COMMUNITY ACTION CYCLE

IMPLEMENTATION GUIDE

for improved gender norms, GBV and SRH outcomes for adolescents

September 2013

USAID FROM THE AMERICAN PEOPLE

GREAT

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Contents

Acronyms and Abbreviations

ASRH	Adolescent Sexual and Reproductive Health
CAC	Community Action Cycle
CAG	Community Action Group
CAP	Community Action Plan
CDO	Community Development Officer
CBO	Community-Based Organization
CMP	Community Mobilization Plan
CMT	Community Mobilization Team
CPC	Child Protection Committee
FGD	Focus Group Discussion
GBV	Gender-Based Violence
GREAT	Gender Roles, Equality and Transformations
IP	Implementing Partner
LC	Local Council
LNGO	Local Non-Governmental Organization
NGO	Non-Governmental Organization
SRH	Sexual and Reproductive Health
TAG	Technical Advisory Group
VHT	Village Health Team
VSLA	Village Savings and Loan Association
VYA	Very Young Adolescent

Introduction to the Community Action Cycle (CAC)

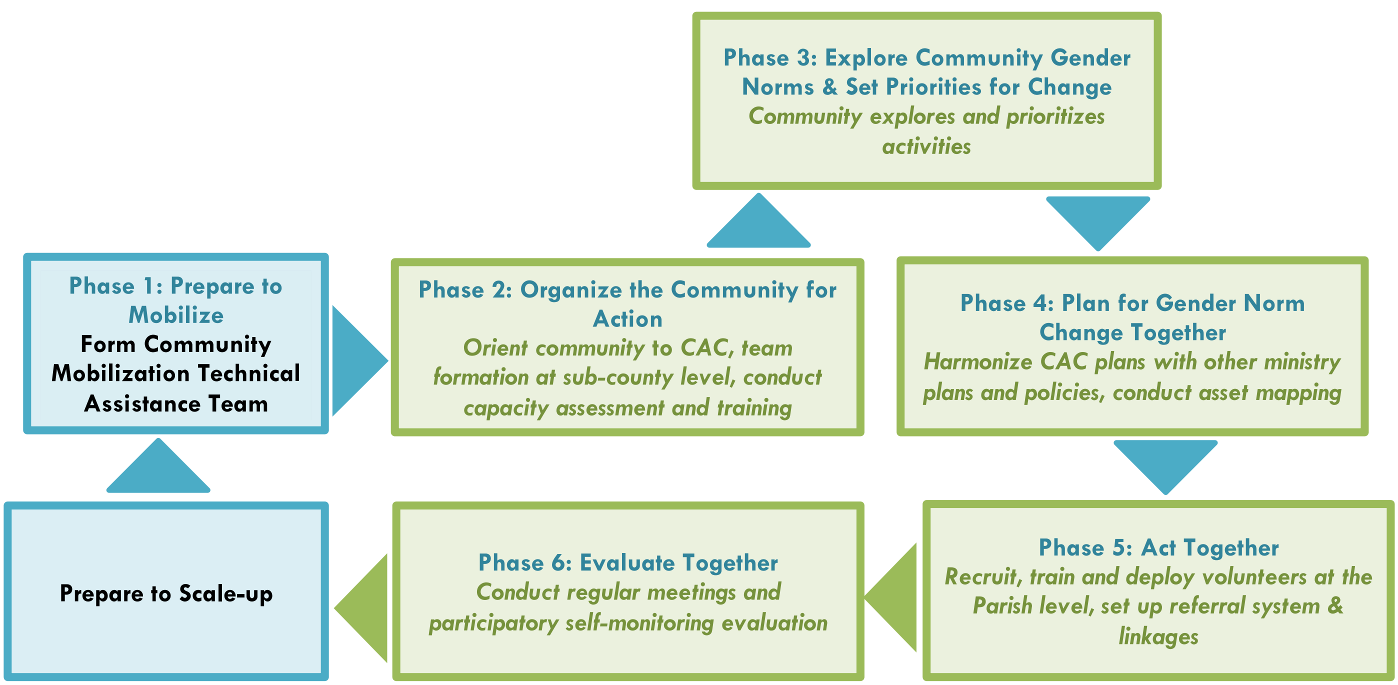
Mobilizing Community Leaders as Catalysts

The Gender Roles, Equality, and Transformations (GREAT) Project aims to foster more equitable gender norms and improve sexual and reproductive health (SRH) and decrease gender-based violence among adolescents 10-19 years old.

Actively engaging community leaders in a process of reflection and action can contribute to changed behavioral and social norms and help to strengthen a community's capacity to promote and sustain behavior change. Community leaders—particularly clan leaders, religious leaders, and elected village leaders (known as Local Council (LC)—play a critical role in regulating normative behaviors at both the household and community level. The Gender Roles, Equality and Transformations (GREAT) Project will build on Save the Children's Community Action Cycle (CAC) approach and engage community leaders and mobilizers by facilitating a process that focuses on the relationship between gender inequality, Gender-Based Violence (GBV) and Sexual and Reproductive Health (SRH) outcomes. The CAC is a process of collective dialogue and action based on planning by communities who first define their current status, what changes they seek to achieve, and how to make this community change happen. The six phases of the CAC are shown below.

The CAC process serves to engage leaders in the project and in turn engage their communities. It uses an iterative process in which community leaders in the intervention areas gather at the Parish level to reflect on and better understand how gender inequality, GBV and poor SRH outcomes are intricately linked. Specifically, Community Action Groups (CAG) are trained to identify priority issues, develop a plan to address those issues, carry out the plan, and monitor and evaluate their progress.

This implementation guide can be used to train community mobilizers in the CAC process.



Phase 1:

PREPARE TO MOBILIZE

The *Prepare to Mobilize* Phase includes activities that need to happen before beginning work with the communities. It is intended to strengthen the team's skills regarding how to enter and work with communities and be a more effective mobilizer.

Organization of Phase 1

Steps	Location	Duration
Step 1: S/C Level Orientation Meeting: Formation of Community Mobilization Team	Sub County	2 hours
Step 2: Training of Community Mobilization Team	Sub County	6 days (2 sessions for 3 days each)
Step 3: Gather information about the community	Program level	2 days (meeting & interviews)
Step 4: Development of a community mobilization roadmap	Program level (GREAT) staff members	3 days

Technical Notes provide additional information to the facilitator, and are included at the end of the Phase. Reference to each note/tool, including where and how it should be used, is made in these guidelines.

STEP 1

Sub County Level Orientation Meeting

The Sub County Level Orientation meeting is designed to engage influential leaders at the sub county level to introduce and discuss the goals and rationale for exploring gender norms and transformation with the community in order to engage them in the project and future steps.

The objective of the community meeting is to present and clarify the GREAT Project including its strategy and implementation approach. Specifically the objectives of the meeting are to:

- Present and discuss the objectives and rationale of the GREAT Project intervention;
- Gather participant expectations and reactions to the project;
- Provide information about the GREAT Project including planned strategies and activities e.g., the CAC process, the GREAT Project Toolkit and how it will be introduced to the community; and
- Elect additional members of the CMT.

Gender-transformative approaches actively strive to examine, question, and change rigid gender norms and imbalance of power as a means of reaching health as well as gender equity objectives. Gender-transformative approaches encourage critical awareness among men and women of gender roles and norms; promote the position of women; challenge the distribution of resources and allocation of duties between men and women; and/or address the power relationships between women and others in the community, such as service providers or traditional leaders.[1]

Note to the Facilitator: At this stage, you do not need to go through the specific tools in the GREAT Scalable Toolkit, but it is appropriate to describe how the project plans to use the toolkit.

Step 3.1: Prepare for the Community Orientation Meeting

Before the community orientation meeting, the CMT should undertake the following activities:

1. Organize a meeting with the Community Development Officer (CDO) to discuss the meeting content and dates. Invite the CDO to the meeting and request that he/she facilitate the final discussion of the meeting. If he/she cannot attend, identify another sub county leader attending the meeting to facilitate. With the CDO:
    - Organize a meeting to clarify the content of the meeting with key sub county leaders i.e., Sub County Chief, Chairperson LC III and others as appropriate.
    - Confirm the types of participants expected (at the sub-county level, the target participants are community leaders, women in leadership positions, Community-Based Organizations (CBOs) and other influential people). Now that you have gathered preliminary information

during the *Prepare to Mobilize* phase of the CAC, you should be familiar with the major stakeholders and gatekeepers who should be involved in the orientation meeting.

2. Make sure that all the participants are informed about the meeting with sufficient notice.

3. Invite the Sub County Chief and Chairperson LC III to welcome meeting participants.

4. The community meeting will include a mini-drama on gender norms. Identify actors for the mini-drama from meeting participants in advance. Make sure they have had ample time to rehearse the drama and that you have seen it.

Text for the mini-drama can be found in **Technical Note No. 4** at the end of this section. .

5. Review these guidelines so you are familiar and comfortable with them. Anticipate some of the questions and concerns community members may have and practice how you will respond.

6. Clearly define the roles of each CMT member during the orientation.

7. Gather items you may require for the meeting. This may include stationeries, budget for refreshment expenses or payment as needed, formats for attendance, branding and promotional materials-banners, binders, camera, etc.

8. Prepare venue in advance. Plan how the CMT will arrive at the venue. If you are traveling in a vehicle plan where the vehicle will be parked, which vehicle will be used and discuss the implications (i.e., how you will be perceived by the community) of each of the options chosen.

See **Technical Note No. 5** at the end of this section for a Community Orientation Meeting preparation checklist.

[1] Elisabeth Rottach, Sidney Ruth Schuler, and Karen Hardee for the IGWG, Gender Perspectives Improve Reproductive Health Outcomes: New Evidence (Washington, DC: PRB for the IGWG, 2009).

Step 3.2: Activities to be conducted during the Community Orientation Meeting

The CMT should facilitate the community meeting using the guidelines below.

Duration	2 hours
Method	Mini-drama/questions and answers
Preparation	Volunteers for mini-drama prepared - **Technical Note No.4** at the end of this section Inform/invite the CDO or any other sub county leader in attendance to facilitate the final discussion from the stage with the Community Mobilization Technical Assistance Team. Ensure that the participants sit in a position that will allow them to see the drama.
Materials	Include materials identified during the preparation phase possibly including stationary, refreshments, attendance sheet, any banners or promotional material, markers, camera, etc.

Note to the Facilitator: During the meeting, note the observations and contributions made including participation of both men and women. It is important that q diverse group of people participate at this orientation meeting.

Activities

Opening Ceremony

- Welcome the people to the meeting and request the local authority, preferably the Chairperson LC III welcome participants.
- Introduce yourself and your colleagues so that the meeting might continue in a relaxed mood.
- Invite the various participants to introduce themselves in groups either according to ranks or according to Parishes.

When entering a community, remember appearance builds trust!

- Show up early for the meeting
- Speak in the local language
- Wear appropriate clothing
- No cell phone use during meetings (or text messaging)
- No smoking or drinking alcohol
- Do not bring plastic water bottles, unless you bring for everyone
- If you arrive in a vehicle, park it a good distance away and approach the meeting by foot.

Adapted from SC Mozambique Country Office

- Thank the community members for their attendance. Introduce the purpose of the meeting and present its objectives and its context (which you have explained previously). Also request the Sub County Chief, to make a remark as a head of civil service in the sub county.

Mini-Drama on Gender Norms

Announce the mini-drama and ask the already prepared actors (can be meeting participants) to go on stage to act out the play.

At the end of the first scene, make a short summary and announce the second scene.

At the end of the mini-drama (12 minutes maximum) discuss, using the questions below to gradually move from the issues discussed in the mini-drama to the realities of the community.

Rephrase the questions every time the participants do not seem to react to the first question and always look for two to three different opinions for each question.

Summarize the answers given or the discussions following the different questions you asked.

Questions for the Mini-Drama

- Now that we have all seen the drama, would someone tell me what took place in the first scene? What was the problem? *(See text box)*
- What is wrong with the characters? Who is arguing? Why are they arguing?
- Have you experienced anything like that in your village? How did you feel when that happened?
- What happens in the 2nd scene?
- What was the problem? What do you remember of what you have just seen?
- Do you think the community members will agree to visit the other village to learn how men and women live as equals and collaborate to reduce GBV and improved SRH outcomes?
- If you were to be part of this visit, what questions would you want to know about?

Note to the Facilitator (do not read out loud): Some problems may include only the son is going to school, how money from the sales of the food will be used (husband using money for alcohol instead of for family wellbeing).

Gender Transformative Programming Overview

After finishing the list of questions and obtaining satisfactory answers, make a summarized presentation and finish it by giving an overview of gender transformative programming using **Technical Note No: 6**. Make sure that the overview is given in language that is easy to understand, and where necessary make sure that all the key concepts are translated in the local language.

Take time to ask and respond to participants' questions regarding gender transformative programming to ensure the overview was understood.

Wrap Up Discussion

Inform the participants that we will support them to invest their time and skills to identify opportunities to promote the formation of gender equitable norms and attitudes among adolescents and the significant adults in their lives, and ultimately improve SRH and decrease GBV using existing community structure referred to as platforms.

Inform the participants, as stated in the meeting objectives, that communities have chosen to be part of the process. Ask for some volunteer participants who are willing to support the program in their Parishes and ask them to describe what they can do. Make sure that no false expectation is raised at this point and explain the purpose of volunteers.

Describe the process for the Parish and village level orientation meetings and that you will be forming Community Action Groups (CAGs) at the Parish level. Describe the roll of the CAG in mobilizing the community around gender and equality and how they will use the toolkit.

Step 3.3: Prepare for Selection of CMT

Characteristics and skills needed for CMT members

Look for people with a good reputation in the community and, as far as possible, those who have:

- Good communication and listening skills
- Knowledge of/experience with community mobilization
- A good reputation in the community
- Good facilitation skills
- Other attributes such as openness, flexibility, patience, diplomacy and a belief in people's potential

Tell participants that for ownership and sustainability purposes, the program is seeking 3-4 volunteers to join the CMT. The volunteers may include a representative from the sub-county local government office, other sub county technical experts and the community.

Present the characteristics and skills for CMT members (left). Give participants time to ask questions, make comments and add criteria if necessary. Reiterate that this will be voluntary work and there will be no payment.

Based on the agreed upon criteria, ask for potential candidates and select the CMT. Ensure that the selection is democratic (if more than two are nominated for one position you can proceed by consensus or vote to determine the right people) and jot down their names. If it is difficult to come up with names, invite participants to nominate a group of five people with whom you will follow up with, in collaboration with the Sub County Chief to select the volunteers.

Explain to participants that during the Parish level orientation meetings, CAGs will be formed. Describe to participants the role of the CAG and explain how it is different from the CMT.

Develop a schedule for Parish Orientation

With participants, plan for the Parish level orientation meetings and for the implementation process that follows. Identify the dates and the venues for the community meetings.

Finally, thank the participants for their availability and their collaboration and tell them you wish for them that the community mobilization process will bear fruit which will benefit their children, their families, their community and the nation as a whole. Since the meeting was opened by the Chairperson LC III or his/her assignees, request that the Sub County Chief formally close the meeting

STEP 2

Training of the Community Mobilization Team

Introduction

The Community Mobilization Technical Assistance Team should conduct training on the CAC for the CMT. This training can be conducted in two ways: through one, six day training or through two, three day trainings. Experience has shown that the recommended approach is through two, three day trainings. The first takes place during Phase 1.

The CAC training should be conducted by someone familiar with CAC and in methods of community mobilization. The training should include the following:

- Define community mobilization and its elements;
- List and describe the phases of the CAC;
- Facilitate participants to share their community mobilization experiences;
- Review the CAC facilitation guide for the Organize, Explore, Plan, Act and Evaluate phases and adjust the guides as needed to reflect the local context;
- Define the team's role in accompanying community action and monitoring and evaluating with communities; and

Develop their workplan for rolling out the remaining phases of the CAC in their respective areas.

STEP 3

Gather Information about the Community

Note to the CMT: Critical to strong community-based programs and successful community mobilization is learning about the community before you begin!

In Step 2 of the *Prepare to Mobilize phase*, a situational analysis should be conducted by the CMT to gather information about community resources and constraints. The situational analysis should also gather information regarding:

- Current gender norms;
- Cultural practices and beliefs that may influence the norms;
- Key populations who are most affected; and
- Basic information on Adolescent Sexual and Reproductive Health (ASRH) and GBV including:
  - Whether services are available;
  - Demand for the services; and
  - Barriers that exist to access the services.

