

International  
HIV/AIDS

# Alliance

Supporting community action on AIDS in developing countries

## Building Blocks in Practice



Participatory tools to improve the development of care and support for orphans and vulnerable children

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# Acknowledgements

## What is the International HIV/AIDS Alliance?

The International HIV/AIDS Alliance (the Alliance) is an international non-governmental organisation that supports communities in developing countries to make a significant contribution to HIV prevention, AIDS care and the provision of support to children affected by the epidemic. Since its establishment in 1993, the Alliance has provided financial and technical support to NGOs and CBOs from more than 40 countries.

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This resource was made possible through the support of the U.S. Agency for International Development (USAID) and the USAID Bureau for Africa under the terms of the Award Number HRN-G-00-98-00010-00. The opinions expressed herein do not necessarily reflect the views of the donors mentioned above.



# Introduction to the tools

## 1 Background

Today more than 13 million children currently under age 15 have lost one or both parents to AIDS. By 2010 this number is expected to have risen to more than 25 million (Children on the Brink, UNICEF, UNAIDS and USAID, 2002.) Families and communities are an integral part of the response. They need support to help them care for the rapidly growing numbers of orphans and vulnerable children.

The **Building Blocks: Africa-wide Briefing Notes** published by the Alliance outline the issues, principles and strategies for community-based support to orphans and vulnerable children. The Briefing Notes topics, which also have an overview, are:

- Economic strengthening
- Educational support
- Health and nutrition
- Older carers
- Psychosocial support
- Social inclusion



## 2 What are the tools and who are they for?

There are seven sets of tools, corresponding to the seven topics in the **Building Blocks: Africa-wide Briefing Notes**. These are designed to support communities working in partnership with non-

governmental organisations, community or faith-based organisations or with a trusted community member. They focus on different issues connected with improving the community care and support provided to orphans and vulnerable children. Each set of tools is designed to help facilitators, together with community members including children, put into practice the ideas outlined in the **Building Blocks: Africa-wide Briefing Notes**.

The tools answer questions that fall into five groups:

- What do we want for the children in our community? What do they need?
- What is the current situation of the children in our community? How are their needs being met at present? This needs to be explored from both a child's and an adult's point of view
- What are the most important barriers to improving the situation of children in our community? Can these be prioritised?
- What resources for the support of vulnerable children exist in the community (human, material, policy, etc)?
- What action can we take? How can we improve what we are doing already?

## 3 How were the tools developed?

A five-day meeting was held in Kenya to facilitate the development of the tools (with the exception of the tools for supporting older carers) in English, French and Portuguese. KANCO (Kenya AIDS NGOs Consortium) provided local and logistical support for the meeting. Participants from Mozambique, Burkina Faso and Kenya, with experience of participatory community development and/or working with children, attended this meeting and designed the tools through a participatory process during which ideas were exchanged and discussed. The tools were tested during the meeting and improvements incorporated. The tools were then tested in the field and further improvements made. The Alliance would like to thank KANCO, Alliance partners, advisors, consultants and staff who contributed their experience, imagination, ideas and time to develop the tools, particularly those who attended the five-day meeting in Nairobi:

# Introduction to the tools

## Portuguese-Speaking Group

Nelia Vera Taimo, Maputo, Mozambique (group leader);  
Clara Chinaca, Kubatsirana, Chimoio, Mozambique;  
Estela Paulo, Foundation for Community Development, Maputo, Mozambique.

## French-Speaking Group

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Paul André Somé, IPC, Ouagadougou, Burkina Faso.

## English-Speaking Group

Jane Mwangi, Community Resource Management, Nairobi, Kenya (group leader);  
Eliud Wakwabubi, Participatory Methodologies Forum of Kenya (PAMFOK), Kenya;  
Kiti Ferdinand, COBA Development Agency, Kilifi, Kenya;  
Catherine S. Ogolla, KANCO, Nairobi, Kenya.

The tools for supporting older carers were suggested by HelpAge International, a global network of not-for-profit organisations with a mission to work with and for disadvantaged older people worldwide to achieve a lasting improvement in the quality of their lives.

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## Guidance for programmes using the tools

Programmes can use these tools when working or planning to work in partnership with the community. The Alliance publications:

- **A Facilitators' Guide to Participatory Workshops with NGOs/CBOs Responding to HIV/AIDS**
- **Pathways to Partnership**
- **Documenting and Communicating HIV/AIDS Work**
- **Raising Funds and Mobilising Resources for HIV/AIDS Work**

provide some ideas that will be useful for programmes that want to work in partnership with NGOs and CBOs.

The tools describe a process that can consist of several stages, from an initial visit to a community, to community meetings, to actions being taken in communities. There is no set length of time for implementing the process. It is not simply a 'one-off' workshop and can last for several months. It will be different in each and every community and can require follow-up.

When the tools were tested in Kenya recommendations were made by the programme using the tools that there was:

*A need for close follow-up in order to provide technical assistance. This is required to help the community to be successful in addressing its problems.*

Programmes may need to build the capacity of community members, so that they are equipped to bring about change within their communities.

The tools have been written so that they should not require prior training. However, it is recommended that, where possible, workers using the tools have some training in facilitation skills. The section 'Training Facilitators: A Guide' would be helpful with this (see page 93).

# Participatory Learning in Action

## 1 What is Participatory Learning in Action (PLA) and why is it used?

PLA is an ongoing process. It is a method for tackling concerns in a community and is based on the idea that community members are the best 'experts' about their own situations. PLA can be a fun, enjoyable experience through which people can learn from each other, with every idea counting. By working together, community members can increase local understanding of an issue, such as the increasing number of orphans and children made vulnerable by HIV/AIDS, and solve related problems based on the resources available. People in Kenya who used the tools said:

*At least we can now recognise our own resources and identify our social institutions.*

PLA can be used with a community to focus on a specific sector, such as children. It can also be used to address any issue of concern to that community. In the tools in this manual, PLA is focused on orphans and vulnerable children. Discussions are all linked to either the Overview or one of the six topics described in the Building Blocks Briefing Notes.

PLA is guided by a facilitator who helps a range of community members to use the tools to:

- work together to learn about the current situation related to the vulnerability of children because of HIV/AIDS
- work together to analyse needs and opportunities
- work together to identify possible solutions and resources in the community and resources from outside the community to meet those needs and opportunities
- work together to develop an action plan for putting the solutions into practice.

PLA allows everyone to have his or her say and then to take action. This can lead to greater ownership and sustainability of actions taken. People in Kenya who used the tools said:

*We now appreciate that the situation is a community problem and not for individuals.*

PLA can be used in rural, peri-urban and urban sites and has been used in a variety of sectors including the agricultural, environmental, natural resource, health, gender and education sectors.

PLA can provide a suitable environment in which to listen to children and give them the opportunity and space to express their opinions without adult interference. People in Kenya also said that:

*...in the development programmes where orphans and vulnerable children have been involved, there have been positive changes in their lives.*

## 2 Who can be a PLA facilitator?

A PLA facilitator can be a person from a non-governmental organisation, a person from a community or faith-based organisation or a valued member of the community.

## 3 What is the role of a facilitator?

A facilitator is a local-language speaker whose role is:

- **Mobilisation:** To bring community members together. A community becomes mobilised when a particular group of people becomes aware of or shares concerns about a particular issue and decides together to take action in order to create shared benefits.
- **Trust-building:** To create an atmosphere of trust in which community members can work together using PLA tools to share their skills, knowledge, ideas and resources in order to arrive at shared solutions and to put these solutions into practice.
- **Observing:** To observe the process and help things flow smoothly, for example, dealing with conflict among community members in the group and ensuring that women and other

# Participatory Learning in Action

less powerful groups are given an opportunity to be part of the discussion.

- **Encouraging participation:** To make sure that all views are heard and to help people to be active and take part in the discussion, rather than be passive and just listen.
- **Facilitation:** To work with the community to learn about, analyse and develop solutions and then to take action on particular issues.

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## What key skills does a facilitator need?

A facilitator needs to be able to:

- **Be open** about the purpose of the meeting and have a good understanding of the overall objectives of the task and communicate information clearly.
- **Consider asking 'open' questions** which allow for different answers and encourage thought and participation.
- **Consider re-directing questions** to get others to contribute: 'She said... What do others think of this?'
- **Wait for responses** by giving people time to think and come up with an answer.
- **Listen** to what community members have to say and encourage them to listen to each other.
- **Be patient** and allow community members to carry out their own analysis and to solve their own problems.
- **Show respect** for community members, be interested in what they have to offer and be willing to adapt to their needs.
- **Be sensitive** to gender issues in the group. When making up small working groups, take into account that it is not always possible to achieve the ideal mix in terms of sex and age.
- **Be aware** that there may be contradictory views in the community and that there may be what can be described as 'difficult community members'. Recognise that conflict can be a positive force for change. A strategy for dealing with conflict can include the facilitator anticipating conflict, exploring the causes of conflict, focusing on issues rather than personalities and keeping a cool head.

- **Rephrase** what people have said in your own words, to make sure you and other community members have understood what has been said.
- **Keep focused** on the topic of improving the development of community care and support for orphans and vulnerable children.
- **Summarise** by pulling together important ideas, facts or information.
- **Be flexible** according to the needs of the communities, rather than your needs as a facilitator.
- **Trust people** by recognising that they can do it!

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## The Team

**Number in team:** It is preferable for facilitators to work in teams of three or four, so that the team members can work with smaller groups. While this is not always possible, it is important that there are at least two people in a team.

**Roles of team members:** Ensure that team members involved with the PLA meeting have clearly defined roles. For example, if there are two people, one person can facilitate the use of the tools and handle the discussions. The other person can either co-facilitate or, if community members are unable to write, take written notes. These notes may help community members with future action planning. After a PLA session, team members can check out with each other their own learning about the way in which a session was facilitated. Questions that relate to this are included in the section on Lessons Learned (see page 11).

**Gender balance:** Gender balance within the team is recommended, particularly when facilitating on sensitive subjects, such as sex, when it may be necessary to separate both facilitators and community members into same-sex groups.

*Experience in the field has shown that female facilitators did not have problems interacting with both females and males, though some male facilitators found it difficult to facilitate discussions with girls on sensitive and personal subjects.  
(Care International in Zambia, 1999.)*

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## What do teams need to do before a meeting?

It is important that teams plan and prepare well beforehand. Here are some suggestions about what to do.

**Background reading:** Read through the Overview section of the Building Blocks Briefing Notes to develop an understanding of the issues connected with orphans and vulnerable children.

**Initial visit:** Prepare for and carry out an initial visit to the community in which the team intends to work. During this initial visit you should:

- Meet with people who need to give permission for the PLA to happen, who may include district administrators, community leaders, and police.



*Meeting community leaders*

- Describe how you would like to work with community members to address issues connected with orphans and vulnerable children.
- Meet with a wide range of community members, such as people from marginalised and vulnerable groups, teachers, traditional healers, children, and members of community

and faith-based organisations to explain why you are coming into the community.

- Describe how you hope to support people as they:
  - work together to learn about the current situation related to the vulnerability of children because of HIV/AIDS
  - work together to analyse needs and opportunities
  - work together to identify possible solutions and resources in the community and resources from outside the community to meet those needs and opportunities
  - work together to develop an action plan for putting the solutions into practice.
- Describe to community members that what you hope to do involves men, women, youth and children meeting together and in small separate age/gender groups to discuss and share ideas related to vulnerable children.
- Deal with logistics: for example, choose with the community an appropriate meeting place or places, depending on factors such as age or gender. Discuss times that are appropriate for all groups. If a similar time cannot be found for all groups or it is not appropriate to work with all groups at the same time, you may have to arrange to meet separately with different groups in the community.
- Familiarise the team with the village or neighbourhood and collect any background information that is available.

There can be a lot to cover in an initial visit and it may be necessary to have a series of visits, so that as many people as possible are aware of what is going to happen. A facilitator may then need to arrange a number of meetings at specific times to suit different groups within the community.

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## Involvement of community members

When inviting community members to take part in a PLA meeting, pay attention to the size and make-up of the group so that it adequately represents the community. Make sure that children, women and members of marginalised and vulnerable groups are included. It is suggested that a maximum of 30 participants should be involved in any PLA activity. If there are more than 30, the facilitator may not be able to pay attention to everyone in the group and each person's voice might not be heard.

The following is a list of some of the groups that you should consider including:

- Caregivers
- Children
- Community leaders
- Different language groups
- In-school youth
- Men
- Out-of-school youth
- People in work
- People out of work
- People with disabilities
- People living with HIV/AIDS
- Refugees
- Representatives from different community and faith-based organisations
- Traditional healers
- Women.

It may be more appropriate, particularly in the early stages of the process, to work with some groups (particularly children) on their own, rather than in a group that represents all community members.

Remember that you should involve as many different types of people as possible. Be aware that the most vulnerable in the community may not be able to attend meetings and that ways need to be found of including their views.

In order to include people who are not involved in the PLA meetings, it is important to find out from them whether they agree or disagree with

the ideas that were discussed or if they have new ideas to add. This makes sure that everyone in the community has had a chance to participate and feels that the work, and in particular the action plan, is theirs. This can be done by putting the diagrams or drawings on display for a few days or by presenting them at a meeting that more community members are able to attend. At PLA meetings facilitators should discuss and agree how those who have come to the meeting will do this.

Drawings and ideas created at different meetings but which relate to a particular topic could be shared with additional community members at one community meeting.

# PLA with children

## 1 PLA with children: lessons learned

Until recently, children have not been sufficiently involved in the development of programmes for orphans and vulnerable children. **The Building Blocks: Africa-wide Briefing Notes Overview** recognises that children should be involved in identifying, prioritising and addressing questions that affect their lives. It also supports the strategy of building the capacity of children to support themselves. Projects supporting orphans and vulnerable children are more likely to succeed if children themselves are actively involved in the project from the start.

The role of the adult PLA facilitator is to enable children to participate in this process using activities to help children feel at ease. Useful lessons have been learned through previous experience and field-testing of these tools.

PLA can use the knowledge that children have about issues that affect them. It encourages them to participate in identifying their own needs, analysing their situation, prioritising and finding solutions.

Experience has shown that PLA meetings have allowed vulnerable children to exchange ideas and experiences and realise that they are not alone. Many children share similar situations, and involvement in the PLA process can help improve children's self-esteem.

PLA can create an opportunity to help establish mutual trust between children and community members. It also helps make it possible for adults to listen to children rather than reply on their behalf. Adults can learn from children and understand them better.

Practical activities help children to reflect, learn and communicate with adults and vice versa.

Children can usually express their needs more frankly and directly than adults, and PLA encourages children to talk freely and express their opinions.

PLA can help integrate children into the community, especially those living in difficult circumstances.

When working with children, it is important to be aware of differences between age and gender. It may be necessary to work with separate groups of younger boys, younger girls, older boys and older girls.

## 2 Frequently Asked Questions related to working with children

### Are there any things that I should take into account when working with children?

- If a child has a carer, make sure that the carer knows that you are working with his/her child.
- Children may find the usual community meeting place intimidating. Agree with children where is a good place for them to meet. This may be near their home, school or workplace.
- Be aware that children may see the facilitator as a teacher and may be nervous about speaking to the facilitator or think that there is a 'right' answer to the question being asked. It is important to be relaxed in your approach to children and to be clear that there are no right or wrong answers. Children need to understand what it is that they are being asked to do. Involving some children as co-facilitators, with support, may encourage other children to take part in the process.

### What about the ethics of working with children?

- It is important that any work with children is in the best interests of the children and does them no harm. It is also important to remember that there will be a power imbalance between the adult and the child and that facilitators involved in the PLA process have a fundamental duty to protect a child. **Children and Participation: Research monitoring and evaluation with children and young people**, published by Save the Children, gives more detailed information on this topic for practitioners wishing to

# PLA with children

include children and young people in research projects and in monitoring and evaluating their ongoing work.

**What do I do if children find it difficult (or are afraid) to express their feelings in the presence of adults?**

- It may be necessary first to work with children entirely on their own in order to build their confidence. When confidence is built, children can share their ideas with adults. At the same time adults should understand that it is important to hear the views of children and listen to what children have to say. Only a child knows what it is like to be in this position.

**It can be difficult operating in an environment where adults are judging and stigmatising children. What do I do if some adults have negative attitudes towards children?**

- The tools may help adults develop an increased understanding of both issues connected with orphans and vulnerable children and issues connected with discrimination.

**I have heard that PLA can take a lot of time. Is this true?**

- Yes, PLA can take a lot of time, but it can produce results which are realistic and relevant for a community.

**I have heard that when children meet and discuss their situations, there is a danger that it can raise high expectations in children. Is this right?**

- It is hoped that through working with a community there will be some change in children's situations. However, in order not to raise expectations too high, it is important to be clear about the PLA process, how it works and children's involvement in the process.

**It can be difficult to find qualified personnel to work with children who have both the necessary PLA skills and attitudes, such as patience and concentration? What can we do?**

- The tools are designed to help with the development of PLA skills. To gain confidence in working with children, PLA facilitators can work with small groups of maybe 10 to 12 children.

**There is little documentation of case studies reflecting best practices on the use of PLA with orphans and vulnerable children. What can we do?**

- The Briefing Notes give references for work in this area. These may be of help to you. Also remember to document your own work, both so that you can look back and learn from what you have done and so that others can learn from your experience.

**What do I do to keep children interested when I do not have incentives for them?**

- Children will remain interested if the activities are meaningful to them. Keep checking with the children that they feel involved and interested. Through attending meetings children realise that they can bring about changes in their lives. This, and the increase in confidence and self-esteem that children gain as a result of attending meetings, can provide an incentive to remain involved. PLA can be fun: the use of games can help keep children interested. There are many games to try out with children. These games can be found in the Alliance publications: *A Parrot on your Shoulder* and *100 Ways to Energise Groups and Games to Use in Workshops, Meetings and the Community*.

# Using the PLA tools

## Individual meetings or workshops:

Some facilitators may want to hold weekly meetings with community members in order to more gradually build up a picture of an issue and allow time for reflection. Others may want to address a specific issue through a workshop with community members. The tools are designed to be flexible and can either be used individually or combined into a workshop. **Facilitators should start the process by using the Overview tools.**

## Overview Tools:

These aim to develop a shared understanding of issues connected with children. The Overview section also includes a tool that helps community members to prioritise the topics, and to agree who will be part of one of six groups that works on the other six Building Blocks topics.

## Topics:

There is a separate section for each of the six Building Blocks topics. Each section contains a number of different tools. It is suggested that facilitators work through all the tools related to a particular topic.

## Literacy:

The tools are not dependent on literacy in all participants. In many instances, the tools are designed to generate useful drawings. Experience has shown that through the use of drawings information can be built up to help complex analysis of a situation. Drawings can also allow people to overcome language difficulties, give a say to those who are less articulate and enable views and feelings to be expressed more clearly than through speech.

## Examples of drawings:

In each section, community members are asked to produce drawings. Examples are included to give facilitators an idea of the kinds of drawings that community members may produce. There is no need to show these examples to community members; their drawings may in fact look very different to the examples given here.



*A group making a drawing on the ground*

## Action Planning:

Each section includes an Action Planning Table (see sample page 14) through which groups working on different topics decide how they will address a particular need. The table can be used to address these needs at either individual, community or existing organisational levels.

To avoid duplication (for example, two groups may decide to develop a community garden), it is recommended that the groups meet together to discuss what each group is intending to do and to review work which has been carried out in the community, making changes to the plans if necessary.

## Checking:

It is important that facilitators use several methods and work with different groups from different parts of the community in order to check information and suggestions. This is called 'triangulation'. It is also important that facilitators encourage community members who attend PLA meetings to check out what has been discussed and decisions made with community members who are not present at PLA meetings.

# Using the PLA tools

## **Questioning:**

The tools suggest questions to ask community members. These are only suggestions; you may need to adapt them to suit the local context and you may want to ask additional questions. A facilitator may also need to rephrase questions in several different ways or give an example. Remember that the way a facilitator asks a question can influence the way in which community members answer that question.

## **Facilitator's opinions:**

Community members may see the facilitator as an 'expert' on the topic being discussed. If a trusted community member is the facilitator, community members may see him or her as having more knowledge than most community members and may ask the facilitator what he or she thinks. Giving an immediate answer may create dependency on the facilitator. However, it is sometimes appropriate to give an answer, particularly in relation to factual questions.

While it may be appropriate for the facilitator to give his or her opinions, it is important to listen to what people have to say, so that any decision made reflects the thinking of the whole community. A facilitator can, therefore, offer appropriate information but can also raise further questions to help community members solve their own problems.

## **Adaptation:**

Tools can be used in more than one way and for more than one purpose. They can be adapted to suit the context in which the facilitator is operating. Remember communities are different and every PLA meeting will be different. Be flexible!

## **Note-taking:**

At the start of a meeting discuss with community members who will take notes. In groups with literacy skills, community members can be encouraged to carry out this task. If community members are unable to write, one of the facilitators may need to take notes.

Notes can be made on a form (see sample page 15) and continued on a separate piece of paper, if necessary.

## **Paper copies of drawings:**

These can be made on either the back of the form or on a separate piece of paper.

## **Care of notes and paper copies:**

At the start of each meeting community members can also appoint a person who is responsible for taking care of notes, original drawings and paper copies of drawings and for bringing any such notes and drawings to future meetings.

## **Lessons learned:**

In order to become a better facilitator, it is suggested that at the end of a PLA session, the facilitators discuss 'What worked and why?' and 'What did not work and why?'. Following this, it is recommended that facilitators create their own list of 'Do's' and 'Don'ts'. This can inform how facilitators conduct future PLA sessions. Notes can be made on a form (see sample page 16).

# Using the PLA tools

**Format of the tools:** Every tool is laid out using the same format:

- Front sheet: This summarises the key feature of the tool (see template below).
- How you do it: Step-by-step guide, including the key questions to ask as the tool is being used. Facilitators should note that some of these steps involve creating symbols instead of using words.

## Front sheet

<b>Aim</b>	<ul style="list-style-type: none"> <li>• Describes the aim of the tool.</li> </ul>
<b>Time needed</b>	<ul style="list-style-type: none"> <li>• This is based on previous experience in the field. However, facilitators should recognise that the tool may take more or less time to use depending on a variety of factors, including numbers involved.</li> </ul>
<b>Good practice</b>	<ul style="list-style-type: none"> <li>• Gives tips for good practice. These are based on the experiences of others who have used the particular tool.</li> <li>• Many tools ask you to divide the group into small groups of 5 to 8 people. Care should be taken to avoid mixing groups in ways that would make some members feel reluctant to speak or participate. This can happen, for example, when young women find themselves with older men or those who have never had schooling find themselves with people who have had several years schooling.</li> <li>• Take care to avoid domination of the group by one person.</li> <li>• When the tool involves drawing, explain to community members that you will not be judging the quality of their drawing. Facilitators should note that it is important to praise drawings, avoid negative comments about the drawing and avoid interfering when the groups are drawing. Encourage as many people as possible to be involved in group drawings.</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• When a tool involves community members in making a diagram or drawing, facilitators need first to think about a suitable place and then to choose materials to suit that place. Suitable drawing materials as referred to in the tools may be:             <ul style="list-style-type: none"> <li>- A concrete floor, using charcoal or chalk</li> <li>- A wall using charcoal or chalk</li> <li>- A chalkboard using chalk</li> <li>- A large piece of paper, using marker pens</li> <li>- The ground, using local materials such as sticks, leaves, seeds, beans or stones as symbols.</li> </ul> </li> <li>• If drawings or diagrams are done on the ground, floor, wall or chalkboard, large pieces of paper are needed on which to record the drawings and diagrams.</li> <li>• This section also gives details of notes and drawings from previous meetings that may be needed at a particular meeting.</li> </ul>
<b>Notes for the facilitator</b>	<ul style="list-style-type: none"> <li>• Describes any additional key information that the facilitator may need.</li> </ul>
<b>Notes and paper copies to be made</b>	<ul style="list-style-type: none"> <li>• Notes: This gives details of essential notes that should be made.</li> <li>• Paper copies: Some tools include making drawings and diagrams, to keep a record for later. If these are made on the floor, chalkboard, or on the ground, paper copies will need to be made.</li> <li>• Notes and paper copies may be needed to inform community members who were not present at a meeting about what happened at the meeting or as background to action planning.</li> </ul>

# Sample: Action planning table

Examples of children's needs that can be addressed by individual/community/ existing organisations*	Examples of activities which address these needs	How far will this help meet the need? Completely Not at all	Any barriers to meeting the need?	Suggested additional activities

\*Circle the category that this table relates to. Worked examples are included with each action planning tool.

# Sample: PLA note-taking form

Village/Town in which PLA conducted: \_\_\_\_\_

Date PLA conducted: \_\_\_\_\_

Name of facilitator(s): \_\_\_\_\_

Name of person taking notes: \_\_\_\_\_

Name of tool used: \_\_\_\_\_

Materials used: \_\_\_\_\_

Description of what happened: \_\_\_\_\_

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Special notes as detailed in 'Notes and paper copies to be made'

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# Sample: Lessons learned form

Village/Town in which PLA conducted: \_\_\_\_\_

Date PLA conducted: \_\_\_\_\_

Name of facilitator(s): \_\_\_\_\_

What worked and why? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What didn't work and why? \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

**Do's**

**Dont's**

# Your notes

# Getting started – Overview: Tool 1

The tools in this section help community members build up a picture of the lives of orphans and vulnerable children in the community.

