities.
5. Facilitating Groups can then use this checklist to discuss whether they are on time and whether they are doing what they planned to do. If activities are falling behind schedule, this checklist helps to remind the Facilitating Group to either increase their efforts, or revisit the Action Plan if they find their plans were not realistic.

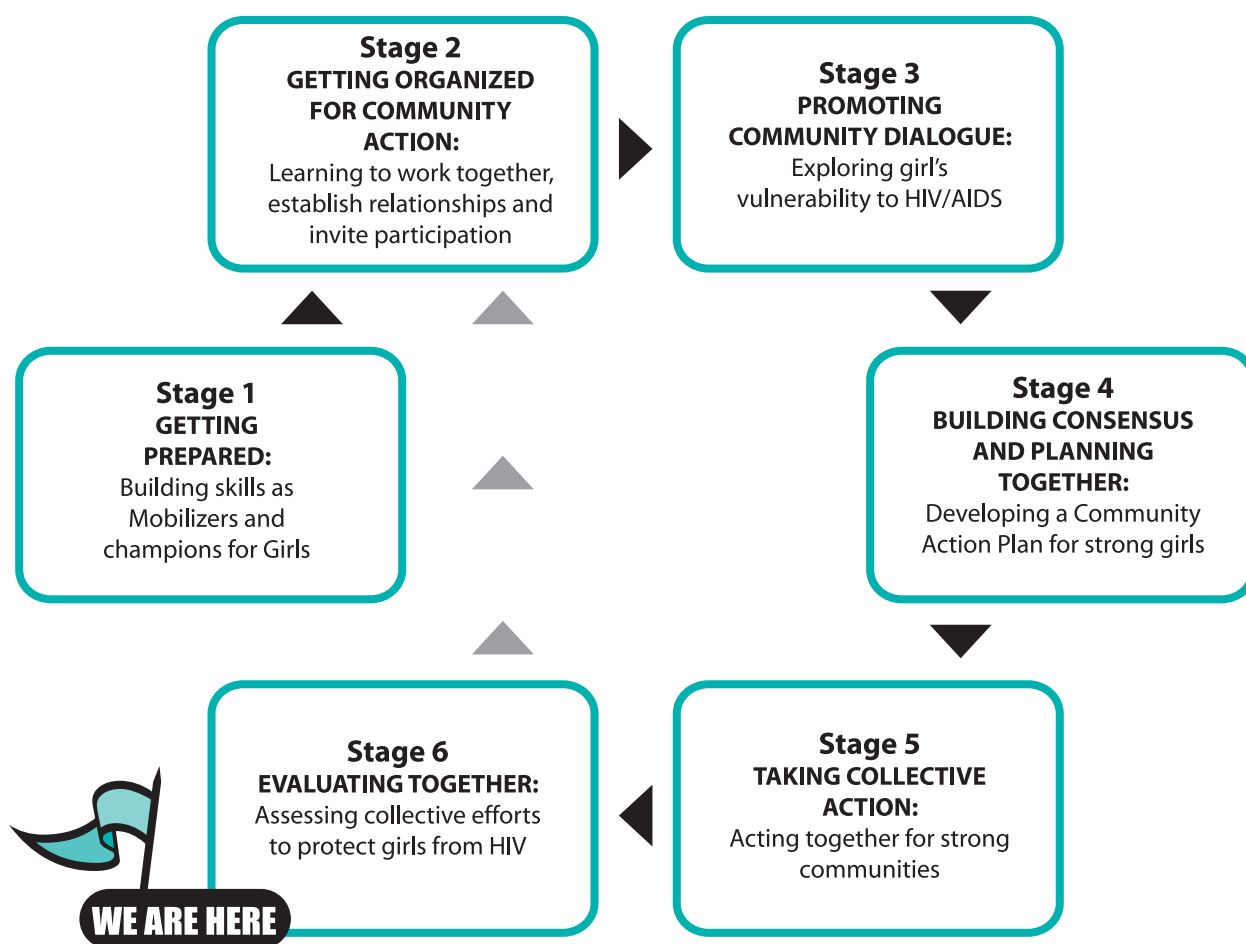
Activities for Priority Area	Number Planned	When Planned?	Number Carried Out	When Completed?
Example:				
Number of dramas about the importance of keeping girls in school	6	October	2	

STAGE 6

EVALUATING TOGETHER: Assessing Collective Efforts to Protect Girls from HIV

There are 5 steps in Stage 6:

- (1) Identify what the community wants to learn and achieve.
- (2) Conduct participatory evaluation.
- (3) Analyze the results.
- (4) Share information and success stories with the community.
- (5) Prepare to reorganize and update the Community Action Plan.



What is evaluation? Evaluation is the practice of collecting and using information to find out how well an activity achieved what it was supposed to achieve.



Step 1: Identify What the Community Wants to Learn and Achieve

The Evaluation Team (formed in Stage 2) should review the Community Action Plan, including the main indicators of success for each activity and how and when the community should collect this information. In addition to these indicators, the Evaluation Team should consider some additional questions:

- ▲ What do we need to learn from the evaluation?
 - What happened?
 - What activities worked? What activities did not work?
 - What were some of the successes? What were some of the failures?
 - To what extent did we achieve our goals?
 - How much did it cost?
 - What would we have done differently?
 - What still remains to be done?
 - What is the community's vision for the future?
 - How has the community's capacity to take action grown?
- ▲ Whom should we learn from?

Step 2: Conduct Participatory Evaluation

- ▲ When the Evaluation Team knows what it wants to learn and achieve, it should decide upon methods. Some helpful methods include:
 - In-depth individual interviews.
 - Group discussions.
 - Analysis of meeting notes and other documents.
 - Analysis of participation in activities.
 - Social mapping to show relationships before and now.
 - Stories (peak moments or achievements).
 - Drawings (such as depicting history of the project or changes achieved).
 - Dramas or skits to present important milestones or events.
 - Ranking or sorting activities by those that worked best to those that did not work.
- ▲ Next, decide when the information will be collected and by whom.
- ▲ Develop information-gathering tools for the Evaluation Team (e.g., checklists and interview guides). These ensure that everyone collects the same information.
- ▲ When the Evaluation Team begins to collect information, emphasize the importance of good record-keeping.

Step 3: Analyze the Results

- ▲ Evaluation Team members begin by reviewing collected information. Analysis tables, such as the one below, help the team organize the information from various sources, but related to the same question.

What is the Desired Result	What was Actually Achieved	What Contributed to These Results?	What are the Lessons Learned?	What are Our Recommendations?

- ▲ If there is a lot of information, the team may want to split into smaller groups to answer specific questions and then report back to each other.
- ▲ Use the information gathered to answer the questions identified during Action 2.

Step 4: Share Information and Success Stories with the Community

- ▲ When the team has finished its analysis, it is important to feed the results back to the community in a way everyone can understand.
- ▲ When preparing to share feedback, the Evaluation Team should think about what they would like to achieve in this step. Do they want to provide information? Seek community answers? Stimulate discussion? Advocate for some kind of action?
- ▲ The Evaluation Team should then decide how it will share information and achieve its other aims. Will they call a community meeting? Perform a drama? Draw a story in pictures?
- ▲ Celebrate success! Recognize efforts made by community members; it makes them feel appreciated and they will be more likely to take action in the future.



Don't forget to share successes with people or organizations outside of the community too. This can be a good opportunity to get support for current or future community activities from local government, non-governmental organizations, or other groups with resources.

Step 5: Prepare to Reorganize and Update the Community Action Plan

- ▲ If the community believes there is still work to be done on the issue, the Facilitating Group can use the results of the evaluation to decide whether they need to reorganize or revise the Action Plan.
- ▲ If the community advances to the point where it is ready to address another issue, it is time to return to the beginning of the Community Action Cycle.