The CMT should meet to discuss the best approach to gather necessary information about the community. The methodologies that could be used include Group Discussions, Key Informant Interviews and other approaches identified by the team.

Technical Notes No. 2 and 3, found at the end of this section, include guidance on some of the questions that need to be answered by the situational analysis. The CMT should freely adjust the questions as they see needed.

Following the interviews and/or discussions, the CMT should meet to discuss what they have learned and how they think it will affect community mobilization.

STEP 4

Developing the Community Mobilization Roadmap

Note to the CMT:

The Community Mobilization Roadmap is a description of how the Community Mobilization Team (CMT) plans to mobilize communities around gender norms, equality and transformations. This ***roadmap*** for the CMT describes how you will use the CAC and how they will support and assist the community to design and carry out its action plan. Note that this is **not** a Community Action Plan—the Community Action Plan will be developed by the communities themselves in *Phase 4: Plan Together*.

The Community Mobilization Roadmap is a description of how the team intends to mobilize communities around the program goal: to improve gender equity and reproductive health by the formation of positive gender norms among boys and girls ages 10 to 19. The plan should identify a process that will help interested communities achieve this goal.

As you create the roadmap, keep these two overriding goals in mind:

1. To improve gender equity and reproductive health by facilitating the formation of gender equitable norms and the adoption of attitudes and behaviors that positively influence health outcomes among boys and girls age 10 to 19.
2. To improve the community's capacity to address these issues and sustain their effort over time.

The Community Mobilization Roadmap should be developed by the CMT led by the program (or mobilization) manager. The roadmap should include the following elements:

1. Background information (resources and constraints)
2. Program goal: the overall goal of the mobilization effort
3. Program objectives: the overall objectives of the effort
4. Community Mobilization Process: the overall process that you and the community will go through to achieve the goal and objectives
5. Monitoring and evaluation plan
6. Project management plan

Developing background information of your plan allows your team to do an inventory of resources and constraints you may encounter during mobilization.

Using **Technical Note No. 1: Resources inventory** found at the end of this section, the Community Mobilization Team should list the available resources.

Some examples of constraints may be that project staff do not possess the skills to do the work, there is insufficient time to achieve the desired results or that there are limited financial and material resources. Constraints may also arise from seasonal, geographic, political or logistical difficulties.
The Community Mobilization Roadmap should be adapted to the realistic assessment of circumstances. They should be reviewed and revised by the CMT quarterly to make any adjustments, address challenges and highlight/document successes.

Technical Note No. 1: Resources Inventory

Financial Resources	
Project budget	
Income from all sources including government	
Private sector	
Other organizations	
Other	
Human Resources and the Types of Skills they can Contribute	
Project Staff	
Collaborating organizations' staff	
Community members willing to work on the project	
Others	
Material Resources	
Meeting space	
Supplies	
Meals	
Computers	
Vehicles	
Other equipment	
Office space	
Time	
Time	

Technical Note No. 2: Community Profile Interview

Note to the Facilitator: These questions are suggestions and should be adapted as appropriate.

This questionnaire can be used with community leaders and key informants who are knowledgeable about the community and/or geographic area. When taking notes during the interview, please record when and where the interview took place, the name of the interviewer, and of the interviewee.

1. How many years have you lived in this community?
2. What is your role in the community?
3. What is the population of this community?
4. How is the community organized? What are the traditional and governmental social structures? What community groups exist?
5. Who are the formal and informal leaders? How are leaders chosen?
6. What do you see as the most important priorities in the community?
7. What are your (the) community's greatest strengths?
8. What are the greatest challenges you face as a leader/member of this community?
9. How are decisions made in the community about what the priorities are and how resources are allocated?
10. What are the major health problems for youth?
11. Sexual and reproductive health problems?
12. Gender based violence problems?
13. Have community groups or organizations ever worked together on any other health or social issues? If yes, on which issues and which groups? Tell us about your experience with collective action. Who did what? Were they successful? How did you know they were or were not successful? What did you learn?
14. What traditionally are men's/boy's and women's/girl's roles?
15. Who (boys and girls) has access to what information, services and resources?
16. We would like to work with interested communities to transform gender norms and improve SRH and GBV outcomes. Do you think that this community would be interested in exploring these issues with us? Why/why not?
17. If we work with this community on these issues, with whom should we work? Which individuals and groups would be important to include in the effort?
18. How should we approach these individuals and/or groups? What do we need to do to begin to discuss this program with them?
19. What is important to know about the community as we begin to develop a community mobilization program?

Technical Note No. 3: Understanding who is Affected and Why

Note to the Facilitator: These questions should be adapted as appropriate. They can be incorporated into key informant interviews and should be used to guide discussions of the community mobilization technical assistance team after interviews are conducted.

1. Who is most affected by inequitable gender norms?
2. How many people are directly affected? Indirectly?
3. What are the effects of inequitable gender norms in the community?
4. What are the current beliefs and practices related to gender norms? What do you know about the community's beliefs and practices around gender norms? Who decides and influences what will be done at the community level? How do you know this information? What don't you know?
5. What can women do in the community? What can they not do? What can men do and not do?
6. Is there a history of community mobilization in the past?
7. What is the level, capacity and skill in the community on community mobilization (including collective assessment, planning, action, monitoring and evaluation, decision-making, negotiation)?
8. How do those most affected by the issue interact with the community? With decision makers? Do they have access to resources?

Technical Note No.4: Mini-Drama on Gender Norms for the Orientation Meeting

Scene 1: A Family's Struggle with Money

Opoka is a married man with two children named Adong and Okello. Opoka's wife Ayot is a hard working farmer who had yielded a lot of agricultural produce. Unfortunately, Opoka sells the produce to get money for drinking alcohol, leaving the family helpless.

Funding for school supplies are only being provided to the male child (Okello) and he is the only one going to school. Adong is not going to school because the money is not enough for both Okello and Adong. At the same time Adong is sick and experiencing menstrual pains, but cannot get medicine due to lack of means.

Opoka comes back home drunk, and when the wife asks for money for treatment, and fees, he only quarrels and beats her.

Scene 2: Intervention and transformation

After realizing that the family isn't living well, the area LC 1 visits Opoka's family. He advises Opoka to reflect on his habits in order to support his family as a GREAT man to treat his children equitably by paying both of their school fees and providing for his family's needs, including treatment for Adong. He also gives him an example of Okullu, a model family, who takes care of his family responsibly.

Opoka realizes that he has to be responsible for his mistakes and start being a responsible husband and father. He promises to have Adong treated, and to pay for both children to attend school.

Technical Note No. 5: Preparation Checklist for Community Orientation Meetings

This tool is designed to assist with preparation of community meetings. Please cross off any items that are not needed or relevant to your meeting.

Activity	Status (√ when complete)	Comments
Organize a meeting with the Community Development Officer to discuss the meeting content and dates. Invite the Community Development Officer to the meeting and request that he/she facilitate the final discussion of the meeting. If he/she cannot attend, identify another sub county leader attending the meeting to facilitate. With the CDO: • Organize a meeting to clarify the content of the meeting with key sub county leaders i.e., Sub County Chief, Chairperson LC III and others. • Confirm the types of participants expected (at the sub-county level, the target participants are community leaders, women in leadership positions, CBOs and other influential people).	☐ ☐	
Invite the Chairperson LC III and Sub County Chief to welcome meeting participants.	☐	
Inform participants with sufficient notice about the meeting. A member of the CMT should go physically to the village/Parish for mobilization.	☐	
Identify and prepare the actors for the mini-drama, make sure they have had ample time to rehearse the drama and that you have seen it. Text for the mini-drama can be found in Technical Note No. 1.	☐	
Review these guidelines (Guidelines for Organizing the Community for Action) so you are familiar and comfortable with them. Anticipate some of the questions and concerns community members may have.	☐	
Clearly define the roles of each of the CMT member during the orientation.	☐	
Procure items you may require for the meeting. This may be inputs including: • Stationeries • Budget for refreshment expenses or payment as needed • Attendance sheets • Branding and promotional materials/banners • Binders • Camera • Other:_______________	☐ ☐ ☐ ☐ ☐ ☐ ☐	
Prepare venue in advance.	☐	
Plan how the CMT will arrive at the venue. If you are traveling in a vehicle plan where the vehicle be parked, which vehicle will be used, discuss the implications of each of the options chosen.	☐	

Technical Note No. 6: Gender Transformative Programming Overview

GREAT aims to improve gender equity and reproductive health in Northern Uganda by facilitating the formation of gender equitable norms and adoption of attitudes and behaviors which positively influence health outcomes among boys and girls ages 10 to 19.

What are gender norms?

Gender norms are social/community expectations of appropriate and acceptable roles and behaviors for men (and boys) and women (and girls).

Why focus on gender norms?

Gender norms and the transmission of these norms through society and cultural practices directly influence health-related behaviors. Inequitable gender norms are related to a range of issues, including use of family planning, SRH decision making, unintended/planned pregnancy, parenting practices, health-seeking behavior, GBV and transmission of HIV and other STIs. Adolescence, early adolescence in particular, represents a window of opportunity to promote positive attitudes and behaviors: it is during these life stages that gender norms begin to solidify.

Objective

GREAT is using strategies that are evidence based and life stage specific (very young adolescents (VYA) 10-14, older adolescents 15-19, married and parenting adolescents) to motivate youth ages 10-19 and to their communities to:

- Develop gender-equitable attitudes and behaviors
- Reduce GBV
- Promote positive SRH practices

Project Interventions

- Mobilizing communities to revitalize protective cultural traditions to foster healthier communities.
- Promoting peaceful and respectful relationships among 10-19 year olds, including married and parenting adolescents through a toolkit including:
    - Small group discussion and reflection
    - Radio drama
    - Games and activities
    - Flipbook on puberty

- Recognizing GREAT leaders and everyday heroes who provide advice and demonstrate respectful, healthy relationships.

The Project developed the toolkit to promote dialogue and reflection among adolescents, their families and communities. Use of the products in the toolkit will enable groups to reflect and discuss the radio drama plot, understand the themes and relate to their own life experiences, and move into action.

At the foundation of these efforts is community mobilization. The momentum around the radio drama and small group reflection will be reinforced by collaboration with community, religious, and clan leaders. Cutting across these activities, the project will recognize and celebrate people who demonstrate commitment to gender- equitable behaviors and ensure linkages with SRH services.

Phase 2:
ORGANIZING THE COMMUNITY FOR ACTION ON GENDER TRANSFORMATIVE PROGRAMMING

In the *Organize Communities for Action* phase of the CAC, CMT members formally approach the community at large for the first time and begin their involvement in community mobilization and the GREAT Project. This phase of the CAC has 4 steps and this guide provides an overview of the steps: Parish level orientation meetings, village orientation and platform identification, platform assessment and Community Action Group (CAG) formation.

The GREAT Project works through already existing community groups, such as Farmers' Associations, School-Based Clubs, Faith-Based Groups and Village Savings and Loan Associations, which we refer to as the **Platforms** through which the project is implemented.

Organization of the Phase 2

Steps	Location	Duration
Step 1: Parish Level Orientation Meeting	Parish	2 hours
Step 2: Village orientation/Platform Identification Follow up after Orientation	Village	2 hours
Step 3: Platform Assessment	Village	2 hours (per group)
Step 4: CAG Formation (roles and responsibilities, etc.)	Parish	2 hours (per CAG)

Technical Notes provide additional information to the facilitator, and are included at the end of the Phase. Reference to each note/tool, including where and how it should be used, is made in these guidelines.

STEP 1

Orienting the Community

Note to the CMT: Some of the following notes and steps will be similar to those included in the Orientation Meeting at the Sub County level. Please do review them carefully as there are differences specific to the parish and village level meeting.

Orienting the Community represent steps 1 and 2 of the *Organizing the Community for Action* phase that aims to introduce and discuss the goals and rationale for exploring gender norms and transformation with the community in order to engage them in the project and future steps. Community orientation is designed to occur at sub county, Parish and at the village level and includes one main community meeting with possible additional follow-up meetings, depending on need per level.

The objective of the community meeting is to present and clarify the GREAT Project including its strategy and implementation approach. Specifically the objectives of the meeting are to:

- Present and discuss the objectives and rationale of the GREAT Project intervention.
- Gather participant expectations and reactions to the project.
- Provide information about the GREAT Project including planned strategies and activities e.g., the CAC process, the GREAT Project toolkit and how it will be introduced to the community.

Note to the Facilitator: At this stage, you do not need to go through the specific tools in the GREAT Scalable toolkit, it is appropriate to describe how the project plans to use the toolkit.

- Introduce and plan the next stages of the CAC Process including the *Organize Together*, *Explore Together*, *Plan Together* and *Act Together* phases.
- At the Parish level, plan for platforms assessment.
- At the Parish level, plan for the selection/election of the CAG. This will be done in a separate meeting described in **Technical Note No. 4** found at the end of this section.

Step 1.1: Preparation for the Community Orientation Meeting

Before the community orientation meeting, the CMT which is in charge of conducting the community mobilization should undertake the following activities:

- Negotiate the dates for the meeting with all the local authorities including the CDO and Parish Chief.
- Confirm the types of participants expected (at the Parish level, the target participants are community leaders, women in leadership positions, CBOs and other influential people. At the village level wider community participation should be encouraged, particularly women and most affected populations). Now that you have gathered preliminary information during the

Prepare to Mobilize phase of the CAC, you should be familiar with the major stakeholders and gatekeepers who should be involved in the orientation meeting.

- Make sure that all the participants are informed about the meeting with sufficient notice. This is frequently done by an Extension Worker in coordination with the Parish Chief who is also a member of the CMT to physically go to the community for mobilization.
- Invite the CDO to the meeting and request that he/she facilitate the final discussion of the meeting. If he/she cannot attend, identify another sub county leader attending the meeting to facilitate.
- Invite the Parish Chief or Chairperson LC II to welcome meeting participants (other options include Honorable Councilor representing the Parish to the Sub County, LCI of the venue or others as appropriate).
- The community meeting will include a mini-drama. Prepare the actors for the mini-drama, make sure they have had ample time to rehearse the drama and that you have seen it. Text for the mini-drama can be found in **Technical Note No. 1**at the end of this section.
- Review these guidelines (*Guidelines for Organizing the Community on Gender Transformative Programming*) so you are familiar and comfortable with them. Anticipate some of the questions and concerns community members may have.
- Clearly define the roles of each of the CMT members during the orientation.
- Procure items you may require for the meeting. This may be inputs including stationery, budget for refreshment expenses or payment as needed, formats for attendance, branding and promotional materials-banners, binders, camera, etc.
- In coordination with the Parish Chief and other Parish level authorities, prepare venue in advance. Plan how the CMT will arrive at the venue. If you are traveling in a vehicle, plan where the vehicle will be parked, which vehicle will be used, discuss the implications of each of the options chosen.

See **Technical Note No. 2** at the end of this section for a Community Orientation Meeting preparation checklist.

Step 1.2: Activities to be conducted during the Community Orientation Meeting

The CMT should facilitate the community meeting using the guidelines below.

Duration 2 hours

Method Mini-drama/questions and answers

Preparation Volunteers for mini-drama prepared - **Technical Note No.1 for Mini-Drama on Gender Norms** at the end of this section

Inform/invite the CDO or any other sub county leader in attendance to facilitate the final discussion from the stage with the CMT.

Ensure that the participants sit in a position that will allow them to see the drama.

Materials Includes materials identified during the preparation phase possibly including stationary, refreshments, attendance sheet, any banners or promotional material, markers, camera, etc.

Note to the Facilitator: During the meeting, note the observations and contributions made including participation of both men and women. It is important that diverse groups of people participate at this orientation meeting.

Activities

Opening Ceremony

- Welcome the people to the meeting and request that the local authority, preferably the Chairperson LC III welcome participants.
- Introduce yourself (name, surname and the institution for which you work) and your colleagues so that the meeting might continue in a relaxed mood.
- Invite the various participants to introduce themselves in groups either according to ranks or according to Parishes.
- Thank the community members for their attendance. Introduce the purpose of the meeting and present its objectives and its context (which you have explained previously).

When entering a community, remember appearance builds trust!