## Contents

- Tool 1: Introduction
- Tool 2: Lifeline
- Tool 3: A day in the life of an orphan or vulnerable child
- Tool 4: Problem tree
- Tool 5: Community resource diagram
- Tool 6: The way forward

Introduction	
Aim	<ul style="list-style-type: none"> <li>• The aim of this tool is to introduce participants to the PLA meetings. <b>It is recommended that all communities start the first meeting with this tool.</b> Facilitators can adapt the introduction, although it is recommended that the following be included in the first meeting:               <ul style="list-style-type: none"> <li>- Introduction of team to community members</li> <li>- Introduction of community members</li> <li>- Finding out what community members hope to gain from the meetings</li> <li>- Explanation of the purpose of the meetings</li> <li>- Making ground rules for the meetings</li> <li>- An understanding that this is not a one-off meeting but that there will be several meetings.</li> </ul> </li> </ul>
Time needed	<ul style="list-style-type: none"> <li>• Tool 1: Minimum two hours</li> <li>• At the first meeting Tool 1, Tool 2 and Tool 3 can be used together: Total minimum time: Four and a half hours</li> </ul>
Good practice	<ul style="list-style-type: none"> <li>• Time should be allowed for each person to introduce himself or herself. However, to save time, encourage community members to give a brief introduction only.</li> <li>• Children may find it difficult to talk in front of adults. It may be necessary to first work with children entirely on their own in order to build their confidence. When confidence is built, children can share their ideas with adults. To help children talk with adults, the facilitator should also work with adults to enable them to understand the importance of the views of children and of listening to what children have to say.</li> </ul>
Notes for the facilitator	<ul style="list-style-type: none"> <li>• Encourage community members to sit in a circle. This way everyone can see each other. The facilitator and the person taking notes should sit in the circle at the same level as community members.</li> </ul>
Notes and paper copies to be made	<ul style="list-style-type: none"> <li>• Notes: Agreed ground rules, so that these can be shown again at future meetings.</li> </ul>

# Getting started – Overview: Tool 1

## How you do it

**Meet and greet:** The team can thank community members for attending and introduce themselves by name. Ask community members, including children (if they are present), to introduce themselves by name and to say what they expect from the meeting.

If you have decided that you want to work separately with children at first, explain to community members that you hope that some children will join the group at a later stage, so that they can be actively involved in the discussion about their own situation.



*Meeting and greeting community members*

**Administration and arrangements:** Explain how long the meeting will last, whether there will be a break for tea, etc.

**Purpose of meeting:** There are no fixed rules about introducing the PLA process. It is, however, important to be clear about the purpose of the meeting, so that people do not, for example, think that the reason is to receive maize seeds.

*We are from... You may remember that we visited your community to discuss working with the community on the care and support of orphans and vulnerable children. It was agreed that we could come to the community several times. We would like to work together with both children and adults so that we can support the community to work through a number of steps*

*that lead to the development of an action plan to improve the care and support of orphans. We will be having discussions with you. Some of these discussions will involve working in small groups. Then you will let everyone in this group know what you have done. Feel free to talk and let everyone know what you think. When we visited the community, we were told that you used [name of local language]. Is that right? So that a record is made of what is done and what is decided, we will either ask a community member to take notes of the discussion or my colleague can take notes. These notes may help us with developing an action plan in the future. Is this OK?*

*As we said, we will be visiting several times. We are aware that you may not all be able to come to every meeting. Are people happy to come to several meetings? We would also like those who come to meetings to check out what has been discussed with community members who are not present at meetings. Does anyone have any questions to ask?*

**Ground rules:** Agree ground rules with all those present. These ground rules are made by community members and govern the whole process. Give ideas of two or three ground rules and ask community members to add to these. Here are examples of ground rules made by a community in Kenya:

1. All day sessions start and end with prayers
2. Use Kiswahili and Mijikenda languages more frequently
3. One person should speak at a time
4. Respect each person's ideas
5. Be punctual/keep time
6. Everyone to participate fully in the activities
7. Participants should cooperate
8. Nobody should attend any session while drunk or smoke when a session is in progress.

Before you move on to use another tool, ask community members if they have any further questions.

# Getting started – Overview: Tool 2

Lifeline	
<b>Aim</b>	<ul style="list-style-type: none"><li>• The aim of this tool, which involves drawing, is to develop an understanding of all the different things that show that a person has a good life from birth through to death; the kind of life that community members would want for any person in their community.</li></ul>
<b>Time needed</b>	<ul style="list-style-type: none"><li>• Minimum one hour.</li></ul>
<b>Good practice</b>	<ul style="list-style-type: none"><li>• Make sure that people understand the concept of a lifeline, i.e. that it is a series of drawings along a line.</li></ul>
<b>Materials needed</b>	<ul style="list-style-type: none"><li>• Suitable drawing materials (see page 13).</li></ul>
<b>Notes for the facilitator</b>	<ul style="list-style-type: none"><li>• A lifeline can illustrate key events in a person's life, such as attending school, getting confirmed, getting married and having children, and key people involved in a person's life from birth onwards. Key people can include parents, grandparents and friends.</li></ul>
<b>Notes and paper copies to be made</b>	<ul style="list-style-type: none"><li>• Notes: Summarise discussion on the key events which indicate a person has had a good life.</li><li>• Paper copies: Lifeline drawings. Where necessary, give a written description of symbols used.</li></ul>

## How you do it

- Explain that at the first series of meetings the team will use a number of different tools (exercises) to help community members build up a picture of the kind of life that they would want for any child in their community, and to compare this with the current life of an orphan or vulnerable child. Following these meetings, community members will be able to decide which particular topics they want to take action on.
- Ask community members to divide into small groups of five to eight people. These should be separate age and gender groups.
- Explain that a lifeline is used to illustrate the key events and key people involved in a person's life from birth through to death. Key events can

include attending school, getting confirmed, getting married or having children. Key people may include parents, grandparents or friends. We would like community members to make a drawing which shows the kind of events in a person's life that illustrate that the person has had a good life both at home and in the community: the kind of life that community members would want for any person in their community.

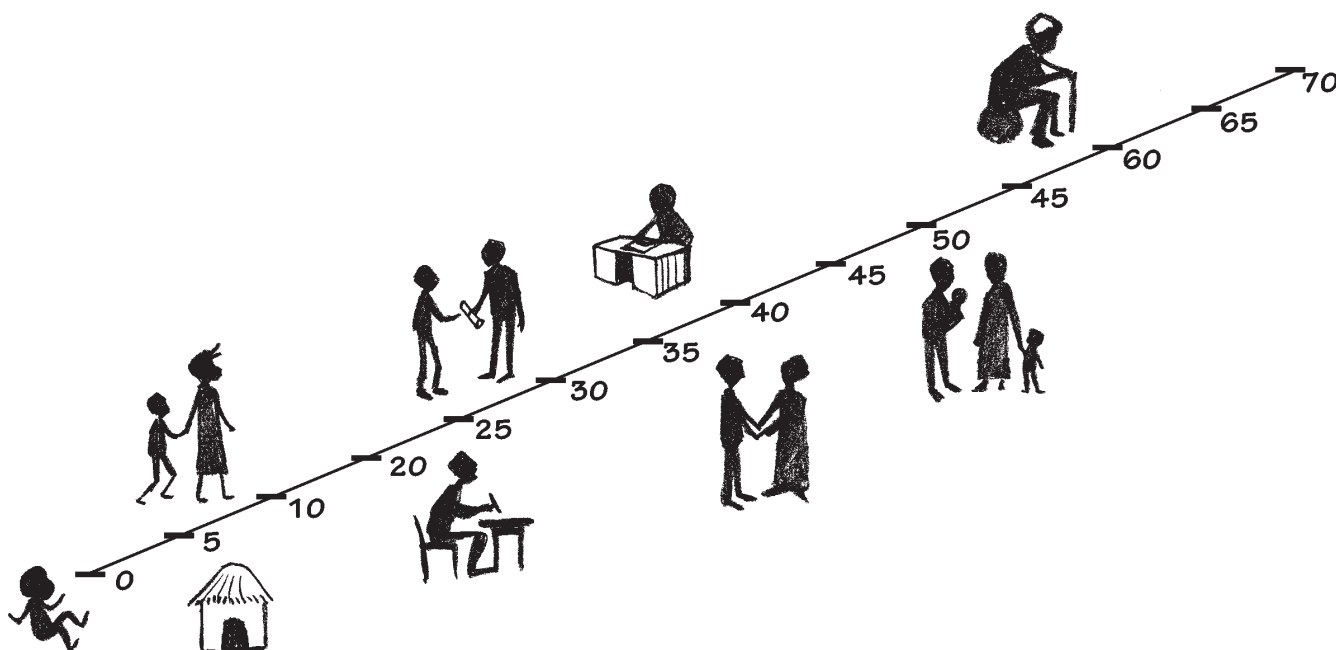
- Ask the groups to discuss the different events that show that a person has a good life both at home and in the community.
- Ask each group to share their lifelines in the large group. Ask 'Is this the kind of life that all the children who are growing up in our community will experience?' and 'What children do not expect to have this kind of life? Why?'

# Getting started – Overview: Tool 2

- Ask a person from each group to make a paper copy of their group's drawing.
- Discuss and agree how those present will find out from community members who have not attended the meeting today whether they agree or disagree with the ideas that were discussed or if they have new ideas to add. Any additional ideas can be included in the action plan.
- Ask community members to appoint someone who will take care of all paper copies of notes and drawings and bring them to future meetings.

- Thank everyone for their involvement in drawing the lifelines and move on to the drama.

Below is an example of a lifeline. This is to guide facilitators when they are explaining to community members how to draw a lifeline. It is not necessary to show this diagram to community members. Their drawings may look very different to this one.



*Worked example: Lifeline*

# Getting started – Overview: Tool 3

## A day in the life of an orphan or a vulnerable child

<b>Aim</b>	<ul style="list-style-type: none"> <li>The aim of this tool, which involves a group of community members creating a drama, is to create greater understanding and to encourage discussion between different groups in the community on the daily lives of children, including the problems they may face.</li> </ul>
<b>Time needed</b>	<ul style="list-style-type: none"> <li>Minimum one and a half hours.</li> </ul>
<b>Good practice</b>	<ul style="list-style-type: none"> <li>When working with children using drama: A facilitator should work separately with children and as a part of this should watch the children's drama before it is shown to community members.</li> <li>A trusted local adult should be identified before using this tool. If the drama raises distressing emotional issues for a child, he or she can then talk to the trusted adult.</li> <li>It is better if children discuss the drama first and that a child does not act out his or her own situation as this may put the child at risk if they show actual events from their lives. A drama can be made using a variety of examples from the experiences of different children, without identifying a particular child.</li> </ul> <p>When using drama, the facilitator should:</p> <ul style="list-style-type: none"> <li>- Avoid negative comments about the acting</li> <li>- Avoid interfering while community members are presenting their drama.</li> </ul>
<b>Notes for the facilitator</b>	<p>Drama can be done separately with various sections of the community or with a mixed group. If drama is used with separate groups, it is important for each group to see the work and hear about the conclusions of the other groups. If this is done, community members can then get a wider view of the issues and opinions within the community.</p>
<b>Notes and paper copies to be made</b>	<ul style="list-style-type: none"> <li>Notes: Summarise discussion on main problems faced by children.</li> </ul>

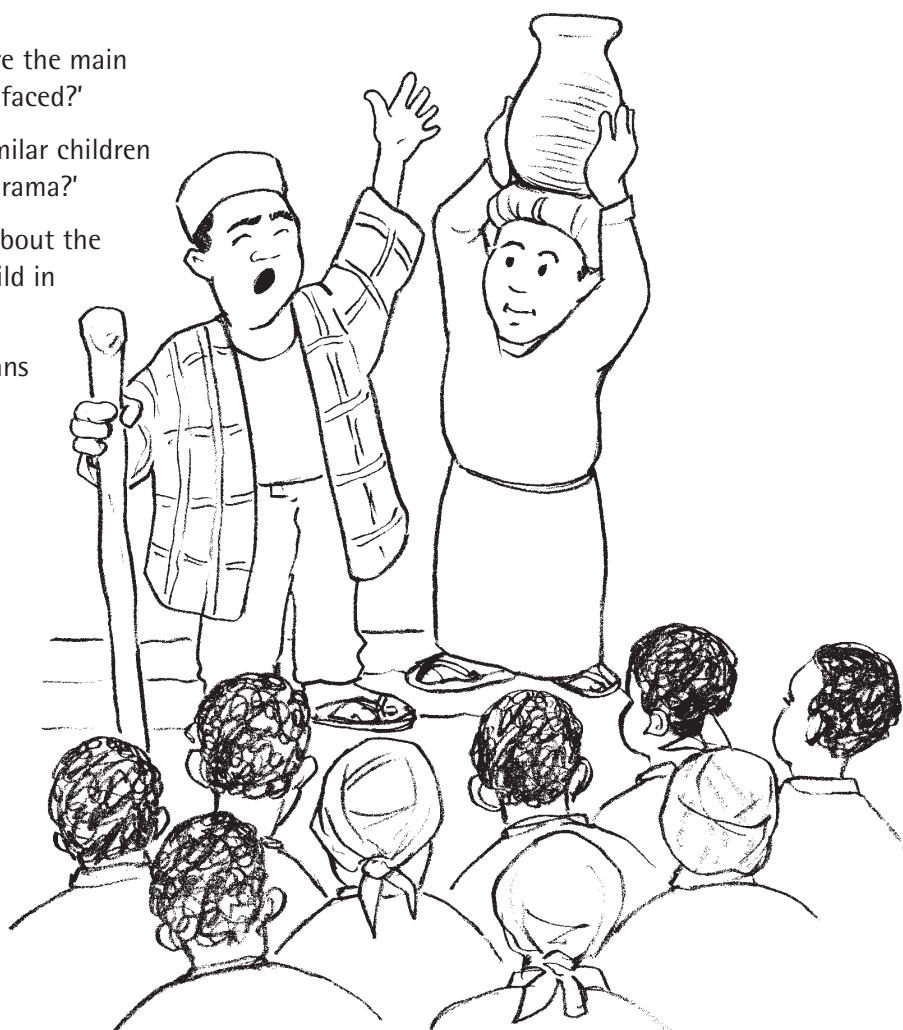
## How you do it

- Explain that the focus of this meeting is to develop an understanding of the daily lives of children, including their problems.
- Work with community members on their definition of an 'orphan'. Note that an orphan is usually defined as a child who has lost one or both parents from any cause.
- Work with community members on their definition of a 'vulnerable child'. Examples of a vulnerable child include: a child who is caring for a parent who is sick; a soon-to-be orphan; a child who is responsible for caring for his or her brothers and sisters because his or her mother is sick; children from very poor families who go without food for the whole day; or a child who has been abandoned by his or her parents.
- Ask five or six volunteers to prepare a 15-minute drama, which shows 24 hours of a day in the life of an orphan or vulnerable child both at home and in the community. The group has

# Getting started – Overview: Tool 3

up to 30 minutes to prepare the drama.  
This drama will then be performed to the rest of the group.

- While the small group is preparing for the drama, ask the rest of the group to divide into small groups of five or six people. These should be separate age and gender groups.
- Ask these groups to discuss the issues that an orphan or vulnerable child might face in his or her daily life, both at home and in the community.
- Ask each member of a small group to remember the issues that a vulnerable child may face. As they are watching the drama, they should see if the issues they have discussed are different from or the same as the issues presented in the drama.
- Ask the group of volunteers to present their drama.
- Ask community members 'What are the main issues that the child in the drama faced?'
- Ask 'Are there other issues that similar children face that were not shown in the drama?'
- Ask 'What can this drama tell us about the life of an orphan or vulnerable child in our community?'
- Discuss the main issues that orphans and vulnerable children face.
- Ask the participants to compare the lifeline drawing, particularly the early part of a person's life, with the drama. 'What can be done to improve a vulnerable child's life?'
- Explain that at future meetings, community members will be discussing how the life of an orphan or vulnerable child can be improved.
- Discuss and agree how those present will find out from community members who have not attended the meeting today whether they agree or disagree with the ideas that were discussed or if they have new ideas to add. Any additional ideas can be included in the action plan.
- Thank everyone for their involvement in the drama and discussion. Arrange the next meeting. Try to arrange a regular day and time for the meeting.



*Children performing their drama*

# Getting started – Overview: Tool 4

Problem tree	
<b>Aim</b>	<ul style="list-style-type: none"><li>• The aim of this tool is to discuss those things that prevent an orphan or vulnerable child from being safe, happy and healthy. In the tree:<ul style="list-style-type: none"><li>–The trunk stands for the problem being discussed</li><li>–The roots stand for the causes of the problem</li><li>–The branches stand for the effects of the problem.</li></ul></li></ul>
<b>Time needed</b>	<ul style="list-style-type: none"><li>• Minimum two and a half hours.</li></ul>
<b>Good practice</b>	<ul style="list-style-type: none"><li>• This tool provides good information but has a number of stages. It is important that facilitators give clear instructions at each stage and check these with community members before moving on.</li></ul>
<b>Materials needed</b>	<ul style="list-style-type: none"><li>• Suitable drawing materials (see page 13).</li></ul>
<b>Notes and paper copies to be made</b>	<ul style="list-style-type: none"><li>• Notes: Key points about the main things that prevent an orphan or vulnerable child from being safe, happy and healthy.</li><li>• Paper copies: Problem tree. Where necessary, give a written description of symbols used.</li></ul>

## How you do it

- Explain that the focus of this meeting is those things that prevent orphans or vulnerable children from being safe, happy and healthy. The information gained at this meeting will help community members continue building up a picture of the lives of children.
- Ask community members if they remember the drama that was done about a day in the life of an orphan. Ask 'What were the main problems that the drama showed?'
- Then, ask community members to discuss the main things which prevent an orphan or vulnerable child from being safe, happy and healthy.
- Sum up the key points from this discussion. The person taking notes can help with this. Ask community members to choose the main problem which prevents a child from being safe, happy and healthy. For example, it could be that the child has to care for himself or herself or that the child has to work to support his or her family.
- Ask a volunteer to draw a tree on the floor, wall or ground. This should show the three main parts of the tree: the trunk, the roots and the branches.
- Describe the idea of the tree: the trunk stands for the problem being discussed, the roots stand for the causes of the problem and the branches stand for the effects of the problem.
- Agree a symbol for the main problem, which is clear to everyone. Explain that the group will be creating more symbols. Once everyone is clear about this, ask the volunteer to remain in the centre and to represent the discussions on the diagram using symbols.

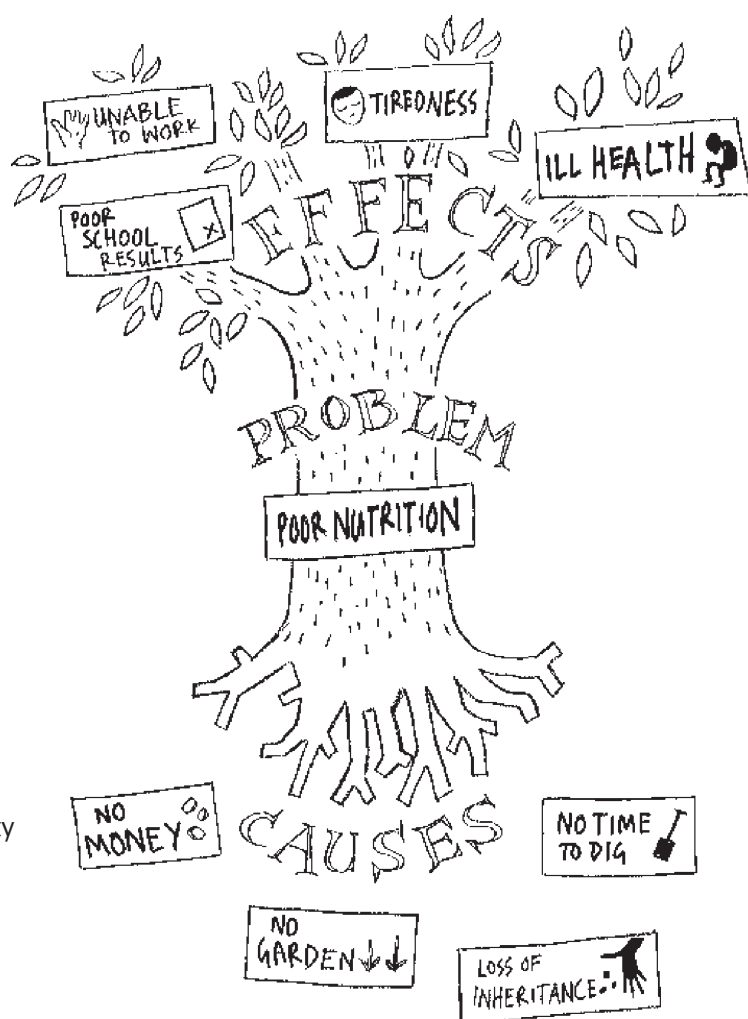
# Getting started – Overview: Tool 4

- Ask community members 'What are the main causes of this problem?' Agree a symbol for each cause, and show each cause separately on the roots.
- Take one cause at a time, explaining that people can look at the secondary cause of a problem by asking the question 'Why?' For example, if the problem on the tree trunk shows that the child has to work to support his or her family ask 'Why?' and then, to that answer, ask 'Why?' again. Continue in this way until community members feel that all the causes have been discussed.
- Ask for a volunteer to summarise the work so far, from the trunk to the smallest root, so that community members can be sure that nothing has been forgotten and that everything is in the right place.
- Explain that community members can now consider the effects in the same way. Ask 'What are the main effects of this obstacle?' Agree a symbol for each effect, and show each effect separately on the branches.
- Take one effect at a time, explaining that people can look at the secondary effects of effects by asking the question 'What is the effect of this?' Continue in this way until community members feel that all the effects have been discussed.
- Ask for a second volunteer to give an overall description of the tree with all its roots and branches. This allows community members to have an overall view of the problems of orphans and vulnerable children. It also makes sure that there is no confusion between causes and effects.
- At this meeting, or at future meetings, other problems can be looked at in a similar way.
- Explain that at a future meeting the community will look in detail at how it can deal with problems such as these, but that community members can start the process of thinking of ideas of how to deal with such problems now.
- Ask a volunteer community member to make a

paper copy of the problem tree on the largest piece of paper available.

- Discuss and agree how those present will find out from community members who have not attended the meeting today whether they agree or disagree with the ideas that were discussed or if they have new ideas to add. Any additional ideas can be included in the action plan.
- Thank everyone for their hard work and involvement. Arrange the date and time of the next meeting.

Below is an example of a drawing of a problem tree. It is not necessary to show this problem tree drawing to community members. The problem tree made by the group may look very different to this one.



*Worked example of a problem tree (not completed)*

# Getting started – Overview: Tool 5

## Community resource diagram

<b>Aim</b>	<ul style="list-style-type: none"><li>• The aim of this tool is to identify resources and services that are relevant to a project. These can include:<ul style="list-style-type: none"><li>- Resources and services children use at the moment</li><li>- Existing resources and services that could benefit children but which children do not use at the moment</li><li>- New resources and services that the community can provide or services and resources that would need to come from outside the community.</li></ul></li></ul>
<b>Time needed</b>	<ul style="list-style-type: none"><li>• Minimum one and a half hours.</li></ul>
<b>Good practice</b>	<p>When making this diagram, it is important that:</p> <ul style="list-style-type: none"><li>• Community members focus on resources and services for children</li><li>• Facilitators recognise that children have a lot to offer. Children use different resources from adults, and will have a clear idea of the resources they use, and also of resources they would like to use</li><li>• The facilitator is clear about the task at each stage of the diagram-making process</li><li>• There is plenty of time, since making a diagram can be time-consuming, particularly with very large groups.</li></ul>
<b>Materials needed</b>	<ul style="list-style-type: none"><li>• Suitable drawing materials (see page 13).</li></ul>
<b>Notes and paper copies to be made</b>	<ul style="list-style-type: none"><li>• Paper copies: Community resource diagrams. These should include:<ul style="list-style-type: none"><li>- All the resources and services children use at the moment</li><li>- Existing resources and services that could benefit children but which children do not use at the moment</li><li>- New resources and services that the community can provide or services and resources that would need to come from outside the community.</li></ul>Where necessary, give a written description of symbols used.</li></ul>

## How you do it

- Explain that this is the first meeting at which community members will be looking at resources and services. Explain that at future meetings community members will be exploring resources and services in much greater detail.
- At this meeting community members will be looking at the different kinds of resources and services which orphans and vulnerable children use or could use. These include land-based resources and services, building-based resources and services, human resources and other

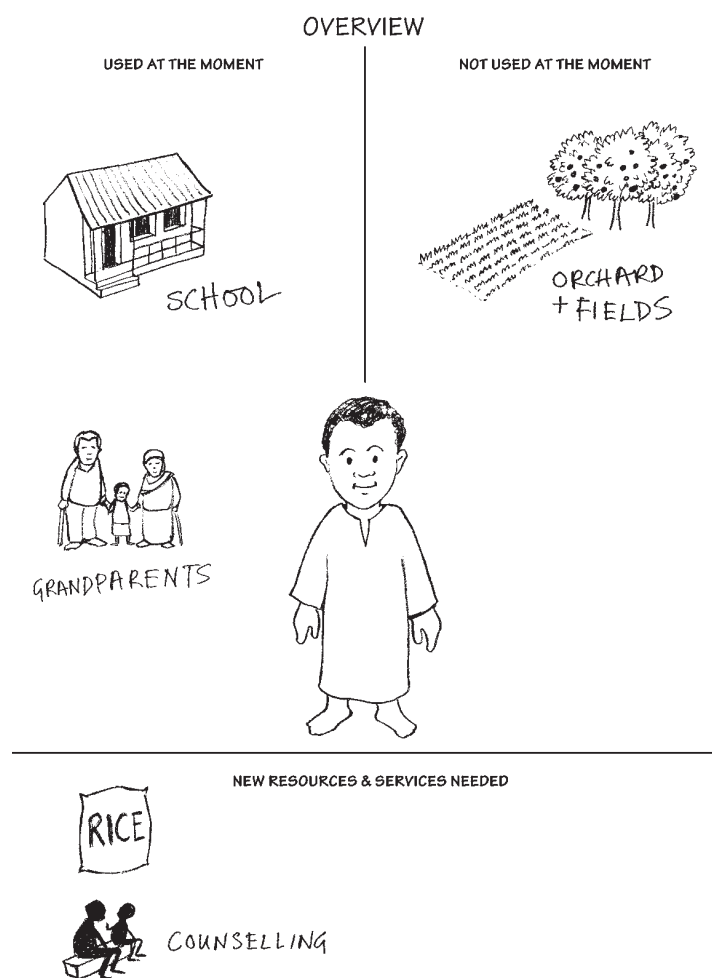
resources and services. For clarification of the resources and services go through each of the four types asking for examples (see below with suggestions of examples):

1. **Land-based resources:** fields, gardens, woods, sources of wild food
2. **Building-based resources:** school, clinic, church, NGO
3. **Human resources:** grandparents, aunts, uncles
4. **Other resources:** those resources that do not fit into any of the categories above: football pitch, choir.