Checklist for Stage 6:

Issue	Tick
Has the Evaluation Team identified what it wants to learn and achieve?	
Has the Evaluation Team conducted a participatory evaluation of the community's activities?	
Have the results been analyzed?	
Has the Evaluation Team shared results with the wider community?	
Have successes been celebrated?	

If you have achieved all of these things, Congratulations! You have successfully guided a community to mobilize around girls' vulnerability to HIV/AIDS.

Annex 1: A Step-by-Step Field Guide for Community Facilitators

Introduction

This Step-by-Step Field Guide for Community Facilitators is designed to be given by the Mobilizer to each of the Community Facilitators so they can understand their roles in implementing the Community Action Cycle to reduce girls' vulnerability to HIV/AIDS.

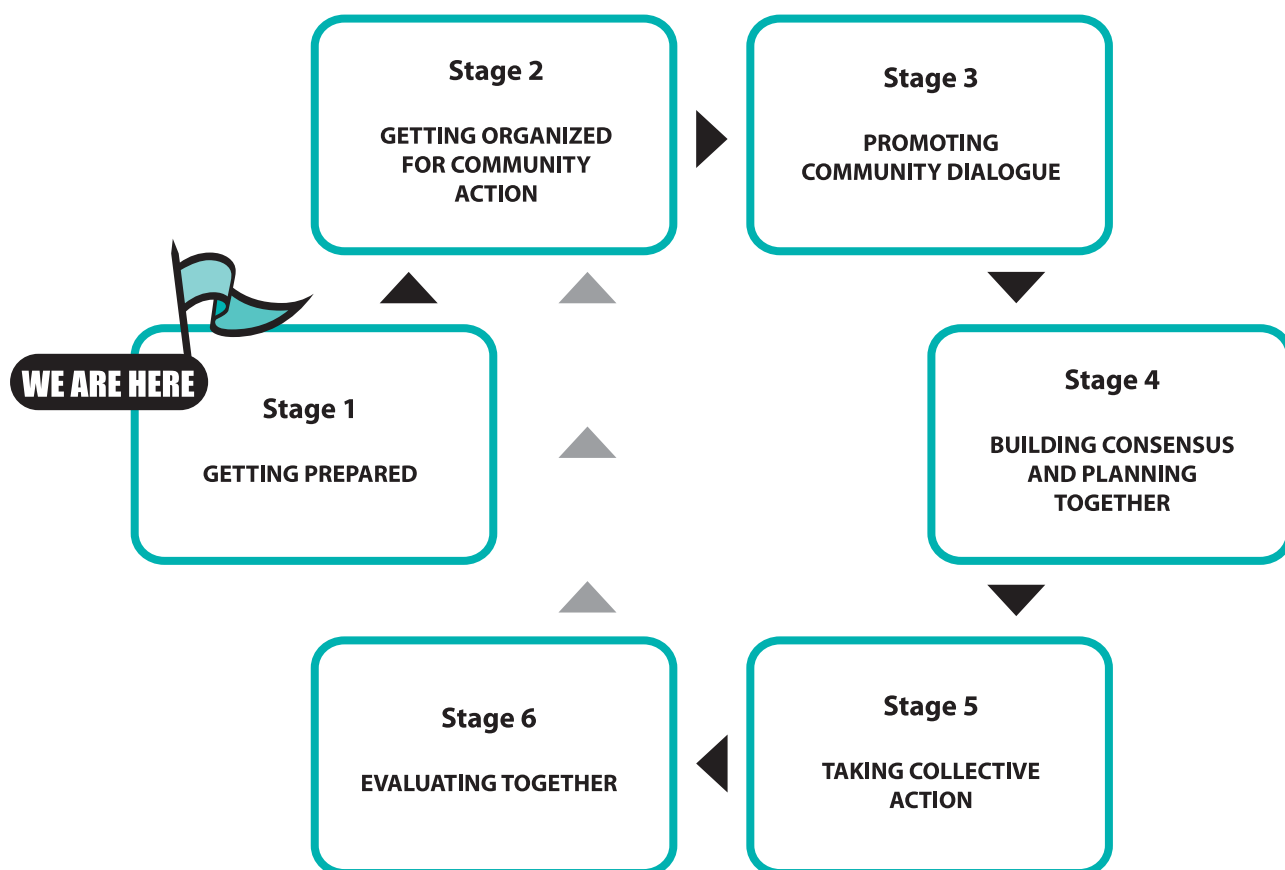
Each stage of the Community Action Cycle includes a series of steps. We derived step order from our previous experiences; however, you can adjust the sequence to suit specific communities. At the end of each stage, you will find a checklist to help you assess whether you are ready to move on to the next stage.

Useful tools suggested in the step-by-step instructions can be found at the end of each stage. You can adapt these to meet the needs of your community.



STAGE 1

GETTING PREPARED: Building skills as Community Facilitator and Champions for Go Girls!



Step 1: Learn about the Go Girls! Goal

What was the overall goal of Go Girls! community mobilization?

"To bring community members together to ensure girls have a happy and healthy life, are able to complete their education and are protected from HIV/AIDS."

Why focus on girls instead of boys?

Everyone - boys and girls, men and women - are all vulnerable to HIV/AIDS. However, evidence shows that girls and young women are the most vulnerable to HIV. For example:

- Girls have less opportunity to attend school or continue their education;
- Girls have less access to information about HIV/AIDS;
- Girls have less access to economic opportunities than boys, which may lead them to exchange sex for money;
- Traditional roles can discourage girls from being assertive;
- Many girls get married and start having sex at an earlier age than boys; and
- Girls are more likely to be victims of sexual violence than boys.

Step 2: Learn about Girls' Vulnerability to HIV/AIDS

What should I know about girls' vulnerability to HIV/AIDS?



A collection of "Visual briefs on Girls' Vulnerability to HIV/AIDS" has been produced to facilitate learning about girls' vulnerability to HIV/AIDS and is found on the Go Girls! Toolkit CD or at the www.AIDSTAR-one.com or www.k4health.org website. The visual briefs should be used to strengthen your knowledge so that you are comfortable leading discussion about the various issues and their relationship to girls' vulnerability.

The briefs cover a range of issues, including:

- An overview of the main ways that HIV is transmitted and how it can be prevented.
- A summary of what is known about girls' vulnerability to HIV/AIDS from discussions with local communities.
- Key issues that affect girls' vulnerability to HIV/AIDS. Some of these factors present only risk to girls, such as violence, whereas others can either be risky or protective, depending on the situation, such as relationships with family and other adults.
- Gender roles.
- HIV knowledge and attitudes.
- Sexual behavior.
- Alcohol.
- Violence and abuse.
- Relationships with family.
- Relationships with friends.
- Education.
- Health care.
- Poverty and economic opportunities.
- Initiation rites.