- Show up early for the meeting
- Speak in the local language
- Wear appropriate clothing
- No cell phone use during meetings (or text messaging)
- No smoking or drinking alcohol
- Do not bring plastic water bottles, unless you bring for everyone
- If you arrived in a vehicle, park it a distance away and approach the meeting by foot

Adapted from SC Mozambique Country Office

Mini-Drama on Gender Norms

Announce the mini-drama and ask the already prepared actors to go on stage to act out the play.

At the end of the first scene, make a short summary and announce the second scene.

At the end of the mini-drama (12 minutes maximum) discuss, using the questions below to gradually move from the issues discussed in the mini-drama to the realities of the community.

Rephrase the questions every time the participants do not seem to react to the first question and always look for two to three different opinions for each question.

Summarize the answers given or the discussions following the different questions you asked.

Questions for the Mini-Drama

- Now that we have all seen the drama, would someone tell me what took place in the first scene? What was the problem? *(See text box)*
- What is wrong with the characters? Who is arguing? Why are they arguing?
- Have you experienced anything like that in your village? How did that make you feel?
- What happens in the second scene?
- What was the problem? What do you remember of what you have just seen?
- Do you think the community members will agree to visit the other village to learn from them how men and women live as equals and collaborate to reduce GBV and improved SRH outcomes?
- If you were to be part of this visit, what questions would you want to know about?

Note to the Facilitator (do not read out loud): some problems may include only the son is going to school, how money from the sales of the food will be used (husband using money for alcohol instead of for family wellbeing).

Gender Transformative Programming Overview

After finishing the list of questions and obtaining satisfactory answers, make a summarized presentation and finish it by providing an overview of gender transformative programming using **Technical Note No: 3** at the end of this section *(Gender Transformative Programming Overview)***.** Make sure that the overview is given in language that is easy to understand, and where necessary make sure that all the key concepts are translated in the local language.

Take time to respond to participants' questions regarding gender transformative programming to ensure the overview was understood.

Wrap Up the Session

Inform the participants that together we will invest time and skill to help identify opportunities to promote the formation of gender equitable norms and attitudes among adolescents and the significant adults in their lives, and ultimately improve SRH and decrease GBV. This will be done using existing community structures that we refer to as platforms.

Inform the participant as stated in the meeting objectives, communities have chosen to be part of the process. Then, ask for some volunteer participants who are willing to support the program in their Parishes and ask them to describe what they can do. Make sure that no false expectation is raised at this point, explain the purpose of volunteers.

Prepare for Selection of CAG Members (at the Parish Level Meeting)

Tell participants that for ownership and sustainability purposes, the project will seek 11-12 volunteers to form a CAG, to be elected at a separate meeting (See Step 3 for meeting details). Using **Technical Note No. 5**, found at the end of this section, describe the role of the CAG and explain how it is different from the CMT. The CAG is responsible for designing the community action plan with other community members and carrying out all associated activities.

Give participants time to ask questions, make comments and add criteria if necessary. Reiterate that this will be voluntary work and there will be no payment.

Identify a date for a separate meeting (to be held at Parish level) which will be held to elect CAG members.

> **Keeping Track of Teams**
>
> There are many different acronyms and teams involved in the CAC and it is sometimes hard to keep track of who does what!
>
> The **Community Mobilization Team (CMT)** is the original advisory/support group that initiated and will continue to guide the mobilization effort.
>
> The **Community Action Group (CAG)** is the group of committed individuals from the community who are responsible for designing the actual community action plan and with other community members, carrying out all the associated activities.

Develop a schedule for Village Orientation

With participants, plan for the orientation on gender transformative programming at the village level and for the implementation process. Identify the dates and the venues for the community meetings.

Finally, thank the participants for their availability and their collaboration and tell them you wish for them that the community mobilization process that is beginning will bear fruit which will benefit their children, their families, their community and the nation as a whole. Since the meeting was opened by the Chairperson LC III or his/her assignees, request that the Sub County Chief formally close the meeting.

Step 1.3: Follow-up Activities after the Community Orientation Meeting (short-term/immediate)

Evaluate yourselves (facilitators) on how effectively you carried out the meeting.

Find time a few days after the meeting to go around in the communities or stakeholders or make phone calls to see how people feel about the program, get some feedback and provide communities with additional information (e.g., next steps of project implementation, additional information on the project goal, objectives, coverage, particularly if any CMT members noticed any gaps in the meeting). This should be done over the course of one week, but should not take more than one day of time.

STEP 2

Conduct the Platform Assessment

Duration 2 hours per group

Method Group meetings to assess possible platforms that can use the GREAT Toolkit

Preparation CMT should review **Technical Note No. 3: Platform Assessment Tool** at the end of this section, to see if any additional criteria should be included in the assessment.

Meet with local leaders (LCI, Parish Chief, Parish Development Committee member etc.) to identify existing out of school platforms.

Meet with the Head Teacher and Senior Male/Female Teachers to identify in school platforms (to focus on VYA).

With platform leaders, schedule a day/time to conduct the assessment.

As the assessments will take place at the village level, as possible, organize a small village orientation meeting for the project. Follow the guidelines above for conducting community orientation meetings.

Note to the Facilitator: It is not required that the entire CMT conduct the assessment of each platform together. The CMT is welcome to spread out to cover as many locations as possible if members feel comfortable with the process.

Activities

Conducting the Assessment

The CMT should meet the platform leaders in a prearranged meeting location to conduct the assessment.

Introduce the members of the team in attendance.

Describe the goal, objectives and activities of GREAT using **Technical Note No. 4** found at the end of this section.

Explain to the platform leaders and representatives what it would mean to be in a platform using the GREAT toolkit. Describe the activities they may be involved in, including what will be expected of them and what they can expect from the CMT and the project.

Using the Platform Assessment Tool, ask the platform representatives for details about their group.

Once the CMT has completed their questions, thank the platform representatives for their time, let them know when they can expect to hear the results of the assessment, what possible next steps may be and provide them with your contact information if they have any additional questions.

Reviewing Assessment Results

After assessing possible platforms, a meeting should be organized for the CMT to select the platforms for both in and out of school groups. The selection is based on location of the group, who this a part of the group, and how this fits into the scale up model for this work.

STEP 3

Putting Together a Community Action Group (CAG)

Step 3.1: Preparation for Putting Together a CAG

Before the CAG Formation Meeting, the CMT should undertake the following activities:

1. During the Community Orientation Meeting, dates for the CAG formation meeting should be identified to elect the CAG.

2. Identify a chairperson and lead facilitator for the meeting.

3. Involve individuals and groups at different levels in the CAG selection process including the CMT, volunteers identified in the community orientation meeting, Parish staff from relevant government departments, partner non-governmental organizations (NGOs), traditional leaders in charge of Parishes and representation from the CBOs.

See **Technical Note No. 5** at the end of this section for recommended CAG composition and characteristics/ skills of members.

Step 3.2: Putting Together a CAG Meeting

Duration 2 hours

Materials Flipchart, Marker

Activities

1. Invite the meeting chairperson to call the meeting to order. Participants (including the CMT) will introduce themselves by way of self-introduction. The Chair will hand over the facilitation to the CMT.

2. The CMT will have nominated a lead facilitator for the process (most likely a sub county CMT member who is a CDO or Gender Focal Person. The lead facilitator introduces the objectives of the meeting to the participants (i.e., selecting/electing a CAG). The lead facilitator will also brainstorm with participants on the expected roles of the CAG to be elected/ selected.

3. Agree with the participants on the qualities of members from the Parish that will comprise the CAG. See **Technical Note No. 5** at the end of this section for recommended composition and characteristics/skills of members.

4. Agree with the participants on the mode that will be used in selecting/electing the CAG. The selection/election may be done through open voting. Note that club leaders, cultural leader (Rwot) and the Parish Chief become automatic members because of their community influence.

5. Facilitate the selection/election process for the CAG using the agreed upon method.

6. When the CAG membership has been elected/ selected, explore with the participants if they are happy with the process and its outcome. Ask them if the team that they have elected/selected is the team that they will be committed to working with on community mobilization around gender and health issues in their area.

7. Once the election process has been finalized and the participants are satisfied, inform the participants about an orientation that will be organized for the CAG. Where appropriate, inform them about the actual date of the orientation (if it has already been set) to ensure that CAG members keep the date free.

8. Ask the participants if they have any questions and answer only those that you have answers for. If there are no questions, thank the participants for their time and close the meeting.

Technical Note No.1: Mini-Drama on Gender Norms for the Orientation Meeting

Scene 1: A Family's Struggle with Money

Opoka is a married man with 2 children named Adong and Okello. Opoka's wife Ayot is a hard working farmer who had yielded a lot of agricultural produce. Unfortunately, Opoka sells the produce to get money for drinking alcohol, leaving the family helpless.

School fees are only being provided to the male child (Okello) and he is the only one going to school. Adong is not going to school because the money is not enough for both Okello and Adong. At the same time Adong is sick and experiencing menstrual pains, but cannot go to the Health Centre due to lack of transport means.

Opoka comes back home drunk, and when his wife asks for money for treatment, and fees, he only quarrels and beats her.

Scene 2: Intervention and Transformation

After realizing that the family isn't living well, the area LC 1 visits Opoka's family. He advises Opoka to reflect on his habits in order to support his family as a GREAT man to treat his children equitably by paying both of their school fees and providing for his family's needs, including treatment for Adong. He also gives him an example of Okullu, a model family, who takes care of his family responsibly.

Opoka realizes that he has to be responsible for his mistakes and start being a responsible husband and father. He promises to have Adong treated, and they go back to school.

Technical Note No. 2: Preparation checklist for community orientation meetings

This tool is designed to assist with preparation of community meetings. Please cross off any items that are not needed or relevant to your meeting.

Activity	Status (√ when complete)	Comments
Negotiate the dates for the meeting with all the local authorities including Community Development Officer and Parish Chief.	☐	
Confirm the types of participants expected.	☐	
Inform participants with sufficient notice about the meeting. In coordination with the Parish Chief, a member of the CMT should go physically to the village/Parish for mobilization.	☐	
Invite the Community Development Officer to the meeting and request that he/she facilitate the final discussion of the meeting. If he/she cannot attend, identify another sub county leader attending the meeting to facilitate.	☐	
Invite the Parish Chief or Chairperson LC II to welcome meeting participants. Other options include Honorable Councilor representing the Parish, LC I of the venue or others as appropriate.	☐	
Identify and prepare the actors for the mini-drama, make sure they have had ample time to rehearse the drama and that you have seen it. Text for the mini-drama can be found in **Technical Note No. 1**.	☐	
Review these guidelines (*Guidelines for Organizing the Community for Gender Transformative Programming*) so you are familiar and comfortable with them. Anticipate some of the questions and concerns community members' may have.	☐	
Clearly define the roles of each of the CMT members during the orientation.	☐	
Procure items you may require for the meeting. This may be inputs including: • Stationary • Budget for refreshment expenses or payment as needed • Attendance sheets • Branding and promotional materials/banners • Binders • Camera • Other:_______________	 ☐ ☐ ☐ ☐ ☐ ☐ ☐	
Prepare venue in advance.	☐	
Plan how the CMT will arrive at the venue. If you are traveling in a vehicle plan where l the vehicle will be parked, which vehicle will be used (i.e., CPA/STF or PI/SCI vehicle), discuss the implications of each of the options chosen.	☐	

Technical Note No. 3: Gender Transformative Programming

GREAT aims to improve gender equity and reproductive health in Northern Uganda by facilitating the formation of gender equitable norms and adoption of attitudes and behaviors which positively influence health outcomes among boys and girls ages 10 to 19.

What are gender norms?

Gender norms are social/community expectations of appropriate and acceptable roles and behaviors for men (and boys) and women (and girls).

Why focus on gender norms?

Gender norms and the transmission of these norms by institutions and through cultural practices directly influence health-related behaviors. Inequitable gender norms are related to a range of issues, including use of family planning, SRH decision making, unintended/planned pregnancy, parenting practices, health-seeking behavior, GBV and transmission of HIV and other STIs. GBV itself is a major cause of illness and death among girls and women and increases their future vulnerability to ill health. Adolescence, early adolescence in particular, represents a window of opportunity to promote positive attitudes and behaviors: it is during these life stages that gender norms and identities begin to solidify.

Objective

GREAT is using strategies that are evidence-based and life stage specific (VYA 10-14, older adolescents 15-19, married and parenting adolescents) to motivate youth ages 10-19 and to their communities to:

- Develop gender-equitable attitudes and behaviors;
- Reduce GBV; and
- Promote positive SRH practices.

Project Interventions

- Mobilizing communities to revitalize protective cultural traditions to foster healthier communities.
- Promoting peaceful and respectful relationships among 10-19 year olds, including married and parenting adolescents through a toolkit including:
    - Small group discussion and reflection
    - Radio drama
    - Games and activities
    - Youth-friendly book on puberty
- Recognizing GREAT leaders and everyday heroes who provide advice and demonstrate respectful, healthy relationships.

The Project developed the toolkit to promote dialogue and reflection among adolescents. The toolkit will use the same characters and themes as the radio drama – thus linking the two. Use of the products in the toolkit will enable groups to reflect and discuss the radio drama plot, understand the themes to their own life experiences, and move into action.

At the foundation of these efforts is community mobilization. The momentum around the radio drama and small group reflection will be reinforced by collaboration with community, religious, and clan leaders. Cutting across these activities, the project will recognize and celebrate people who demonstrate commitment to gender- equitable behaviors and ensure linkages with SRH services.

Technical Note 4: Platform Assessment Tool

<table>
<tr><th colspan="3">Platform Assessment Tool</th></tr>
<tr><td>Group Name</td><td colspan="2"></td></tr>
<tr><td>Location</td><td colspan="2"></td></tr>
<tr><td rowspan="3">Composition</td><td>How many members (total #)?</td><td></td></tr>
<tr><td># Males</td><td></td></tr>
<tr><td># Females</td><td></td></tr>
<tr><td>Group leader/contact person</td><td colspan="2">Name:

Mobile:

Email:</td></tr>
<tr><td>Platform Activities</td><td colspan="2"></td></tr>
<tr><td>When does the platform meet?</td><td colspan="2"></td></tr>
<tr><td>How often does the platform meet?</td><td colspan="2"></td></tr>
<tr><td>How long do you intend for the platform to keep running? (before dissolution)</td><td colspan="2"></td></tr>
</table>

Is the group willing to incorporate new members?	
Is the group willing to incorporate activities around gender transformations into the platform's activities?	
Is your platform currently being supported by another organization?	

Technical Note No. 5: Putting Together a CAG

The CAG is a group of community members who will take primary responsibility for designing and implementing the Community Action Plan, with guidance and support from the CMT and with active participation of platforms and platform leaders and various groups and individuals from the community. There should be 11-12 (no more than 15) members of the CAG.

All CAG members, regardless of their other qualifications should meet two key criteria:

- The person has expressed an interest in working on the initiative; and
- The person has time to devote to working on the initiative.

Beyond that, you should look for team members who come from a cross-section of populations and interest groups in the community, including:

- Platform leaders representing in and out of school platforms (4)
- Parish chief (1)
- LC 2 (1)
- Child Protection Committee (CPC) (1)
- Village Health Team (VHT) (2)
- Cultural leader (1)
- Religious leader (1)

In terms of characteristics and skills, look for people with a good reputation in the community and, as far as possible, those who have:

- Good communication and listening skills;
- Knowledge of/experience with community mobilization;
- A good reputation in the community; and
- Good facilitation skills.

Phase 3:
EXPLORE TOGETHER: PARTICIPATORY EXPLORATION OF GENDER EQUALITY, ADOLESCENT SEXUAL AND REPRODUCTIVE HEALTH AND GENDER-BASED VIOLENCE AMONG COMMUNITIES IN NORTHERN UGANDA

In the *Explore* Phase of the CAC, CMT members begin to explore issues related to gender equality, ASRH and GBV amongst themselves and in their own community. The Explore Phase allows the space for community to begin to dialogue and analyze the gender issues in their families and community. This chapter will describe the steps in the phase and introduce tools to use for participatory exploration of these issues with community members. These tools are from the GREAT toolkit and include Activity Cards for VYA, Older Adolescents and Married and Parenting Adolescents and the GREAT Community Game.