# Getting started – Overview: Tool 5

- Divide the group into four smaller groups.
- Ask each group to draw a child in the middle of their paper.
- To the left of the child, each group should draw, with symbols, all the resources and services which children use at the moment.
- To the right of the child, each group should draw, with symbols, all the resources and services which could benefit children but which children do not use at the moment. Each group should also discuss whether any new services are needed to support orphans and vulnerable children.
- Beneath the child, each group should draw any new resources or services that may be needed. These can be resources that the community could provide or resources which need to come from outside the community.
- Ask each group to present its drawing to the other groups and have a general discussion on the work done. The facilitator should sum up the information that has been gained, from all the drawings created.
- If the drawings have been done on the ground, ask a volunteer from each group if he or she can make a paper copy of the drawing.
- Give the drawings to the community member appointed to look after drawings.
- Discuss and agree how those present will find out from community members who have not attended the meeting today whether they agree or disagree with the ideas that were discussed or if they have new ideas to add. Any additional ideas can be included in the action plan.
- Thank everyone for their hard work and involvement. Arrange the date and time of the next meeting.

Below is an example of a community resource diagram. This diagram is to guide facilitators when they are explaining to community members how to make a community resource diagram. It is not necessary to show this diagram to community members. Their diagrams may look very different to this one.



*Worked example of a community resource diagram (not completed)*

# Getting started – Overview: Tool 6

## The way forward

<b>Aim</b>	<p>The aim of this tool, which is used after all of the Overview Tools 1-5 have been discussed, is to decide how community members want to approach the six topics in the Briefing Notes. These topics are:</p> <ul style="list-style-type: none"><li>• Economic strengthening</li><li>• Education</li><li>• Health and nutrition</li><li>• Older carers</li><li>• Psychosocial support</li><li>• Social inclusion</li></ul>
<b>Time needed</b>	<ul style="list-style-type: none"><li>• Minimum one and a half hours.</li></ul>
<b>Good practice</b>	<ul style="list-style-type: none"><li>• When people first decide on the topic that interests them, make sure that people are aware that they will have an opportunity to change places.</li><li>• It is particularly important to make sure that no-one dominates the session.</li></ul>
<b>Notes for the facilitator</b>	<ul style="list-style-type: none"><li>• During this discussion let community members think about the information gained at previous meetings.</li></ul>
<b>Notes and paper copies to be made</b>	<ul style="list-style-type: none"><li>• Notes: Record names of those who want to be involved with each particular topic.</li></ul>

## How you do it

- Ask community members to recall what they have discussed, over the last few meetings. Use checklist below, if necessary:
  - Our vision for creating a future so that orphans and vulnerable children are safe, happy and healthy
  - The problems of orphans and vulnerable children now
  - The strengths and resources which exist in the family and in the community and which could help with deal with the problems
  - Other resources and services which are required to better satisfy the needs of children.
- Explain that all this information is important. It has built up a picture of the lives of orphans and vulnerable children now and what we want for our children in the future. The group has reached the stage where it can begin to solve some of the problems.
- Explain that first of all, community members need to decide who will tackle the topics linked to orphans and vulnerable children. Give an explanation of the six topics. As you explain each of the topics below, agree a symbol for each topic with community members. (The facilitator does not have to use words like economic strengthening or psychosocial support and can just explain the topic.)
- **Economic strengthening:** How the community can take action to deal with the poverty that orphans and vulnerable children face.
- **Education:** How the community can take action to deal with the need for orphans and vulnerable children to receive an education.

# Economic Strengthening: Tool 1

The tools in this section explore how communities can work together to offer support to orphans and vulnerable children to deal with the effect of poverty on their lives.

## Contents

- Tool 1: Pie chart
- Tool 2: Picture code
- Tool 3: Community resource diagram
- Tool 4: Action planning

Pie chart	
<b>Aim</b>	<ul style="list-style-type: none"> <li>• The aim of this tool is to look in detail at the different ways in which children make their livelihoods.</li> </ul>
<b>Time needed</b>	<ul style="list-style-type: none"> <li>• Tool 1: Minimum one hour.</li> <li>• Tools 1 and 2: Can be used at the same meeting. Minimum time three hours.</li> </ul>
<b>Good practice</b>	<ul style="list-style-type: none"> <li>• Do not use paper and marker pens for this exercise. If these materials are used it makes it very difficult to add new parts.</li> </ul>
<b>Materials needed</b>	<p>It is easier to use materials in which the sizes of the different parts of the circle can be changed. For example:</p> <ul style="list-style-type: none"> <li>• A very large bowl filled with grain or sand, using small sticks to divide up the circle into parts</li> <li>• Drawing a circle on the ground, in the dust, using sticks to divide up the circle into parts</li> <li>• If these are not available use a board and chalk or a wall and charcoal.</li> </ul>
<b>Notes for the facilitator</b>	<ul style="list-style-type: none"> <li>• A pie chart consists of a circle divided into different sized parts. The size of these parts depends on the importance of a piece of information in relation to another piece of information. For example, if a group is collecting information about the different ways in which the household income is spent, a pie chart can be used to show whether more money is spent on school fees than on food.</li> <li>• This can be an easy tool to use, once the idea of dividing a circle into parts is clear.</li> </ul>
<b>Notes and paper copies to be made</b>	<ul style="list-style-type: none"> <li>• Notes: Summarise discussion on how we would like children to be supported.</li> <li>• Paper copies: Pie charts. Where necessary, give a written description of symbols used.</li> </ul>

## How you do it

- Explain that the focus of this meeting is to look in detail at the different ways in which children provide for themselves.
- Discuss the following with community members: 'How can we tell if a child is well provided for?' and 'Who makes financial provision for children in a family, for example who buys their clothes, their food and pays their school fees?'
- Ask 'Are all children in the community provided for in this way?'
- Explain that this is one of the meetings at which community members look especially at

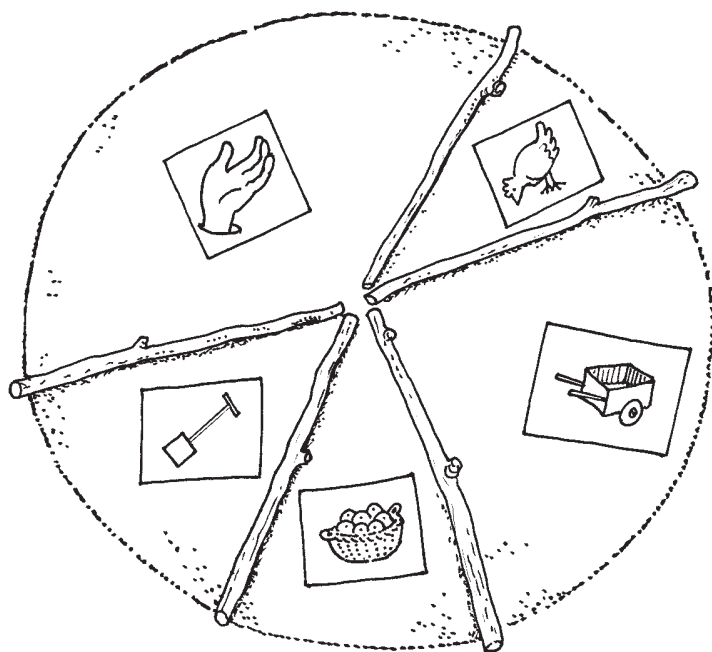
# Economic Strengthening: Tool 1

what happens when a child is no longer provided for by his or her family or where a family is less able to provide for a child due to the ill health or death of a provider. The meeting looks at how communities can work together to offer support to orphans and vulnerable children to deal with the effect of poverty on their lives.

- Demonstrate to community members how a pie chart is made with different sized parts, depending on the importance of a piece of information in relation to another piece of information.
- Explain that community members are going to look at the different ways in which orphans and vulnerable children support themselves. For example, orphans and vulnerable children may grow crops to feed themselves or may work in the market to earn money or get food.
- Ask one or two community members to give an example of how orphans and vulnerable children provide for themselves.
- Ask the group to form into small groups of three people. Ask each small group to think of all the different ways in which orphans and vulnerable children provide for themselves.
- Go around the groups, asking each group to give you one different way in which children provide for themselves.
- Ask for a volunteer to draw symbols, and as each group gives their example, agree a symbol.
- Place the symbol in the pie chart, and agree with the community how big that particular piece of the chart should be.
- Add more parts to the chart if necessary.
- Look at all the different ways in which orphans and vulnerable children provide for themselves and ask community members which is the main way. Move the sticks to make that part bigger. Then look at each different way, asking whether this is a big way, a medium-sized way or a small way. Move the sticks to indicate the comments of community members.

- Ask a volunteer community member to make a paper copy of the chart on the largest piece of paper available.
- Discuss and agree how those present will find out from community members who have not attended the meeting today whether they agree or disagree with the ideas that were discussed or if they have new ideas to add. Any additional ideas can be included in the action plan.
- Thank everyone for their involvement in the discussion. Arrange the date and time of the next meeting.

Below is an example of a drawing of a pie chart. It is not necessary to show this chart to community members. You can demonstrate to them how a chart is made.



*Worked example of a pie chart*

# Economic Strengthening: Tool 2

Picture code	
<b>Aim</b>	<ul style="list-style-type: none"><li>• The aim of this tool is to look in detail at:<ul style="list-style-type: none"><li>- The economic situation of a vulnerable child</li><li>- The economic situation of an orphaned child.</li></ul></li></ul>
<b>Time needed</b>	<ul style="list-style-type: none"><li>• Minimum one hour for each picture code.</li></ul>
<b>Good practice</b>	<ul style="list-style-type: none"><li>• When working with very large groups, it can be difficult for everyone in the group to see the picture. It is therefore important that the picture is passed round so that everyone can see it.</li></ul>
<b>Materials needed</b>	<ul style="list-style-type: none"><li>• Two picture codes (see pages 34 and 35).</li></ul>
<b>Notes and paper copies to be made</b>	<ul style="list-style-type: none"><li>• Notes: Summarise discussion on the effects of poverty on the lives of children, including ideas of how to deal with this.</li></ul>

# Economic Strengthening: Tool 2

## How you do it

- Explain that the focus of this meeting is the effects of poverty on the lives of orphans and vulnerable children.
- Show Picture 1 (Vulnerable Child) to community members and ask them to first discuss 'What does the picture show?' The aim of the discussion is for community members to identify what is happening in the picture.
- Ask community members 'Do similar things happen in your community?' Then ask 'What financial problems does this lead to in the lives of vulnerable children in this community?'
- Ask for a volunteer to go over the information that has been provided. The person taking notes can assist with this.
- Show Picture 2 (Orphaned Child) and ask community members 'What does the picture show?' The aim of the discussion is for community members to identify what is happening in the picture.
- Ask community members 'Do similar things happen in your community now or is it likely to happen in the future?' Then ask 'What financial problems does this lead to in the lives of orphaned children in this community?'
- Ask a community member to summarise the discussion.
- Explain that at a future meeting the community will look in detail at how it can deal with problems such as these, but that you would like community members to start the process of thinking of ideas of how to deal with such problems now.
- Discuss and agree how those present will find out from community members who have not attended the meeting today whether they agree or disagree with the ideas that were discussed or if they have new ideas to add. Any additional ideas can be included in the action plan.
- Thank everyone for their hard work and involvement. Arrange the date and time of the next meeting.

# Economic Strengthening: Tool 2



Picture 1: vulnerable child

# Economic Strengthening: Tool 2



Picture 2: orphaned child

# Economic Strengthening: Tool 3

## Community resource diagram

<b>Aim</b>	<ul style="list-style-type: none"> <li>The aim of this tool is to identify and discuss resources and services that could be used to economically strengthen children. The tool focuses on:             <ul style="list-style-type: none"> <li>Resources and services that children use at the moment</li> <li>Existing resources and services that could benefit children but which children do not use at the moment</li> <li>New resources and services that the community can provide or services and resources which would need to come from outside the community.</li> </ul> </li> </ul>
<b>Time needed</b>	<ul style="list-style-type: none"> <li>Minimum one and a half hours.</li> </ul>
<b>Good practice</b>	<p>When making a diagram, it is important that:</p> <ul style="list-style-type: none"> <li>Community members focus on resources and services for children</li> <li>Facilitators recognise that children have a lot to offer. Children use different resources from adults, and will have a clear idea of the resources they use, and also of resources they would like to use</li> <li>The facilitator is clear about the task at each stage of the diagram-making process</li> <li>There is plenty of time, since making a diagram can be time-consuming, particularly with very large groups.</li> </ul>
<b>Materials needed</b>	<ul style="list-style-type: none"> <li>Suitable drawing materials (see page 13).</li> </ul>
<b>Notes and paper copies to be made</b>	<ul style="list-style-type: none"> <li>Paper copies: Community resource diagrams, related to the economic strengthening of children. These should include:             <ul style="list-style-type: none"> <li>All the resources and services children use at the moment</li> <li>Existing resources and services that could benefit children but which children do not use at the moment</li> <li>New resources and services that the community can provide or resources which would need to come from outside the community.</li> </ul> </li> </ul> <p>Where necessary, give a written description of symbols used.</p>

## How you do it

- Explain that at this meeting community members will be looking at the different kinds of resources and services that could be used to improve the way in which orphans and vulnerable children provide for themselves and their families. These can include land-based, building-based, human/people and more general resources and services.
- Re-cap the different kinds of resources and services which were discussed during the

Overview meetings. To clarify resources and services, which relate to ways in which children make a living, go through each of the four types asking for examples:

- Land-based resources and services**
- Building-based resources and services**
- Human resources**
- Other resources and services.**

- Ask community members to divide into small groups of five to eight people. These should be separate age and gender groups.

# Economic Strengthening: Tool 3

- Ask each group to make an outline drawing of a child.

## Resources and services which children use:

Explain that to the left of the child, each group should draw all the resources and services used by orphans and vulnerable children to help them make a living.

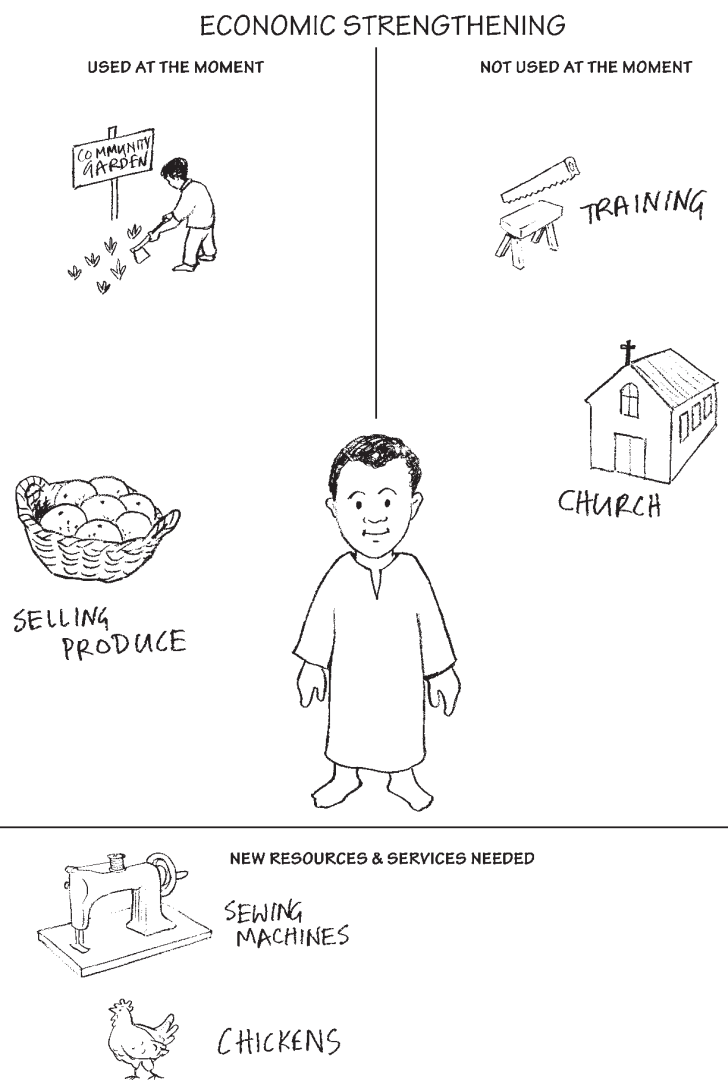
## Resources and services which children could use:

To the right of the child, each group should draw all the resources and services which exist in the community which could be used in connection with helping orphans and vulnerable children to make a living, but which are not used in this way at the moment.

**New resources and services:** Beneath the child, each group should draw any new resources or services that are needed to help orphans and vulnerable children improve their economic situation. These can be resources that the community could provide or resources that need to come from outside the community.

- Ask each group to present its drawing to the other groups and have a general discussion on the work done and of similarities and differences between the drawings.
- The facilitator can sum up the information that has been gained, from all the drawings created.
- If the drawings have been done on the ground, ask a volunteer from each group to make a paper copy of his or her group's drawing.
- Give the drawings to the community member appointed to look after drawings or appoint someone who will take care of all paper copies of notes and drawings and bring them to future meetings.
- Discuss and agree how those present will find out from community members who have not attended the meeting today whether they agree or disagree with the ideas that were discussed or if they have new ideas to add. Any additional ideas can be included in the action plan.
- Thank everyone for their hard work and involvement. Arrange the date and time of the next meeting.

Below is an example of a community resource diagram: economic strengthening. This diagram is to guide facilitators when they are explaining to community members how to make a community resource diagram. It is not necessary to show this diagram to community members. Their diagrams may look very different to this one.



*Worked example of a community resource diagram (not completed)*

# Economic Strengthening: Tool 4

Action planning	
<b>Aim</b>	<ul style="list-style-type: none"> <li>The aim of this tool is for community members to come up with an action plan that describes how they want to help poor children. Action planning is a way of identifying needs and making sure that proposed activities, resources, priorities, barriers and action are discussed together. This enables community members to make plans that are achievable and relevant to their needs.</li> </ul>
<b>Time needed</b>	<ul style="list-style-type: none"> <li>Action planning needs to be done carefully and should not be rushed. It is worth spending as much time as required on this activity and action planning may, therefore, take more than one meeting.</li> </ul>
<b>Good practice</b>	<ul style="list-style-type: none"> <li>It can be useful to look at action at three different levels:               <ol style="list-style-type: none"> <li>1. Actions that an individual can take</li> <li>2. Actions a community can take</li> <li>3. Actions organisations can take.</li> </ol> </li> </ul>
<b>Materials needed</b>	<ul style="list-style-type: none"> <li>Notes and drawings from previous meetings, including:               <ul style="list-style-type: none"> <li>- Pie chart</li> <li>- Outcome of picture code discussion</li> <li>- Community resource diagram: economic strengthening.</li> </ul> </li> <li>Action planning table.</li> </ul>
<b>Notes for the facilitator</b>	<ul style="list-style-type: none"> <li>This tool uses an action planning table. If community members are able to read, following clarification on the use of the table, the facilitator can support community members to work through the table. If, however, community members are unable to read, the facilitator will need to work through the questions in 'How you do it'.</li> </ul>
<b>Notes and paper copies to be made</b>	<ul style="list-style-type: none"> <li>Notes: Summary of ideas and outline plans at individual, community and organisational levels.</li> </ul>

## How you do it

- Explain that the focus of this meeting is working together to see what action can be taken by the community to deal with issues connected with the poverty experienced by children. Explain that working together in this way is sometimes called 'action planning' and that this needs to be done carefully.
- Explain that action planning can have a number of different parts and may take more than one meeting.

## Introduction

- Summarise with community members the issues that they have already discussed in relation to the poverty experienced by orphans and vulnerable children. This should include:
  - How we would like children to be provided for [Discussion, prior to use of pie chart]
  - How orphans and vulnerable children support themselves at the moment [Pie chart]
  - The effects of poverty on the lives of orphans and vulnerable children [Picture code]
  - Resources and services in the community

# Economic Strengthening: Tool 4

which are used or could be used, or new services which need to be developed to deal with the poverty experienced by orphans and vulnerable children. [Community resource diagram: economic strengthening.]

- Explain that it can be useful to look at action at three levels:
  - Action that can be taken by an individual or family: For example, an individual or family may decide to show a child how to plant crops, so that the child can grow food and is less reliant on money for food.
  - Action that can be taken by the community: For example, a community might decide to create a centre where children can learn a range of income-generating skills.
  - Action that can be taken by organisations: For example, a church may decide to set up an income-generating project.
- Using the action planning table work either with the community to plan how action can be taken at each of the three levels or support community members who are able to read to work through the action planning table themselves.

## Action that an individual or family can take

- To focus on how individuals can take action, ask the following questions:
  - What needs related to the poverty of children can be dealt with by individuals?
  - Are there activities that some individuals already carry out to deal with this need? Could other people carry out a similar activity?
  - What other activities could individuals carry out to address needs related to the poverty of orphans and vulnerable children?
  - Go through each suggested activity asking 'Will this activity help meet the need?'
  - Go through each suggested activity asking 'Are there any barriers to undertaking the activity?'
  - For each barrier ask 'Are there additional activities that will help overcome this barrier?' Note that some barriers may be overcome by community action.

## Action a community can take

- To focus on how community members can work together to take action, ask the following questions:
  - What needs related to the poverty of children could be addressed by the community?
  - What activities can the community carry out to address these needs?
  - For each suggested activity ask 'Will this help meet the need?'
  - For each suggested activity ask 'Are there any barriers to undertaking the activity?'
  - For each barrier ask 'Are there additional activities that will help overcome this barrier?'
- After these questions have been answered, introduce community members to the 'Hand of Action Planning'. Explain that this is one way of checking what needs to be done and answers the questions What? Who? How? When? and Where?

**WHAT** different activities will be carried out by the community? For each activity, look at existing community resources that can support the activity. For example, are there NGOs, faith-based organisations or other organisations that can support the community with the activity? What external resources, if any, does the community need to support the activity?

**WHO** will put each activity into practice? Who else in the community needs to be contacted? Who outside the community needs to be contacted?

**HOW** will the each activity be put into practice? How will the barriers to the activity be overcome?

**WHEN** will the activity be put into practice?

**WHERE** will the activity be put into practice?

# Economic Strengthening: Tool 4



*Hand of Action Planning*

- Community members can allocate action planning tasks among themselves. Go over the key points that need to be covered based on the 'Hand of Action Planning'.
- If the group is too large, the group may need to choose representatives of older people, men, women and children to develop an action plan.
- If necessary, agree to meet with the representatives after the meeting to go over the key points that need to be covered based on the 'Hand of Action Planning'.
- Ask the representatives to make a plan that can be shared with the rest of the group at another meeting.

**Action that organisations, such as faith-based organisations, schools, health and agricultural services, can take**

- Work with community members on action that can be taken by organisations in the community, by asking the following questions:
    - What needs related to the poverty of children can be dealt with by organisations?
    - What activities could organisations carry out to address these needs?
    - For each suggested activity ask 'Will this help meet the need?'
- For each suggested activity ask 'Are there any barriers to undertaking the activity?'
  - For each barrier ask 'Are there additional activities that will help overcome this barrier?'
- For each activity suggested, identify organisations that can be approached. Ask 'Are there government services or support that orphans or caregivers are entitled to?' and 'How can these organisations help people access these entitlements?'
  - Ask who will approach any suggested organisation and who will be the link person with that organisation.

## **Conclusion**

- Discuss and agree how those present will find out from community members who have not attended the meeting today whether they agree or disagree with the ideas that were discussed or if they have new ideas to add. Any additional ideas can be included in the action plan.
- Thank everyone for their hard work and involvement. Arrange the date and time of a meeting at which community members can share how their plans are progressing and whether or not they require further support.