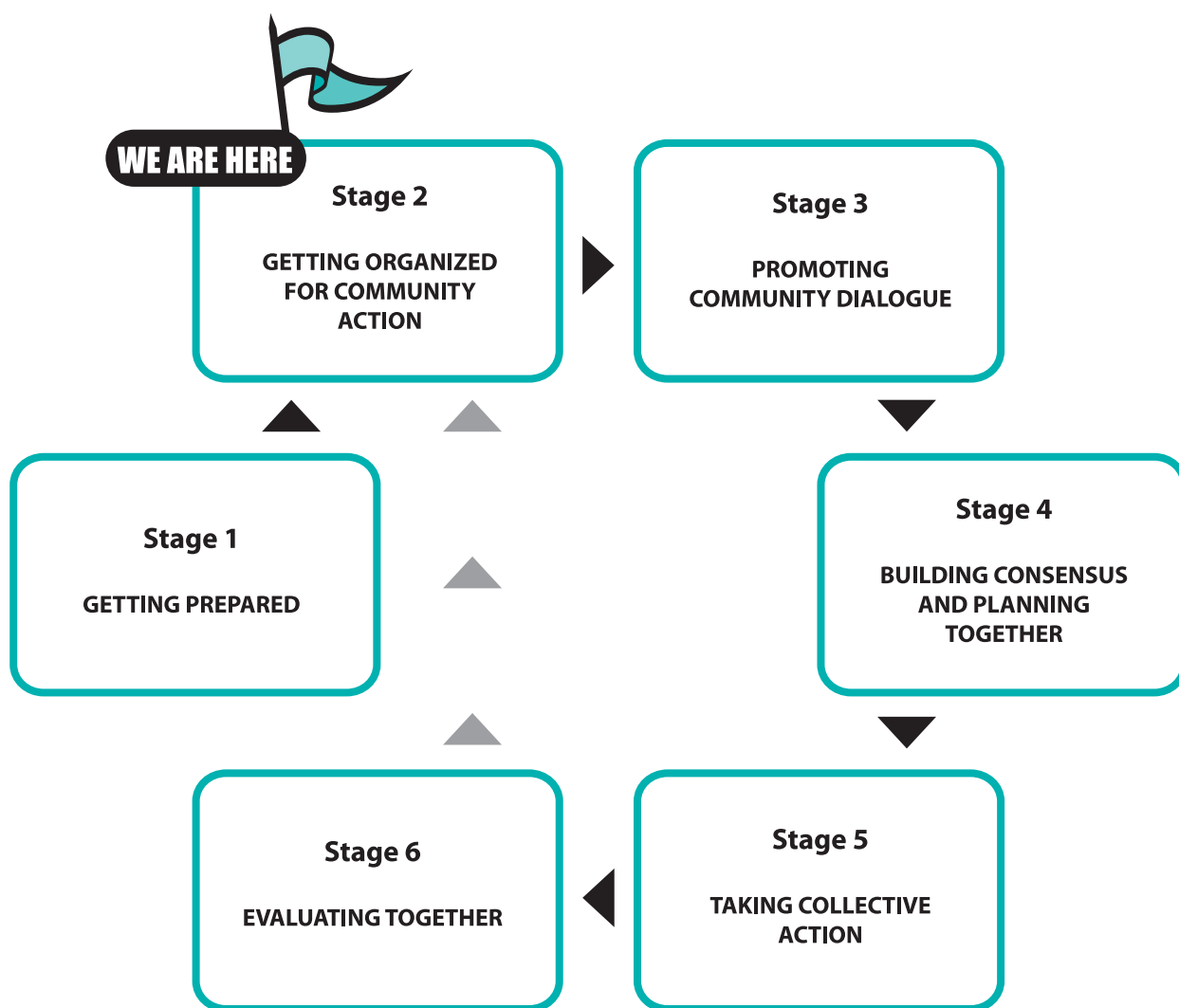


It may seem like there are many issues to address. The important thing to remember is that a community can have an impact if it takes action in any of these areas, or by addressing each issue one by one.



STAGE 2

GETTING ORGANIZED FOR COMMUNITY ACTION: Learning to Work Together, Establish Relationships and Invite Participation



Step 1: Learn about Community Mobilization and the Community Action Cycle

What is community mobilization?

Community Mobilization is the process of bringing people together to share a vision, promote dialogue, build their capacity and take collective actions to address problems affecting the entire community. It makes people feel that they are a member of a community even if they are not directly affected by the issue.

What is the Community Action Cycle?

The Community Action Cycle is a set of stages and steps that community members can follow to take action in a participatory and systematic way that can protect vulnerable girls in their communities.

The key stages of the Community Action Cycle are:

Stage 1. Getting prepared: Building skills as Mobilizers

The Facilitating Group is formed and gets prepared by learning about the key issues of girls' vulnerability to HIV/AIDS. They come to believe in the importance of protecting girls.

Stage 2. Getting organized for community action: Learning to work together, establish relationships and invite participation

The Facilitating Group learns about community mobilization and sets group norms. Members of the group build skills that will help them mobilize communities effectively.

Stage 3. Promoting community dialogue: Exploring girls' vulnerability to HIV/AIDS

The Facilitating Group will explore and discuss the issues of girls' vulnerability to HIV/AIDS with the wider community, in order to identify the reasons why girls are vulnerable to HIV.

Stage 4. Building consensus and planning together: Developing a Community Action Plan for strong girls

The Facilitating Group will use the information gathered to set priorities for action and then work with the community to find answers to the main problems identified. They will develop a Community Action Plan that sets out what action the community will take, who will be responsible and when actions will be taken.

Stage 5. Taking collective action: Acting together for strong communities

The Facilitating Group will lead the community in putting their plans into action and monitoring their activities.

Stage 6. Evaluating together: Assessing collective efforts to protect girls from HIV

The Facilitating Group will conduct participatory evaluation to measure the impact of their activities. Findings can be used to begin a new cycle. This is also the time to start sharing success stories!

Step 2: Understand Facilitating Group Roles

The key roles of the Facilitating Group are to:

- Bring people together to discuss the issue in depth.
- Bring in outside people with special knowledge of the issue, such as health workers or representatives of community-based organizations.
- Make sure everyone has a chance to participate and is heard.
- Help community members get organized to take action.



Dealing with different opinions and learning to compromise

When negotiating with people who have different opinions, it is best to focus on “win/win” solutions. In this way, each side may not get 100% of what they wanted but they benefit enough in some way to be satisfied with the solution and both sides “win”. It is not always possible for everyone to “win”, but it is worth trying.

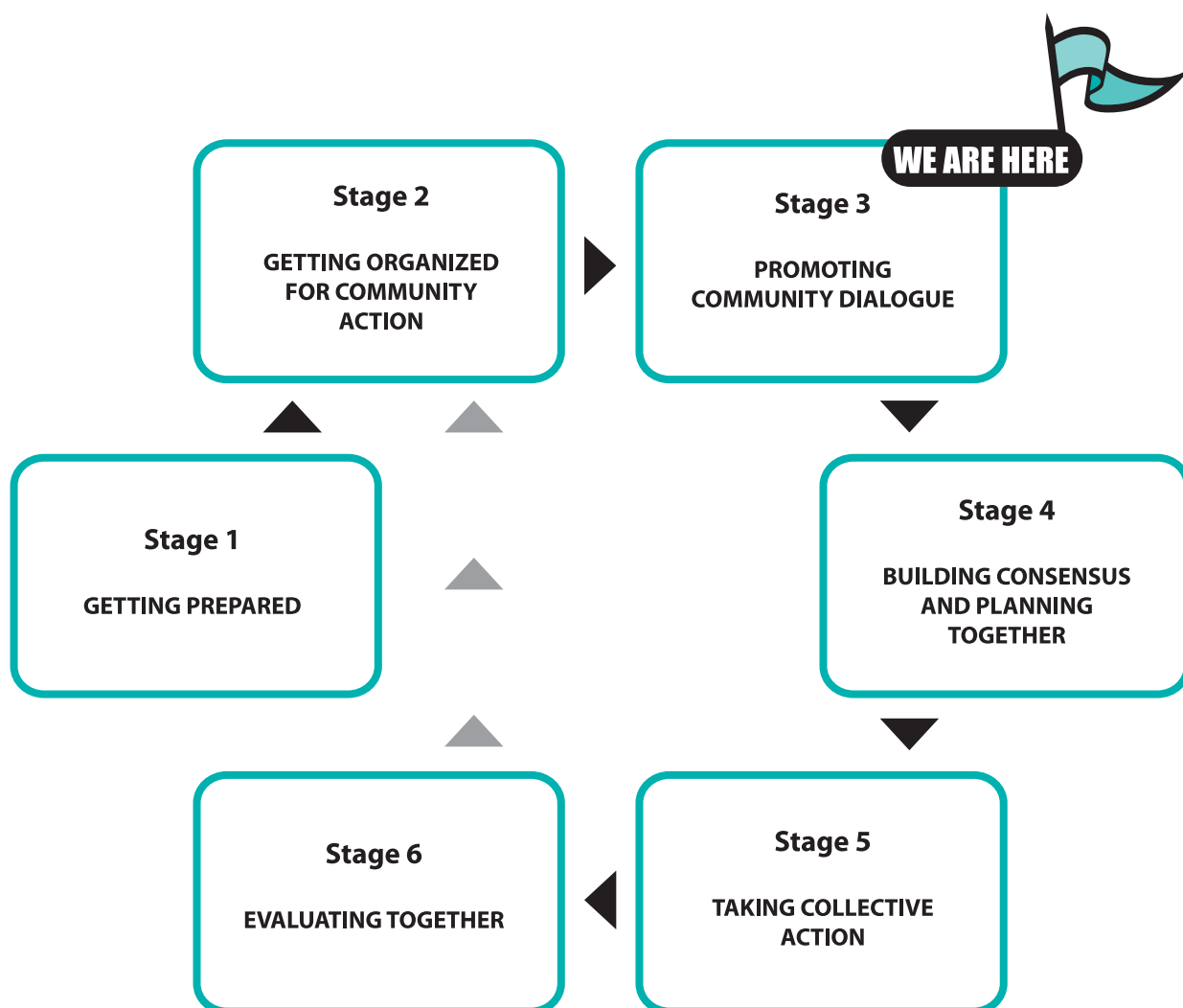
Step 3: Understanding Evaluation Team Roles