Organization of Phase 3

Steps	Location	Duration
Step 1: Introduction to the Explore phase and exploration tools with the CAGs	S/C or Parish	1 day
Step 2: Field work	Parish or Village	1 day
Step 3: Meet with CAG after field work to identify and prioritize problems and conduct a root cause analysis	S/C or Parish	6 hours

Technical Notes provide additional information to the facilitator, are included at the end of the section. Reference to each note/tool, including where and how it should be used, is made in these guidelines.

Preparation for Explore Phase Orientation

Note to the CMT: The objective of the *Explore* Phase is to (1) identify the main problems related to inequitable gender and social norms, GBV and ASRH related to target communities; (2) set priorities on how to address these problems; and (3) analyze their root causes. The success of the process depends on the efforts put into logistical and technical preparation.

Materials and supplies may include:

- Blackboard
- Tables
- Benches
- Mats
- Pad
- Flip Chart
- Markers
- Snacks
- Drinks
- Others as relevant

To be an effective facilitator, preparation is needed prior to the exploration workshop/meeting day. To accomplish this, the facilitators should:

- Develop the meeting schedule.
- Prepare ice breakers and energizers. For examples of ice breakers, please see **Technical Note No. 1** at the end of this section.
- Translate the tools, questions and meeting program into the local language.
- Review Session 2, exploring ASRH, GBV and inequitable gender norms with the CAGs, and identify which tools from the GREAT toolkit you will use during the session.

  The facilitators should meet the day before the first workshop at the meeting site to ensure the availability of needed materials and supplies.

The day prior to the workshop, while at the meeting site:

- Copy the agenda and important information on the flip chart.
- Arrange the tables and benches in U-form so that all the participants may interact.

The following can be done to facilitate an interactive workshop:

- The meeting schedule should be flexible and can be organized to meet participants' schedules. It is critical that participants are engaged in group discussions. If needed, group discussions can be held in half days (either in the morning or in the afternoon).
- The present chapter should be a constant guide on how to facilitate the community exploration; however it should not be taken as a Bible or Koran. It should not restrict your creativity and relevant adaptation. A guideline is not a solution to all problems and challenges and it does not give answers to all of the questions you may be asked.

Overview of the Explore Phase

Objective

The objective of this phase of the CAC is to (1) identify the main GBV, Gender Norms and ASRH issues related to target communities; (2) set priorities on how to address these problems; and (3) analyze their root causes. Specifically, we want the community to:

- Identify the issues and key drivers of inequitable gender norms, GBV and poor ASRH in their community;
- Identify the gender and social norms that fuel the problem in those communities;
- Set no more than six priorities to be solved including; two for prevention of GBV, two for ASRH and two for gender norms; and
- Identify the root causes of each determined GBV, Gender Equality and ASRH priority.

The process of the Explore Phase takes about four days and is broken into three steps (as shown in the figure on page 5):

- First meeting with CAG members is to orient them to the Explore phase with particular attention to the tools used during field work to be conducted with the larger community (5 sessions to the meeting).
- Field work designed to gather information from the community on inequitable gender and social norms, ASRH and GBV.
- Second meeting with CAG members and identified community members to review, synthesize and analyze data and information collected, prioritize problems identified and conduct a root cause analysis.

Duration of the Explore Phase

The three steps of the Explore phase will last up to four days. The CAG need not conduct the field work (step 2) together. It is advisable that the CAG separate into smaller Explore teams to be able to make activities more time efficient and less resource intensive.

Target Population

The participants in each meeting should not exceed 25. The first meeting is conducted for CAG members. The CAG will be supported by the CMT to conduct the field work with the communities at large and government officials that can provide data on the GBV, Gender Equality and ASRH problems in your locality. The second meeting with the CAG should also include representatives from the community (particularly the target population) to help with the prioritization of problems identified and conduct a root cause analysis.

STEP 1	**First Meeting with CAG during the Explore Together Phase**	
	Participants CAG members (Parish level)	**Output** List of issues including inequitable gender norms, GBV and ASRH problems
	Facilitators CMT	
STEP 2	**Field Work**	
	Participants Members of the target community (platform members) and the general community	**Output** Data collected from the exploration exercise
	Facilitators CMT and CAG members (grouped into smaller *Explore* teams)	
STEP 3	**Second Meeting with CAG and Community Members | Data Synthesis**	
	Participants CAG members and other community members (representative of target group, others)	**Output** List of issues 2 priorities (each) GBV, ASRH and 3 priorities inequitable gender norms
	Facilitators CMT and invited facilitator	

STEP 1

Guidelines for the First CAG Meeting of the Explore Together Phase:

Presentation of the participatory exploration process on gender norms, gender equality, GBV and ASRH with communities

Session 1.1: Welcome, Introductions and Review of Meeting Agenda

Objective	By the end of the session 1.1 , every participant will have introduced themselves and their expectations for the meeting.
Duration	20 minutes
Method	Presentation
Materials	Masking tape, markers, flipcharts/news print

Activities

1. Welcome the CAG members and thank them for giving their time to this exercise. Ask the CAG chairperson to say his/her opening remarks and thank him/her for his time.

2. Introduce yourself, ask your colleagues to do so and allow the CAG members to introduce themselves as well as necessary.

3. Explain to the CAG that we are here to explore issues related to Gender Equality, ASRH and GBV in our communities to help CAGs later identify solutions to reduce the incidence of inequitable gender norms, GBV and ASRH in the communities.

4. Present the purpose of and the process to conduct the Explore phase. Take time to ask whether participants have any questions or need further clarification. Once the participants are clear about the objectives and process of the Explore phase, present the specific objective of the first meeting of that phase to:
   - Remind the participants of the phases of the CAC process.
   - Identify the issues and key drivers of GBV and poor ASRH in the communities/populations in the area.
   - Identify the inequitable gender and social norms in the communities.
   - Review of data collection tools and plan for field work.

5. Take time to answer participants' questions and explain again, if necessary, the process and expected outcomes of the Explore Phase.

6. Thank the participants for their time and announce the next session.

Session 1.2: Exploration of the GBV and ASRH issues with CAG

Objective By the end of the session 1.2 participants will have listed the key issues/problems of the GBV, inequitable gender norms and ASRH in their community.

Duration 1 hour 30 minutes

Method **Recommended Approach**

Option 1: Play the Community Board Game for 45 minutes, followed by discussion
Option 2: Break into three groups, with each group using one of the following Activity Cards:

- VYA Activity Cards: Dear Auntie and Uncle (Equality)
- Older Adolescent Activity Cards: Sexual Decision Making Advice (Equality and RH)
- Married and Parenting Adolescent Activity Cards: Advice on Solving Problems (Equality and GBV)

Material Flipchart, marker, GREAT Activity Cards for VYA, Older Adolescents and Married and Parenting Adolescents and/or GREAT Community Game

Preparation Prior to the meeting, decide which approach will be used during the meeting and review the instructions for the Community Game or selected Activity Cards. Depending on which option is selected, some additional preparation may be required.

Identify a community/group leader who will attend the training in advance and ask that they close the meeting.

Activities

1. Tell participants that to best facilitate future discussions volunteers from their community will use the GREAT Toolkit to present different situations. Their attention is required as discussions will follow after the community game or activities from the cards are conducted.

2. If using the activity cards, break into three groups assigning each group one set of cards. Follow the instructions on the community game or activity cards for the selected activities. Use the discussion questions on the cards (game cards or activity cards) to discuss the issues presented. If using the activity cards, reconvene the larger group and ask for a volunteer from each group to report on their activity.

3. After the game/activities are complete, ask participants to list, based on their own experience, all the behaviors and inequitable gender norms that may affect GBV and ASRH.

4. Note all the ideas on the flipchart without discussing their pertinence. Give all participants an opportunity to share their ideas. Probe to make sure that participants do focus on specific behaviors from their community.

5. After participants have exhausted their ideas, refer back to the notes on the flipchart and discuss the ideas one by one in order to retain the relevant ones.

6. Summarize the discussion and write on a flipchart the key outcomes of the brainstorming. Post it somewhere in the room so participants can easily view.

7. Tell participants that now that they have identified the key drivers of the GBV, gender inequality and poor ASRH in their community. Ask if they would like to move ahead and identify the social norms that support each of the behaviors listed in step 4.

8. Write on a blank flipchart one of the listed behaviors and ask participants to list, based on their daily lives, the sayings, stereotypes, proverbs and thinking that will encourage/support the community members to have such behavior. Take time to probe, if necessary give 5 minutes for individual reflection. Continue this process for each of the behaviors that have been listed in the brainstorm in order to have a list of norms under each identified behavior.

9. Summarize the listed norms, thank participants for their contribution and invite them for the following session.

Note to the Facilitator: Be sure to keep the flipchart paper listing the norms the CAGs identified or note them down. You will refer to them again in the second meeting with the CAGs after field work.

Session 1.3: Review of the Exploration tools

Objective By the end of session 1.3 the participants will be able to understand and list all of the steps involved in conducting a focus group discussion (FGD), and discussions, in-depth interviews, asset mappings and using picture cards. The Explore Teams will be able to choose which tools they would like to use when conducting field work.

Duration 2 hours

Method Presentation and discussions

Material Flipchart, marker

Preparation Prepare copies of the Participants' Handouts which includes tools that can be used in the Explore phase (found at the end of this chapter).

Make sure that CAG members have the GREAT Toolkit Activity Cards and Flipbook which can be used during field work.

Activities

1. Tell participants that now that as a group, they have identified key problems and social norms that fuel GBV, gender inequality and poor ASRH, the next logical step is to identify and plan solutions to tackle the issues identified.

2. Ask the participants if there is anything else they want to add to results from the brainstorming conducted in the previous session.

3. Write down additional responses on a flipchart. Summarize the different responses and tell participants that in order to ensure that all perspectives regarding the key drivers and problems have been taken into consideration, we invite the CAGs to carry out further investigation directly with different groups in the community. That's why in this session we will review the tools that they will use for further investigation in the field.

4. Ask participants if they know any techniques that can be used to further investigate the drivers and problems related to inequitable gender and social norms, poor ASRH and GBV with the communities. Note their ideas on the flipchart and inform them at the end that for this exercise, we are suggesting using FGDs, in-depth interviews, observations, picture cards and social mapping. Write the name of each technique on the flipchart.

5. Tell participants that we are going to take time to study each technique and review the hand-outs describing the technique. Inform them that in the next session, they will have the opportunity to practice using each tool.

   Note to the Facilitator: this is not a complete list of techniques so please include others that participants suggest.

6. For each technique, beginning with FGD, in depth interview, observation, picture cards and social mapping (and any others participants suggested), ask if any of the participants have used or heard of the technique.

7. If participants have heard of or have experience using the technique, ask them to describe the technique. Distribute the hand-outs to participants and then describe in greater detail the technique using the Participants' Handouts found at the end of this chapter.

   Note to the Facilitator: For each methodology included in the **Participants' Hand-outs,** there is a description of the methodology and tool to use specifically for field work exploring issues related to inequitable gender and social norms, GBV and ASRH. The facilitator should also have the hand-outs and refer to them during this meeting.

8. After each presentation, allow time for participants to ask questions. Make sure that all participants have a clear understanding of the technique, the purpose, the process to use it and the necessary hand-outs.

9. Take time to go through each handout. Let participants take turns reading the content of each tool and make sure all of their questions have been answered.

10. Once you have gone through all the techniques and the relevant data collection tools, summarize the session and thank the participants for their contributions. Describe the objective of the next session.

Session 1.4: Practicing with the Exploration tools and planning for field work

Objective By the end of session 1.4 participants will develop a detailed plan for field level data collection for the next day.

Duration 2 hours

Method Group discussions and role play

Material Flipchart, markers, different data collection tools, planning template

Preparation Write the data collection planning template on a flipchart. Make copies of **Technical Note No. 2 Field Work Planning Matrix** for participants, found at the end of this section.

Activities

1. Now that they have gone through all of the exploration tools such as discussion guides and questions, ask participants whether they are comfortable to conduct field work and collect the information gathered.

2. Based on their responses--especially if some said they are not comfortable--ask what is remaining to be done so they feel comfortable.

3. Mention that before a community mobilizer conducts activities with the community, it is important that they prepare beforehand. CAG members should practice any activity to accomplish them effectively.

4. Explain to participants that we will now break into groups to practice how each exploration tool will be used for data collection. The groups should be formed based on participants' interest, experience and their specific information needs

   Group 1: Focus Group Discussions
   Group 2: In-depth Interviews
   Group 3: Transect Walks and Resource Mapping

5. Tell participants that once in their groups, they should divide rolls amongst themselves and begin practicing the tools. Move from group to group in order to provide help.

6. Once the participants finish practicing a tool in one role, ask them to practice using the tool once again in another role. When the task is completed, ask the groups to present a role play using their tool in front of the participants.

7. After all groups present, lead a discussion using the following questions:

   - What did you feel using the tools?
   - What was difficult and what was easy?
   - Any comments on the role plays? Note to the participants that giving constructive feedback is important.
   - Is there anything that needs more simplification?
   - What can be done to make it so?

8. Finally, explain the need to plan before going out to conduct field work. Present the field work planning template and ask them to go back in their groups and take 30 minutes to prepare a tentative plan for field level data collection.

9. Show them they should fill in or use the following matrix for planning. This is the same matrix in **Technical Note 2**, which is being provided to the participants.

<table>
<tr><th>Activity</th><th>Source of data (number and person)</th><th>Time and date</th><th>Place</th><th>Responsible</th><th>Resource needed</th><th>Remark (money/ other)</th></tr>
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</table>

Session 1.5: Evaluation and closure

Objective: By the end of session 1.5, participants will have 1) evaluated their progress so far and agreed how they can improve their work; and 2) planned when and where the next meeting will take place.

Duration 30 Minutes

Method Plenary discussion

Material Flipchart, markers

Duration 30 minutes

Activities

1. Inform the participants that we are at the end of the first meeting and ask them to evaluate the workshop by stating what needs to be improved during the next meetings. Note them down on a flipchart.

2. Next Steps: Discuss with participants the date, time and location for the next meeting which should be after field work has been conducted to review the information gathered, identify and prioritize problems in the community and conduct a root cause analysis.

3. Ask each group to identify one person to keep the data collection forms for the group. Before the start of the second meeting, instruct participants to give them to the facilitator.

4. Tell participants that while they conduct the field work they should identify/invite community members to participate in this next meeting. The meeting should have a total of 25-30 participants including CAG members. Tell each group how many community members they should each invite. Remind them that they should inform the community members of the date, location and time the meeting will take place.

5. Thank them for giving you their time and briefly describe the remaining phases of the CAC (action plan development and implementation).

6. Invite an already notified leader to say a word or a prayer to close the session, thank him/her at the end.

STEP 2

Guidelines for Facilitating the Second Meeting of the CAG after Field Work to Analyze Results and Set Priorities

Session 2.1: Welcome, introduction and review of the meeting agenda

Objective By the end of this session 2.1, participants will have been introduced to the agenda and objectives for the day.

Duration 30 minutes

Method Presentation/discussion and activity cards

Material Flipcharts, markers, masking tape, pens, sheets of paper, GREAT Activity Cards for Married/Parenting Adolescents

Preparation Before the meeting begins, collect the data collection forms from the field work for use by groups in the next session.

Activities

1. Welcome participants and thank them for giving their time to this exercise.

2. Request that participants who were not at the first meeting introduce themselves.

3. Explain to them that we are here to continue with the exploration of the issues around inequitable gender and social norms, GBV and ASRH issues amongst the community in order to later identify solutions to reduce the incidence of GBV and poor ASRH among young people.

4. Remind participants of the first meeting's objectives, where they identified key drivers of gender and social norms that fuel the incidence of GBV and poor ASRH. Today's meeting objectives are to:

   - Analyze the information collected during the field work.
   - Set seven Priorities to be solved together as a community (three priorities for improving underlying inequitable social/gender norms, two priorities for the prevention of GBV, two priorities for improving SRH).

Setting Priorities for Gender Norms Transformation

Without challenging the underlying norms that dictate how men and women should act, behave and relate to each other, it is unlikely there will be lasting change on the priorities set for the prevention of GBV and SRH. To truly impact GBV and SRH outcomes, ensure priorities are set with the community to explore, reflect on and challenge existing inequitable gender norms.

- Identify the root causes of each GBV and ASRH Priorities.
- Establish a calendar for the *Plan Together* phase.

5. Take time to answer participants' questions and explain again if necessary the process and the expected outcomes of the Explore phase.