# Economic Strengthening: Tool 4

## Examples of how communities can assess and plan action: Economic Strengthening

	Examples of needs that can be addressed	Examples of activities which address the needs	How far will this help meet the need? Completely	Not at all	Any barriers to meeting the need?	Suggested additional activities
Individuals	Children need money for food	Show a child how to plant crops, so that the child can grow food and is less reliant on money for food	✓		This can only help one child	Form a community group to set up a gardening club so children learn how to grow their own food
	Children who support siblings need skills to earn a living	Help the child to find a vocational training centre so that the child can learn a skill		✓	This can only help one child	Contact the Education Department about promoting vocational training in the community
The community	Children need to be supported to claim their rights, for example when parents do not make a will	Community leaders to take responsibility for protecting the rights of orphaned children		✓	There may be conflict with children's relatives over property	Find out about additional legal support that may be available
	Children sometimes need to settle the debts of person who has died	Hold one-off fundraising events and create a special fund to settle debts		✓	Do not have resources	Use skills and resources that exist in the community
Existing groups and organisations	Families need to find a way to save, so that they are more able to cope in times of crisis	Existing NGO can set up a microfinance programme which women can be encouraged to join before a household is in crisis		✓	NGOs may not have skills in microfinance programme development	Partner with an experienced microfinance organisation
	Children whose parents have died need to have the skills and knowledge to continue with the family's farming activities	Agricultural services can set up a training course on how to manage a farm			Agricultural services may not see training children as a priority	Educate agricultural services staff on the economic needs of children

# Education: Tool 1

The tools in this section explore the educational needs of orphans and vulnerable children.

## Contents

**Tool 1:** 24-hour analysis

**Tool 2:** Community resource diagram

**Tool 3:** Action planning

## 24-hour analysis

<b>Aim</b>	<ul style="list-style-type: none"><li>• The aim of this tool, which involves drawing daily routines, is to discuss problems related to the schooling of orphaned and vulnerable children.</li></ul>
<b>Time needed</b>	<ul style="list-style-type: none"><li>• Minimum three hours for two sets of drawings.</li></ul>
<b>Good practice</b>	<ul style="list-style-type: none"><li>• Keep the focus of the drawings on aspects of children's lives that make it hard for them to go to school.</li></ul>
<b>Materials needed</b>	<ul style="list-style-type: none"><li>• Suitable drawing materials (see page 13).</li></ul>
<b>Notes and paper copies to be made</b>	<ul style="list-style-type: none"><li>• Paper copies: 24-hour analysis drawings. Where necessary, give a written description of symbols used.</li></ul>

## How you do it

- Explain that the focus of this meeting is education.
- Ask community members to divide into small groups of five to eight people. These should be separate age and gender groups.
- Explain that you would like each group to make a drawing: groups of women or girls can make a drawing to show a day in the life of a girl and groups of men or boys can make a drawing to show a day in the life of a boy. These should focus in particular on either a boy's or a girl's education and show the kind of day that we would like every child in the community to experience.
- Ask the group to agree a way to divide the day up, either into hours or into early morning, late morning, early afternoon, evening and night.
- When the drawings are completed, ask each group to put their drawing up on the wall. Or, ask everyone to move, so that the whole group can look at one drawing at a time.
- Ask a representative from each group to explain the content of his or her group's drawing.
- After all the drawings have been discussed, ask a member of the group to summarise in a few words the advantages of a child having an education.
- Ask a volunteer from each group to make a paper copy of their ideal day in the life of a child.
- Now, ask each small group to discuss the main problems experienced by an orphan or vulnerable child in relation to attending school. This should include discussion on any aspects of children's lives that make it hard for them to go to school.
- Now ask groups of women and girls to make a similar drawing to show a day in the life of a girl orphan or vulnerable child and ask groups

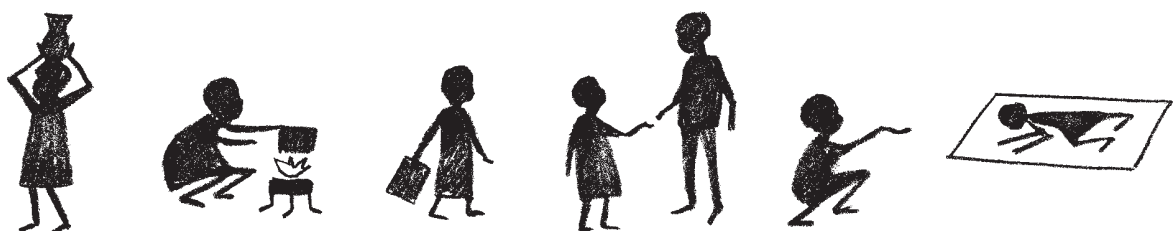
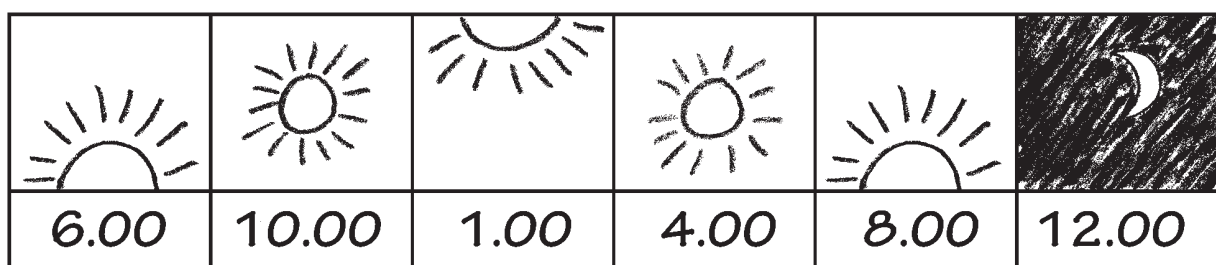
# Education: Tool 1

of men and boys to make a drawing to show a day in the life of a boy orphan or vulnerable child. The drawings should, again, focus in particular on the boy's or the girl's education. For example, is the child able to attend school or does the child stay at home? If the child attends school, is he or she unable to learn because of worrying about a sick parent? If the child stays at home, is this because he or she has no school uniform?

- When everyone has finished, ask each group to put their drawing up on the wall. Or, ask everyone to move, so that the whole group can look at one drawing at a time.
- Ask a representative from each group to explain the content of his or her group's drawing.
- Ask 'What problems do these drawings show?' When problems are agreed, the person taking notes should write these down.
- After all the drawings have been discussed, ask a member of the group to summarise in a few words the main problems identified in all the drawings.
- Ask a volunteer from each group to make a paper copy of his or her group's drawing.

- Identify with the whole group the main changes they would all like to see in the life of an orphaned boy or girl ten years from now, with particular focus on education.
- Discuss and agree how those present will find out from community members who have not attended the meeting today whether they agree or disagree with the ideas that were discussed or if they have new ideas to add. Any additional ideas can be included in the action plan.
- Thank everyone for their hard work and involvement. Arrange the date and time of the next meeting.

Below is an example of a 24-hour analysis. This is to guide facilitators when they are explaining to community members how to draw a 24-hour analysis. It is not necessary to show this drawing to community members. Their drawings may look very different to this one.



*Worked example 24-hour analysis – girl*

# Education: Tool 2

## Community resource diagram

<b>Aim</b>	<ul style="list-style-type: none"> <li>• The aim of this tool is to identify and discuss resources and services that could be used to improve the education offered to children. The tool focuses on:             <ul style="list-style-type: none"> <li>- Resources and services children use at the moment</li> <li>- Existing resources and services that could benefit children but which children do not use at the moment</li> <li>- New resources and services that the community can provide or services and resources which would need to come from outside the community.</li> </ul> </li> </ul>
<b>Time needed</b>	<ul style="list-style-type: none"> <li>• Minimum one and a half hours.</li> </ul>
<b>Good practice</b>	<p>When making a diagram, it is important that:</p> <ul style="list-style-type: none"> <li>• Community members focus on resources and services for children</li> <li>• Facilitators recognise that children have a lot to offer. Children use different resources from adults, and will have a clear idea of the resources they use, and also of resources they would like to use</li> <li>• The facilitator is clear about the task at each stage of the diagram-making process</li> <li>• There is plenty of time, since making a diagram can be time-consuming, particularly with very large groups.</li> </ul>
<b>Materials needed</b>	<ul style="list-style-type: none"> <li>• Suitable drawing materials (see page 13).</li> </ul>
<b>Notes and paper copies to be made</b>	<ul style="list-style-type: none"> <li>• Paper copies: Community resource diagrams related to children's education. These should include:             <ul style="list-style-type: none"> <li>- All the resources and services children use at the moment</li> <li>- Existing resources and services that could benefit children but which children do not use at the moment</li> <li>- Additional resources and services that the community can provide or resources which would need to come from outside the community.</li> </ul>             Where necessary, give a written description of symbols used.           </li> </ul>

## How you do it

- Explain that at this meeting community members will be looking at the different kinds of resources and services that could be used to improve the education of orphans and vulnerable children. These include land-based, building-based, human resources and more general resources and services.
- Re-cap the different kinds of resources and services that were discussed during the Overview meetings. To clarify resources and

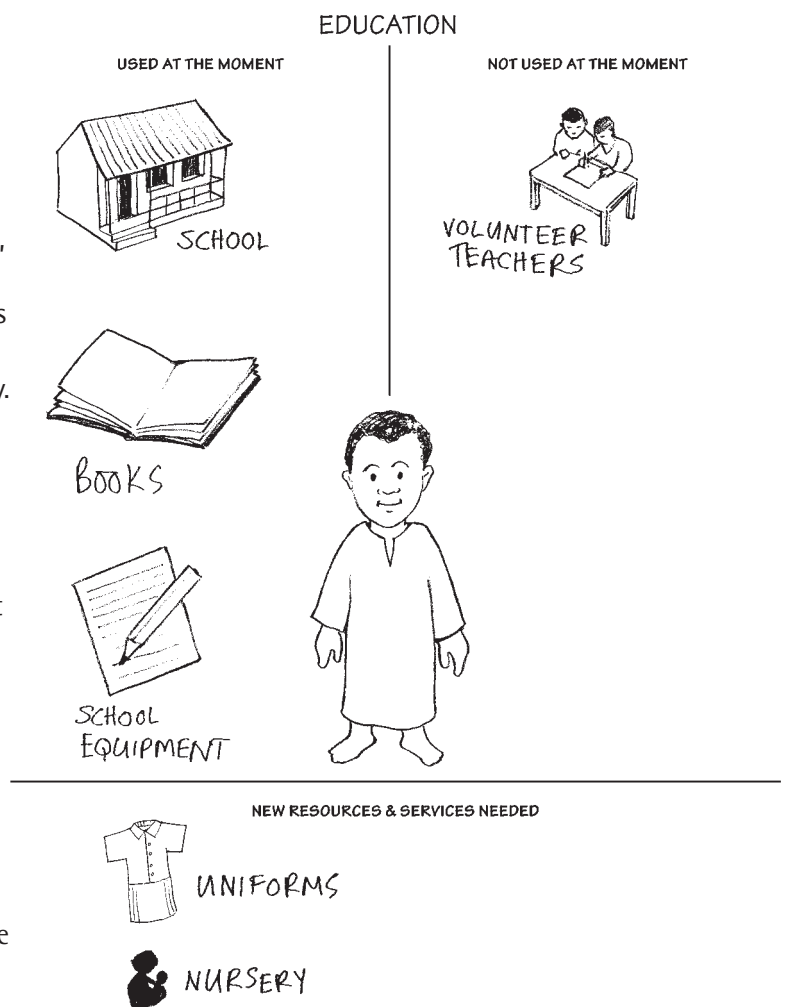
services, which relate to the educational needs of children, go through each of the four types asking for examples:

1. **Land-based resources and services**
  2. **Building-based resources and services**
  3. **Human resources**
  4. **Other resources and services.** These can include resources like books and school uniforms.
- Ask community members to divide into small groups of five to eight people. These should be separate age and gender groups.

# Education: Tool 2

- Ask each group to make an outline drawing of a child.
- **Resources and services which children use:** Explain that to the left of the child, each group should draw, with symbols, all the resources and services orphans and vulnerable children use at the moment in connection with their education.
- **Resources and services which children could use:** To the right of the child, each group should draw all the resources and services in the community which could be used in connection with the education of orphans and vulnerable children, but which are not used in this way at the moment.
- **New resources and services:** Beneath the child, each group should draw any new resources or services that are needed. These can be resources that the community could provide or resources that need to come from outside the community.
- Ask each group to present its drawing to the other groups and have a general discussion on the work done and of similarities and differences between the drawings.
- The facilitator can sum up the information that has been gained from all the drawings created.
- If the drawings have been done on the ground, ask a volunteer from each group to make a paper copy of his or her group's drawing.
- Give the drawings to the community member appointed to look after drawings or appoint someone who will take care of all paper copies of notes and drawings and bring them to future meetings.
- Discuss and agree how those present will find out from community members who have not attended the meeting today whether they agree or disagree with the ideas that were discussed or if they have new ideas to add. Any additional ideas can be included in the action plan.
- Thank everyone for their hard work and involvement. Arrange the date and time of the next meeting.

Below is an example of a Community resource diagram: education. This diagram is to guide facilitators when they are explaining to community members how to make a community resource diagram. It is not necessary to show this diagram to community members. Their diagrams may look very different to this one.



*Worked example of a community resource diagram (not completed)*

# Education: Tool 3

Action planning	
<b>Aim</b>	<ul style="list-style-type: none"><li>• The aim of this tool is for community members to decide what to do about the educational needs of children. Action planning is a way of identifying needs and making sure that proposed activities, resources, priorities, barriers and action are discussed together. This enables community members to make plans that are achievable and relevant to their needs.</li></ul>
<b>Time needed</b>	<ul style="list-style-type: none"><li>• Action planning needs to be done carefully and should not be rushed. It is worth spending as much time as required on this activity and action planning may, therefore, take more than one meeting.</li></ul>
<b>Good practice</b>	<ul style="list-style-type: none"><li>• It can be useful to look at action at three different levels:<ol style="list-style-type: none"><li>1. Actions that an individual can take</li><li>2. Actions a community can take</li><li>3. Actions organisations can take.</li></ol></li></ul>
<b>Materials needed</b>	<ul style="list-style-type: none"><li>• Notes and drawings from previous meetings, including:<ul style="list-style-type: none"><li>- 24-hour analysis drawing</li><li>- Community resource diagram: education</li></ul></li><li>• Action planning table.</li></ul>
<b>Notes for the facilitator</b>	<ul style="list-style-type: none"><li>• This tool uses an action planning table. If community members are able to read, following clarification on the use of the table, the facilitator can support community members to work through the table. If, however, community members are unable to read, the facilitator will need to work through the questions in 'How you do it'.</li></ul>
<b>Notes and paper copies to be made</b>	<ul style="list-style-type: none"><li>• Notes: Summary of ideas and outline plans at individual, community and organisational levels.</li></ul>

## How you do it

- Explain that the focus of this meeting is working together to see what action can be taken by the community to deal with issues connected with the educational needs of children. Explain that working together in this way is sometimes called 'action planning' and that this needs to be done carefully.
- Explain that action planning can have a number of different parts and may take more than one meeting.

## Introduction

- Summarise with community members the issues that they have already discussed in relation to the education of orphans and vulnerable children. This should include:
  - The ideal life of a child, looking at education in particular [24-hour analysis - drawing 1]
  - The problems experienced by the orphan or vulnerable child in relation to attending school [24-hour analysis - drawing 2]
  - Education-related resources and services in the community which are used or could be used, or new services which need to be developed [Community resource diagram: education]

# Education: Tool 3

- Explain that it can be useful to look at action at three levels:
  - Action that can be taken by an individual or family: For example, an individual or family may decide to help a child who cares for a sick person, so that the child has more time to attend school
  - Action that can be taken by the community: For example, a community might decide to create a community school run by volunteers
  - Action that can be taken by organisations: For example, in areas where school fees need to be paid, a church may decide to raise funds to pay a child's fees
  - Using the action planning table work either with the community to plan how action can be taken at each of the three levels or support community members who are able to read to work through the action planning table themselves.

## Action that an individual or family can take

- To focus on how individuals can take action, ask the following questions:
  - What needs related to the education of children can be dealt with by individuals?
  - Are there activities that some individuals already carry out to deal with this need? Could other people carry out a similar activity?
  - What other activities could individuals carry out to address needs related to the education of orphans and vulnerable children?
  - Go through each suggested activity asking 'Will this activity help meet the need?'
  - Go through each suggested activity asking 'Are there any barriers to undertaking the activity?'
  - For each barrier ask 'Are there additional activities that will help overcome this barrier?' Note that some barriers may be overcome by community action.

## Action a community can take

- To focus on how community members can work together to take action, ask the following questions:
  - What needs related to the education of children could be addressed by the community?

- What activities can the community carry out to address these needs?
- For each suggested activity ask 'Will this help meet the need?'
- For each suggested activity ask 'Are there any barriers to undertaking the activity?'
- For each barrier ask 'Are there additional activities that will help overcome this barrier?'
- After these questions have been answered, introduce community members to the 'Hand of Action Planning'. Explain that this is one way of checking what needs to be done and answers the questions What? Who? How? When? and Where?

**WHAT** different activities will be carried out by the community? For each activity, look at existing community resources that can support the activity? For example, are there NGOs, faith-based organisations or other organisations that can support the community with the activity? What external resources, if any, does the community need to support the activity?

**WHO** will put each activity into practice? Who else in the community needs to be contacted? Who outside the community needs to be contacted?

**HOW** will each activity be put into practice? How will the barriers to the activity be overcome?

**WHEN** will the activity be put into practice?

**WHERE** will the activity be put into practice?

- Community members can allocate action planning tasks among themselves. Go over the key points that need to be covered based on the 'Hand of Action Planning' (see overleaf).
- If the group is too large, the group may need to choose representatives of older people, men, women and children to develop an action plan.
- If necessary, agree to meet with the representatives after the meeting to go over the key points that need to be covered based on the 'Hand of Action Planning'.

# Education: Tool 3



*Hand of Action Planning*

- Ask the representatives to make a plan that can be shared with the rest of the group at another meeting.

**Action that organisations, such as faith-based organisations, schools, health and agricultural services, can take**

- Work with community members on action that can be taken by organisations in the community, by asking the following questions:
  - What needs related to the education of children can be dealt with by organisations?
  - What activities could organisations carry out to address these needs?
  - For each suggested activity ask 'Will this help meet the need?'
  - For each suggested activity ask 'Are there any barriers to undertaking the activity?'
  - For each barrier ask 'Are there additional activities that will help overcome this barrier?'
  - For each activity suggested, identify organisations that can be approached. Ask 'Are there government services or support that orphans or caregivers are entitled to?' and 'How can these organisations help people access these entitlements?'

- Ask who will approach any suggested organisation and who will be the link person with that organisation.

## **Conclusion**

- Discuss and agree how those present will find out from community members who have not attended the meeting today whether they agree or disagree with the ideas that were discussed or if they have new ideas to add. Any additional ideas can be included in the action plan.
- Thank everyone for their hard work and involvement. Arrange the date and time of a meeting at which community members can share how their plans are progressing and whether or not they require further support.

# Education: Tool 3

## Examples of how communities can assess and plan action: Education

Examples of needs that can be addressed	Examples of activities which address the needs	How far will this help meet the need? Completely	Not at all	Any barriers to meeting the need?	Suggested additional activities
Support for children living in affected households who are unable to attend school because they have to do domestic work or care for sick relatives	Help a child who is caring for a sick relative so they have time to go to school		✓	This can only help one child	Set up a community group which can provide support to a greater number of children
	Provide breakfast for a child		✓	Have little extra food	Find out if schools able to provide breakfast for children
Children living on their own may need food to help them concentrate in school					
Children need support following the death of parent as they can become withdrawn and as a result of this do not attend school	Set up a community group to identify and support children both before as well as after the death of a parent or guardian	✓		Not enough volunteers	Initiate a joint project with schools
	Provide community-based child care and community nursery schools for young children	✓		People say that young children should be looked after by a family member	Conduct 'exposure visits' to existing community-based childcare and nursery schools
Older children have to care for younger siblings and are unable to attend school					
Existing groups and organisations	Children need HIV/AIDS education	✓		Not enough teachers	Community group can set up a peer education project
	Need for children who are working to attend school	✓		Education Department says that this is not possible	Give examples of places where this is done, e.g. Actionaid in Uganda

# Health and Nutrition: Tool 1

The tools in this section explore how communities can work together towards meeting the health and nutritional needs of orphans and vulnerable children.

## Contents

- Tool 1: Body mapping
- Tool 2: Seasonal calendar
- Tool 3: Open-ended story
- Tool 4: Community resource diagram
- Tool 5: Action planning

## Body mapping

<b>Aim</b>	<ul style="list-style-type: none"><li>• The aim of this tool, which involves community members making life-sized drawings of the body, is to discuss in a sensitive way:<ul style="list-style-type: none"><li>- What makes a healthy and happy child?</li><li>- Who is involved in making sure that a child is healthy and happy?</li><li>- What do sick children do who have no-one to look after them?</li></ul></li></ul>
<b>Time needed</b>	<ul style="list-style-type: none"><li>• Minimum one and a half hours.</li></ul>
<b>Good practice</b>	<ul style="list-style-type: none"><li>• Body mapping is best done in separate age and gender groups.</li></ul>
<b>Materials needed</b>	<ul style="list-style-type: none"><li>• Suitable drawing materials and other local materials (see page 15). Seeds, fruits, stones and sticks can be used to build up a picture of different parts of the body. For example, this exercise has been done by the sea using shells and other things found on the beach to show different parts of the body.</li></ul>
<b>Notes and paper copies to be made</b>	<ul style="list-style-type: none"><li>• Notes: Summarise discussion on:<ul style="list-style-type: none"><li>- How we can tell if a child is healthy?</li><li>- How we can tell if a child is unhealthy?</li></ul></li><li>• Paper copies: Body maps. Where necessary, give a written description of symbols used.</li></ul>

## How you do it

- Explain that the focus of this meeting is the health and food needs of children, in particular orphans and vulnerable children, and that the work will be done through drawing. These drawings are called body maps.
- Ask community members to divide into small groups of five to eight people. These should be separate age and gender groups.
- Ask the groups of women and girls to draw a life-sized picture of a healthy and happy girl and the groups of men and boys to draw a life-sized picture of a healthy and happy boy. One way of making this drawing is by someone lying on the ground and another person drawing an outline around the person.
- Ask each group to discuss 'What makes a healthy and happy child?' and 'Who is involved in making sure that a child is healthy and happy?'

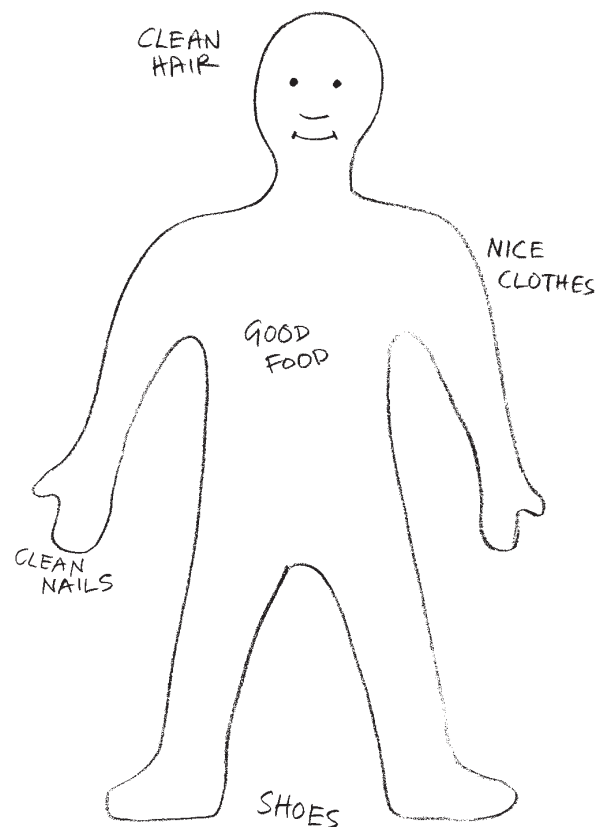
# Health and Nutrition: Tool 1

- Ask each group to draw on their outline body all the things that indicate whether a child is healthy and happy. Give an example, such as the healthy child looks well fed and is not too thin. Ask the group for examples.
- At the same time as making the body map, ask each group to make small drawings of all the people who are involved in making sure that a child is healthy and happy.
- When the body maps and small drawings are completed, ask each group to put their body map up on the wall. Or, ask everyone to move, so that the whole group can look at one body map at a time.
- In the large group ask a representative from each small group to describe 'What makes a healthy and happy child?' and 'Who is involved in making sure that a child is healthy and happy?'
- Ask a volunteer from each group to make a paper copy of their group's body map.
- Now, ask each small group to discuss the main diseases, illnesses and other health problems experienced by children.
- Explain that community members are going to work in the same groups to do another body map. Ask groups of women and girls to make a body map to show an unhealthy girl and ask groups of men and boys to make a drawing to show an unhealthy boy. Ask the groups to show on the body map which parts of the body are affected by different diseases, illnesses and other health problems.
- When everyone has finished, ask each group to put their drawing up on the wall. Or, ask everyone to move, so that the whole group can look at one drawing at a time.
- Ask a representative from each group to explain the different diseases, illnesses and other health problems.
- After all the drawings have been discussed, ask 'Are there children in the community with similar health problems?' Follow this up with questions like 'What do such children do when they are sick?', 'Who looks after a child when he or she is

sick?', 'Are all children looked after?' or 'What do those children who have no-one to look after them do?'