The key roles of the Evaluation Team are to (1) keenly observe the mobilization process and (2) lead a participatory evaluation at the end of the process.

The Evaluation Team should be active community mobilization participants and observers of the process.

STAGE 3

PROMOTING COMMUNITY DIALOGUE: Exploring Girls' Vulnerability to HIV/AIDS



Stage 3 is a crucial and detailed part of the community mobilization process.

Step 1: Explore the Causes of Girls' Vulnerability to HIV/AIDS with the Facilitating Group

Facilitating Groups need correct information about girls' vulnerability to HIV/AIDS. While some of the members may already be aware of the issue, it is important for them to explore and discuss the issue together.



A good way to do this is to use a problem tree analysis. See Tool 1 for guidelines on how to do this.

The “Visual Briefs on Girls’ Vulnerability to HIV/AIDS” can be used to support discussion on issues identified or to initiate discussion on those not addressed.

Step 2: Explore the Causes of Girls’ Vulnerability to HIV/AIDS with the Broader Community

Now that the Facilitating Group has explored and discussed girls’ vulnerability to HIV/AIDS, it is time to discuss the issue with the broader community.

The first step is to decide how to engage with the wider community to discuss the issue. The interactive methods listed below are some suggestions. What other interesting interactive methods can you think of?

Interactive methods to explore and discuss girls’ vulnerability to HIV/AIDS

Problem tree analysis. Explores the deeper underlying causes of a problem in a small group setting. Helps to identify main issues and potential solutions.
Use Tool 4, “Drawing a problem tree”.

Discussion groups. Organizing small groups of people who are similar to each other to discuss the issue. Discussion groups provide a comfortable setting for people to talk, though some may be hesitant to say what they think in front of others.
Use Tool 5, “Holding a discussion group”.

Small group work in a large meeting. During a meeting with a large number of people, it is possible to discuss many different issues by using small groups.

Dramas. An individual or group from the community develops and presents a drama related to the issue while other community members observe. When talking about a sensitive issue such as rape, sometimes it is easier for people to talk about a fictional drama rather than about themselves or other people in the community.

Step 3: Analyze the Information Gathered and Set Priorities for Action

Now that the Facilitating Group has gathered information from the community about what makes girls' vulnerable to HIV/AIDS, it is time to think about the results.

- ▲ Make sure that you have all of the notes of the discussions with the wider community. Review these as a group to remind participants what has been said.
- ▲ Be aware of the different opinions between individuals and groups—take care not to merge all responses together.
- ▲ Focus on major themes rather than get lost in the details.



Tool 6, "Assigning Priorities for Action," will help you prioritize. It is best to limit priorities to 2-3 issues.

Step 4: Share Results with the Community and Build Consensus on Priorities

- ▲ After the Facilitating Group has reviewed the information gathered and sorted the priorities, agree upon an interesting way to share the results with the community.
- ▲ Ensure that community members have the opportunity to provide feedback regarding the top priorities for action.

Useful Tools for Stage 3

Tool 4: Drawing a Problem Tree.

Tool 5: Holding a Discussion Group.

Tool 6: Assigning Priorities for Action.



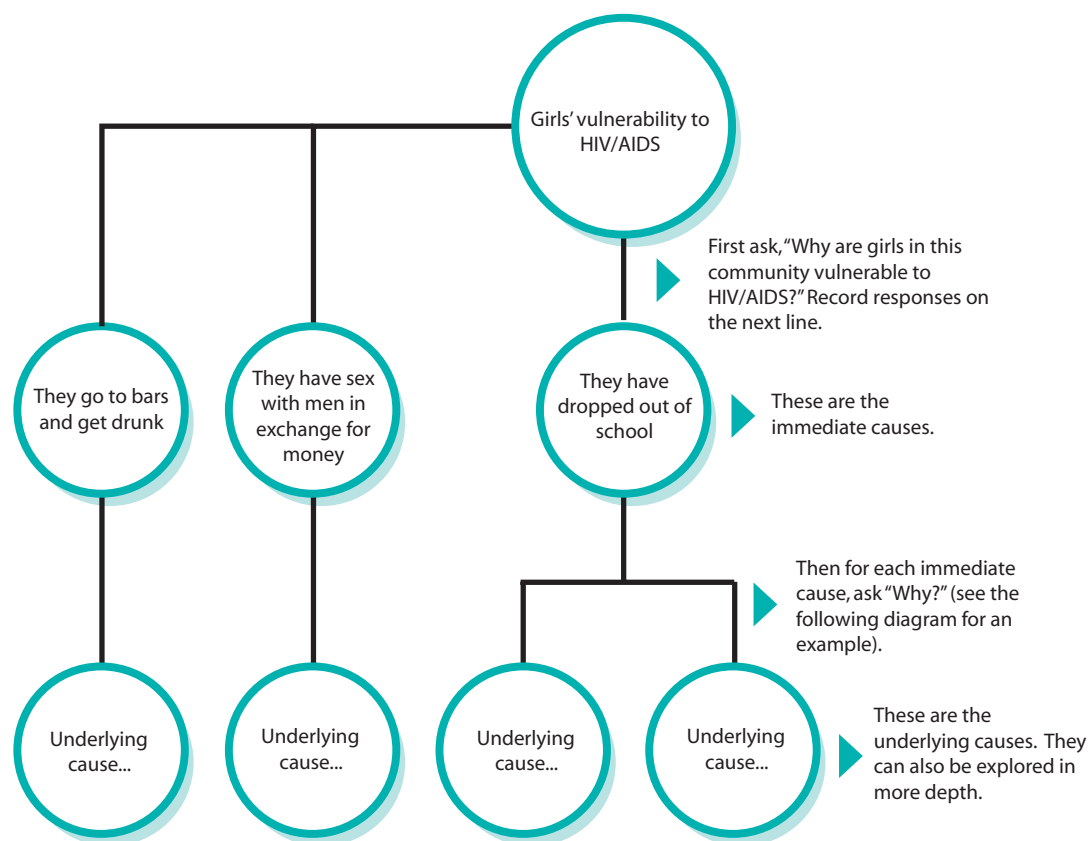
Tool 4: Drawing a Problem Tree

Purpose: This exercise helps you to explore and discuss the underlying causes of girls' vulnerability to HIV/AIDS. This ensures that communities take action on the underlying causes rather than on the effects. This exercise is also known as the "Why? Why? Method" or "Root cause analysis".