6. Conduct a gender pulse check using the Male and Female Roles game in the Married/Parenting Adolescent Activity Cards. Adjust the game so it is played for 20 minutes and otherwise follow the instructions on the card to facilitate the game and discussion.

7. Thank the participants for their time and announce the next session.

Gender Pulse Check

It is important for the CAG members to frequently explore their own values regarding gender. We call this a Gender Pulse Check. In this session, we suggest using the Male and Female Roles game in the Married/Parenting Adolescent Activity Cards.

Session 2.2: Compiling and making sense of the information gathered- issues and resources

Objective By the end of the session, the participants will have agreed on a list of key drivers, inequitable gender and social norms that fuel GBV and affect ASRH in their community and key resources available for future intervention during the Act Together phase.

Duration 3 hours

Method Group work

Material Loose paper, pens, flipchart and markers

Preparation Prior to the meeting, write the instructions for group work on flipchart pages. List the key drivers identified by the CAG during the first meeting on a flipchart**.** Identify areas in the meeting space where group work can be conducted.

Activities

1. Present the objective of the session and ensure that participants understand the objective. Announce the small group work.

2. Ask a participant to read aloud the instructions for group work from the prepared flipchart. Ask participants if they have any questions and be sure to answer the questions.

3. Form at least three groups.

   Group 1: FGD Data

Group 2: In-depth Interview Data
Group 3: Transact Walk and Resources Mapping Data

4. Once the groups are formed, tell the groups the location where each group will work. Inform the groups that they should identify a person who will report out on the group's work and invite them to start the work. The groups will have two hours for the work.

5. Walk around to each group from time to time to provide clarification and assistance if necessary. At the end of the allotted time call back the groups for the plenary.

6. Give five minutes to each reporter to present the work of his group. After each presentation give time for questions, comments and amendments.

7. Make a summary of the presentations on a flipchart in such a way that on one side is a list of key drivers of inequitable gender and social norms and on the other side a list of potential resources to address the norms.

8. Bring back the list of key drivers that the CAG developed in the first meeting and combine the two lists into one.

9. Ensure at the end of the compilation that you answered the questions and/or comments and announce the next session.

Instructions for Group Work

- Form at least three groups
- Identify a group facilitator, recorder (to write a list of the problems identified through data collection) and reporter to report out to larger group
- Allow time to go through the data collection forms
- Begin discussions as a group regarding the problems mentioned in the data collection forms
- As problems are identified, the recorder should write them down on note or flipchart paper
- If a problem is mentioned more than once, the recorder should mark each time the problem is identified
- Once all problems identified in data collection are listed count and total the number of times each problem was mentioned
    - Based on the totals, circle the top two problems related to GBV, the top two problems related to ASRH and the top problem related to inequitable gender norms

Session 2.3: Setting Priorities

Objective By the end of the session, the participants will have identified the top three inequitable gender and social norm, two GBV and two ASRH priority issues in their community.

Duration 1 hour 30 minutes

Method Group work

Material Matrix for decision making, Flipchart, marker

Preparation Copy **Technical Note No. 3** found at the end of this section to handout to participants.

Activities

1. Inform participants that it is time now to identify their top seven GBV, ASRH and gender norm priorities they will be working on. Ask them to identify the top seven priorities that emerged from the previous session.

2. If they don't reach a consensus after five minutes, ask the participants to come up with three or four criteria which, according to them, enable one to determine whether an issue or a problem is important (possible criteria include magnitude of the issue; resolution of issues which allows one to solve other problems, local vulnerability to an issue etc.). Write the criteria on a flipchart so all participants can see.

3. After developing agreed-upon criteria, tell them that to ease the work to determine the priorities, they are going to work in small group of five- eight people using the matrix for decision making.

4. Show how to use the decision making matrix (**Technical Note 3**) to prioritize between several issues. Make sure that all participants understand how to use the matrix and ask the working groups to go back and identify at least the top seven GBV and ASRH priorities in their community. Two priorities should relate to prevention of GBV, two for ASRH and three for underlying inequitable social/gender norms.

5. After the end of the allotted time, call the working groups for the plenary. Each group should report their selected priorities to the group. After the group report out, propose a summary regarding which priorities can be retained as the community's' top seven GBV, ASRH and gender norm priorities.

6. Thank the participants for their achievement and inform them that it is time to look at the root causes of their top seven GBV, ASRH and gender norm priorities in order to look later for solutions.

Session 2.4: Identification of the Root Causes of Identified Problems

Objective By the end of the session 2.4 the participants will have identified the root causes of their top two GBV, two ASRH and three gender norm problems in their community.

Duration 1 hour 30 minutes

Method Group work

Material Flipchart, at least seven markers, terms of reference for the group work, hand-out on the problem tree.

Preparation Tape together four pieces of flipchart paper to make a square. Make seven sets.

Activities

1. Inform participants that in order to solve their GBV and ASRH top seven priorities, it is necessary to understand its root causes. Ask a volunteer to repeat the top seven priorities.

2. Tell participants that to ease the work you are suggesting that they use a tool called "the Problem Tree"

3. Ask seven volunteers to each draw a tree on flipchart paper. This should show the three main parts of the tree: the trunk, the roots and the branches.

4. Describe the idea of the tree: the trunk stands for the issue being discussed, the roots stand for the causes of the issue and the branches stand for the effects. As needed, use **Technical Note No. 4** as a resource to help you describe the problem tree process further.

5. Agree on a symbol for each of the top seven priorities. Explain that the group will be creating more symbols. Once everyone is clear about this, form seven groups (one priority/ group) and ask each volunteer to be the facilitator in each group and to represent the discussions on the diagram using symbols. The questions each facilitator should be asking in his/her group:

   - ***"What are the main causes of this issue?"*** Agree on a symbol for each cause, and show each cause separately on the roots.
   - Take one cause at a time, explaining that people can also look at the secondary causes of a problem by asking the question "Why?" For example, if the problem on the tree trunk is that mothers are not aware of danger signs, 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.
   - The volunteers should ask colleagues/participants to now consider the effects in the same way. He should ask ***"What are the main effects of this issue?"*** Agree on a symbol for each effect, and show each effect separately on the branches. Take one effect at a time, explaining that people can also look at the secondary 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.

6. At the end of the exercise ask each group reporter to give an overall description of the tree with all its roots and branches.

7. Congratulate participants and tell them that now that we have an overall view of the problems adolescents face regarding GBV, ASRH and inequitable gender norms, we want to make sure that there is no confusion between causes and effects of these problems.

8. Explain that in a future meeting, the community will look in detail at how it can deal with problems such as these and plan for solutions.

9. Discuss and agree on 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 and if they have new ideas to add.

10. Thank participants for giving their time for this exercise and praise god that all this efforts bear fruits for the wellbeing of the entire community.

Session 2.5: Evaluation and closure

Duration 30 Minutes

Method Plenary discussion

Material Flipchart, markers

Preparation Identify a leader in advance to close the meeting.

Activities

1. Inform the participants that we are at the end of the meeting and ask them to evaluate the workshop by stating what needs to be improved during the next meetings. Write them down on a flipchart.

2. Thank them for giving you their time and inform them of the next steps, action plan development and implementation.

3. Invite an already notified leader to say a word or a prayer to close the session, thank him/her at the end.

Technical Note No. 1: Opener or Ice Breaker[2]

1. Lifelines

Purpose: To help participants get to know each other.
Time Required: 20 – 30 minutes
Materials Required: Flip chart paper and markers
Description: Ask participants to draw a line on a piece of flip chart paper turned sidewise. If needed, they may use additional paper. At 1 end is their date of birth. Along the line participants should record the important events in their life that shaped the person they have become today. The events may be personal, professional or simply interesting.

After each participant completes their "lifeline" they should explain it to the group.

2. What's Your Name?

Purpose: To help participants and the trainer learn each other's name.
Time Required: 15-20 minutes
Materials Required: None
Description: Ask each participant to introduce themselves to the group by giving their name and 1 unusual thing about themselves. For example, "My name is Elizabeth and I drove a tank." The next person repeats the name and information about the first person and adds his or her own name and fact. Each person follows the same procedure, recalling all of the names and facts.

3. Common Ground

Purpose: This introduction works for small groups, especially for a small group working as a team. It also works well when there are several small groups that make up a larger group.
Time Required: 10-15 minutes
Materials Required: Pen and paper
Description:

- Instruct each group to list everything they can find that they have in common. Give them a time limit (5 minutes or so) and tell them to avoid the obvious things like, we are all in this workshop, etc.
- Ask each group to assign 1 person to write down the things the group has in common.
- When the time is up, ask each group to read the things on their list.

4. Self-Disclosure

Purpose: To introduce participants to each other. This is useful as an opening exercise for participants who already know each other.
Time Required: 2 minutes for each person
Materials: None
Description:

- Ask each person to take two items from their purse or pocket. Suggest that they take out things that are important to them for some reason or another.
- Ask each person to introduce themselves and explain why the item is important to them.

Note: You can also relate this exercise to a specific training. For example, ask "How does this item relate to you as a potential trainer?"

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[2] Excerpt from Pathfinder International Advanced Training of Trainers Participant's Manual

Technical Note No. 2: Matrix to Prepare for Field Work

<table>
<tr><th>Activity</th><th>Source of data (number and person)</th><th>Time and date</th><th>Place</th><th>Responsible</th><th>Resource needed</th><th>Remark (money/ other)</th></tr>
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</table>

Technical Note No. 3: Matrix for Decision Making

The decision-making matrix is a tool which allows you to focus discussions when there are several options to consider. After the group has identified three-four criteria for choosing priority issues, write them below (or look at the flipchart with criteria listed). List each problem identified in the problem column of the matrix. Each problem should be given a score for each criterion. The scoring should be: 0= low, 1= medium, 2= high.

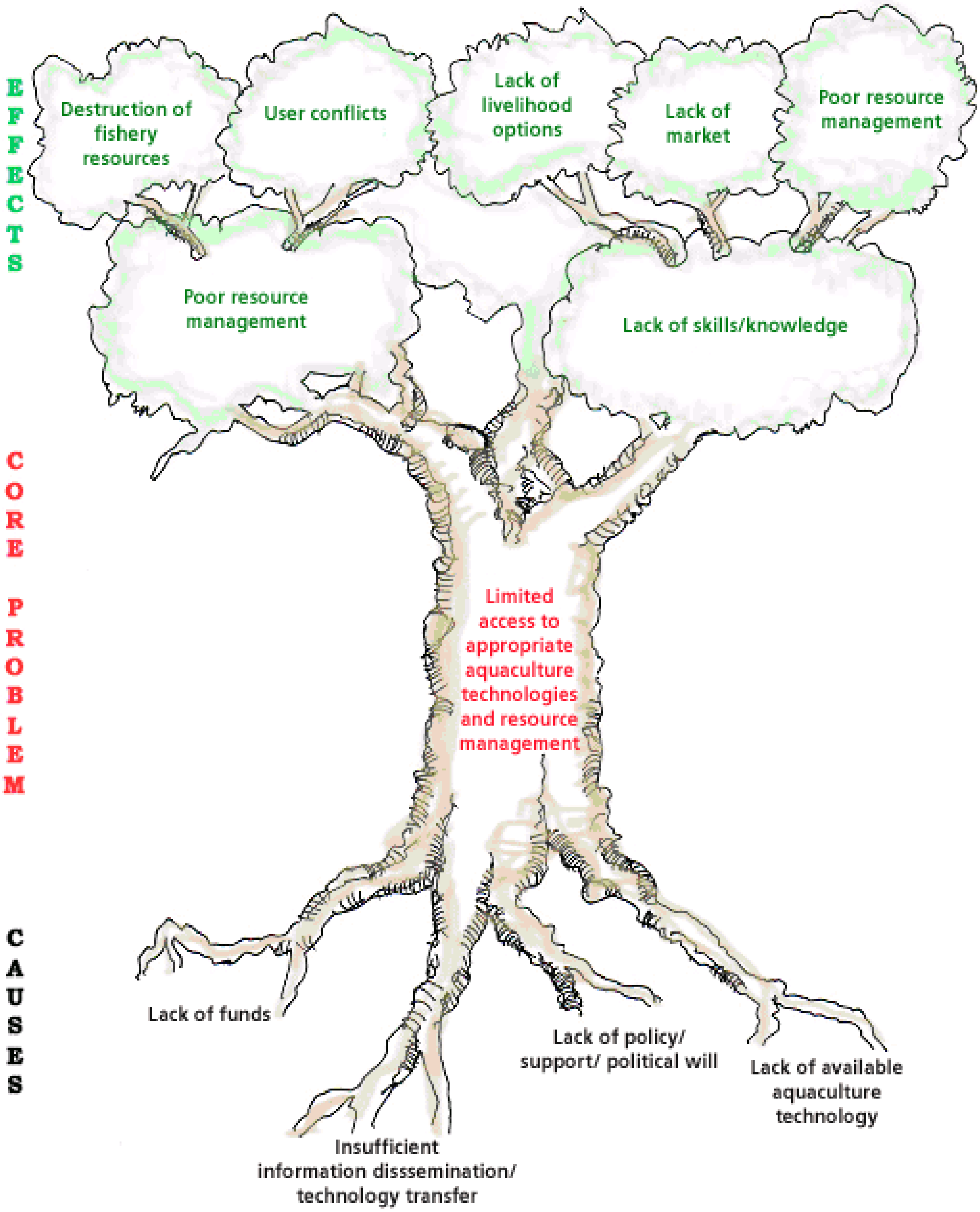
Problems	C1	C2	C3	C4	TOTAL
1					
2					
3					
4					
5					
6					
7					

C1 =
C2 =
C3 =
C4 =

Score: 0 = low 1 = medium; 2 = high

Technical Note No. 4: Problem Tree

The problem tree is used to show the "root causes" of an issue and the consequences or results of an issue. For example, to do a problem tree related to ASRH, you would ask group members to draw a tree with roots, a trunk and branches. On the trunk, you write "low use of contraception among sexually active adolescents."- Then you ask group members to think about why there is low use of contraception among sexually active adolescents? Every response they think of is written on a root. For each root cause identified, continue to ask "Why does this happen?" to get deeper and deeper into the roots, until they are unable to come up with any more responses. The branches represent the effects of the problem. Follow the same process that was followed to identify root causes to identify affects. To do this, ask "what happens as a result of low use of contraception among sexually active youth?" Every response becomes a new branch. For each branch, keep asking and "what does that lead to?" Once complete, participants will have painted a full picture of how low attendance affects children's future, their families, community, district, country.


EFFECTS
Destruction of fishery resources
User conflicts
Lack of livelihood options
Lack of market
Poor resource management
Poor resource management
Lack of skills/knowledge
CORE PROBLEM
Limited access to appropriate aquaculture technologies and resource management
CAUSES
Lack of funds
Lack of policy/ support/ political will
Lack of available aquaculture technology
Insufficient information disssemination/ technology transfer

PARTICIPANT HAND-OUTS

Tools to Explore GBV, Gender Equality and Poor ASRH in northern Uganda

The following hand-outs should be given to CAG members. For each technique introduced, a description of how to use the method is followed by a tool to use the method in the community.

Tool #1A: Method Focus Group Discussions (FGDs)

Objective To help CAG members identify issues related to inequitable gender and social norms, GBV and poor ASRH through FGDs.

Duration 1 hour

Materials Notebooks, Pens, FGD guide

Introduction

A FGD is a discussion held among a certain group of individuals that share similar characteristics (i.e., village elders, adolescent boys, and adolescent girls). During the discussions, participants exchange ideas on topics that are brought forward by the facilitator from the discussion guide. FGDs are used when we want to:

- Discover trends and patterns in perceptions
- Explore a variety of attitudes and practices
- Explore the variety of barriers and motivations
- Learn about social norms

FGDs can help us to understand norms and relations as well as establish a rapport with the target group.

Key Features

In one FGD there should be:

- 6 – 12 participants
- 1 facilitator
- 1 – 2 note takers
- 1 observer who notes participants behavior during the discussion (i.e., are participants visibly uncomfortable by a topic, does the majority disagree with a point someone is making, etc.)

Activities

1. Divide roles and responsibilities to team members of the CAG *Explore* team. Roles include facilitator, note taker and observer.

2. Decide on and communicate to the team the appropriate place and time to conduct FGD and fix appointment with participants.