- Ask a volunteer from each group to make a paper copy of their group's drawing.
- Discuss and agree how those present will find out from community members who have not attended the meeting today whether they agree or disagree with the ideas that were discussed or if they have new ideas to add. Any additional ideas can be included in the action plan.
- Thank everyone for their hard work and involvement. Arrange the date and time of the next meeting.

Below is an example of a body map. This is to guide facilitators when they are explaining to community members how to make a body map. It is not necessary to show this body map to community members. Their body maps may look very different to this one.



*Worked example of a body map*

# Health and Nutrition: Tool 2

## Seasonal calendar

<b>Aim</b>	<ul style="list-style-type: none"> <li>The aim of this tool is to discuss:             <ul style="list-style-type: none"> <li>- What illnesses children have at different times of the year</li> <li>- When in the year there are either food shortages or food surpluses.</li> </ul> </li> </ul>
<b>Time needed</b>	<ul style="list-style-type: none"> <li>Minimum two hours.</li> </ul>
<b>Good practice</b>	<ul style="list-style-type: none"> <li>Check the type of calendar most commonly used by community members. For example, some communities may not use a 12-month calendar or the year may not begin in January.</li> </ul>
<b>Materials needed</b>	<ul style="list-style-type: none"> <li>Suitable drawing materials (see page 13).</li> </ul>
<b>Notes for the facilitator</b>	<ul style="list-style-type: none"> <li>A seasonal calendar is used to show the links between different seasonal activities, events and problems, for example, between food shortages or surpluses and sickness.</li> <li>If the calendar is done on the ground, using local materials, a big pile of stones can show times of the year when a lot of children are sick and a small pile of stones can show times of the year when few children are sick. Or, a big pile of stones can show times of the year when food is plentiful and a small pile of stones can show times of the year when food is in short supply.</li> </ul>
<b>Notes and paper copies to be made</b>	<ul style="list-style-type: none"> <li>Notes: Summarise discussion on what happens to children if they are unable to get additional food.</li> <li>Paper copies: Seasonal calendars. Where necessary, give a written description of symbols used.</li> </ul>

## How you do it

- Explain that the focus of this meeting is the food needs of children and the link between food needs, sickness and the seasons.
- Ask how people divide up the year and agree a common way to do this.
- Ask community members to divide into small groups of five to eight people. These should be separate age and gender groups.
- Explain that each group is going to make a calendar which shows:
  - The weather at different times of the year
  - What illnesses children have at different times of the year
  - When in the year there are food shortages or food surpluses.
- Demonstrate how to draw the calendar with the year divided up at the top of the calendar and the topics down the side of the calendar.
- Ask community members to draw the weather at different times of the year on their calendar.
- Ask 'Are children sick all the year round? If not, when are children sick? Are children more sick at some times of the year than at other times of the year? When in the year are children most sick? When in the year are children not sick?'
- Ask 'Do children have different illnesses at different times of the year?' For example, are there seasons when children have coughs and fevers and different seasons when children have stomach complaints?

# Health and Nutrition: Tool 2

- Ask community members to show what they have discussed on the calendar.
- Ask 'Do children in our community have enough to eat? Are there times of the year when food is in short supply?' and 'Are there times of the year when food supplies are plentiful?'
- Ask community members to show what they have discussed on the calendar.
- When everyone has finished, ask each group to put their calendar up on the wall. Or, ask everyone to move, so that the whole group can look at one calendar at a time
- Ask a representative from each group to explain the content of his or her group's calendar
- After all the calendars have been shared, ask a volunteer to summarise in a few words the main times in the year when food is not available and people are hungry as a result of this. Ask another volunteer to summarise in a few words the times of the year when children are sick.
- Discuss:
  - Whether or not a lack of food can contribute to the sickness of children
  - crops or wild foods are not available, how do families get food?
  - Whether or not people need money to obtain additional food
  - What happens to orphans and vulnerable children if they are unable to get food?
  - What can be done to support orphans and vulnerable children to get food?
- Ask a volunteer to summarise what has been discussed.
- Ask a volunteer from each group to make a paper copy of their group's seasonal calendar.
- Discuss and agree how those present will find out from community members who have not attended the meeting today whether they agree or disagree with the ideas that were discussed or if they have new ideas to add. Any additional ideas can be included in the action plan.
- Thank everyone for their hard work and involvement. Arrange the date and time of the next meeting.

Below is an example of a seasonal calendar. This is to guide facilitators when they are explaining how to make a seasonal calendar. It is not necessary to show this drawing to community members. Their drawings may look very different to this one.

	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEPT	OCT	NOV	DEC
WEATHER												
FOOD												
DIARRHOEA												
FEVERS												
COUGHS												
HUNGER												

*Worked example of a seasonal calendar*

# Health and Nutrition: Tool 3

Open-ended story	
<b>Aim</b>	<ul style="list-style-type: none"> <li>• The aim of this tool is to discuss:               <ul style="list-style-type: none"> <li>- Who traditionally gave girls and boys education about their bodies?</li> <li>- Who tells girls and boys about their bodies now?</li> <li>- What do girls and boys need to learn about their bodies, sexually transmitted infections and HIV/AIDS?</li> <li>- Who in the community could be involved in educating girls and boys about their bodies, sexually transmitted infections and HIV/AIDS?</li> </ul> </li> </ul>
<b>Time needed</b>	<ul style="list-style-type: none"> <li>• Minimum one hour.</li> </ul>
<b>Good practice</b>	<ul style="list-style-type: none"> <li>• Community members may think that the story is a true story about a member of the community. It is important to explain that the ideas in the story come from different situations that have been faced by a number of children and is not a story about one particular child in the community. If you use an actual example, this may cause distress and may stigmatise a child or person.</li> <li>• When telling the story, give the person a local name but do not use the name of a community member with whom you are working.</li> <li>• Community members may be disappointed that there is no 'real' ending to the story. Be aware of this, remembering that the point of the story is to encourage discussion.</li> </ul>
<b>Materials needed</b>	<ul style="list-style-type: none"> <li>• Prepared outline story (see page 55).</li> </ul>
<b>Notes for the facilitator</b>	<ul style="list-style-type: none"> <li>• An open-ended story has a beginning and a middle of the story but the end is left out. The participants then discuss what might happen at the end.</li> <li>• You may need to adapt the story to make it appropriate to your local situation.</li> </ul>
<b>Notes and paper copies to be made</b>	<ul style="list-style-type: none"> <li>• Notes: Summarise discussion on:               <ul style="list-style-type: none"> <li>- Who traditionally gave girls and boys education about their bodies?</li> <li>- Who tells girls and boys about their bodies now?</li> <li>- What do girls and boys need to learn about their bodies, sexually transmitted infections and HIV/AIDS?</li> <li>- Who in the community could be involved in educating girls and boys about their bodies, sexually transmitted infections and HIV/AIDS?</li> </ul> </li> </ul>

## How you do it

- Explain that the focus of this meeting is a number of issues connected with HIV/AIDS and children.
- Ask community members to divide into small groups of five to eight people. These should be separate age and gender groups.
- Explain that you are going to tell community members a story. You want them to listen carefully as you want each group to come up with an ending to the story.

# Health and Nutrition: Tool 3

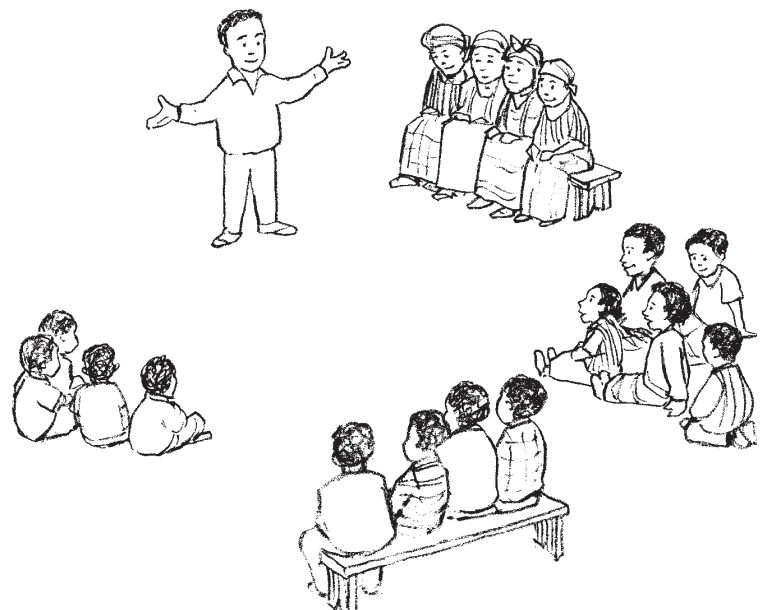
*I am going to tell you a story about a young girl. She is aged 13 and is named Sara. Sara has four younger brothers and sisters. She lives with them and her mother. Sara's mother is sick and spends most of the day lying in the family hut. She has difficulty walking. Sara does not go to school and spends her time looking after her brothers and sisters and her mother.*

*Other family members provide Sara with food and she also grows some vegetables on the family's plot of land. One day Sara is in the yard washing clothes. She is tired and knows she has to go to the plot of land to look after the vegetables. When her mother grew vegetables, they were plentiful and she was able to sell them. Now the vegetables are in short supply and there is not enough to sell. Sara is worried about money. There seems to be less and less money available these days.*

*While she is washing clothes, her friend Doris comes into the yard. Doris is wearing a new dress and has had her hair braided. Doris tells Sara that she has a new boyfriend. She met him at the truck stop on the main road. He doesn't live locally but he meets Doris when he is in the area and gives her money and gifts. Doris tells Sara that it is easy to get money this way. She suggests that Sara go to the truck stop with her and find herself a boyfriend.*

*Sara knows nothing about boyfriends and doesn't realise that Doris gets gifts and money by having sex with her new boyfriend. Sara knows nothing about how her body works, sexually transmitted infections, HIV or AIDS. Sara decides to go to the truck stop, as she is so desperate for money.*

- Ask each group to come up with an ending to Sara's story. Then ask each group to tell their story ending to the large group. Comment on the story endings.
- If the story had a negative ending ask the group 'If Sara knew how her body worked, knew about sexually transmitted infections, HIV or AIDS, could the story have had a different ending?'
- If the story had a positive ending ask the group 'What helped Sara look after herself?'
- Then discuss with the community members:
  - Who traditionally gave girls and boys education about their bodies?
  - Who tells girls and boys about their bodies now?
  - What do girls and boys need to learn about their bodies, sexually transmitted infections and HIV/AIDS?
  - Who in the community could be involved in educating girls and boys about their bodies, sexually transmitted infections and HIV/AIDS?
- Ask a volunteer to sum up what girls and boys need to learn. Ask another volunteer to sum up who in the community could be involved in educating girls and boys about their bodies, sexually transmitted infections and HIV/AIDS.
- Discuss and agree how those present will find out from community members who have not attended the meeting today whether they agree or disagree with the ideas that were discussed or if they have new ideas to add. Any additional ideas can be included in the action plan.
- Thank everyone for their hard work and involvement. Arrange the date and time of the next meeting.



*Telling a story*

# Health and Nutrition: Tool 4

## Community resource diagram

<b>Aim</b>	<ul style="list-style-type: none"><li>• The aim of this tool is to identify and discuss resources and services that could be used to improve the health and nutrition of children. The tool focuses on:<ul style="list-style-type: none"><li>- Resources and services children use at the moment</li><li>- Existing resources and services that could benefit children but which children do not use at the moment</li><li>- New resources and services that the community can provide or services and resources which would need to come from outside the community.</li></ul></li></ul>
<b>Time needed</b>	<ul style="list-style-type: none"><li>• Minimum one and a half hours.</li></ul>
<b>Good practice</b>	<p>When making a diagram, it is important that:</p> <ul style="list-style-type: none"><li>• Community members focus on resources and services for children</li><li>• Facilitators recognise that children have a lot to offer. Children use different resources from adults, and will have a clear idea of the resources they use, and also of resources they would like to use</li><li>• The facilitator is clear about the task at each stage of the diagram-making process</li><li>• There is plenty of time, since making a diagram can be time-consuming, particularly with very large groups.</li></ul>
<b>Materials needed</b>	<ul style="list-style-type: none"><li>• Suitable drawing materials (see page 13).</li></ul>
<b>Notes and paper copies to be made</b>	<ul style="list-style-type: none"><li>• Paper copies: Community resource diagrams related to the health and nutritional needs of children. These should include:<ul style="list-style-type: none"><li>- All the resources and services children use at the moment</li><li>- Existing resources and services that could benefit children but which children do not use at the moment</li><li>- New resources and services that the community can provide or resources which would need to come from outside the community.</li></ul>Where necessary, give a written description of symbols used.</li></ul>

## How you do it

- Explain that at this meeting community members will be looking at the different kinds of resources and services that could be used to improve the health and nutrition of orphans and vulnerable children. These can include land-based, building-based, human resources and more general resources and services.
- Re-cap the different kinds of resources and services which were discussed during the Overview meetings. To clarify resources and services, which relate to either the health or

nutrition of children, go through each of the four types asking for examples:

1. **Land-based resources and services**
2. **Building-based resources and services**
3. **Human resources**
4. **Other resources and services.**

- Ask community members to divide into small groups of five to eight people. These should be separate age and gender groups.
- Ask each group to make an outline drawing of a child.

# Health and Nutrition: Tool 4

**Resources and services which children use:** Explain that to the left of the child, each group should draw all the resources and services used by orphans and vulnerable children to help them be healthy and to improve their daily intake of food.

**Resources and services which children could use:** To the right of the child, each group should draw all the resources and services which exist in the community which could be used in connection with helping orphans and vulnerable children be healthy and/or improve their daily intake of food, but which are not used in this way at the moment.

**New services and resources:** Beneath the child, each group should draw any new resources or services that are needed to help orphans and vulnerable children be healthy and/or to improve their daily intake of food. These can be resources that the community could provide or resources that need to come from outside the community.

- Ask each group to present its drawing to the other groups and have a general discussion on the work done and of similarities and differences between the drawings.
- The facilitator can sum up the information that has been gained from all the drawings created.
- If the drawings have been done on the ground, ask a volunteer from each group if he or she can make a paper copy of his or her group's drawing.
- Give the drawings to the community member appointed to look after drawings or appoint someone who will take care of all paper copies of notes and drawings and bring them to future meetings.
- Discuss and agree how those present will find out from community members who have not attended the meeting today whether they agree or disagree with the ideas that were discussed or if they have new ideas to add. Any additional ideas can be included in the action plan.
- Thank everyone for their hard work and involvement. Arrange the date and time of the next meeting.

Below is an example of a community resource diagram: health and nutrition. This diagram is to guide facilitators when they are explaining to community members how to make a body map. It is not necessary to show this diagram to community members. Their diagrams may look very different to this one.



*Worked example of a community resource diagram (not completed)*

# Health and Nutrition: Tool 5

Action planning	
<b>Aim</b>	<ul style="list-style-type: none"><li>• The aim of this tool is for community members to come up with an action plan that describes what they want to do about the health and nutrition of children. Action planning is a way of identifying needs and making sure that proposed activities, resources, priorities, barriers and action are discussed together. This enables community members to make plans that are achievable and relevant to their needs.</li></ul>
<b>Time needed</b>	<ul style="list-style-type: none"><li>• Action planning needs to be done carefully and should not be rushed. It is worth spending as much time as required on this activity and action planning may, therefore, take more than one meeting.</li></ul>
<b>Good practice</b>	<ul style="list-style-type: none"><li>• It can be useful to look at action at three different levels:<ol style="list-style-type: none"><li>1. Actions that an individual can take</li><li>2. Actions a community can take</li><li>3. Actions organisations can take.</li></ol></li></ul>
<b>Materials needed</b>	<ul style="list-style-type: none"><li>• Notes and drawings from previous meetings, including:<ul style="list-style-type: none"><li>- Seasonal calendars and notes on seasonal calendar discussion</li><li>- Notes on discussion at the end of the open-ended story</li><li>- Community resource diagram: health and nutrition</li></ul></li><li>• Action planning table.</li></ul>
<b>Notes for the facilitator</b>	<ul style="list-style-type: none"><li>• This tool uses an action planning table. If community members are able to read, following clarification on the use of the table, the facilitator can support community members to work through the table. If, however, community members are unable to read, the facilitator will need to work through the questions in 'How you do it'.</li></ul>
<b>Notes and paper copies to be made</b>	<ul style="list-style-type: none"><li>• Notes: Summary of ideas and outline plans at individual, community and organisational levels.</li></ul>

## How you do it

- The aim of this tool is for community members to come up with an action plan that describes action they want to take in relation to the health and nutrition of children. Explain that working together in this way is sometimes called 'action planning' and that this needs to be done carefully.
- Explain that action planning can have a number of different parts and may take more than one meeting.

## Introduction

- Summarise with community members the issues that they have already discussed in relation to the health and nutrition of orphans and vulnerable children. This should include:
  - How can we tell if a child is healthy? How can we tell if a child is unhealthy? [Body maps]
  - What sicknesses do children have at different times of the year? [Seasonal calendar]
  - When in the year are there food shortages and surpluses? [Seasonal calendar]
  - Situations in which children are vulnerable to HIV/AIDS [Open-ended story]

# Health and Nutrition: Tool 5

- Health and nutrition-related resources and services in the community which are used or could be used, or new services which need to be developed. [Community resource diagram: health and nutrition.]
- Explain that it can be useful to look at action at three levels:
  - Action that can be taken by an individual or family: For example, an individual or family may decide to show a child how to preserve food when there is a surplus, so that food is available during the times of food shortage
  - Action that can be taken by the community: For example, a community might decide to develop a community garden where children could grow vegetables, supported by community volunteers
  - Action that can be taken by organisations: For example, a women's group might become involved in offering HIV/AIDS education to children.
- Using the action planning table work either with the community to plan how action can be taken at each of the three levels or support community members who are able to read to work through the action planning table themselves.

## Action that an individual or family can take

- To focus on how individuals can take action, ask the following questions:
  - What needs related to the health and nutrition of children can be dealt with by individuals?
  - Are there activities that some individuals already carry out to deal with this need? Could other people carry out a similar activity?
  - What other activities could individuals carry out to address the health and nutritional needs of orphans and vulnerable children?
  - Go through each suggested activity asking 'Will this activity help meet the need?'
  - Go through each suggested activity asking 'Are there any barriers to undertaking the activity?'
  - For each barrier ask 'Are there additional activities that will help overcome this barrier?'Note that some barriers may be overcome by community action.

## Action a community can take

- To focus on how community members can work together to take action, ask the following questions:
  - What needs related to the health and nutrition of children could be addressed by the community?
  - What activities can the community carry out to address these needs?
  - For each suggested activity ask 'Will this help meet the need?'
  - For each suggested activity ask 'Are there any barriers to undertaking the activity?'
  - For each barrier ask 'Are there additional activities that will help overcome this barrier?'
- After these questions have been answered, introduce community members to the 'Hand of Action Planning'. Explain that this is one way of checking what needs to be done and answers the questions What? Who? How? When? and Where?

**WHAT** different activities will be carried out by the community? For each activity, look at existing community resources that can support the activity. For example, are there NGOs, faith-based organisations or other organisations that can support the community with the activity? What external resources, if any, does the community need to support the activity?

**WHO** will put each activity into practice? Who else in the community needs to be contacted? Who outside the community needs to be contacted?

**HOW** will each activity be put into practice? How will the barriers to the activity be overcome?

**WHEN** will the activity be put into practice?

**WHERE** will the activity be put into practice?

# Health and Nutrition: Tool 5



*Hand of Action Planning*

- Community members can allocate action planning tasks among themselves. Go over the key points that need to be covered based on the 'Hand of Action Planning'.
- If the group is too large, the group may need to choose representatives of older people, men, women and children to develop an action plan.
- If necessary, agree to meet with the representatives after the meeting to go over the key points that need to be covered based on the 'Hand of Action Planning'.
- Ask the representatives to make a plan that can be shared with the rest of the group at another meeting.

**Action that organisations, such as faith-based organisations, schools, health and agricultural services, can take**

- Work with community members on action that can be taken by organisations in the community, by asking the following questions:
  - What needs related to the health and nutrition of children can be dealt with by organisations?
  - What activities could organisations carry out to address these needs?

- For each suggested activity ask 'Will this help meet the need?'
- For each suggested activity ask 'Are there any barriers to undertaking the activity?'
- For each barrier ask 'Are there additional activities that will help overcome this barrier?'
- For each activity suggested, identify organisations that can be approached. Ask 'Are there government services or support that orphans or caregivers are entitled to?' and 'How can these organisations help people access these entitlements?'
- Ask who will approach any suggested organisation and who will be the link person with that organisation.

## **Conclusion**

- Discuss and agree how those present will find out from community members who have not attended the meeting today whether they agree or disagree with the ideas that were discussed or if they have new ideas to add. Any additional ideas can be included in the action plan.
- Thank everyone for their hard work and involvement. Arrange the date and time of a meeting at which community members can share how their plans are progressing and whether or not they require further support.

# Health and Nutrition: Tool 5

## Examples of how communities can assess and plan action: Health and Nutrition

	Examples of needs that can be addressed	Examples of activities which address the needs	How far will this help meet the need? Completely                      Not at all	Any barriers to meeting the need?	Suggested additional activities
Individuals	Support for children in child-headed households to attend health services for treatment	Offer support to enable a child to attend health services for treatment	✓	This can only help one child	Community group can advocate for health services to be more supportive of children attending health services for treatment
	Children in child-headed households need to learn how to prepare nutritious low-cost food	Teach a child simple ways to prepare food that increases the nutritional value of meals	✓	This can only help one child	Train teachers so that they are able to educate school child about good nutrition and food preparation
The community	Children need to be able to grow food near to their homes, so that they have time to attend school	A community group can promote home gardens	✓	Not all households have gardens	Community can establish an accessible community garden
	Children need to learn how to preserve food, so that food is available during the times of food shortages	Community can set up a scheme through which children learn how to process different crops when they are in plentiful supply	✓	Lack of containers in which to keep preserved food	Training in how to make traditional containers. One-off fundraising to purchase more modern containers
Existing groups and organisations	Health facilities to be open at a time which will help school children and children who have to work	Encourage health facilities to look at their opening times in relation to the needs of school children and children who have to work	✓	Health service providers may not want to change their hours	Suggest that health service providers hold mobile clinics in schools
	Children need skills in how to care for their parents with HIV	Encourage health authorities to set up a programme for children who are caring for parents with HIV	✓	Health workers may not see community home-based care as their responsibility	Contact a home-based care project or train health workers in home-based care and how to train others in home-based care

# Older Carers: Tool 1

The tools in this section explore how communities can work together to support older people who care for orphans and vulnerable children.