1. Draw a tree, with leaves, branches, trunk and roots.
2. Explain that the trunk of the tree represents the problem (i.e., girls' vulnerability to HIV/AIDS). The roots are the causes of the problem and the branches and leaves are the effects. Like a tree, each problem has roots that go very deep. If we address only the effects, we have no impact on the problem, but if we cut the tree down at the roots, we can eliminate the problem.
3. Explain that you would like the group to analyze the main causes of girls' vulnerability and the underlying, deeper root causes. First, draw a circle in the middle of a large piece of paper or blackboard, or other available materials and write in it "Girls' being infected with HIV/AIDS".
4. Start off by asking the group "What are the most common causes of girls being infected with HIV/AIDS?"
5. For each reason they give, draw a circle outside of the main circle and write the reason in it. Draw a line connecting each one to the main circle. Depending on the literacy of the group, it may be useful to draw pictures instead of writing.
6. Once participants have identified the main reasons, take each reason in turn and ask "What are the underlying causes?" (Example: schools are unsafe or people are not aware of alcohol laws). For each answer, draw another circle and a line connecting it to the reason.

By repeatedly asking "But why?" participants will explore the deeper reasons for girls' vulnerability to HIV/AIDS.

Example of a problem tree



Remember, these are just examples of possible causes. Community members will use this process to identify the causes as they see them in your own community.

Discussing the results of the problem tree

Once the group has completed the problem tree, it is useful for them to discuss what they have found. For example:

- Do different types of people (e.g., men and women) see things differently?
- Are there any surprising results? Why are they surprising?
- What conclusions can we draw from the results?
- Which results have the most important implications for future activities? Why?



Tool 5: Holding a Discussion Group

Purpose: This tool assists you in your attempts to organize Discussion Groups. Discussion Groups allow people to explore what they know, think and feel about the issue of girls' vulnerability to HIV/AIDS.

Preparations

1. List the different types of people in the community that they should meet with. It is helpful to group people with others that are similar to them (e.g., young girls, older girls, adult men, teachers, etc.) so that they can speak more freely. Also try to have around 6-10 people in one group.
2. Decide what questions the Discussion Groups should address. It is good to have 3-5 main questions.
3. Decide on a quiet space in the community where groups can meet and set a convenient time for each of the groups to meet.
4. Invite people to participate in the Discussion Groups. When someone agrees to participate, give them the date, time and location of the group.

At the discussion

1. One member of the Facilitating Group should aid a group; another member should record what is discussed.
2. The Facilitator should ask people to introduce themselves.
3. The Facilitator should then explain the purpose of the group (e.g., "to find out what people in this community think and feel about girls' vulnerability to HIV/AIDS"). Ask participants to keep anything discussed in the group confidential.
4. Once introductions are complete, conduct the discussion (referring to the questions you developed).
5. At the end of the discussion, thank everyone for participating.

Some basic principles for Discussion Groups

- The role of the Facilitating Group is to ask questions and LISTEN CAREFULLY to the answers from the group, noting all answers.
- Ensure sure that the Facilitating Group does not give the answers or lecture community members if they disagree with an answer.
- Let everyone say what they think. Don't let one person dominate.
- Ask quiet people for their opinions. Encourage them to talk.



Tool 6: Assigning Priorities for Action

Purpose: This tool can be used by the Facilitating Group to decide what causes of girls' vulnerability to prioritize for action.

1. What main causes of girls' vulnerability did the community identify? Write them on pieces of paper and place them on the floor. If the literacy level of the group is low, you can use symbols or other objects to represent the causes.
2. Give each person the same number of beans/seeds/pebbles.
3. Ask participants to think about each cause and decide how many beans to assign to each. Ask them to consider the following questions in making their decision:
 - How many people does this affect?
 - What is the impact of this issue?
 - Is anything already being done about this issue? If so, is it effective?
 - Are community members motivated to do something about this issue?
4. Ask participants to use their beans to give each problem a score from 1-5, where 1 is not important and 5 is very important.
5. When everyone is finished, tally up the number of beans for each problem.
6. Discuss the results with the group, referring back to the key questions to consider. Get everyone to agree on the top 3 issues for taking action on, using available resources.
7. Have someone record the results.

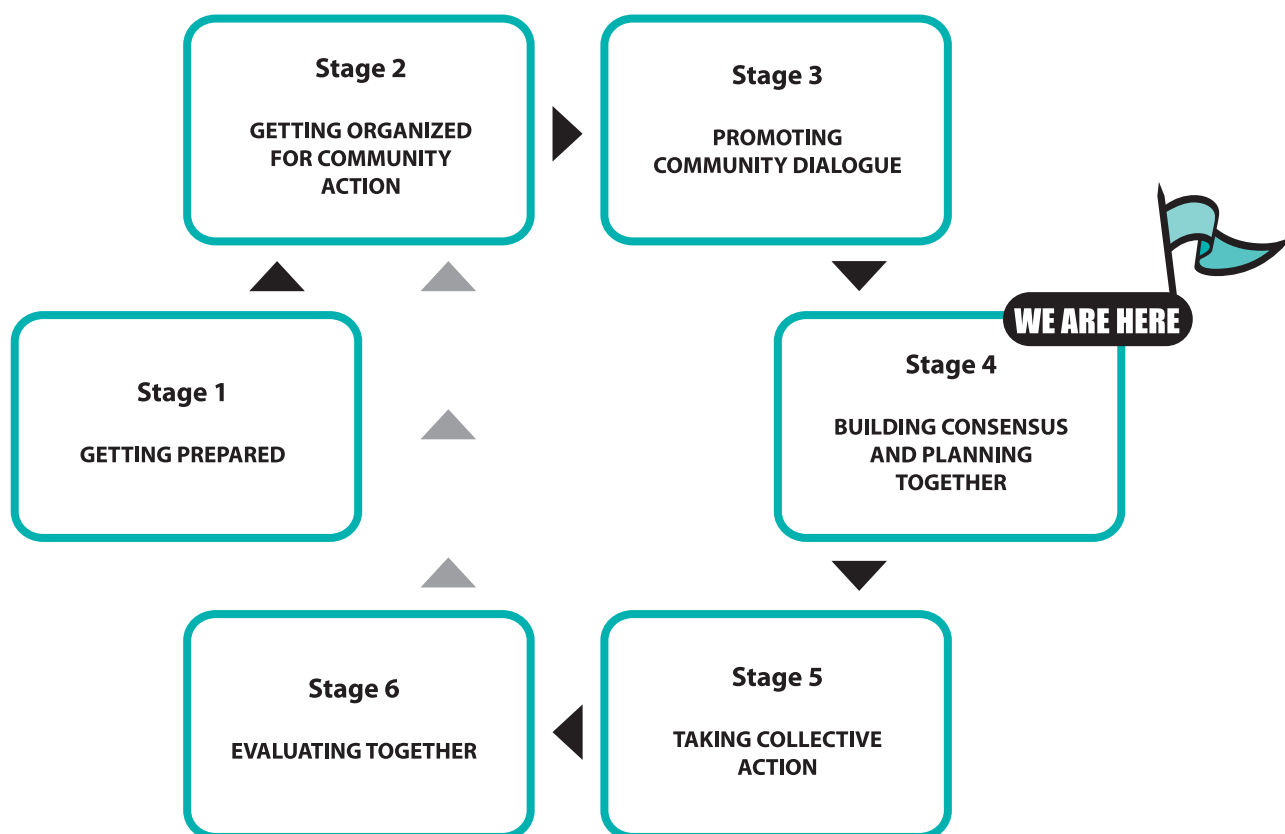


Try to make sure everyone has a chance to share their opinion and that everyone agrees with the final priorities.