3. Plan for potential resources and logistical needs for the FGD including refreshments and voice recorder if available.

4. Start by introducing yourself and the purpose of the discussion to the group. Explain to participants the purpose of the discussion and tell them that their participation in the discussion is

voluntary. Read the consent form (found at the end of your hand-outs). Allow the discussants to introduce themselves.

5. Facilitate the discussion using the guide on the following page, pay attention to speakers especially nonverbal communication, invite participation from all, and reassure them that everyone's opinion counts.

6. After the discussion, the CAG *Explore* team should meet to document and analyze responses with attention to similarities and differences in opinions with regard to problems identified, causes and solutions recommended.

7. Review the findings from other FGDs and determine if new issues are arising/ identified from the discussions. Continue conducting the FGDs until no new issues arise from a certain group of discussants.

Note to the Facilitator: The facilitator is encouraged to formulate the question to the participants and ensure that they are well understood. And this is to generate appropriate responses.

Tool #1B: Method Observations during Focus Group Discussions

Objective To help CAG members identify inequitable gender norms, GBV and ASRH issues that can be observed and to help participants acquire skills to conduct observations.

Duration 1 hour

Materials Notebook, pens and observation guide/checklist

Introduction

Observation is the collection of data through direct visual or auditory (hearing/listening) experience of behavior.

Key Features

Observation may be structured or unstructured (directive/rigid with some guidelines or open without questions and guidelines).

Observations can:

- Help us to verify information that is collected through other tools like interviews.
- See behaviors in context. This helps us to understand the interactions among the community and service providers, etc.

Activities

1. List and select the behaviors that you may want to observe in context.

   Examples:
   - If VYA and older adolescents are going into the health facilities to get services.
   - If men are going with women to the heath facility for antenatal or post-natal visits?
   - If boys and girls are performing equitable roles at home? Or if boys and girls are treated equally in school?
   - If women speak up at community meetings?
   - How men treat women after drinking at the local bar?

2. Prepare general and specific activities/behaviors to observe related to the major behavior.

3. Put together an observation guide using the above list and rehearse them to avoid needing to complete checklists during the observation. Why? Recording in the middle of observation may divert the attention of the people being observed. They may feel uncomfortable being observed and as a result they may alter their behavior to act in a way that they believe is acceptable to us.

4. Select the appropriate place and context to observe the selected behaviors.

5. Conduct the observation.

6. Record the observation and agree on the things observed with the observation team.

7. Identify and list problems and solutions from your observation.

Tool #1C: Guide for Focus Group Discussions with VYAs, Older Adolescents, Newly Married and Parenting Adolescents, Community members and Gatekeepers

Preparation Make copies of the Drama Skits found after this tool for each group.

Activities

1. Introductions (participant's name, location etc.). Explain the agenda, purpose and methodology of the participatory research. **Read Consent Form to the group (found at end of hand-outs).**

2. Thank participants for their time and tell them that we are praying that the results of this discussion and research bear fruit that will benefit the entire community.

3. Invite six participants (depending on group size) to form two small groups to perform skits to ease the discussion.

4. Tell them that each group will be given a scenario and together they will have to work out a two minute skit that they will present to the group. Not everyone in the group will have to play a role in the skit. It can be limited to two, three or four people depending on how they conceive their skit.

5. To each group, read out loud their scenario and invite participants to ask any clarification questions. Once all questions are answered tell each group that they will have 10 minutes to work to develop their skit.

6. At the end of the allotted time (10 minutes) call the group back. Invite Group 1 to present their skit for the bigger group.

   At the end of skit one, debrief using the following questions:
   - How does this scenario subject young girls to experience different treatment from boys?
   - What are some of the consequences?
   - What is the role of the men in perpetuating this relationship?
   - What are the gender and social norms that make men think that these roles are ok?
   - What is the role of the women in reinforcing this relationship?
   - What are the gender and social norms that make women think that these roles are ok?
   - Is the scenario comparable to what is happening in your community?

7. Next, invite Group two to perform their skit and at the end, debrief using the following questions:
   - Does the type of pressure exist in your community?
   - How is pressure usually communicated from parents to the children, specifically daughters?
   - What is the gender message that young girls receive from families from this type of scenario?

Now, tell participants that you would like now to continue the discussion but thinking about your village and community.

8. Coming back specifically to you, what makes you more vulnerable to GBV, Gender and Social inequitable treatment and other ASRH problems (list the ASRH issues one by one) than the general population?

9. What are the sayings, the proverbs or the thinking in northern Uganda that may make you subject to inequitable gender related treatment and poor ASRH?

10. What solutions can you think of that will help reduce GBV, gender inequality and improve ASRH in your community?

11. What is the best way to help you can create a society where girls and boys are treated equally?

12. Who do you think is a trusted source of ASRH information for you?

13. Whom do you think could support those in your group who have ASRH and GBV challenges, to reduce their risk?

14. Which groups of the society or platform do you usually interact with?

15. Can you list a health facility that has ASRH and GBV services in your community?

16. Have you ever gone to these service points to use the services? If yes, what do you like about the ASRH and GBV services?

17. What do you suggest needs to be improved in the ASRH services in the health facilities?

Tool # 1D: Guide for Focus Group Discussions with the broader community

Preparation Make copies of the Drama Skits found after this tool for each group.

Activities

1. Introductions (participants name, location etc.). Explain the agenda, purpose and methodology of the participatory research. **Read Consent Form to the group (found at end of hand-outs).**

2. Thank participants for their time and tell them that we are praying that the results of this research bear fruit that will benefit the entire community. Inform them that today's meeting is about looking at how cultural and social norms and attitudes regarding inequitable gender norms and roles may contribute to GBV and poor ASRH.

3. We will also look at how our social norms have led us to accept such practices. In this activity, we will have some fun and develop skits and role plays that will help illustrate some of these types of relationships.

4. Tell participants that during this activity, they will all be divided into three groups and each group will develop a skit to perform in front of the whole group. Not everyone in the group needs to be in the skit so if you are uncomfortable acting, you do not need to be in the skit. But everyone in the group should help to develop the content for your skit.

5. Form the two groups and assign each group with one of the scenarios below.

6. Hand the drama skit on paper to the group, ask one literate person in each group to read the scenario out loud to their group. Tell participants that each group will be given a scenario and it will be read out loud to the group. Each group is required to develop a one to two-minute skit that shows what is happening and how the situation may end in GBV and poor ASRH. Each group is allowed 15 minutes to prepare.

7. After each skit, facilitate a discussion using the questions below.

Questions to Ask After Scenario One

- Now that we have all seen the drama, who can tell me what took place in the first scenario? What was the problem? What do you remember of what you have just seen?
- Why is Molly not performing well at school? What role did the mother contribute to Molly's poor performance at school?
- What happened to Abeja? Why was she scared to get back to school? Who is to be blamed for Abeja's not going to school?

- Odongo, what is your comment on the way Odongo is treated in the family compared to other children?
- Does this happen in your community?

Questions to Ask After Scene Two

- What happens in the 2nd scenario?
- What did you like about the way the mother treated her children? How about the teacher?
- What are the benefits of the parents and teachers talking to children about their SRH issues/body changes?
- Does this happen in your community?
- If you were to be part of the tour visit, in order to stop GBV and prevent ASRH issues in this community, what advice would you give the community i.e. teachers, parents and children based on what you have seen in the skit?

8. After all skits have been completed, the facilitator can end the session with a general discussion using the following questions:

   - How did it feel to watch these skits? Are these realistic scenarios of things that occur in our communities?
   - How are messages about men's and women's roles communicated in our community?
   - How are these messages different for men and women? Why do you think these messages are different?
   - Are there other factors that might "push" men and women into behaviors that increase GBV and poor ASRH?
   - How can we change social norms so they don't accept roles for men and women to reduce GBV and improve ASRH in our communities?

Thank participants for their time and contributions and assure them that their ideas will be carefully analyzed and integrated into programming.

Drama/Skit

Scenario One

Two girls and one boy are Mr. Ogal's children; they go to a nearby primary school. Their mother Akullu sells a local brew (lira lira). Molly, the elder daughter helps her mother to sell alcohol in the nearby trading center; customers like her and always ask her for sex. Because she is always tired and she cannot concentrate at school hence poor performance.

Abeja is their second daughter aged 12 years. She performs basic chores at home while her mother is not at home; she is always too tired to do homework hence poor performance at school.
One day Abeja goes to a school canteen; boys see blood spot in her skirt and mock her. She abandons school at break time, tells her parents that she will not go back to school until she finishes her menstruation. Mother ignores and father is not bothered either. Every month when Abeja is menstruating, she does not go to school and sometimes missing exams.

Odongo is the only boy child who is treated with care and like an egg. He has a lot of time to play, rest, study and he is always bright at school.

At the end of the scene one, only the boy has passed exams, the girls have failed and their parents refer to them as good for nothing children who are finishing their food. Molly is encouraged to get married to one of her prominent customers at the drinking joint.

Scenario Two

Small skit of boys and girls seen coming back from school and boy picks a jerry can to go and fetch water. Girls are with their mothers and some boys are babysitting and lastly seen doing homework in the evening. These are the same children who participated in the first drama.

At the end of the second scene, all the children passed P.L.E and their parents are very grateful.

Tool #2A: Method In-depth Interviews

Objective To help CAG members identify GBV and ASRH issues through in depth interviews and to identify potential interview candidates.

Duration 1 hour

Materials Notebooks, Pens, Interview Guide

Introduction

In-depth Interview (IDI): An IDI is a conversation during which the informant is providing the interviewer with information about a subject area which she/he generally knows well.

IDIs are used when we deal with:

- Complex subject matter and only knowledgeable respondents are sources of the information
- Highly sensitive subject matter that when discussed in groups can lead to biased responses
- Geographically dispersed respondents

When you conduct an in depth interview you could use the following strategies:

- Encourage informant to tell a story
- Situational questioning
- Probing

Activities

1. Within your group, decide who will interview which key informants and who will take notes/ observations.
2. Decide on the appropriate place and time to conduct the interview and fix appointment with the respondents.
3. Plan for potential resource and logistical needs for the interview including audio recording device.
4. Start by introducing yourself and the purpose of the discussion to the interviewee. Allow him/her to introduce him/herself.
5. Facilitate the discussion, pay attention to the speaker especially nonverbal communication and probe and ask for clarification if needed.
6. Document and analyze responses looking at similarity/consensus and differences in opinions with regard to problems identified, causes and solutions recommended.

7. Look at the findings from other interviews and if new issues are arising. Continue conducting the interviews until no new issues are coming out from a certain group of discussants.

8. Compile and analyze responses of different interviewees and look for reasons for differences if any.

9. Finalize by summarizing and documenting the problems and solutions identified.

Tool # 2B: Guide for In-depth Interviews with Gatekeepers (Local authorities, cultural leaders, etc.)

Introduce yourself (name, function, etc.) and explain the agenda, purpose and structure of the interview.

After getting the interviewee's consent (found at end of hand-outs), begin the interview.

Note: More questions can be added by the CAG if found necessary.

- Do you have any activities in your workplace/unit/community that prevent GBV and improve ASRH?
- Do you think people in your community are at high risk of GBV and poor ASRH? Why?
- Does that impact your/their daily work, routines? And how?
- What do you think your role is to help prevent GBV and improve ASRH?
- Can you describe challenges, if any, that may discourage community members from adopting behaviors that reduce GBV and improve ASRH?
- Do the men and women interact and treat each other have anything to do the current levels of GBV or SRH issues?
- Are the ways men and women are expected to act in the home and community have anything to do with GBV or SRH issues?
- What do you think should/can be done?

Tool #3A: Method Transect Walks

Duration 1 hour

Materials **Option 1**
Large sheet of paper or card at least two colors
Scissors

Option 2
Color chalk (at least two colors).

Introduction

A *transect walk* is where community members walk through a given catchment area to understand and appreciate things/activities which go on in the community. Transect walks provide an overall view of the community and help identify issues for further exploration.

Transect walks provide an opportunity to meet with different people along the way and have discussions with them. While on a walk, the visitor/facilitator is not to criticize anything they see during the walk but instead should look, listen and learn.

During your transect walk, pay attention/note the following:

- Power imbalances: Where are the power imbalances in the community? Examples may include areas where men have more power over women, adults have more power over children, or any other kind of power imbalance noted.
- Places in the community where a man can do/play certain things/roles in the community, but would not do at home. For example, a man may cook at a restaurant, clear tables or be a tailor in the community, but they would not cook, clear tables or sew at home.
- Places in the community where a woman cannot/ does not do certain things or participate in community affairs?

Activities

1. Choose a direction to walk in based on what looks interesting on the map and/or based on discussions with community members.

2. Identify community members to serve as a guide (make sure that there are representatives from your target group included).

3. Share observations with your guide to initiate a dialogue and ask questions.

4. Stop and introduce yourselves to people along the way, explain what you're doing. Allow them to join you on the walk if they wish.

5. After the walking about (transecting) has been done, assemble a larger gathering of community members. The community members will now begin to identify common GBV and ASRH problems that they identified in the community. Using the materials, mark out key markers, attributes and/or features identified during the walk.

6. Compile a list of issues of GBV, ASRH and gender norms, with attention to power imbalances and gender roles as noted above for further exploration. Try to connect power imbalances and gender roles to the issues of GBV and ASRH.

Tool # 3B: Method Resource/Community Mapping

Objective To identify resources available within the community that will facilitate program implementation and identify resource constraints.

Duration 1 hour

Materials Flipchart, Marker, Pencil

Introduction

Resource mapping is a data-gathering tool that provides a visual representation of the community. It indicates the boundaries and things such as roads, water supply, schools, places of worship, health services, housing patterns, etc. It is a tool that helps us become familiar with the area and what community members consider important features of their community.

Activities

1. Select an open space and ask community members to draw a large map of the boundaries of the community on the ground with sticks or use a flipchart.

2. Once the map of the community is drawn, ask the community members to indicate community resources and problems on the map, particularly related to GBV, ASRH and gender norms. Use sticks, leaves, stones, etc. as symbols. Resources may include:

    - Villages where GREAT or gender transformative interventions are being implemented
    - Roads and paths
    - Churches, schools, health centers, private clinics, etc. (for referrals).
    - Markets/business center (useful for livelihood).
    - Community organizations for linkage/networking (VSLA, NGOs, PLHIV Associations, Farmers Associations).
    - Groups from other sectors such as agriculture, water, etc.
    - Others

3. Add any other resources the community feels are important to have on the map even if they are not on the list above.

4. Include external partners that are thought to be helpful by the community. List them outside the borders of the map.

5. Do not ask questions about things that interest you until all the participants' landmarks have been identified. Then probe the map and ask if there is anything else they want to include before finishing the exercise.

    Lead discussion on how these resources can be useful to a program working to address inequitable gender norms, GBV and poor ASRH you are going to implement.

Oral Consent Form for Participants

Introduction

Good Morning/afternoon/evening participants:

You are welcome to this discussion. We would like to discuss with you issues related to health in your community. The results of our discussion will be used to inform work to address some of the problems you identify.

Feel free to discuss with each other and ask for clarifications at any time. I would like those speaking to do so out loud so that we do not miss important information. I have a tape recorder that will help us remember what was said. May I use it? (Moderator seeks consent).

Confidentiality

All the information obtained in this meeting will be kept confidential; your name will not appear anywhere in the reports and publications. The tapes used in the recording will be destroyed after transcription.

Alternatives to participation

You can decide to leave this discussion at any time. Your decision will not affect your access to health services in this community.

Problems or Questions

If you have any questions about this discussion you may contact the office of

________________________ in __________________, _________________ or mobile +256 _____________________

We have understood all that has been explained, we have allowed the moderator to use a tape recorder during the discussion and we have willingly agreed to participate in the discussion.

______________________________________ ______________________________________

Name of Moderator *Signature of Moderator*

Phase 4:
DEVELOPING A COMMUNITY ACTION PLAN

In the *Developing a Community Action Plan* Phase of the CAC, the CMT and CAG work with the community to develop a Community Action Plan (CAP) to address inequitable gender norms that may lead to ASRH and GBV problems in the community. This phase is also referred to as the *Plan Together* phase.