## Contents

**Tool 1:** Attitudes to age and the relationship between older people and children

**Tool 2:** 24-hour analysis

**Tool 3:** Action planning

## Attitudes to age and the relationship between older people and children

<b>Aim</b>	<ul style="list-style-type: none"><li>• The aim of this tool, which involves drawing, is to promote discussion and a shared understanding of both the good and difficult things about being an older person and the good and difficult things about being a child. It also explores the relationship between older people and children.</li></ul>
<b>Time needed</b>	<ul style="list-style-type: none"><li>• Tool 1: Minimum one and a half hours.</li><li>• Tool 1 and Tool 2 can be used at the same meeting: Minimum time two and a half hours.</li></ul>
<b>Good practice</b>	<ul style="list-style-type: none"><li>• If this tool is used with a mixed group of community members that includes older people and children, ensure that ground rules are created which include being sensitive to each other and respecting each other's opinions.</li></ul>
<b>Materials needed</b>	<ul style="list-style-type: none"><li>• Suitable drawing materials (see page 13).</li></ul>
<b>Notes and paper copies to be made</b>	<ul style="list-style-type: none"><li>• Notes: Summarise discussion on older carers and their relationships with children.</li><li>• Paper copies: Drawings, where necessary.</li></ul>

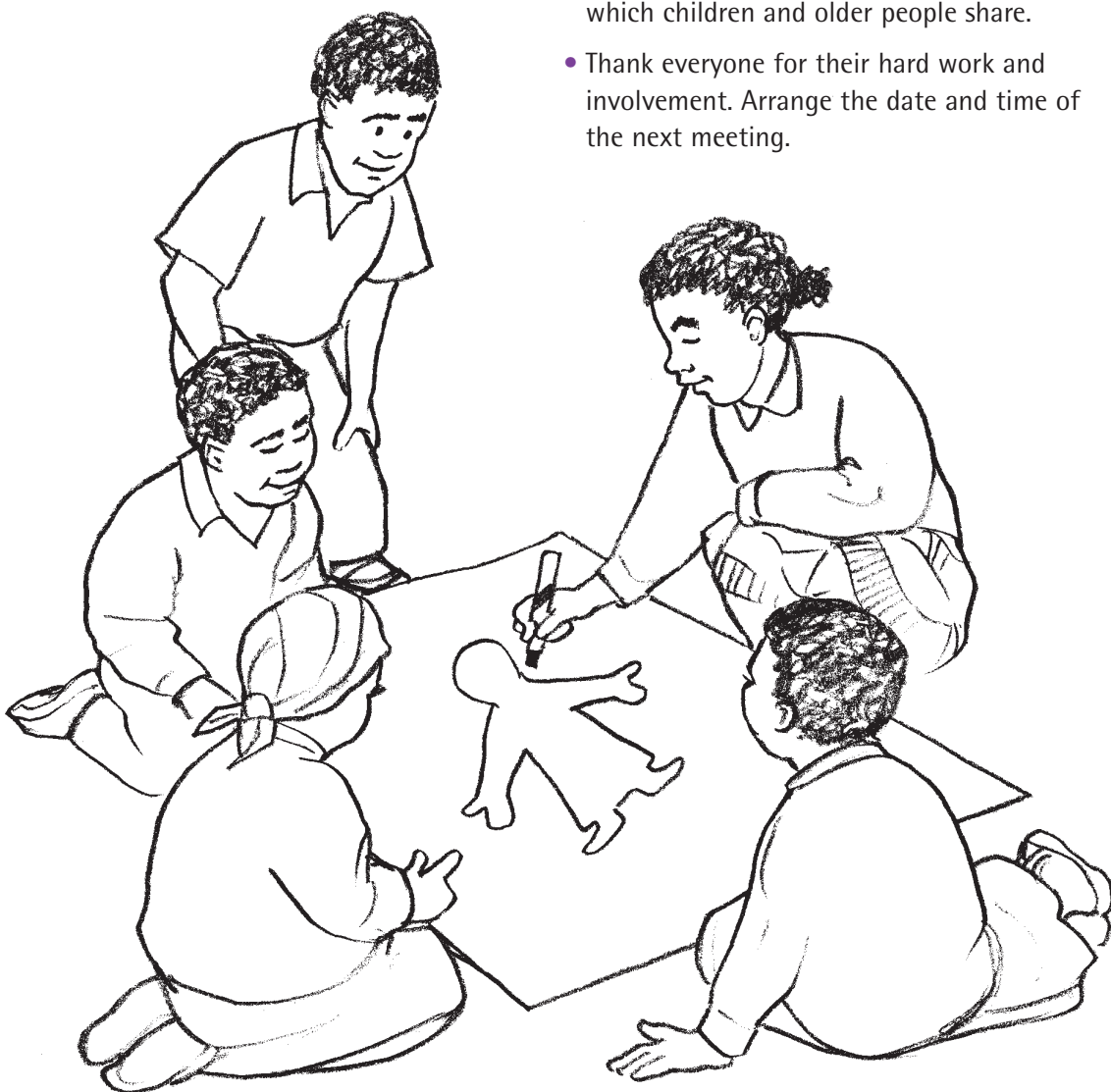
## How you do it

- Explain that the focus of this meeting is to develop an understanding of the similarities and the differences between older people and children and to explore the relationship between older people and children.
- Make sure that ground rules for the meeting are created.
- Ask community members to divide into small groups of five to eight people as follows: a group of older people, a group of children and two groups of general community members.
- Start with a visualisation exercise, by asking everyone to close his or her eyes and relax.
- Ask the group to keep their eyes closed and to think about a typical child. Ask them to think about how the child looks – think about the eyes of the child, the shape of the child's face and his or her hair. Ask the group to think about how the child is dressed. What is the child doing? Is he or she alone or with others? If the child is with others, who are they?
- Still keeping their eyes closed, ask the group to think about a typical older person. Ask the group to think of the age of this person. Is he or she 50, 60, 70 or 80 years old? Ask them to think about how the older person looks – think about the eyes of the person, the shape of the person's face and his or her hair. Ask the group to think about how the older person is dressed.

# Older Carers: Tool 1

What is the person doing? Is the person alone or with others? If the person is with others, who are they?

- Now ask people to open their eyes. Ask the older people's group and one of the general groups of community members to work in separate groups and to discuss their images and make a drawing based on all their images of a typical child.
- At the same time, ask the children's group and one of the general groups of community members to work in separate groups to discuss their images and make a drawing based on all their images of a typical older person.
- Ask one person from each group to present their group's drawing to the large group.
- In the large group, discuss the drawings, including the following: Are all children the same? Are all older people the same? What are the differences between being young and being old? What is good about being a child? What is difficult about being a child? How do children feel? Do all children feel the same? What is good about being an older person? What is difficult about being an older person? How do older people feel? Do all older people feel them same?
- Discuss situations when children and older people are together. What are they doing in these situations? How do they support each other?
- Ask one person to summarise how the community defines older people and children.
- Ask another person to summarise the situations which children and older people share.
- Thank everyone for their hard work and involvement. Arrange the date and time of the next meeting.



*Drawing a picture together*

# Older Carers: Tool 2

## 24-hour analysis

<b>Aim</b>	<ul style="list-style-type: none"><li>• The aim of this tool, which involves drawing, is to have a greater understanding of the lives of older carers and the problems they face.</li></ul>
<b>Time needed</b>	<ul style="list-style-type: none"><li>• Minimum one hour.</li></ul>
<b>Good practice</b>	<ul style="list-style-type: none"><li>• Encourage people to trust what older people say.</li></ul>
<b>Materials needed</b>	<ul style="list-style-type: none"><li>• Suitable drawing materials (see page 13).</li></ul>
<b>Notes and paper copies to be made</b>	<ul style="list-style-type: none"><li>• Notes: Summarise discussion on:<ul style="list-style-type: none"><li>- Main problems experienced by older people who care for children</li><li>- Resources and services used by older carers and additional resources and services needed.</li></ul></li><li>• Paper copies: 24-hour analysis drawings. Where necessary, give a written description of symbols used.</li></ul>

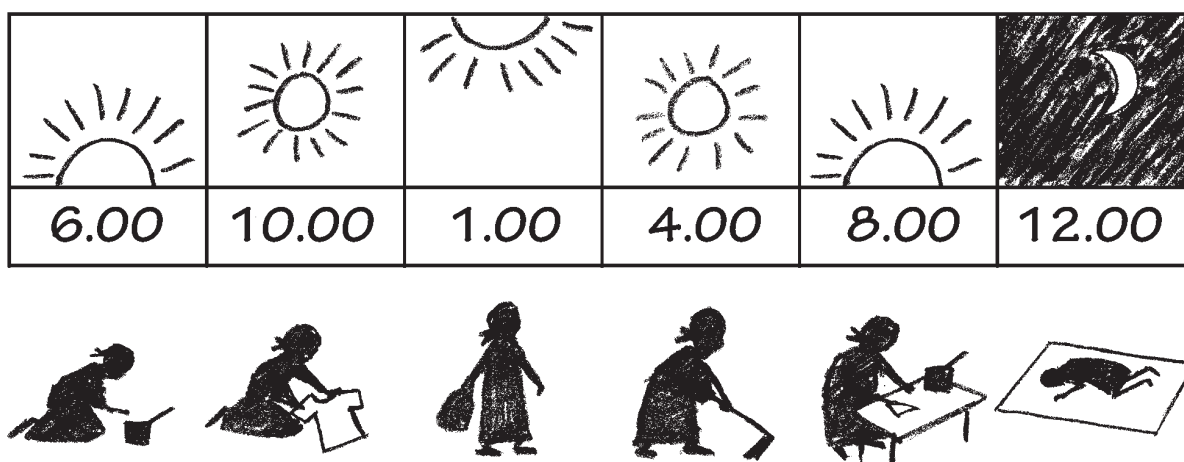
## How you do it

- Explain that the focus of this meeting is the lives of older carers.
- Ask community members 'What are the different ways in which older people care for orphans and vulnerable children?'
- Ask community members to divide into small groups of five to eight people. These should be separate age and gender groups.
- Ask each small group to discuss the daily routines of older carers. For example, an older carer may have to get up early in the morning and make tea and cook porridge, so that the children are fed before they go to school or an older carer may have to work in the fields to produce food for the children she or he cares for.
- Explain that you would now like each group to make a drawing of a day in the life of an older carer.
- Ask the group to agree a way to divide the day up, either into hours or into early morning, late morning, early afternoon, late afternoon, evening and night.
- When the drawings are completed, ask each group to put up their drawing on the wall. Or, ask everyone to move, so that the whole group can look at one drawing at a time.
- Ask a representative from each group to explain the content of his or her group's drawing. The facilitators should note the gender of the person shown in the drawing and ask 'Are men and women involved in care in the same way?', 'What are the different roles men and women play?' and 'How do men and women's roles differ?'
- Ask 'What do these drawings tell us about the good things in the life of an older carer in our community?' and 'Are there other good things in older carer's lives that are not shown in the drawings?'
- Then ask 'What do these drawings tell us about the problems that older carers face?' and 'Are there other problems that older carers face that are not shown in the drawings?'

# Older Carers: Tool 2

- After all the drawings have been discussed, ask a member of the group to summarise in a few words the main problems identified through the drawings. Ask a volunteer from each group to make a paper copy of his/her group's drawing.
- Ask 'What can be done to improve an older carer's life?', 'What resources and services are needed that could support older carers?', 'What resources and services exist in the community?' and 'Do we need to go outside the community to find such resources and services?'
- Discuss and agree how those present will find out from community members who have not attended the meeting today whether they agree or disagree with the ideas that were discussed or if they have new ideas to add. Any additional ideas can be included in the action plan.
- Thank everyone for their hard work and involvement. Arrange the date and time of the next meeting.

Below is an example of a 24-hour analysis. This is to guide facilitators when they are explaining to community members how to draw a 24-hour analysis. It is not necessary to show this drawing to community members. Their drawings may look very different to this one.



*Worked example of a 24-hour analysis – older carer*

# Older Carers: Tool 3

Action planning	
<b>Aim</b>	<ul style="list-style-type: none"> <li>The aim of this tool is for community members to come up with an action plan that describes what they want to do to support older carers of orphans and vulnerable children. Action planning is a way of identifying needs and making sure that proposed activities, resources, priorities, barriers and action are discussed together. This enables community members to make plans that are achievable and relevant to their needs.</li> </ul>
<b>Time needed</b>	<ul style="list-style-type: none"> <li>Action planning needs to be done carefully and should not be rushed. It is worth spending as much time as required on this activity and action planning may, therefore, take more than one meeting.</li> </ul>
<b>Good practice</b>	<ul style="list-style-type: none"> <li>It can be useful to look at action at three different levels:               <ol style="list-style-type: none"> <li>1. Actions that an individual can take</li> <li>2. Actions a community can take</li> <li>3. Actions organisations can take.</li> </ol> </li> </ul>
<b>Materials needed</b>	<ul style="list-style-type: none"> <li>Notes and drawings from previous meetings, including:               <ul style="list-style-type: none"> <li>- Older carers and their relationships with children</li> <li>- Main problems experienced by older people who care for orphans and vulnerable children</li> <li>- Resources and services used by older carers and additional resources and services needed.</li> </ul> </li> <li>Action planning table.</li> </ul>
<b>Notes for the facilitator</b>	<ul style="list-style-type: none"> <li>This tool uses an action planning table. If community members are able to read, following an explanation from the facilitator, the facilitator can support community members to work through the table. If, however, community members are unable to read, the facilitator will need to work through the questions in 'How you do it'.</li> </ul>
<b>Notes and paper copies to be made</b>	<ul style="list-style-type: none"> <li>Notes: Summary of ideas and outline plans at individual, community and organisational levels.</li> </ul>

## How you do it

- Explain that the focus of this meeting is working together to see what action can be taken by the community to support the older carers of orphans and vulnerable children. Explain that working together in this way is sometimes called 'action planning' and that this needs to be done carefully.

- Explain that action planning can have a number of different parts and may take more than one meeting.

### Introduction

- Summarise with community members the issues that they have already discussed in relation to older carers. This should include:
  - Attitudes to age and the relationship between older people and children [Visualisation and drawing]

# Older Carers: Tool 3

- The problems experienced by older carers (24-hour analysis)
- Resources and services available to older carers (24-hour analysis).
- Explain that it can be useful to look at action at three levels:
  - Action that can be taken by an individual or family: For example, an individual or family may offer to help work on the land of an older carer who is weak
  - Action that can be taken by the community: For example, a community might decide to set up a group of volunteers to help older carers with household chores
  - Action that can be taken by organisations: For example, a parent teacher association could set up a scheme to enable older carers attending school meetings to pair up with another person who could support the older carer at the meeting.
- Using the action planning table work either with the community to plan how action can be taken at each of the three levels or support community members who are able to read to work through the action planning table themselves.

## Action that an individual or family can take

- To focus on how individuals can take action, ask the following questions:
  - What needs of older carers can be dealt with by individuals?
  - Are there activities that some individuals already carry out to deal with this need? Could other people carry out a similar activity?
  - What other activities could individuals carry out to address the needs of older carers?
  - Go through each suggested activity asking 'Will this activity help meet the need?'
  - Go through each suggested activity asking 'Are there any barriers to undertaking the activity?'
  - For each barrier ask 'Are there additional activities that will help overcome this barrier?'

Note that some barriers may be overcome by community action.

## Action a community can take

- To focus on how community members can work together to take action, ask the following questions:
  - What needs of older carers could be addressed by the community?
  - What activities can the community carry out to address these needs?
  - For each suggested activity ask 'Will this help meet the need?'
  - For each suggested activity ask 'Are there any barriers to undertaking the activity?'
  - For each barrier ask 'Are there additional activities that will help overcome this barrier?'
- After these questions have been answered, introduce community members to the 'Hand of Action Planning'. Explain that this is one way of checking what needs to be done and answers the questions What? Who? How? When? and Where?

**WHAT** different activities will be carried out by the community? For each activity, look at existing community resources that can support the activity. For example, are there NGOs, faith-based organisations or other organisations that can support the community with the activity? What external resources, if any, does the community need to support the activity?

**WHO** will put each activity into practice? Who else in the community needs to be contacted? Who outside the community needs to be contacted?

**HOW** will each activity be put into practice? How will the barriers to the activity be overcome?

**WHEN** will the activity be put into practice?

**WHERE** will the activity be put into practice?

# Older Carers: Tool 3



*Hand of Action Planning*

- Community members can allocate action planning tasks among themselves. Go over the key points that need to be covered based on the 'Hand of Action Planning'.
- If the group is too large, the group may need to choose representatives of older people, men, women and children to develop an action plan.
- If necessary, agree to meet with the representatives after the meeting to go over the key points that need to be covered based on the 'Hand of Action Planning'.
- Ask the representatives to make a plan that can be shared with the rest of the group at another meeting.

**Action that organisations, such as faith-based organisations, schools, health and agricultural services, can take**

- Work with community members on action that can be taken by organisations in the community, by asking the following questions:
  - What needs of older carers can be dealt with by organisations?
  - What activities could organisations carry out to address these needs?

- For each suggested activity ask 'Will this help meet the need?'
- For each suggested activity ask 'Are there any barriers to undertaking the activity?'
- For each barrier ask 'Are there additional activities that will help overcome this barrier?'

- For each activity suggested, identify organisations that can be approached. Ask 'Are there government services or support that older carers are entitled to?' and 'How can these organisations help older carers access these entitlements?'
- Ask who will approach any suggested organisation and who will be the link person with that organisation.

## **Conclusion**

- Discuss and agree how those present will find out from community members who have not attended the meeting today whether they agree or disagree with the ideas that were discussed or if they have new ideas to add. Any additional ideas can be included in the action plan.
- Thank everyone for their hard work and involvement. Arrange the date and time of a meeting at which community members can share how their plans are progressing and whether or not they require further support.

# Older Carers: Tool 3

## Examples of how communities can assess and plan action: Older Carers

	Examples of needs that can be addressed	Examples of activities which address the needs	How far will this help meet the need? Completely	Not at all	Any barriers to meeting the need?	Suggested additional activities
Individuals	Help with preparing the land for sowing and then weeding	Offer support in preparing the land, planting and weeding	✓		Do not have a lot of time and preparing the land by hand takes a lot of time	Invest in community-owned assets (e.g. ploughs, draught animals)
	Help with household chores	Visit neighbour who needs help with her grandchildren		✓	This can only help one person	Work with church group to set up a volunteer group
The community	Need for land to be put aside for older people to cultivate	Village head puts aside two fields		✓	Not enough land for all the older carers	More people offer spare land Fundraise for a plough. Work with agricultural services
	Need for plough to help make work on the land easier	Buy a community plough	✓		Lack of funds	
Existing groups and organisations	Need to be able to attend meetings at schools	Schools make it possible for carers to meet with teachers at times which suit them	✓		Teachers reluctant to change times	Provide training for teachers on needs of older carers
	Need for older carers to receive support from health services in looking after terminally ill family members	Health services offer practical support, including training, to older carers to help them in looking after terminally ill family members	✓		Health services say their work is based in clinics	Work with health services on particular needs of older carers

# Psychosocial support: Tool 1

The tools in this section explore how communities can offer support to orphans and vulnerable children to deal with the emotional stress and trauma that they face.

## Contents

- Tool 1: Story telling
- Tool 2: Community resource diagram
- Tool 3: Action planning

Story telling	
<b>Aim</b>	<ul style="list-style-type: none"> <li>• The aim of this tool is to discuss the psychosocial needs of vulnerable children, orphans and caregivers.</li> </ul>
<b>Time needed</b>	<ul style="list-style-type: none"> <li>• Minimum two hours.</li> </ul>
<b>Good practice</b>	<ul style="list-style-type: none"> <li>• The story may need to be adapted to make it appropriate to the local situation or a facilitator may want to make up his or her own story to tell to the community. This should be done before the meeting. The facilitator can involve children in making up a story that is based on their own experiences.</li> <li>• Community members may think that the story is a true story about a member of the community. It is important to explain that the ideas in the story come from different situations that have been faced by a number of children and is not a story about one particular child in the community. If you use an actual example, this may cause distress and may stigmatise a child or person.</li> <li>• When telling the story, give the person a local name but do not use the name of a community member with whom you are working.</li> </ul>
<b>Materials needed</b>	<ul style="list-style-type: none"> <li>• Prepared outline story (see page 71).</li> </ul>
<b>Notes for the facilitator</b>	<ul style="list-style-type: none"> <li>• Stories can provide an opening for people to talk about their own situations, should they want to.</li> </ul>
<b>Notes and paper copies to be made</b>	<ul style="list-style-type: none"> <li>• Notes: Summarise discussion on:               <ul style="list-style-type: none"> <li>- Samuel's [the child's] feelings</li> <li>- What could be done to improve the life of a child like Samuel?</li> <li>- Maria (the caregiver's) feelings</li> <li>- What could be done to support a caregiver like Maria?</li> </ul> </li> </ul>

## How you do it

- Explain that the focus of this meeting is how the community can support orphans and vulnerable children to deal with the emotional stress and trauma in their lives, so that they are able lead safer and happier lives. Explain that the meeting will also look at the emotional needs of those who care for orphans and vulnerable children.
- Ask 'How can we tell if a child is happy and feels good about himself or herself?'
- Discuss this and ask 'What does a child need to live happily?', 'What do people, in particular parents, do to support a child when that child is growing up?' and 'What do parents do naturally as a child grows up?'
- Ask community members to divide into small groups of five to eight people. These should be separate age and gender groups.

# Psychosocial support: Tool 1

- Explain that you are going to tell a story. You want everyone to listen carefully as you will be stopping the story and asking the groups to answer some questions.

*Samuel is 12 and lives with his mother. His father died last year. Samuel has a sister who is six, and two brothers; one is eight years old and the other is one year old. Samuel's mother is very sick. She spends most of the day lying in the family hut and she eats very little. Samuel would like to get medicines to make his mother better. Every day Samuel gets up early in the morning and spends some time working in the family's fields. He then goes to the market and earns a little money and food by running errands for the people who have stalls in the market. In the afternoon he goes to primary school. Samuel wants to go to secondary school. When he goes home after school he tries to cook a meal for the family.*

- Ask each group to discuss 'How do you think Samuel is feeling?' Ask each group to share the main points from their discussion with other community members. Ask whether there are children in the community who are experiencing similar feelings.
- Now, ask each group to come up with what could be done to improve the life of a child like Samuel. Continue with the story.

*Samuel's mother died. He had not realised that she was so sick. After her death people came to visit him. They all brought food and some came back with more food. One relative bought him new clothes. No-one talked to him about his mother or what was to happen to Samuel and his sister and brothers. Samuel tried to carry on as usual, feeling that he was the man of the house and needed to look after everyone. He still went to school but he could not concentrate on his school work.*

- Ask each group to discuss 'How do you think Samuel is feeling now?' Ask each group to share the main points from their discussion with other community members.

- Ask whether there are children in the community who are experiencing similar feelings.
- Now, ask each group to come up with what could be done to improve the life of a child like Samuel. Continue with the story.

*Samuel had no grandparents, as they had died. Therefore, he and his sister and brothers went to live with his mother's sister, Maria. Maria was 19 and worked as a cleaner at the clinic. Samuel was very sad and did not feel able to talk to Maria about his mother. Maria found it difficult working at the clinic and being responsible for a family of four children.*

- Ask each group to discuss 'How do you think Maria is feeling now that she is responsible for a family of four children?' Ask each group to share the main points from their discussion with other community members.
- Now, ask each group to come up with what could be done to support Maria.
- Discuss and agree how those present will find out from community members who have not attended the meeting today whether they agree or disagree with the ideas that were discussed or if they have new ideas to add. Any additional ideas can be included in the action plan.
- Thank everyone for their hard work and involvement. Arrange the date and time of the next meeting.



Telling a story

# Psychosocial support: Tool 2

## Community resource diagram

<b>Aim</b>	<ul style="list-style-type: none"> <li>The aim of this tool is to identify and discuss resources and services that could be used to improve the psychosocial support offered to children. The tool focuses on:             <ul style="list-style-type: none"> <li>Resources and services children use at the moment</li> <li>Existing resources and services that could benefit children but which children do not use at the moment</li> <li>New resources and services that the community can provide or services and resources which would need to come from outside the community.</li> </ul> </li> </ul>
<b>Time needed</b>	<ul style="list-style-type: none"> <li>Minimum one and a half hours.</li> </ul>
<b>Good practice</b>	<p>When making a diagram, it is important that:</p> <ul style="list-style-type: none"> <li>Community members focus on resources and services for children</li> <li>Facilitators recognise that children have a lot to offer. Children use different resources from adults, and will have a clear idea of the resources they use, and also of resources they would like to use</li> <li>The facilitator is clear about the task at each stage of the diagram-making process</li> <li>There is plenty of time, since making a diagram can be time-consuming, particularly with very large groups.</li> </ul>
<b>Materials needed</b>	<ul style="list-style-type: none"> <li>Suitable drawing materials (see page 13).</li> </ul>
<b>Notes and paper copies to be made</b>	<ul style="list-style-type: none"> <li>Notes: Summarise discussion on resources and services for carers</li> <li>Paper copies: Community resource diagrams related to the psychosocial support of children. These should include:             <ul style="list-style-type: none"> <li>All the resources and services children use at the moment</li> <li>Existing resources and services that could benefit children but which children do not use at the moment</li> <li>New resources and services that the community can provide or services and resources which would need to come from outside the community.</li> </ul>             Where necessary, give a written description of symbols used.           </li> </ul>

## How you do it

- Explain that at this meeting community members will be looking at resources and services in the community which could enable orphans and vulnerable children to deal with the emotional stress and trauma in their lives, so that they are able to lead safer and happier lives. These include:
  - Services which children use now
  - Existing services which children do not use but could use
  - New services that are needed.
- Re-cap the different kinds of resources and services which were discussed during the Overview meetings. To clarify resources and services, which relate to offering children support to deal with the emotional stress and trauma in their lives, go through each of the four types asking for examples:
  - Land-based resources and services
  - Building-based resources and services
  - Human resources
  - Other resources and services.

# Psychosocial support: Tool 2

- Ask community members to think about the story of Samuel, his needs and the needs of his brothers and sister both while their mother was sick and when they became orphans.
- Ask community members to divide into small groups of five to eight people. These should be separate age and gender groups.
- Ask each group to make an outline drawing of Samuel.

## Resources and services which children use:

To the left of the child, each group should draw all the resources and services which at this time help children in Samuel's and his brothers' and sister's situation.

## Resources and services which children could use:

To the right of the child, each group should draw all resources and services which are not used but could be used to help children in Samuel's and his brothers' and sister's situation.

## New resources and services:

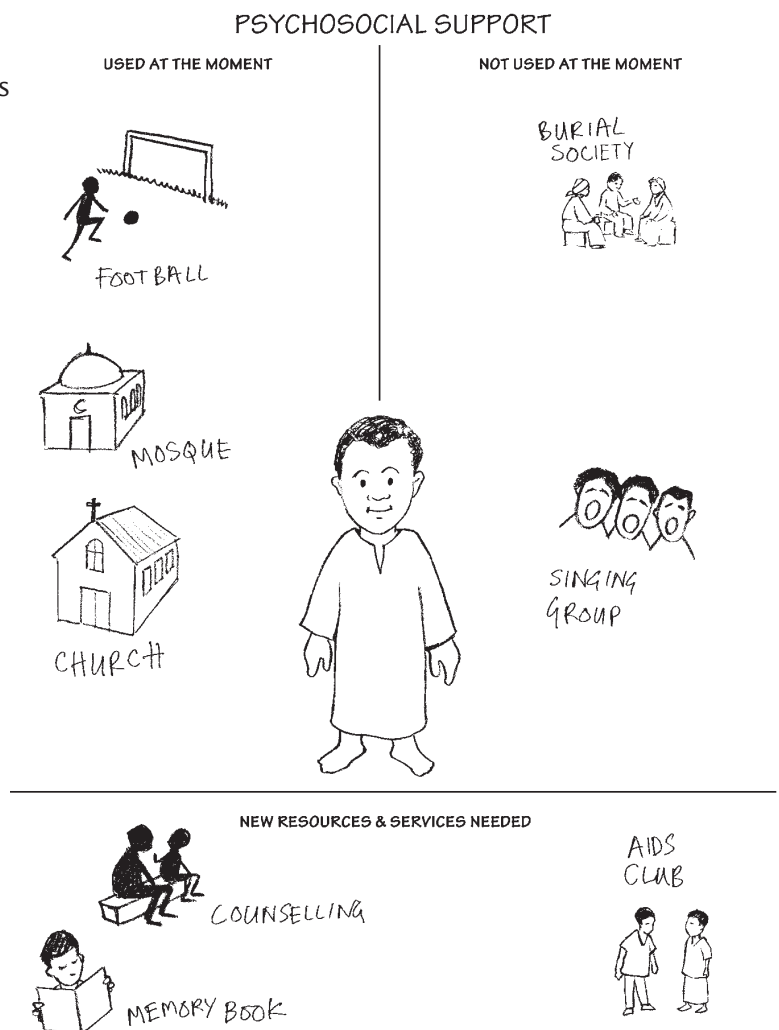
Beneath the child, each group should draw any new resources or services that are needed to help children in Samuel's and his brothers' and sister's situation. These can be resources that the community could provide or resources which need to come from outside the community.