STAGE 4

BUILDING CONSENSUS AND PLANNING TOGETHER: Developing a Community Action Plan for strong girls



Step 1: Map Local Resources

- Ask community members to draw a large map of the community, perhaps on the ground with sticks, on paper, or on a blackboard. The purpose of drawing a map of the community is to see what resources communities already have available to address the specific issues related to girls' vulnerability that they have decided to address.
- Ask them to mark on the map community resources which would either: (1) be the cause of the problems they have identified related to girls' vulnerability to HIV/AIDS; or (2) be useful in community actions to reduce girls' vulnerability.

For example, if alcohol is an issue for the community, the map might include: the location of bars, other alcohol outlets, other places where youth drink alcohol, the location of police or security personnel, youth clubs where youth can be kept busy, etc.

- Households.
- Institutions (churches, mosques, schools, health centers).
- Police or security.
- Markets and shops.
- Bars.
- Youth clubs.
- Sports grounds.
- Location of community leaders and other influential people.
- Water sources.
- Communication channels, such as radio stations or town criers.

Example of a community map



Step 2: Find and Choose Solutions to Problems

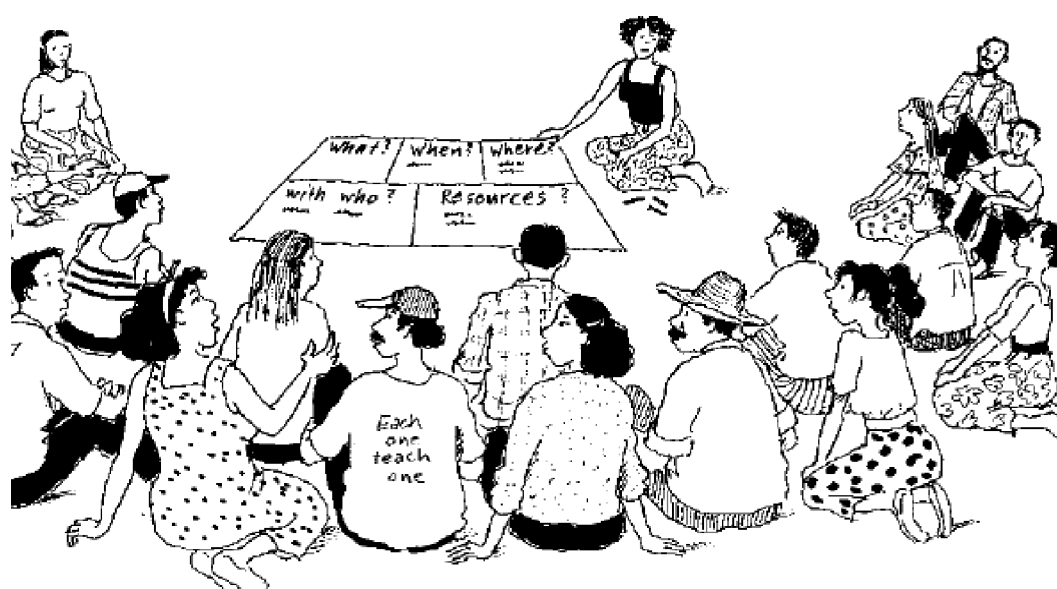
Once the Facilitating Group has worked with the community to prioritize causes of girls' vulnerability to HIV/AIDS that they would like to take action on, it is time to ask the community for ideas for solutions.

- ▲ Start by getting as many ideas as possible. Tool 7, "Finding Solutions Together with the "Margolis Wheel", is a useful method of generating creative ideas.
- ▲ Once you have a list of ideas for solutions, it is time to decide on what solutions the community should adopt. The Facilitating Group can use Tool 8, "Deciding on Solutions", to select those that are most feasible and effective for the community to put into action.

Step 3: Make a Community Action Plan

The key components of the plan are to ensure that everyone agrees on:

- **Action** to be taken.
 - **Person/people** doing it (Try to make sure that responsibility is shared among group members and that each person has a specific activity to work on).
 - **Time** for action (make sure immediate actions are possible in a short timeframe - the next weeks or months).
 - Necessary **resources**.
- ▲ If resources exist, on a large piece of paper draw a table like the one on the page below ("Example of a Community Action Plan") and list (in the first column) the priority areas for action.



- ⬆ Next, fill in what the community decided it would like to do to address the issues and the specific activities that they will carry out. Encourage the group to be very specific about the activities. For example, if the community would like to “provide information about HIV,” the specific activities could be to “perform a drama once a week” or “work with pastors to discuss girls’ vulnerability with their congregation”.
- ⬆ Once all the activities are listed, go back and fill in the rest of the table, including who will be responsible for making sure each activity, the resources that will be needed, a timeline and indicators of success.



An alternative way to form an Action Plan

It is possible to develop the Action Plan in a way that does not require literacy and then have someone who is literate record the details of the Plan, as follows:

1. Agree with the group the main actions to be taken.
2. For the first action, ask for volunteers to be responsible. Ask those people who volunteer to stand together in a group. Repeat for each action.
3. Once everyone has volunteered for at least one action, ask each group to agree on a timeline and resources needed. The whole group should then agree.
4. Finally, the group needs to decide how it will monitor and evaluate actions. How will they know when they have achieved their goals? These should be measurable and observable.
5. The Facilitating Group should keep a record of the decisions made.

Step 4: Present Action Plan to the wider community & revise if necessary

- ⬆ Arrange a meeting with the rest of the community and organizations already working in the area.
- ⬆ During the meeting, help community members find ways to participate. An example might be that local churches agree to share information about one of the key problems during their regular meetings with church members.
- ⬆ Ask the community for their comments and suggestions on the Action Plan.
- ⬆ After the meeting, revise the Action Plan as necessary based on the feedback from community members.

Congratulations! Now the community has a plan to put into action!



Example of a Community Action Plan

Issues Identified	What Community Would Like to Do	Specific Activities	Who is Responsible	Resources Needed	When Started and Completed	Monitoring Progress (Indicators)
Girls are not safe at school.	A code of conduct that all teachers must follow.	Meet with head teachers to develop code. Decide on final code of conduct. Raise awareness among teachers, students and parents of the new code. Set up process for teachers and students to report teachers that ask students for sex.	Margaret, etc.		Meet head teachers next week. Have code of conduct in place by January 2010.	Number of meetings held with head teachers. School has code of conduct in place (yes/no). % of teachers/ students/ parents aware of the code.
	Find local organization to help build latrines. Community members donate labor and resources.	Ask community members to donate their time and resources. Find out about local organizations that could help provide funds or expertise.				
	Establish active parent-teacher associations.					
Bars serve alcohol to young girls.	Increase community knowledge of age restriction alcohol laws. Put pressure on bar owners to comply with the age restriction alcohol laws.	Hold a meeting with the local bar owners, community members, and government officials to review the current age restrictions.	Community mobilization facilitating group.	A meeting space, meeting invitations attendees.	Conduct planning meeting September 2010. Hold meeting October 2010.	Number of bar owners who attended the meeting. % of bars no longer serving alcohol to young girls.

Useful Tools for Stage 4

Tool 7: Finding Solutions Together with the “Margolis Wheel”.