Organization of Phase IV

Steps	Location	Duration
Step 1: Prepare for the planning sessions	Parish	2 hours
Step 2: Conduct a planning session with CAGs and Community members to develop the CAP	Parish	2 days
Step 3: Share and validate the CAP with the community • Incorporate feedback in the plan • Share CAP with the S/C	Parish	TBD by EW

Note to the Facilitator: Workshops and meetings are intended to be very interactive. Make sure that participants remain focused, and notice if there is something distracting them during the meeting. If necessary, meetings and discussions can be conducted in a part-time fashion (e.g., discussions only in the afternoon or in the morning depending on the situation). Adjust the meeting schedule with the needs of participants in mind.

Note this guide should not be taken as a Bible or Koran. It should not restrict your creativity and your desire to do things more effectively. A guideline is not a solution to all problems and challenges. It does not answer all the questions.

STEP 1

Prepare for the Planning Session

Note to the CMT:

The Planning Session is the primary activity of the Plan Together phase. It is during this session that the Community Action Plan is developed. The success of the Planning Session depends on the efforts put in the preparation both logistically and technically. Prior to the meeting, CMT and CAG members should identify community members to participate in the meeting. It can be difficult to determine who should be involved in the planning. Very often the answer might be "everyone"! Determining who should participate and why will help facilitators to better structure the process, allow the group to be a manageable size (approximately 25 participants) and help participants understand their roles and responsibilities in the planning process. Remember that representatives of the target populations should be included.

The CAGs should be encouraged to take on as much responsibility for the Plan Together Phase as they are comfortable. This will allow CMT members to serve as advisors during the process. There may be times when it is beneficial to have a member of the CMT facilitate a session should be aware that there may be some times when it is helpful to have a neutral facilitator.

The day before the planning session, facilitators should meet at the meeting site to ensure the availability of needed supplies (blackboard, tables, benches, mats, pad, chalk, markers, snacks, drinks, etc.).

The group should:

1. Finalize the meeting agenda.
2. Review and translate the tools, questions and meeting program in local languages; copy out the agenda. Review the sessions and make all preparations as specified.
3. Organize the seating arrangement so that all the participants may easily interact (e.g., in a U shape).
4. Plan a list of exercises, funny stories or an activity from the GREAT toolkit to use as ice breakers and energizers.

STEP 2

Facilitate the Planning Session

The objective of the Planning Session is to formulate strategies and plan activities to address the seven priorities related to inequitable gender norms, GBV and ASRH that were identified in the *Explore* phase (Phase 3).

The present material will help with a series of meetings that will last in total up to two days in a Parish per CAG.

Step 2.1: Introduction and meeting Agenda adoption

Objective	By the end of the session, participants will have introduced themselves and their expectation for the meeting.
Duration	15 minutes
Method	Presentation
Material	Masking tape, markers, flipcharts/news print, meeting agenda

Activities

1. Welcome the CAG and community members and thank them for giving their time to this exercise. Ask the CAG chairperson to say his opening remarks and thank him/her for his/her time.

2. Introduce yourself, ask your colleagues to do so and invite the participants to introduce themselves.

3. Explain to the participants that we are here to develop a community action plan to create more gender equitable communities that can lead to improved health. The plan will be developed based on data gathered during the community exploration of gender norms, ASRH and GBV previously conducted.

4. Present the purpose and process of the meeting to participants and take time to clarify any questions.

5. Once participants are clear about the process, thank them their time and announce the next session.

Step 2.2: Goal and objectives of the community mobilization initiative

Objective By the end of the session, participants will understand the goal and objectives of the community mobilization initiative.

Duration 15 minutes

Method Brainstorming

Material Flipchart, marker, tape

Activities

1. Ask participants what they recall as the goal and the objectives of the community mobilization initiative based on the previous meetings they attended.

2. Note all of the responses listed on the flipchart. After participants have given all of their responses, discuss the relevance of each idea in relation to program goal and objectives.

3. Summarize the discussion and make sure that the following are included:
    - The ultimate goal of us coming together as a community is to discuss how we act as men and women to better understand how this leads to poor health to ultimately think of ways to make changes in our personal lives that lead to equality between men and women.
    - The main purpose of the community mobilization is to empower the communities to play an active role to achieve improved ASRH and reduced GBV through gender norms that support equality between men and women.

    Communities are being mobilized and empowered to achieve the following objectives:
    - Hold community wide dialogues and reflections to understand how norms for men and women's behaviors can lead to increased violence against women and poor communication between men and women about family planning and HIV.
    - Address the underlying causes of health issues, such as gender-related power inequities, stigma, harmful cultural beliefs and discrimination, which in order to change require a deeper dialogue among community members and health providers.
    - Increase community ownership and sustainability.

4. Paste the flipchart paper with the list of program objectives on the wall in such a way that all participants can refer to it throughout the workshop. Thank the participants and move to the next session.

Step 2.3: Report on the Explore and Set Priorities Phase

Objective By the end of the session, participants will be familiar with the 7 priority problems identified during the Explore phase as well as the root causes for each problem.

Duration 30 minutes

Method Brainstorming and Presentation

Materials Report of the Explore phase, flipchart, markers

Preparation Identify a volunteer (a CAG member) in advance and help him/her to prepare a presentation of the problems and priorities identified during the Explore phase including the root causes.

Activities

1. Present the objectives of the session and ensure it is clear for everyone and tell participants that this session is going to be co-facilitated with a CAG member.

2. Ask participants through brainstorming to recall the priority problems identified in the Explore phase and note all the ideas on a flipchart.

3. Summarize the discussions and call the CAG member to present a more exhaustive report of the Explore phase. The presentation should show the initial list of inequitable gender norm, ASRH and GBV problems identified and then list the top seven priorities identified along with the root causes of the top priorities.

4. By the end of the presentation, make sure participants agree with the list. Inform the participants that the planning process is a continuation of what started during the Explore phase and announce the next session.

Step 2.4: Formulation of Objectives, Strategies and Activities

Objective By the end of the session the participant will have developed a list of objectives, strategies and activities to address the top priorities identified in the Explore Phase.

Duration 2 hours 30 minutes

Method Group work

Materials Flipchart, group work term of references, root cause analysis for each of the 7 identified priorities developed during the Explore phase and copies of **Group Work Handout 1: Objective, Strategies and Activities** found at the end of this section**.**

Activities

1. Present the objective of the session and ensure it is clear to all participants.

2. Take time to define objective, strategies, and activities and be sure that all participants understand the concepts. When defining each term, use examples that are relevant to their work or something that is common in the community. For example, if many people in the community are farmers, describe the terms using examples from agriculture. See the text box to the right for an example.

3. Form small groups (one group per priority) and ask each group to work on one priority following the task below:
   - Ask each group to identify a member to report out to the larger group at the end of the group work.
   - Using the root cause analysis for the priority the group is assigned, develop one objective, two to three strategies and two to three activities to address the issue. Use **Group Work Handout 1** to respond to the questions. Allow 60 minutes for this group work.

4. Ask the groups to come back for a plenary session at the end of the allotted time.

5. Give time to each reporter to present the work of his/her group and allow others to comment and enrich the work. Probe to make sure that the strategies proposed can actually address the problem and that the activities are in line with the strategies.

6. At the end of the presentation make a summary of all discussions make all necessary additions. Tell participants that **Group Work Handout 1** will be used in the next session and announce the next session.

Group Work Handout 1: Objectives, Strategies and Activities

Priority	**Root causes**	**Objective** What do you want to see?	**Strategy** How will you do it (get from the problem to what you want to see)?	**Activities** Step by step, how it will be done
Example: Not enough food to feed my family and income to pay for school fees and household expenses	1 Did not plant enough to feed family and sell at market	Produce enough food for the family and to sell at the market for extra income. X# bushels of wheat X# bushels of peas	1 Plant X# hectares with wheat	1 Schedule people to help plant
	2		2 Plant X# hectares with peas	2 Purchase seed
			3	3 Prepare the soil
1	1		1	1
	2		2	2
			3	3
2	1		1	1
	2		2	2
			3	3

Step 2.5: Identification of Indicators and Resources

Objective By the end of the session, participants will have identified a list of indicators and needed resources to complete activities.

Duration 2 hours

Method Group work

Material Flipchart, markers, copies of **Group Work Handout 2: Community Action Plan**

Preparation Copy the instructions for group work listed in Step 2 on a flipchart and display so all participants can see.

Activities

1. Tell participants that now it is time to identify indicators to help you know whether you have succeeded and identify resources needed to implement activities identified.
2. Distribute copies of **Group Work Handout 2: Community Action Plan**. Call attention to the instructions for group work on the flipchart and ask a participant to read them out loud to the group. Ensure that the task is clear for everyone.

   Based on the strategies and activities identified in the previous session list the indicators you will use to determine success and a detailed list of resources you will need to accomplish the activities. Use the table in **Group Work Handout 2** to respond to the questions. Identify a reporter who will report out to the larger group once group work has finished. (60 minutes).

3. Ask participants to continue working in their groups from the previous session to complete **Group Work Handout 2**. At the end of the allotted time call back the groups for plenary.
4. After the presentation of each reporter, take time to discuss the relevance of each indicator and resources. Take advantages of the plenary to identify individuals who will be responsible for the implementation of each activity or strategy. Add the corresponding column to the table and complete the exercise. In the process of designating the people responsible for an activity, probe using the following question:
   - Does the proposed person have time to handle the activity?
   - Is this activity better handled by an individual or a group?
   - Does the responsible person have the skills and the competence to handle this activity?
5. Thank the participant for their participation and announce the following session.

Explaining "Indicator" to the community

For NGO workers, the term indicator is used routinely in our work. Be mindful that community members, even trained heath providers, are likely unfamiliar with the word. It might be important to explain the term as such: An indicator helps us know if we are achieving what we set out to do. It helps us know if we are on track to reach a goal and can alert us when things are not on track.

Group Work Handout 2: Community Action Plan

Priority	Root cause	Objectives	**Strategy** How will you do it?	**Indicator** What will show you whether it has happened?	Activities	Resources/ Person Responsible
Example: Not enough food to feed my family and income to pay for school fees and household expenses	1 Did not plant enough to feed family and sell at market	Produce enough food for the family and to sell at the market for extra income. X# bushels of wheat X# bushels of peas	1 Plant X# hectares with wheat	# of bushels produced # UgShs earned from market sales	1 Schedule people to help plant	Money, Seed, 3 helpers, X hectares of land
					2 Purchase seed	
					3 Prepare the soil	
	2		2 Plant X# hectares with peas		1	
					2	
					3	
2	1				1	
					2	
					3	
	2				1	
					2	
					3	
3	1				1	
					2	
					3	
	2				1	
					2	
					3	

Step 2.6: Determination of Timelines

Objective By the end of the session, participants will have determined the timeline for implementation of each activity.

Duration 1 hour 30 minutes

Method Questions and answers in plenary

Materials Flipchart, markers, tape

Preparation Tape three sheets of flipchart paper together on the narrow side to form a long row. Draw a table on the paper with the following columns: Objective, Activity, Resources, Person Responsible, and Timeline. Use **Technical Note No. 1** as an example for how to draw the table.

Activities

1. Paste the prepared flipchart paper on the wall. Tell participants that we are now going to identify a timeline for when each activity will take place and how long they will take.

2. Using **Group Work Handout 2**, discuss one activity at a time and agree with the group the right time to begin to implement the activity.

3. Engage participants in a discussion to make sure the agreed timelines are realistic.

4. Review the timeline to see if there are any overlapping dates that would cause conflicts. Initiate a discussion with participants to identify the possible consequences if activities are delayed or not implemented.

5. Summarize the discussions at the end, thank the participants and announce the following activity.

Step 2.7: Evaluation and closure

Objective By the end of the session the participants will have to evaluate the workshop.

Duration 30 Minutes

Method Plenary discussion

Materials Flipchart, markers

Activities

1. Inform the participants that we are at the end of the meeting and ask them to evaluate the workshop by stating what needs to be improved during the next meetings.

2. Discuss next steps with participants: validating the Community Action Plan with the wider community, revising to take into consideration feedback received and sharing the Community Action Plan with sub county leaders.

3. Agree on the way the Community Action Plan will be shared with the wider community (e.g., through a community meeting, smaller discussions with the platforms or with the wider school population during school assemblies, the dates the sharing will take place and how community members will be informed).

4. Identify point people who will be responsible for incorporating feedback into the Community Action Plan once it has been shared with the community.

5. Thank them for giving you their time.

6. Invite a leader or request a volunteer to say a word or a prayer to close the session, thank him/her at the end.

STEP 3

Share and Validate the Community Action Plan with the Community

Sharing and Validating with the Community

After the CAG and community members develop the Community Action Plan, it should be shared with the wider community for feedback. Before the Planning Session closed, the CAG and community members identified the way in which the CAP will be shared with the community. Sharing the Community Action Plan not only can help improve the activities in the plan but also solicit buy in from stakeholders and community members.

Incorporating Feedback

During the Planning Session, point people were identified to incorporate feedback into and make adjustments to the Community Action Plan. Sometimes the feedback you will receive on the Community Action Plan will conflict. The point people should discuss why the feedback conflicts and ask for help from the CMT if needed.

Sharing the CAP with Sub County Leadership

Once the feedback has been incorporated and the Community Action Plan finalized, it should be shared with Sub County leadership so they are briefed on community actions regarding the problems identified.

Technical Note No. 1: Example of a timeline

Objectives	Activities	Resources	Person Responsible	Period (weeks, months)					
	1								
	2								
	3								
	1								
	2								
	3								
	1								
	2								
	3								
	1								
	2								
	3								
	1								
	2								
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	2								
	3								
	1								
	2								
	3								

Phase 5:
ACT TOGETHER: SUPPORTING THE IMPLEMENTATION OF THE COMMUNITY ACTION PLAN

In the *Act Together* phase of the CAC, CAGs and community members implement the Community Action Plan developed and validated in Phase 5 with the support of the Community Mobilization Team. The role of the CMT is now to strengthen community capacity in areas necessary to effectively carry out the strategies and activities of the CAG and community members as defined in their action plans. In this phase there are often volunteers and community groups working together to carry out activities. Helping communities monitor their own progress is essential to motivate ongoing community action.

Organization of Phase V

Steps	Location	Duration
Step 1: Define the CMT's role	Project Office	1 hour
Step 2: CAG Capacity Strengthening	S/C or Parish	5-6 days per CAG throughout action plan
Step 3: Support the implementation of the CAP	Parish (each CAG) Village	On-going during CAG monthly meeting
Step 4: Supporting the monitoring of community progress	Parish and Village	On-going during CAG monthly meeting

Note to the Facilitator: Many of the details of activities included in Phase 5 will be determined by the CAGs and community members. As a result, this guide provides an overview of what should happen in the process, but does not include specific facilitation guidelines.

STEP 1

Defining the CMT's Role Implementing the Community Action Plan

During the Act Together phase of the CAC, the role of the CMT will begin to change. While in the previous phases, the CMT has been responsible for the CAC process, during this phase, the CAGs will increasingly play this role. Possible roles for the CMT during this phase include: mobilizer, organizer, capacity-builder, partner, advisor, advocate, and marketer. How this transition happens and what role the CMT takes on should be determined by the CMT and CAGs together.

Confusion about which role each is expected to play is a common source of conflict between communities and external organizations, so being clear about roles and expectations is important for the implementation of the Community Action Plans. Consider holding a joint meeting with CMT and CAGs to discuss and agree upon roles before moving forward with implementation.

STEP 2

CAG Capacity Strengthening

This phase of the CAC provides a time and opportunity to help strengthen the capacity of the CAG. You may want to assess the CAGs strengths and weaknesses to understand the areas you and any other partners you can strengthen before committing to providing technical assistance.

Note to the Facilitator: Capacity strengthening is an ongoing process. While assessment of existing capacity may occur before Community Action Plan implementation begins, it should occur throughout implementation of the Community Action Plan.

Organizing and strengthening the CAG is a process that will need attention throughout the CAC. The more skills, assets and strengths that a community group has, the better prepared they are to achieve their goals.

Once you and your team have a sense of what skills and knowledge the community may need to carry out the action plan, you will have to answer three related questions (1) whether you will provide the necessary capacity building and, if so, (2) how much and (3) what kind.

Some useful criteria to help make this decision:

- Are there other resources in the community that can meet the current needs?
- Does our CMT possess the necessary expertise?
- What are the short- and long-term pros and cons of us providing the assistance?
- Are there other accessible external resources with the required expertise?

- What are the short- and long-term pros and cons of inviting these individuals or organizations to assist?
- What would happen if no one provided assistance?