- Ask each group to present its diagram to the other groups and have a general discussion on the work done and of similarities and differences between the drawings.
- The facilitator should sum up the information that has been gained, from all the diagrams created.
- Then ask 'Are there resources and services which a caregiver such as Maria can use for emotional support?' Are there existing resources and services which she could use?' and 'What new resources and services, if any, are needed?'
- If the drawings have been done on the ground, ask a volunteer from each group to make a paper copy of his or her group's drawing.
- Discuss and agree how those present will find out from community members who have not

attended the meeting today whether they agree or disagree with the ideas that were discussed or if they have new ideas to add. Any additional ideas can be included in the action plan.

- Thank everyone for their hard work and involvement. Arrange the date and time of the next meeting.

Below is an example of a community resource diagram: psychosocial support. This diagram is to guide facilitators when they are explaining to community members how to make a community resource diagram. It is not necessary to show this diagram to community members. Their diagrams may look very different to this one.



*Worked example of a community resource diagram (not completed)*

# Psychosocial support: Tool 3

Action planning	
<b>Aim</b>	<ul style="list-style-type: none"> <li>The aim of this tool is for community members to come up with an action plan that describes what they want to do in relation to the emotional needs of children. Action planning is a way of identifying needs and making sure that proposed activities, resources, priorities, barriers and action are discussed together. This enables community members to make plans that are achievable and relevant to their needs.</li> </ul>
<b>Time needed</b>	<ul style="list-style-type: none"> <li>Action planning needs to be done carefully and should not be rushed. It is worth spending as much time as required on this activity and action planning may, therefore, take more than one meeting.</li> </ul>
<b>Good practice</b>	<ul style="list-style-type: none"> <li>It can be useful to look at action at three different levels:               <ol style="list-style-type: none"> <li>1. Actions that an individual can take</li> <li>2. Actions a community can take</li> <li>3. Actions organisations can take.</li> </ol> </li> </ul>
<b>Materials needed</b>	<ul style="list-style-type: none"> <li>Notes and drawings from previous meetings, including:               <ul style="list-style-type: none"> <li>- Feelings of vulnerable children</li> <li>- Improvements that could be made to the lives of vulnerable children, orphans and caregivers</li> <li>- Community resource diagram: psychosocial support.</li> </ul> </li> <li>Action planning table.</li> </ul>
<b>Notes for the facilitator</b>	<ul style="list-style-type: none"> <li>This tool uses an action planning table. If community members are able to read, following clarification on the use of the table, the facilitator can support community members to work through the table. If, however, community members are unable to read, the facilitator will need to work through the questions in 'How you do it'.</li> </ul>
<b>Notes and paper copies to be made</b>	<ul style="list-style-type: none"> <li>Notes: Summary of ideas and outline plans at individual, community and organisational levels.</li> </ul>

## How you do it

- Explain that the focus of this meeting is working together to see what action can be taken by the community to take care of the emotional needs of children. Explain that working together in this way is sometimes called 'action planning' and that this needs to be done carefully.
- Explain that action planning can have a number of different parts and may take more than one meeting.

## Introduction

- Summarise with community members the issues that they have already discussed in relation to the emotional needs of orphans and vulnerable children. This should include:
  - Feelings of vulnerable children, orphans and caregivers [Story telling]
  - Improvements that could be made to the lives of vulnerable children, orphans and care givers [Story telling]
  - Resources and services used in connection

# Psychosocial support: Tool 3

with emotional support and additional resources and services needed [Community resource diagram: psychosocial support].

- Explain that it can be useful to look at action at three levels:
  - Action that can be taken by an individual or family: For example, an individual or family may offer to spend time with a child, listening and talking to them and helping them understand what has happened to them
  - Action that can be taken by the community: For example, a community might mobilise volunteers to support vulnerable children
  - Action that can be taken by organisations: For example, a church may work with caregivers to set up a support group.
- Using the action planning table, work either with the community to plan how action can be taken at each of the three levels or support community members who are able to read to work through the action planning table themselves.

## Action that an individual or family can take

- To focus on how individuals can take action, ask the following questions:
  - What emotional needs of children can be dealt with by individuals?
  - Are there activities that some individuals already carry out to deal with this need? Could other people carry out a similar activity?
  - What other activities could individuals carry out to address the emotional needs of orphans and vulnerable children?
  - Go through each suggested activity asking 'Will this activity help meet the need?'
  - Go through each suggested activity asking 'Are there any barriers to undertaking the activity?'
  - For each barrier ask 'Are there additional activities that will help overcome this barrier?'

Note that some barriers may be overcome by community action.

## Action a community can take

- To focus on how community members can work together to take action, ask the following questions:
  - What emotional needs of children could be addressed by the community?
  - What activities can the community carry out to address these needs?
  - For each suggested activity ask 'Will this help meet the need?'
  - For each suggested activity ask 'Are there any barriers to undertaking the activity?'
  - For each barrier ask 'Are there additional activities that will help overcome this barrier?'
- After these questions have been answered, introduce community members to the 'Hand of Action Planning'. Explain that this is one way of checking what needs to be done and answers the questions What? Who? How? When? and Where?

**WHAT** different activities will be carried out by the community? For each activity, look at existing community resources that can support the activity. For example, are there NGOs, faith-based organisations or other organisations that can support the community with the activity? What external resources, if any, does the community need to support the activity?

**WHO** will put each activity into practice? Who else in the community needs to be contacted? Who outside the community needs to be contacted?

**HOW** will each activity be put into practice? How will the barriers to the activity be overcome?

**WHEN** will the activity be put into practice?

**WHERE** will the activity be put into practice?

# Psychosocial support: Tool 3



*Hand of Action Planning*

- Community members can allocate action planning tasks among themselves. Go over the key points that need to be covered based on the 'Hand of Action Planning'.
- If the group is too large, the group may need to choose representatives of older people, men, women and children to develop an action plan.
- If necessary, agree to meet with the representatives after the meeting to go over the key points that need to be covered based on the 'Hand of Action Planning'.
- Ask the representatives to make a plan that can be shared with the rest of the group at another meeting.

**Action that organisations, such as faith-based organisations, schools, health and agricultural services, can take**

- Work with community members on action that can be taken by organisations in the community, by asking the following questions:
  - What emotional needs of children could be addressed by the community?
  - What activities could organisations carry out to address these needs?

- For each suggested activity ask 'Will this help meet the need?'
- For each suggested activity ask 'Are there any barriers to undertaking the activity?'
- For each barrier ask 'Are there additional activities that will help overcome this barrier?'

- For each activity suggested, identify organisations that can be approached. Ask 'Are there government services or support that orphans or caregivers are entitled to?' and 'How can these organisations help people access these entitlements?'
- Ask who will approach any suggested organisation and who will be the link person with that organisation.

## **Conclusion**

- Discuss and agree how those present will find out from community members who have not attended the meeting today whether they agree or disagree with the ideas that were discussed or if they have new ideas to add. Any additional ideas can be included in the action plan.
- Thank everyone for their hard work and involvement. Arrange the date and time of a meeting at which community members can share how their plans are progressing and whether or not they require further support.

# Psychosocial support: Tool 3

## Examples of how communities can assess and plan action: Psychosocial Support

	Examples of needs that can be addressed	Examples of activities which address the needs	How far will this help meet the need? Completely                      Not at all	Any barriers to meeting the need?	Suggested additional activities
<b>Individuals</b>	Children need to be able to talk to someone about their fears and worries about a parent's illness and death	Talk to a child	✓	Do not feel comfortable talking about death	Provide community members with training on how to talk to children about sickness and death
	Support for children in child-headed households when they are ill	Offer support to an ill child	✓	This can only help one child	Work with community to set up a group of volunteers who will support children when they are ill
<b>The community</b>	Children living on their own need support	Provide support to orphans and affected households through orphan visiting programmes	✓	Volunteers may not be forthcoming	Promote positive aspects of volunteering, e.g. learning about health and nutrition
	Children who are involved in caregiving need support	Community groups can identify adult mentors who can provide support to children	✓	Lack of adult mentors	Older children who have similar experiences can provide support
<b>Existing groups and organisations</b>	When a parent is very sick, children need to know the truth about what is happening and how they will be cared for if a parent dies	A faith-based organisation can run a course for mothers to help them understand the need to talk to their children about what is happening and to tell their children the truth	✓	Mothers who are living with HIV/AIDS may be reluctant to attend a course	Promote the positive aspects of a course, including peer support
	Children need to have positive memories of a person who has died and also need to know about their roots	Organisations can be encouraged to develop memory book projects. For example, memory books can include family events and traditions and a family tree	✓	People need training about making memory books	Work with an organisation that can give training on memory books

# Social Inclusion: Tool 1

The tools in this section explore how communities can work together to ensure that orphans and vulnerable children are included in society. It looks at how some people stigmatise and discriminate against orphans and vulnerable children.

## Contents

**Tool 1:** Building a structure

**Tool 2:** The boat is sinking

**Tool 3:** Picture code

**Tool 4:** 24-hour analysis

**Tool 5:** Action planning

## Building a structure

<b>Aim</b>	<ul style="list-style-type: none"> <li>The aim of this tool is to gain an understanding of:             <ul style="list-style-type: none"> <li>How it feels to be included</li> <li>How it feels to work together.</li> </ul> </li> </ul>
<b>Time needed</b>	<ul style="list-style-type: none"> <li>Tool 1: Minimum one and a half hours.</li> <li>Tool 1 and Tool 2 can be used at the same meeting: Minimum time three and a half hours.</li> </ul>
<b>Good practice</b>	<ul style="list-style-type: none"> <li>This is a fun exercise but also needs to be handled with care.</li> <li>Time-keeping is important in this exercise.</li> </ul>
<b>Materials needed</b>	<ul style="list-style-type: none"> <li>Any locally available materials. Community members decide.</li> </ul>
<b>Notes and paper copies to be made</b>	<ul style="list-style-type: none"> <li>Notes: Summarise discussion on how it feels to be included.</li> </ul>

## How you do it

- Explain that the focus of this meeting is how it feels to be included.
- Ask community members to divide into small groups of five to eight people. These should be separate age and gender groups.
- Explain that you would like each group to work together as a team to make as tall a structure as they are able. This structure should be made using only locally available materials that can be found in and around the site where the meeting is being held.
- Explain that groups have 30 minutes in which to find materials and build the structure.
- When the task is completed, ask each group to discuss the following:

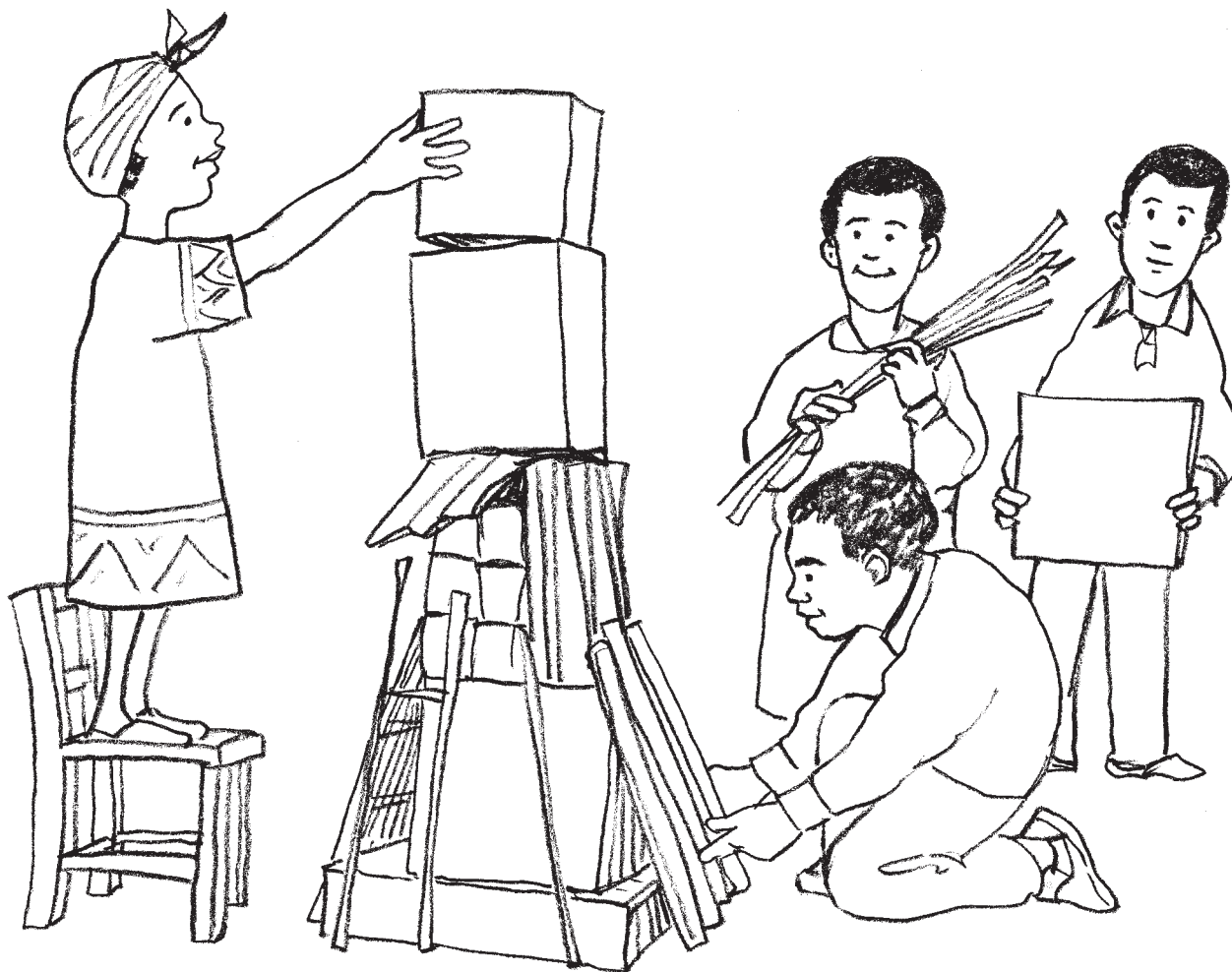
**Ideas:** How did you agree on your group's ideas for the structure? Did one person come up with all the ideas, or did different people have different ideas?

**Roles:** What roles did people take? Did some people find materials while others constructed the structure? Did some people do all the practical work or was everyone involved?

- Ask each group to present its structure to the other groups and to summarise the discussion that people had on ideas and roles.
- Ask community members 'If you were listened to, how did it feel to be listened to?', 'If you were included, how did it feel to be included?', 'If you were excluded, how did it feel to be excluded?', 'Is it important for everyone to be included?' and 'Do people feel better when they are included or when they are excluded?'

# Social Inclusion: Tool 1

- Ask a community member to summarise the discussion.
- Conclude by explaining that all the tools related to this topic will look at issues connected with inclusion.



*Building a structure*

# Social Inclusion: Tool 2

## The boat is sinking

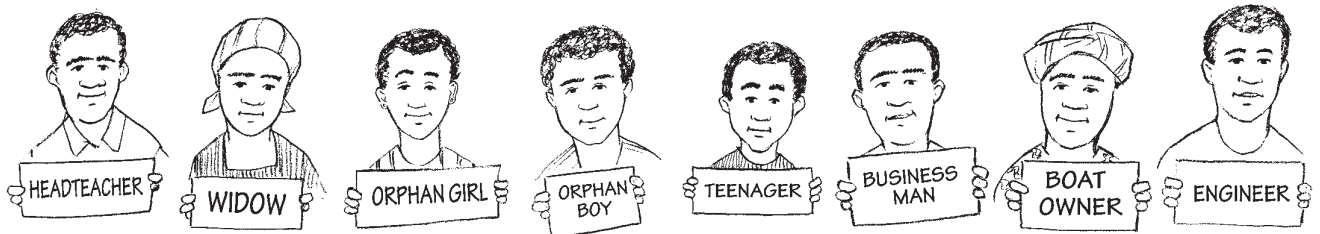
<b>Aim</b>	<ul style="list-style-type: none"><li>• The aim of this tool, which involves a role-play, is to look at stigma and discrimination faced by children and to enable community members to analyse the rights and responsibilities of different community members.</li></ul>
<b>Time needed</b>	<ul style="list-style-type: none"><li>• Minimum two hours.</li></ul>
<b>Good practice</b>	<ul style="list-style-type: none"><li>• The exercise needs to be handled with care, as it can bring up deep and difficult issues, including a person's prejudices.</li></ul>
<b>Notes and paper copies to be made</b>	<ul style="list-style-type: none"><li>• Notes: Summarise discussion on:<ul style="list-style-type: none"><li>- Whether or not children are listened to</li><li>- Why children can be discriminated against.</li></ul></li></ul>

## How you do it

- Explain that the focus of this meeting is stigma and discrimination. The meeting looks at the way in which some people react to orphans and vulnerable children. It also looks at the way in which orphans and vulnerable children may be treated differently from other children.
- Ask for eight volunteers to act out the role-play.
- Explain the situation to these eight volunteers. Each of the volunteers plays the role of one passenger in a boat, as follows: a head teacher, a widow, an orphaned girl, an orphaned boy, a teenage girl, a businessman, an engineer and the boat owner. [Note: Characters can be changed to suit the local situation.] Explain that the boat starts sinking. The first thing the passengers do is throw out their luggage. However, the boat continues sinking. Each passenger begs to be spared and argues his or her importance to the community.
- Ask each character to introduce his or her role to community members, i.e. I am the boat owner..., I am a widow... and then to act out the role-play. Ask those who are in the audience to watch and listen carefully as the role-play is presented.
- At the end of the role-play, ask the following questions:
  - What did you see?
  - What did you hear?
  - What was happening? Were the children listened to?
  - What was the problem?
  - Does 'the sinking boat' represent the situation in our society?
  - Why does it happen?
- Discuss whether the voices of children were heard and whether children can express themselves freely.
- Ask community members to think about how the role-play could end differently. Is there a solution that does not involve people being thrown out of the boat?
- Suggest acting a different situation that shows a way in which everyone's needs can be met.
- Conclude with a discussion on stigma and discrimination, explaining that people may react in a negative way to those who are associated with HIV/AIDS because people may be frightened of HIV/AIDS because it involves death and dying; embarrassed because it can be transmitted through sex; and frightened of acquiring the virus themselves.

# Social Inclusion: Tool 2

- Discuss and agree how those present will find out from community members who have not attended the meeting today whether they agree or disagree with the ideas that were discussed or if they have new ideas to add. Any additional ideas can be included in the action plan.
- Thank everyone for their hard work and involvement. Arrange the date and time of the next meeting.



*The people in the boat*

# Social Inclusion: Tool 3

Picture code	
<b>Aim</b>	<ul style="list-style-type: none"><li>• The aim of this tool is to look in detail at HIV/AIDS stigma and discrimination faced by vulnerable children and orphans.</li></ul>
<b>Time needed</b>	<ul style="list-style-type: none"><li>• Minimum one hour for each picture code.</li></ul>
<b>Good practice</b>	<ul style="list-style-type: none"><li>• When working with very large groups, it can be difficult for everyone in the group to see the picture. It is therefore important that the picture is passed round so that everyone can see it.</li></ul>
<b>Materials needed</b>	<ul style="list-style-type: none"><li>• Two picture codes (see pages 84 and 85).</li></ul>
<b>Notes for the facilitator</b>	<ul style="list-style-type: none"><li>• HIV stigma and discrimination can occur when children or adults living with or affected by HIV/AIDS are treated differently and are rejected, shamed, blamed or ignored by other community members.</li></ul>
<b>Notes and paper copies to be made</b>	<ul style="list-style-type: none"><li>• Notes: Summarise discussion on:<ul style="list-style-type: none"><li>- The different kinds of stigma that children can experience</li><li>- Resources and services used and additional resources and services needed to overcome stigma and discrimination.</li></ul></li></ul>

# Social Inclusion: Tool 3

## How you do it

- Explain that the focus of this meeting is the way children who are living with or affected by HIV/AIDS are treated differently and can be rejected, shamed, blamed or ignored by other community members.
- Ask community members 'How can we tell if a child is included in society?' Discuss this.
- Show Picture 1 (Vulnerable Child) to community members and ask community members to first discuss 'What does the picture show?' The aim of the discussion is for community members to identify what is happening in the picture.
- Ask community members 'How do you feel about the child's situation?' Then ask 'Do you think the child is experiencing stigma? Ask 'What is the effect of this?'
- Ask 'What other kinds of stigma can a vulnerable child experience in the community, within school, the health services or other institutions in the community?'
- Ask for a volunteer to go over the information which has been provided. The person taking notes can assist with this.
- Show Picture 2 (Orphaned Child) and ask community members 'What does the picture show?' The aim of the discussion is for community members to identify what is happening in the picture.
- Ask community members 'How do you feel about the child's situation?' Then ask 'Do you think the child is experiencing stigma?' Ask 'What is the effect of this?'
- Ask 'What other kinds of stigma can an orphan experience in the community, within school, the health services or other institutions in the community?'
- Ask for a volunteer to go over the information which has been provided. The person taking notes can assist with this.
- Ask whether the caregivers of orphans and vulnerable children experience stigma and discrimination? 'How do you feel about this?' 'What is the effect of this?'
- Ask for a volunteer to go over the information which has been provided. The person taking notes can assist with this.
- Ask 'What can be done to deal with the discrimination experienced by orphans?', 'What resources and services are needed to deal with this?', 'What resources and services exist in the community?' and 'Do we need to go outside the community to find such resources and services?'
- Conclude by going over the information provided and explaining that the group will be exploring in detail how to deal with this during action planning.
- Discuss and agree how those present will find out from community members who have not attended the meeting today whether they agree or disagree with the ideas that were discussed or if they have new ideas to add. Any additional ideas can be included in the action plan.
- Thank everyone for their hard work and involvement. Arrange the date and time of the next meeting.

# Social Inclusion: Tool 3



*Picture 1: vulnerable child*

# Social Inclusion: Tool 3



*Picture 2: orphaned child*

# Social Inclusion: Tool 4

## 24-hour analysis

<b>Aim</b>	<ul style="list-style-type: none"><li>• The aim of this tool, which involves drawing daily routines, is to discuss how gender can influence the way in which male and female children are stigmatised and excluded from society. It also looks at how gender influences the risks that children may face.</li></ul>
<b>Time needed</b>	<ul style="list-style-type: none"><li>• Minimum two hours for two sets of drawings.</li></ul>
<b>Good practice</b>	<ul style="list-style-type: none"><li>• When working on the issue of gender, it is important that facilitators encourage balanced participation. This can be achieved by building confidence and trust within the group.</li></ul>
<b>Materials needed</b>	<ul style="list-style-type: none"><li>• Suitable drawing materials (see page 13).</li></ul>
<b>Notes and paper copies to be made</b>	<ul style="list-style-type: none"><li>• Paper copies: 24-hour analysis drawings. Where necessary, give a written description of symbols used.</li></ul>

## How you do it

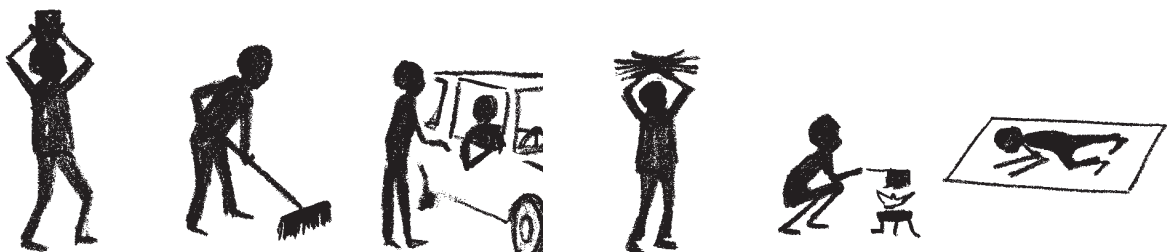
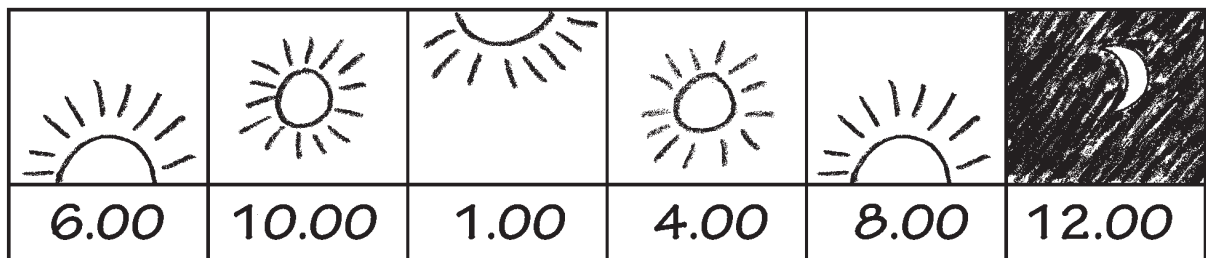
- Explain that the focus of this meeting is how gender can influence the way in which male and female orphans and vulnerable children are stigmatised and excluded from society. It also looks at how gender influences the risks that children may face.
- If you have not already done so, ask community members 'How can we tell if a child is included in society?' Discuss this.
- Ask community members to divide into small groups of five to eight people. These should be separate age and gender groups.
- Ask each small group to discuss the main problems experienced by the orphan or vulnerable child in their daily lives.
- Ask groups of women and girls to make a drawing to show a day in the life of a girl orphan or vulnerable child and ask groups of men and boys to make a drawing to show a day in the life of a boy orphan or vulnerable child. Community members should in particular think of risks a girl or a boy may face. For example, a girl may be at risk of sexual abuse and a boy may be more likely to turn to crime or become a child soldier.
- Ask the group to agree a way to divide the day up, either into hours or into early morning, late morning, early afternoon, evening and night.
- When everyone has finished, ask each group to put their drawing up on the wall. Or, ask everyone to move, so that the whole group can look at one drawing at a time.
- Ask a representative from each group to explain the content of his or her group's drawing.
- Ask 'What problems does a girl orphan or vulnerable child face which can lead to her taking risks, and thus being excluded from society?' When problems are agreed, the person taking notes should write these down.
- Ask 'What problems does a boy orphan or vulnerable child face which lead to him taking risks and being excluded from society?' When problems are agreed, the person taking notes should write these down.
- Ask whether there are differences or similarities in the problems and risks faced by the girl and the boy.