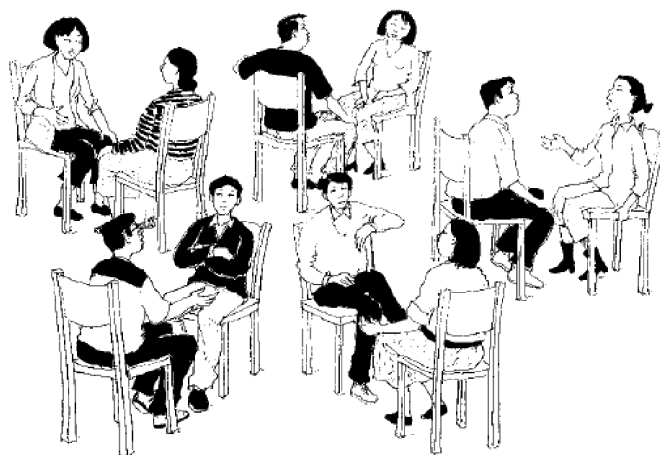
Tool 8: Deciding on Solutions.



Tool 7: Finding Solutions Together with the “Margolis Wheel”

Purpose: This exercise is an activity to help participants develop creative solutions to address the causes of girls’ vulnerability to HIV/AIDS. It can be used to identify a range of potential solutions from which to choose.

1. Divide participants into two small groups of 4-5 people each.
2. One group of 4-5 will sit in a circle facing out. Another group of the same number of participants will sit in a circle facing in, with each participant opposite one of the participants from the inner group. The inner circle will serve as “consultants”—people who will offer advice to problems; the outer circle will be composed of “solution seekers”—people seeking solutions to problems.



3. Assign one of the priority causes of girls’ vulnerability identified for action to each solution seeker.
4. The solution seeker has 5 minutes to describe his/her problem to the consultant sitting opposite him/her. The consultant then has 5 minutes to respond with advice. All pairs should talk together at the same time. Don’t rush participants—if they need longer than 5 minutes that is OK. However, try not to let each pair talk for more than 10 minutes in order encourage people to think quickly with spontaneous ideas.
5. When time is up, solution seekers stand up and move to the next chair to the right. Consultants stay seated. The solution seekers then repeat the process with the next consultant.
6. Continue until each solution seeker has consulted with every consultant in the circle.
7. Ask participants to switch places and roles so that former consultants are now solution seekers and vice versa. Repeat the exercise.

Questions to ask participants after the “Margolis Wheel” exercise

1. What types of possible solutions did you identify?
2. Who will try something that you hadn’t thought of doing before this exercise?



Encourage people to brainstorm any ideas they can think of. They will have time to think about which ones they actually want to put into action in the next step.



Tool 8: Deciding on Solutions

Purpose: After the community has identified a range of potential solutions, this tool can be used to decide on the best and most feasible solutions.

This is the same tool used to prioritize causes of girls' vulnerability—this time it can be adapted to prioritize solutions.

For each priority cause of girls' vulnerability that the Facilitating Group has decided on, go through the following steps to decide which solutions they will put into action.

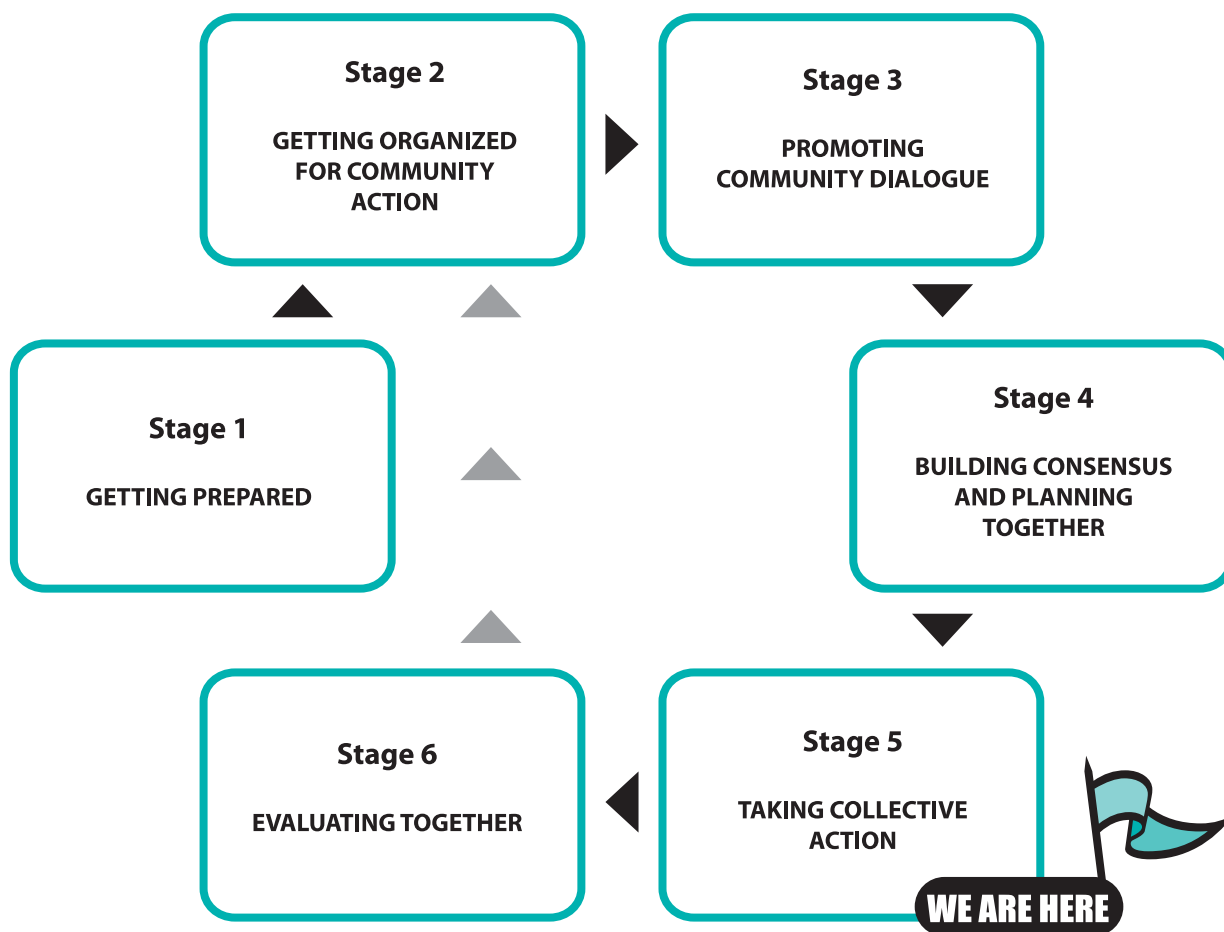
1. Ask "For the first priority area, what solutions did the community identify?" Write them on pieces of paper and place on the floor. If the literacy level of the group is low, you can use symbols or other objects to represent the causes.
2. Give each person the same number of beans/seeds/pebbles.
3. Ask participants to think about each solution and decide how many beans to assign to each. Ask them to consider the following questions in making their decision:
 - Can we do it? Do we have the necessary resources, skills, time?
 - Is there a good chance that we will succeed?
 - Do we have support from leaders?
 - Will the solution be easy for everyone to understand?
 - How long will it take?
 - How many people will this solution affect?
4. Ask participants to use their beans to give each solution a score from 1-5, where 1 is least feasible and/or effective and 5 is most feasible and effective.
5. When everyone is finished, tally the number of beans for each solution.
6. Discuss the results with the group. Get everyone to agree on the top solutions to put into action, using available resources.
7. Now do the same exercise for the second and third priority causes of girls' vulnerability.