What is Community Capacity?

Capacity building should be based on an understanding of the assets that communities have and that interventions need to be participatory and grounded in community needs and aspirations.

Community capacity describes a process that increases the assets and attributes that a community is able to draw upon in order to take more control of and improve the influences on the lives of members. (Glenn Laverack). Community capacity is "a community's ability to define and solve their own problems" (Doug Easterling, The Colorado Trust).

"...Activities, resources, and support that strengthens the skills, abilities and confidence of people and community groups to take effective action and leading roles in the development of communities." (Skinner Strengthening Communities 2005).

Assessing Community Capacity

To help the CAG assess their own capacity to implement their action plans, use **Technical Note No. 1:** Matrix for Capacity Development Plan and **Technical Note No. 2:** Community Capacity Self-assessment Tools. See **Technical Note No. 3:** Capacity Building: Leadership Skills for descriptions of different types of leadership styles, found at the end of this section.

Building resource mobilizing skills. As the CAG and other community members begin to implement their action plan they will need various resources (human, financial, material) to succeed in their objectives. Listed here are a few examples of resources to be considered and suggestions for mobilizing resources.

Local resource mobilization. Community contributions are important because they help in developing a sense of community ownership and help to keep activities going. This can be in the form of human resources (volunteers, labor, etc.) and/or financial and material resources.

Mobilization of local materials such as sand, bricks, water, and labor. Mapping out local resources in the area will help identify what is available. A special committee can be formed to organize local resources. This can be made up of CAG and community members.

Contributions of money, crops or livestock. Where some money is needed to carry out planned activities, the CAG should decide with the community how money will be raised. Community members may decide that each family or person should contribute a certain amount of money. For those who do not have money, a decision can be made that they can contribute crops or livestock which can then be sold.

Income generating activities. It may be decided to raise money by starting income generating activities such as gardening, rearing chickens or pigs, providing entertainment through shows or drama, making baskets, sewing, baking or knitting. The materials and money for starting these income generating activities are usually provided by the community themselves.

STEP 3

Support Implementation of the Community Action Plan

During implementation of the Community Action Plan, the CMT should remember their role in the implementation process as agreed with CAGs during the first step of the *Act Together* phase (Step 1) and resist the urge to do things for the CAGs. The CAGs will need to resist the temptation to rely too much on the CMT for support. Some ways the CMT can provide support include:

- Locating resources with the CAG for activities
- Providing (or finding) technical advice as needed
- Advocating with contacts outside the community (or with the community) for support of the action plan
- Mentoring/coaching CAG and other team members
- Identifying skills gaps /training needs for CAG members and locating resources to address these needs
- Monitoring the implementation of various activities
- Mediating conflicts (among team members or between the CAG and the community)
- Staying in touch with stakeholders
- Providing administrating backup

STEP 4

Support the Monitoring of Community Progress

Selecting Indicators

During the *Act Together* phase and throughout the CAC, monitoring is carried out by various actors on several levels using a combination of formal and informal systems, methods, and tools. After the Community Action Plan has been designed, the CAG should use a regular meeting to discuss the indicators from the Community Action Plan to be included in a monitoring plan to help the CAG see whether activities are being carried out as planned. CMT members should attend this meeting to provide support as needed by the CAG.

The CAGs should think about the following questions when selecting indicators to include in the plan:

- How do we know if we are on track to be successful or if we will not reach our goal?
- How can we assess how we are doing related to our goal and desired results?
- What formal and informal monitoring processes currently exist to share observations about progress?
- What do we want to monitor and how will we do this? What kind of tool and/or process do we need?

The CAG should then review the Community Action Plan and discuss the indicators included in the plan to determine:

- Whether the indicator is measurable; and
- The frequency that should be measured.

Indicators that will be used to measure the implementation process should be indicators that are collected at a regular frequency (i.e., monthly or quarterly). The CAGs should then select indicators that they have determined to be measurable and that are collected on a monthly or quarterly basis.

Developing Monitoring Tools

Specific monitoring tools will need to be developed to monitor the selected indicators. They should consider who will be using the tool and tailored to their needs, including ways to make the tools easily usable if the user is low literate. Ways to make the tools easily usable in low literate communities should be considered.

Develop a Monitoring Plan

Once the indicators are confirmed and tools identified (they don't need to be finalized) the CAG should work to design the monitoring plan. Typical elements of a monitoring plan include the following:

- Indicator
- How the indicator will be measured (the tool)
- Any resources/materials needed to measure the indicators
- Who will be responsible for measuring each indicator
- How often each indicator will be measured

When designing the monitoring plan, the CAG should keep in mind the timeline of activities planned in the Community Action Plan. Monitoring activities should occur throughout the implementation process. While the plan should be as complete as possible, it should not be too complex or create a burden for the CAG. See **Technical Note No. 4** for a template that can be used by the CAG to design the plan.

Analyze Results and Revise the Community Action Plan based on Findings

The purpose of monitoring is to determine whether the activities in the Community Action Plan are achieving the desired results. If they aren't doing so, it gives us the information needed to make changes to the Community Action Plan. As data collection is ongoing, the CAG should include time during regular meetings to review the data collected.

When reviewing the data collected, the CAG should have copies of all data collected and/or prepare flipcharts of the major findings so that all group members can see them and make notes on a common draft. If there is a lot of information, the team may want to divide into subgroups to concentrate on specific questions or types of analysis before the whole group meets together to analyze all findings.

Report on Activities Conducted

During regular meetings between the CMT and CAGs at the Parish level, CAGs should report to the CMT regarding progress implementing the Community Action Plan. The CAG should complete any reporting tools given to them by the CMT (or created by themselves) in preparation for this meeting and use the meeting as an opportunity to share challenges and successes implementing the Community Action Plan.

Technical Note No. 1 | Matrix for Capacity Development Plan

Proposed Activity	Knowledge, skills and resources needed	Available in community	Not available in community	How will we develop this capacity?	By whom?	By when?

Technical Note No. 2 | Community Capacity Self-assessment Tools

The following are examples of assessment guides to be completed with the CAG.

Assessment Guide

1. Write out the questions below on newsprint/flipchart paper and read out-loud. Ask each group member to think about each question and write their answer down (or just think about them).

    - **Gifts of the head:** (things I know something about and enjoy talking about or teaching others about, e.g., birds, local history, music).
    - **Gifts of the hands**: (things I know how to do and enjoy doing e.g., carpentry, sports, planting cooking – be specific).
    - **Gifts of the heart**: (things I care deeply about e.g., children, older people, community history, environment).

2. Once everyone has had a chance to think about their responses, ask group members to share their 'gifts' and record this information under the appropriate category on a large flipchart. Review the list of 'gifts' or capacity that was found in the group.

3. Ask the group: Was there anything that surprised or interested you about this list?

Ask the group how they can best apply this inventory of skills to activities in their community action lens? (e.g., have each person's skills written down in a notebook and call upon them as the action plan is carried out; or ask for volunteers to work on particular activities according to the action plan).

Another possible tool uses the idea of corn or beans growing as symbols that communities can use to choose their current capacity. The facilitator would encourage debate and dialogue amongst community members; however they will need to come to a consensus as to their self-assessment. You can keep this tool as a monitoring tool to use with communities in the future to see if their capacity has been changed or has been strengthened.

Communities can use the following scale to assess their capacity in the ability areas that follow it. For each numerical rating that communities assign themselves, they should provide examples of how they have demonstrated the ability to justify the rating.

- Germination = Has not demonstrated this ability
- Growing = Has demonstrated this ability with a great amount of external assistance
- Flowering = Has demonstrated this ability with some external assistance
- Propagating = Has demonstrated this ability with no external assistance

Technical Note No. 3 | Capacity Building: Leadership Skills

An important part of developing capacity is building leadership skills. This table outlines three styles of leadership with the third – enabling leadership – being the most participatory.

Authoritarian Leadership **Survival**		
Leader makes decision and announces it.	Leader presents decision but "sells" it to members.	Leader presents decision and invites questions of clarification.
Leader announces his/her decision with no feeling of responsibility or accountability to share the reasons.	Leader announces his/her decision and shares the reasons behind it, which were prepared in advance (monologue).	Leader announces his/her decision but responds as needed with a rationale based on the questions from members (dialogue with no expressed willingness to change decision).
Consultative Leadership **Security**		
Leader presents tentative decision subject to change.	Leader presents situation, gets input, makes decision.	Leader calls on members to make decision, but holds veto.
Leader announces his/her "tentative" decision and announces that he/she is open to questions of clarification and discussion (dialogue with willingness to change decision if necessary).	Leader identifies situation or problem and moves into facilitating role to surface assumptions and suggestions, then moves out of facilitating role and makes a decision.	Leader calls on group to identify situation and limitations, explore and make decision contingent on leader's veto power.

Enabling Leadership **Participation**	
Leader defines limits, calls on members to make decision.	Leader calls on members to identify limits, *Explore* situation, make decision.
Leader share any "givens" (e.g., funds available, time, parameters, etc.) and facilitates a decision by members on basis of limitations.	Leader maintains a facilitating role allowing members to identify situation or problem, identify limits, explore and make decision.

Technical Note No. 4: Sample Matrix to Design the M&E Plan

Indicator	How indicator will be measured?	Resources needed	Who will measure?	Time Table/when will indicators be measured?

Phase 6:
EVALUATE TOGETHER

In the *Evaluate Together* Phase of the CAC, the CMT works with CAGs and community members to evaluate whether implementation of the Community Action Plan is proceeding as expected and whether the activities are producing the expected results.

Organization of Phase VI

Steps	Location	Duration
Form an evaluation team	S/C or Parish	1 day
Evaluation Team Meeting to select indicators and design an evaluation plan	Parish or Village	1 day
Implement the evaluation plan	S/C or Parish Village	On-going
Analyse results and provide feedback to the community	S/C or Parish	2 days
Document and share lessons learned and recommendations	S/C or Parish	1 day

Technical Notes provide additional information to the facilitator, and are included at the end of the Phase. Reference to each note/tool, including where and how it should be used, is made in these guidelines.

STEP 1

Form an Evaluation Team

While the CMT and CAGs will be involved in the evaluation, it is beneficial to include people on the evaluation team who are external to these groups.

When putting together an evaluation team, be sure to consider group dynamics, power relations, technical and interpersonal skills, credibility, diversity of strengths, weaknesses and perspectives. You should identify 10 or fewer members of the team. Consider including people with the following expertise on the team:

- Members of the target population
- People who have been involved with implementing the Community Action Plan
- People with previous M&E experience
- People working on issues related to gender, ASRH and GBV

When identifying potential team members, it is helpful to know the following:

- How much time each participant will need to be available.
- Whether the participants will be expected to travel, walk long distances and other related issues.
- Whether participants need to be able to read and write. To enable the participation of people who may not know how to read and write it is helpful to clarify that this is not necessary.
- A general description of what the participant will be doing.

STEP 2

Evaluation Team Meeting to Select Indicators and Design the Evaluation Plan

A meeting with the evaluation team should be organized to select/validate indicators and develop the evaluation plan.

Selecting/Validating Indicators

The purpose of the evaluation is to determine whether the activities are producing the expected results. To determine this, it is important for the evaluation team discuss what the team wants to learn from the evaluation so appropriate indicators can be identified to answer these questions.

Members of the evaluation team should review the Community Action Plans developed by CAGs and community members to see the activities planned and indicators identified. In reviewing the

Community Action Plan, the evaluation team should review the indicators identified in the Community Action Plan and select indicators that help show whether we are reaching our objectives.

Designing the Evaluation Plan

Once the indicators are confirmed, the evaluation team should work to design the evaluation plan. The evaluation plan should answer seven key questions. These questions are:

1. **What were the project's objectives and expected outcomes?** Here you make a list of the overall goals and objectives of the project and a second list of expected outcomes.
2. **What questions do we need to ask?** This is a list of questions you will need to ask to determine what the outcomes of the project were, whether or not the project met its goals and objectives and why or why not. Sample questions include:
    a. What happened?
    b. What elements of the project worked?
    c. What elements did not work?
    d. What still remains to be done?
    e. What is the community's vision for the future?
    f. How has the community's capacity grown during the project period?
    g. Which results obtained during the project period are likely to be sustained or improved upon?
3. **What information do we need to answer these questions?** This will be the list of indicators developed.
4. **How will we collect this information?** This will include the tools and methods you will be using to collect the information.
5. **Who will collect this information?**
6. **What resources/materials will be needed?** Make a list of who will need what in order to collect each kind of information.
7. **When will this information be collected?** Create timelines for the various participants.

See **Technical Note No. 1** for a sample evaluation plan matrix.

Note to the Facilitator: Remember:

- Every Team member doesn't need to do everything.
- Select methods and tools after the evaluation questions are agreed upon.
- Keep it simple- don't make things more complicated than they are or need to be!

STEP 3

Support the Implementation of the Evaluation Plan

The evaluation team should not feel responsible to carry out the entire evaluation plan. The evaluation team should work with the CAGs and CMT to identify community members and other stakeholders to participate.

The role of the CMT during the implementation of the evaluation plan should be limited to oversight and trouble shooting.

STEP 4

Analyze the Results, Celebrate Successes and Provide Feedback to the Community

The purpose of evaluation is to determine whether the activities in the Community Action Plan are achieving the desired results. When reviewing the data collected, the evaluation team should have copies of all data collected and/or prepare flipcharts of the major findings so that all group members can see them and make notes on a common draft. If there is a lot of information, the team may want to divide into subgroups to concentrate on specific questions or types of analysis before the whole group meets together to analyze all findings.

If activities are not achieving their expected results or not being carried out as planned, it is important to determine the reasons why so you are able to fix the plan. Some possible reasons include:

- There were not enough resources to carry out the plan.
- There were enough resources but they were not being used efficiently.
- The persons responsible did not have the skills to carry out the activity.
- Not enough time was allowed to carry out the activity.
- There were not enough people to successfully carry out the activity.
- Someone objected to the activity and it had to be stopped.
- The activity did not fit the strategy and/or root cause and could not have the intended impact.

It may also be useful to ask:

- To what extent have community mobilization efforts strengthened community capacity/ability to sustain and further improve its health and well-being?

- What lessons have been learned? (What worked? What didn't work? What would we have done differently? What will we do in the future?)
- What do we recommend to others based on this experience?

Providing Feedback to the Community

After data collection and before making major changes to the plan (if needed), it is important to share the results with participating communities in a way that all can understand and acknowledges all of the work and progress, even if all aims have not been achieved. This feedback meeting provides an opportunity to validate the findings and if making changes to the Community Action Plan, to describe proposed changes and solicit input.

The evaluation Team should discuss holding a feedback meeting, including the purpose and what the team hopes to achieve, with stakeholders including CAGs, CMT and other stakeholders as identified. Arrange the meeting time and place in advance so that community members and stakeholders can arrange to attend the meeting.

Tips for a successful meeting

- Clarify the primary purpose of the meeting
- Be well prepared for the meeting
- Simplify findings and data so it is easy to understand
- Avoid a one way communication style
- Look for creative ways to share results including simple graphics or using skits and roll plays

STEP 5

Document and Share Lessons Learned and Recommendations

Documenting what has been done is frequently a difficult task for busy field workers to carry out. Many times communities and organizations may undervalue their rich experience, believing that what they have learned may be obvious to others or might not be of interest to others. As a result, the information about many effective community-based programs never spreads beyond the local area.

It will be helpful to determine with whom information should be shared and in what form. The CMT and CAGs should identify the core stakeholders/audiences and brainstorm the identified groups' learning interests, the purpose of the documentation and the method of dissemination. See **Technical Note No. 2** at the end of this section for a sample matrix for documenting lessons learned which can be used during this discussion. Remember that often a story about how one person's or one family's life has been changed really grabs attention and allows people to connect on an emotional level with the program's efforts and results. A success story is the equivalent of the mini-drama in the sense that people will remember it and tell others.

Technical Note No. 1: Sample Matrix to Design the Evaluation Plan

What are the objectives and expected outcomes?	What questions do we need to ask?	What information do we need to answer these questions?	How will we collect this information?	Who will collect this information?	What resources/ materials will be needed?	When will this information be collected?

Technical Note No. 2: Matrix for Documenting Lessons Learned

Stakeholders/ Audience	Learning Interest	Purpose of documentation/ dissemination	Material/method of dissemination	Person/team responsible	When?