# Social Inclusion: Tool 4

- Ask for a volunteer to summarise in a few words the main problems and the main risks faced by a girl.
- Ask for a volunteer to summarise in a few words the main problems and risks faced by a boy.
- Explain that at a future meeting the community will look in detail at how it can deal with problems such as these, but that community members can start the process of thinking of ideas of how to deal with such problems now.
- Ask a volunteer from each group to make a paper copy of their group's drawing.
- Discuss and agree how those present will find out from community members who have not attended the meeting today whether they agree or disagree with the ideas that were discussed or if they have new ideas to add. Any additional ideas can be included in the action plan.

- Thank everyone for their hard work and involvement. Arrange the date and time of the next meeting.

Below is an example of a 24-hour analysis. This is to guide facilitators when they are explaining to community members how to draw a 24-hour analysis. It is not necessary to show this drawing to community members. Their drawings may look very different to this one.



*Worked example of a 24-hour analysis – boy*

# Social Inclusion: Tool 5

Action planning	
<b>Aim</b>	<ul style="list-style-type: none"> <li>The aim of this tool is for community members to decide what they want to do about the stigma and discrimination faced by children. Action planning is a way of identifying needs and making sure that proposed activities, resources, priorities, barriers and action are discussed together. This enables community members to make plans that are achievable and relevant to their needs.</li> </ul>
<b>Time needed</b>	<ul style="list-style-type: none"> <li>Action planning needs to be done carefully and should not be rushed. It is worth spending as much time as required on this activity and action planning may, therefore, take more than one meeting.</li> </ul>
<b>Good practice</b>	<ul style="list-style-type: none"> <li>It can be useful to look at action at three different levels:               <ol style="list-style-type: none"> <li>1. Actions that an individual can take</li> <li>2. Actions a community can take</li> <li>3. Actions organisations can take.</li> </ol> </li> </ul>
<b>Materials needed</b>	<ul style="list-style-type: none"> <li>Notes and drawings from previous meetings, including:               <ul style="list-style-type: none"> <li>- The Boat is Sinking</li> <li>- The different kinds of stigma that children can experience</li> <li>- 24-hour analysis drawings</li> <li>- Resources and services.</li> </ul> </li> <li>Action planning table.</li> </ul>
<b>Notes for the facilitator</b>	<ul style="list-style-type: none"> <li>This tool uses an action planning table. If community members are able to read, following clarification on the use of the table, the facilitator can support community members to work through the table. If, however, community members are unable to read, the facilitator will need to work through the questions in 'How you do it'.</li> </ul>
<b>Notes and paper copies to be made</b>	<ul style="list-style-type: none"> <li>Notes: Summary of ideas and outline plans at individual, community and organisational levels.</li> </ul>

## How you do it

- Explain that the focus of this meeting is working together to see what action can be taken by the community to deal with issues connected with the stigma and discrimination experienced by children. Explain that working together in this way is sometimes called 'action planning' and that this needs to be done carefully.
- Explain that action planning can have a number of different parts and may take more than one meeting.

## Introduction

- Summarise with community members the issues that they have already discussed in relation to the stigma and discrimination experienced by orphans and vulnerable children. This should include:
  - How it feels to be included [Building a structure]
  - Why children can be discriminated against [The boat is sinking]
  - The stigma and discrimination faced by orphans and vulnerable children [Picture code]
  - The effects of their gender on the situation of orphans and vulnerable children [24-hour analysis]

# Social Inclusion: Tool 5

- Resources and services which may be used to overcome stigma and discrimination [Picture code].
- Explain that it can be useful to look at action at three levels:
  - Action that can be taken by an individual or family: For example, once they understand about HIV transmission, an individual or family who had previously not allowed their children to play or eat with a child living with HIV for fear of possible transmission of HIV, may change their mind
  - Action that can be taken by the community: For example, a community might decide to run training for community members on stigma and discrimination and how this affects orphans, vulnerable children and caregivers
  - Action that can be taken by organisations: For example, a school may set up a child-to-child club to raise awareness about HIV/AIDS and to discuss the problems of children affected by HIV and their need for care and support.
- Using the action planning table, work either with the community to plan how action can be taken at each of the three levels or support community members who are able to read to work through the action planning table themselves.

## Action that an individual or family can take

- To focus on how individuals can take action, ask the following questions:
  - What needs related to the stigma and discrimination experienced by children can be dealt with by individuals?
  - Are there activities that some individuals already carry out to deal with this need? Could other people carry out a similar activity?
  - What other activities could individuals carry out to address the stigma and discrimination experienced by orphans and vulnerable children?
- Go through each suggested activity asking 'Will this activity help meet the need?'

- Go through each suggested activity asking 'Are there any barriers to undertaking the activity?'
- For each barrier ask 'Are there additional activities that will help overcome this barrier?'

Note that some barriers may be overcome by community action.

## Action a community can take

- To focus on how community members can work together to take action, ask the following questions:
  - What needs related to the stigma and discrimination experienced by children could be addressed by the community?
  - What activities can the community carry out to address these needs?
  - For each suggested activity ask 'Will this help meet the need?'
  - For each suggested activity ask 'Are there any barriers to undertaking the activity?'
  - For each barrier ask 'Are there additional activities that will help overcome this barrier?'
- After these questions have been answered, introduce community members to the 'Hand of Action Planning'. Explain that this is one way of checking what needs to be done and answers the questions What? Who? How? When? and Where?

**WHAT** different activities will be carried out by the community? For each activity, look at existing community resources that can support the activity. For example, are there NGOs, faith-based organisations or other organisations that can support the community with the activity? What external resources, if any, does the community need to support the activity?

**WHO** will put each activity into practice? Who else in the community needs to be contacted? Who outside the community needs to be contacted?

**HOW** will each activity be put into practice? How will the barriers to the activity be overcome?

**WHEN** will the activity be put into practice?

**WHERE** will the activity be put into practice?

# Social Inclusion: Tool 5



*Hand of Action Planning*

- Community members can allocate action planning tasks among themselves. Go over the key points that need to be covered based on the 'Hand of Action Planning'.
- If the group is too large, the group may need to choose representatives of older people, men, women and children to develop an action plan.
- If necessary, agree to meet with the representatives after the meeting to go over the key points that need to be covered based on the 'Hand of Action Planning'.
- Ask the representatives to make a plan that can be shared with the rest of the group at another meeting.

**Action that organisations, such as faith-based organisations, schools, health and agricultural services, can take**

- Work with community members on action that can be taken by organisations in the community, by asking the following questions:
  - What needs related to the stigma and discrimination experienced by children can be dealt with by organisations?
  - What activities could organisations carry out to address these needs?

- For each suggested activity ask 'Will this help meet the need?'
- For each suggested activity ask 'Are there any barriers to undertaking the activity?'
- For each barrier ask 'Are there additional activities that will help overcome this barrier?'

- For each activity suggested, identify organisations that can be approached. Ask 'Are there government services or support that orphans are entitled to?' and 'How can these organisations help people access these entitlements?'
- Ask who will approach any suggested organisation and who will be the link person with that organisation.

## Conclusion

- Discuss and agree how those present will find out from community members who have not attended the meeting today whether they agree or disagree with the ideas that were discussed or if they have new ideas to add. Any additional ideas can be included in the action plan.
- Thank everyone for their hard work and involvement. Arrange the date and time of a meeting at which community members can share how their plans are progressing and whether or not they require further support.

# Social Inclusion: Tool 5

## Examples of how communities can assess and plan action: Social Inclusion

	Examples of needs that can be addressed	Examples of activities which address the needs	How far will this help meet the need? Completely                      Not at all	Any barriers to meeting the need?	Suggested additional activities
Individuals	Children living with and affected by HIV/AIDS need to know that community members are not judging them and are supportive of their situations	Wear a red ribbon	✓	People may not know about the red ribbon	Campaign about the need for children and adults living with and affected by HIV/AIDS to be supported
	Need to prevent vulnerable young boys from taking risks, such as turning to crime	Encourage family members and friends to include boys in positive activities, such as football	✓	People fear children living and affected by HIV/AIDS	Promote community education on HIV/AIDS and stigma and discrimination
The community	Need to prevent vulnerable young boys from taking risks, such as turning to crime	Set up an activities club for boys run by volunteers	✓	Not enough people volunteer	Hold meetings to promote volunteering, particularly encouraging older boys to be involved
	Orphan children feel excluded and need moral support and regular social contact with adults	Set up a community group which visits orphans in their homes and talks to them about everyday things	✓	People not prepared to commit themselves to a community group	Set up a project through which neighbours of orphans are encouraged to spend time talking with them
Existing groups and organisation	Children living with and affected by HIV/AIDS need attention from health workers	Health workers can be trained on the impact of stigma and discrimination on children and on non-discriminatory approaches to care and treatment of children	✓	Health workers reluctant to attend additional training	Meet with Medical Superintendent about need for training and best time for training
	Need to prevent vulnerable girls from taking risks, such as turning to sex work	Existing NGO can set up an income-generating project for girls	✓	Lack of building	Contact government department responsible for buildings

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# Your notes

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# Training Facilitators: A Guide

## Introduction

The Building Blocks tools have been written so that those who facilitate community meetings should not require prior training. However, it is recommended that, where possible, those using the tools have a basic training in facilitation skills. This guide is designed for use by workers from organisations that are involved in preparing people [from other non-governmental organisations, from community or faith-based organisations or valued community members] to become facilitators.

## Aim

The aim of the one-day workshop is to enable those who are going to become PLA facilitators to understand the role of a facilitator and to develop facilitation skills.

## Session plans

The guide includes the following session plans:

- Introduction
- Making ground rules
- Roles and skills of a facilitator
- Communication skills
- What helps and what hinders when facilitating a discussion
- Facilitation challenges
- Practice facilitation and evaluation.

## Numbers to be trained

It is preferable for no more than 16 people to be trained to be facilitators at any one time. If an organisation is training a group that is larger, some sessions may need to be adapted.

## Training team

This workshop should be conducted by at least two trainers.

## Additional publications

Other Alliance publications that may help with this workshop are:

- A Facilitators' Guide to Participatory Workshops with NGOs/CBOs Responding to HIV/AIDS

-100 ways to energise groups: Games to use in workshops, meeting and the community

## Preparation

Before the workshop:

- Read through this guide
- Meet with the training team and decide who will run which sessions
- Get together all the materials needed for the workshop. Information about the materials required for each session is included in each session plan.



*Communication skills session*

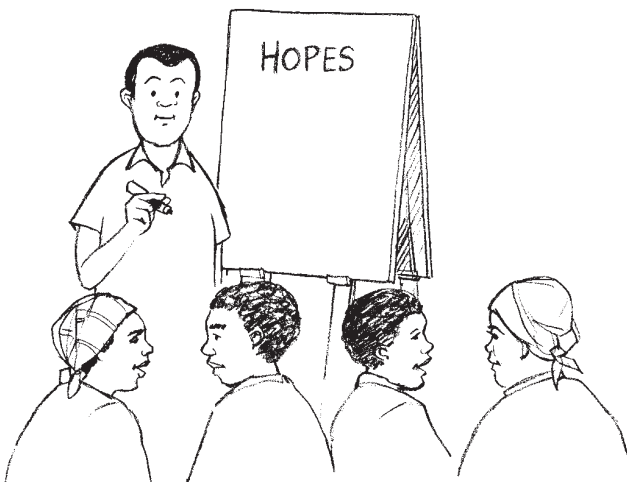
# Introduction, hopes and programme

**Objectives:** By the end of the session, participants will have stated what they hope to learn from the workshop and these hopes will have been linked with the workshop programme.

<b>Materials</b>	Prepared flipchart:  <b>Programme</b> Introduction Facilitation Communication skills Tea break Facilitating discussion Lunch Practising facilitation
<b>Time</b>	Minimum 30 minutes
<b>Method</b>	'Buzz' (this means: have a short focussed discussion) in pairs, large group discussion

## How you do it

- Welcome participants and introduce the training team.
- Ask participants to introduce themselves.
- Ask participants to buzz: 'When you were invited to this workshop, what did you hope that you would learn?'
- Go round the circle, getting one new hope from each pair until all the points have been covered.
- Write these on the flipchart/board.
- Ask if anyone's hopes have been left out and add any additional points to the list.
- Introduce the flipchart of the prepared programme.
- Match up the participants' hopes with the topics on the programme.



*Attending a workshop*

# Making ground rules

**Objectives:** By the end of the session ground rules for the workshop will have been created.

<b>Materials</b>	Prepared flipchart:  <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"><b>Sample ground rules:</b><ul style="list-style-type: none"><li>• Respect what other people say</li><li>• Only one person to speak at a time</li><li>• It is OK to stop the trainer and ask if you don't understand</li></ul></div>
<b>Time</b>	Minimum 30 minutes
<b>Method</b>	Trainer input, buzz in pairs, large group discussion

## How you do it

- Introduce making ground rules by explaining that these are rules made by the group and will govern the training process.
- Go through the prepared list and make sure that everyone is clear about the suggestions.
- Ask participants to talk in pairs, buzz: 'What other rules should be added to the list?' Go round the circle asking each pair for their additions.
- If none are forthcoming, the trainers may add to the list.
- Check to see if the group members agree with what has been said before adding to the list.
- Conclude by saying that these are our rules for working together. Emphasise that it is OK to ask questions and add this to the ground rules, if participants agree.

# Roles and skills needed by a facilitator

**Objectives:** By the end of the session, participants will be able to identify the roles and skills of a facilitator.

<b>Materials</b>	Notes from section: Participatory Learning in Action (PLA) 1. What is the role of a facilitator? (See page 5) 2. What key skills does a facilitator need? (See page 6)  Three pieces of prepared flipchart paper headed as follows: 1. Who can be a PLA facilitator? 2. What is the role of a facilitator? 3. What are the skills of a facilitator?
<b>Time</b>	Minimum 45 minutes
<b>Method</b>	Make contributions in small groups, followed by a large group discussion.

## How you do it

- Explain that this session focuses on the roles and skills of a facilitator.
- Ask if any of the group has heard of PLA – Participatory Learning in Action.
- Input: PLA is a method for tackling concerns in a community and is based on the idea that community members are the best 'experts' about their own situations. By working together, community members can increase local understanding of an issue, such as the increasing number of orphans and children made vulnerable by HIV/AIDS, and solve problems related to that issue based on the resources available. A facilitator guides the PLA process by helping community members to work together. It has been said that a facilitator is 'the person who makes the path smoother'. This session looks in more detail at a facilitator who is going to use PLA with community members in order to help the community solve the growing problems of orphans and vulnerable children.
- Divide the large group into three through a game or by numbering the participants 1, 2 and 3 around the circle. Direct each group to one table or one wall on which a piece of flipchart paper, with one of the three questions, has been placed.
- Allow groups to spend five minutes at the first table and then ask the groups to move clockwise to the next table.
- Repeat this process until each group has had an opportunity to see and add to all three questions on the flipchart paper. Each group should return to its original sheet of paper.
- Ask the participants to come back to the large group. Discuss each list in turn. (There is no need to go through every item on each list.)

### *Who can be a PLA facilitator?*

Input: A PLA facilitator can be person from a non-governmental organisation, a person from a community or faith-based organisation or a valued member of the community.

### *What is the role of a facilitator?*

To assist with discussion use 'PLA: What is the role of a facilitator?' (See page 5)

### *What key skills does a facilitator need?*

To assist with discussion use 'PLA: What key skills does a facilitator need?' (See page 6)

- Ask participants to return to their small groups and to think of the description of a facilitator as 'the person who makes the path smoother'. Ask each group to come up with its own short description of a facilitator based on what they have learned.
- Ask each small group to share their short description with the large group.

# Communication skills

**Objectives:** By the end of the session, participants will be able to identify key listening and questioning skills needed by a facilitator.

<b>Materials</b>	Prepared role cards: <b>Person A:</b> You have heard that Person B is really interested in ideas you have about orphans and vulnerable children in your community. You have been thinking about the needs of orphans and vulnerable children and want to share this with Person B. <b>Person B:</b> You are in a hurry to go somewhere and all the time that the person is talking to you, you are not really interested – you look at your watch, look to see if the taxi is coming and don't really pay any attention to the person.
<b>Time</b>	Minimum 45 minutes
<b>Method</b>	Exercise in pairs, group discussion, input
<b>Notes for the trainer</b>	<p><b>Closed questions</b> bring out essential information and are usually answered by one or two words. For example: 'Are there any services in this community for orphans and vulnerable children?' could be answered with a 'no' or a 'yes' or facts, such as 'We have a club for them.'</p> <p><b>Open-ended questions</b> create discussion and encourage everyone to participate. For example, 'Why do you think that there are no services in this community for orphans and vulnerable children?' could encourage discussion and lead to problem solving.</p> <p><b>Probing</b> is like peeling away the layers of an onion to get to the middle. Asking the question 'Why' or 'Tell me more' can get different opinions out into the open.</p> <p><b>Unclear questions</b> can be confusing. Sometimes the question a facilitator asks may be too big and may need to be broken down into a number of smaller questions.</p>

## How you do it

- Explain that this session focuses on listening and questioning skills. Ask participants to divide into pairs. Ask one person to be 'A' and the other person to be 'B'. Hand out role cards to the pairs, reminding participants to keep their role a secret.
- In pairs ask participants to play the role on their cards. Allow five minutes for the role-play to take place.
- Go round the circle asking Person A how it felt with Person B ignoring them almost completely.
- Ask group what kind of actions show you are not listening. Examples: turning away, looking bored and not listening. Ask group what kind of actions show that you are listening. Examples: smiling, nodding your head in agreement.
- Input: A facilitator's actions can show whether or not he or she is really listening. If a facilitator does not listen, he or she is not showing respect for community members. Listening enables the facilitator to ask for additional information, to restate what people have to say and to bring all the points together in a summary. It is also important for a facilitator to encourage those in the group to listen to each other.
- Ask 'In what other ways can a facilitator involve people?' Create a list.
- Use the Notes for the Trainer to explain how a facilitator can ask 'open' questions to create discussion and encourage everyone to contribute. A facilitator can also probe ('Can you tell me more?') or re-direct a question ('She said... ..What do others think of this?').
- If time allows, repeat the role-play but with Person B listening this time. Discuss how this felt.

# Facilitation: what helps and what hinders?

**Objectives:** By the end of the session, participants will be able to describe what helps and what hinders when facilitating a discussion.

<b>Materials</b>	Prepared flipchart paper headed: 1. What helps? 2. What hinders?
<b>Time</b>	Minimum one hour
<b>Method</b>	Stop/Start demonstration, group discussion
<b>Notes for the trainer</b>	Before doing this exercise, think of a topic on which to facilitate a discussion. For example: 'If children do not go to school, they can get involved in crime and cause trouble', 'Children should be told the truth about the cause of their parent's illness' or 'Children living on the street are more vulnerable to HIV'. While facilitating, Trainer 1 should imagine that they are meeting with community members for the first time and ask open questions to get the discussion going and then use facilitation skills such as listening, probing, observing and summarising.

## How you do it

- Explain that this session focuses on what helps and what hinders when facilitating a discussion.
- Divide the group into two small groups.
- Put up two pieces of flipchart paper headed 'What helps?' and 'What hinders?'
- Trainer 1 sits with one small group in the centre of the circle who take part in a discussion, which is facilitated by Trainer 1. The other small group sits on the outside of the circle with Trainer 2. This group observes and comments on what is happening. Trainer 2 leads the observation process.
- Trainer 1 introduces the process by asking an open question and encouraging participants to respond. Trainer 2 stops the discussion at a suitable point and asks 'What has the facilitator done?' and 'How did this help the discussion?' or 'How did this hinder the discussion?'
- The answers are recorded on the flipchart paper, under the appropriate heading.
- Repeat this process six or seven times.
- At the end ask those who have taken part in the discussion if they have anything to add.
- Ask each group to create 'The Golden Rules of Facilitation'. Present these to each other.

# Facilitation challenges

**Objectives:** By the end of the session, participants will be able to describe how to deal with challenging situations that can arise whilst facilitating.

<b>Materials</b>	Facilitation challenge cards (see examples below or make up your own cards appropriate to the local situation)
<b>Time</b>	One hour
<b>Method</b>	Small group discussion, large group discussion

## How you do it

- Explain to participants that PLA facilitation involves working with a range of different people. This session focuses on challenging situations that can arise while facilitating and how to deal with these situations.
- Divide participants into groups of four or five.
- Give each group a set of facilitation challenge cards. One person in the group must choose a card and read it out to the rest. The others can suggest what course of action they would take. The best suggestion wins the card. Groups continue in this way until all the cards are finished. The winner is the person with the most cards.
- Conduct plenary feedback, picking up on one or two situations that groups felt were the most problematic.

## Facilitation challenge cards

At the start of the meeting community members seem reluctant to talk

At your first meeting, you are very nervous. You begin to stutter and you lose your confidence

Some community members look very bored

Children come to the meeting and make suggestions. However, adult community members do not take the children's suggestions seriously

Some community members say that they find making drawings difficult

Only the men are responding. The women are silent

Sometimes children do not want to take part in the discussion

One participant keeps dominating the meeting

Most of those who attend the meeting leave before the end

Participants complain that they can't hear your voice

# Practice facilitation and evaluation

**Objectives:** By the end of the session, participants will have had practice in facilitating a session.

<b>Materials</b>	None
<b>Time</b>	Allow each participant approximately 7 minutes to practice facilitation skills and 15 minutes to receive feedback
<b>Method</b>	Facilitating a discussion, feedback on facilitation
<b>Notes for the trainer</b>	Before doing this exercise, think of a topic on which to facilitate a discussion. For example: 'If children do not go to school, they can get involved in crime and cause trouble', 'Children should be told the truth about the cause of their parent's illness' or 'Children living on the street are more vulnerable to HIV'. While facilitating, Trainer 1 should imagine that they are meeting with community members for the first time and ask open questions to get the discussion going and then use facilitation skills such as listening, probing, observing and summarising.

## How you do it

- Divide the group into two or three small groups. Each group should include a trainer.
- Ask each small group participant to choose a topic on which to facilitate a very short discussion for a maximum of 7 minutes.
- While each person is facilitating one person from the group should act as an observer.
- Explain the feedback process. Each practice facilitation will be followed with a short feedback session as follows:
  - The person practising the facilitation comments very briefly on how he or she has done
  - The observer comments by using the 'feedback sandwich'. This involves first giving positive feedback. The observer then comments on something which could be improved and gives a suggestion on how to improve and then gives another piece of positive feedback
  - The trainer comments after the observer, again using the 'feedback sandwich'.
- Allow each person to facilitate a 7-minute session and receive feedback.
- If time is limited and the group is large, three or four participants could volunteer to facilitate a session.
- Following the practice facilitation sessions, in the large group ask participants to buzz, in pairs, their key learning from the training on facilitation. Ask each pair to share their main learning point with the rest of the group.
- Thank everyone for his or her contribution.

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Registered British Charity Number 1038860

Designed and produced by Progression, UK  
[www.progressiondesign.co.uk](http://www.progressiondesign.co.uk)

Published: November 2004

ISBN : 1-905055-05-6

IPE 09/04

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This resource was made possible through the support of the U.S. Agency for International Development (USAID) and the USAID Bureau for Africa under the terms of the Award Number HRN-G-00-98-00010-00, and by the Swedish International Development Agency (Sida). The opinions expressed herein do not necessarily reflect the views of the donors mentioned above.