STAGE 5

TAKING COLLECTIVE ACTION:

Acting Together for Strong Communities



This stage assumes that the plan is being implemented by the community as planned and will outline your role to support them in their activities.

Step 1: Deal with Challenges

In spite of the best planning and intentions, things do not always proceed smoothly when carrying out the action plan. Difficulties may occur for many reasons.

If the Facilitating Group faces difficult challenges it may be useful to use Tool 7, “Find solutions together with the Margolis wheel”. Instead of finding solutions to the priority problems of girls’ vulnerability, ask solution seekers to think of problems they are having implementing their action plan, for example, “Community members are not attending our events” and brainstorm potential solutions.

Step 2: Monitor Community Progress

What is monitoring? Monitoring is checking on what we are doing to see if we are keeping to time and doing the activities we planned to do. We keep asking ourselves the question, “Are we doing what is in the Action Plan?” It also helps to identify any problems that have arisen and any changes that need to be made to address these problems.



- ▲ The type of tool you use to collect monitoring information will depend on the type of activity. A simple tool is a checklist of the number of activities planned and implemented. See Tool 10, “Checklist of Community Activities”.
- ▲ The Facilitating Group should meet regularly to ensure that each responsible group or person completes assigned activities.
- ▲ Matters arising from monitoring should then be used to improve the Community Action Plan.

Step 3: Report Back to the Community

Continuous dialogue with the entire community is important to maintain support and enthusiasm for the Community Action Plan and its activities.

- ▲ Remember to regularly share with the community updates on activities undertaken and results achieved.
- ▲ These updates are also useful times to encourage more members of the community to get involved. Encourage this!

Useful Tools for Stage 5

Tool 10: Checklist of Community Activities.



Tool 10: Checklist of Community Activities

Purpose: This checklist will help Facilitating Groups monitor their activities, by ensuring that they adhere to an Action Plan and accompanying timeline. This is just an example of a tool—the Facilitating Group can develop its own tools.

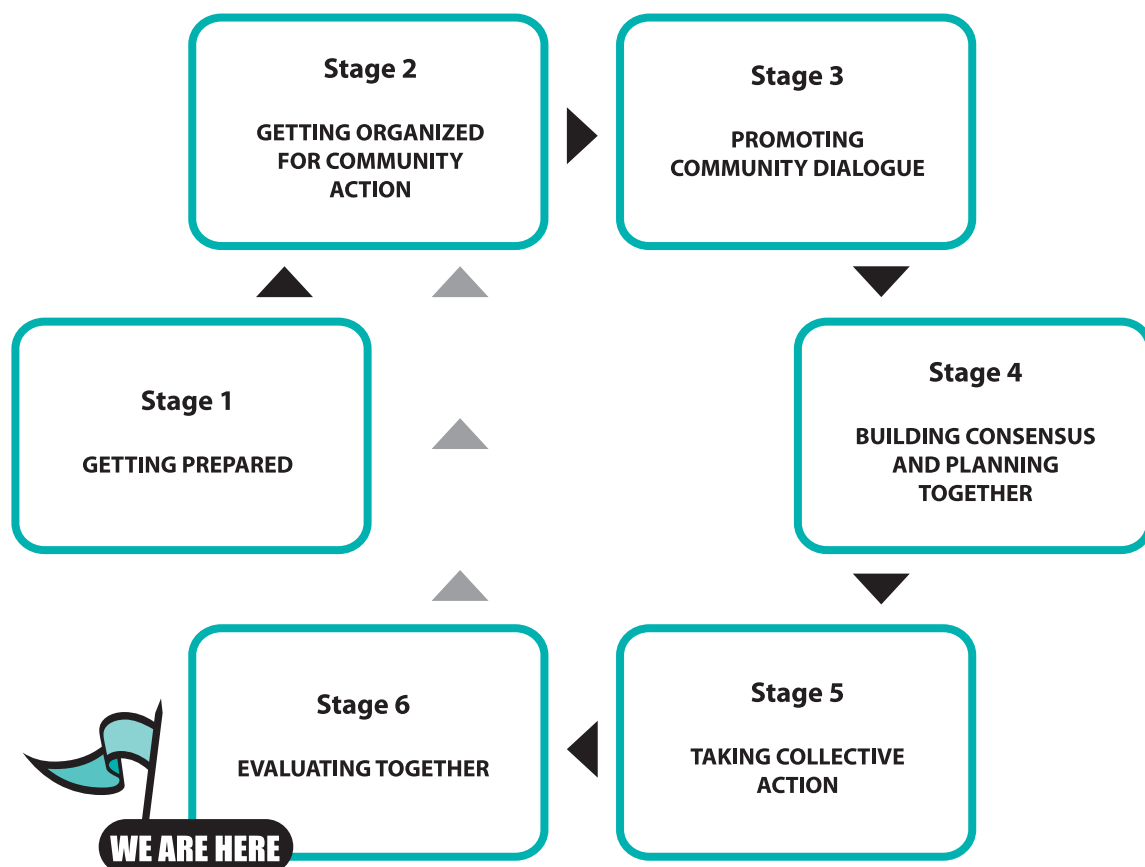
1. For each cause of girls' vulnerability in the Action Plan, create a table like the one below.
2. In the first column, write in the planned activities (that will address the cause).
3. In the next column, write how many activities were planned.
4. On a regular basis, update this checklist with the number of completed activities.
5. Facilitating Groups can then use this checklist to discuss whether they are on time and whether they are doing what they planned to do. If activities are falling behind schedule, this checklist helps to remind the Facilitating Group to either increase their efforts, or revisit the Action Plan if they find their plans were not realistic.

Activities for Priority Area	Number Planned	When Planned?	Number Carried Out	When Completed?
Example				
Number of dramas about the importance of girls staying in school	6	October	2	

STAGE 6

EVALUATING TOGETHER:

Assessing Collective Efforts to Protect Girls from HIV



Step 1: Identify What the Community Wants to Learn and Achieve

The Evaluation Team should review the Community Action Plan.

- ⬆ What do they want or need to learn from the evaluation? For example:
 - What happened?
 - What activities worked? What activities did not work?
 - To what extent did we achieve our goals?
 - How much did it cost?
 - What would we have done differently?
 - What still remains to be done?
- ⬆ Who should they learn from?



Step 2: Conduct Participatory Evaluation

- ▲ When the Evaluation Team knows what it wants to learn and achieve, it should decide on what methods to use. Some helpful methods include:
 - In-depth individual interviews.
 - Group discussions.
 - Analysis of participation in activities.
 - Stories (peak moments or achievements).
 - Drawings (such as depicting history of the project or changes achieved).
 - Dramas or skits to present important milestones or events.
 - Ranking or sorting activities by those that worked best to those that did not work.
- ▲ Next, decide when the information will be collected and by whom.
- ▲ Develop some tools for the Evaluation Team to collect information, such as checklists and interview guides. These will help to ensure that everyone is collecting the same information.

Step 3: Analyze the Results

To begin the analysis, Evaluation Team members review the information collected. Analysis tables, such as the one below, will help the team organize the information related to the same question coming from various sources.

What is the Desired Result	What was Actually Achieved	What Contributed to These Results?	What are the Lessons Learned?	Recommendations

- ▲ Use the information gathered to answer the questions identified during Action 2.

Step 4: Share Information and Success Stories with the Community

When the team has finished its analysis, it is important to feed the results back to the community in a way everyone can understand. Be sure to celebrate success!

Step 5: Prepare to Reorganize and Update the Community Action Plan

- ⬆ If the community believes there is still work to be done on the issue, the Facilitating Group can use the results of the evaluation to decide whether they need to reorganize or revise the Action Plan.
- ⬆ If the community has made advances to the point where it is ready to take on another issue, it is time to return to the beginning of the Community Action Cycle.



