

AIDS-free Community Campaign Toolbox

Campaign Consult Procedures Leader's Guide



Institute of Cultural Affairs
LTID-Kenya, Tanzania, OPAD-Zambia, Zimbabwe, Canada, USA

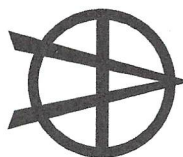


AIDS-free Community Campaign Toolbox

Campaign Consult Procedures

Leader's Guide

- LEADERSHIP PLANNING CONSULT
- PEER EDUCATOR TRAINING CONSULT
- HIV/AIDS MANAGEMENT IMPLEMENTATION CONSULT
- EVALUATION AND CONTINUATION CONSULT



Institute of Cultural Affairs

LTID-Kenya, Tanzania, OPAD-Zambia, Zimbabwe, Canada, USA

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About the *AIDS-Free Community Campaign Toolbox*

The AIDS-Free Community Campaign Toolbox is a set of seven manuals,, beginning with the *Campaign Consult Procedures: Leader's Guide*. This set of resources is the product of community HIV/AIDS prevention and management work undertaken by national Institutes of Cultural Affairs (ICAs) in eight African countries in collaboration with the Institutes of Cultural Affairs in the USA and Canada over fourteen years. The AIDS-Free Community Campaign was implemented and tested from 2013 to 2016 in twenty communities in peri-urban Harare by ICA Zimbabwe to consolidate what had been learned and organize the key aspects of community responsibility for AIDS prevention into a one-year replicable design.



The Institute of Cultural Affairs

ICAs are members of the Institute of Cultural Affairs International, a global network of twenty-four statutory and five associate member national ICAs on six continents. Founded in 1977, The Institute of Cultural Affairs International is an international non-governmental association that facilitates the activities of autonomous national member ICAs and their global relationships.



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The Institute of Cultural Affairs facilitates social innovation, participation, and community building in all sectors of society. From over thirty years of working with villages, communities, and organizations, ICA has developed facilitation methods that enable groups to gather information from all present, analyze that information, and come to a common decision about how to act on it. ICA methodologies place community culture at the center of human development.

The Institutes of Cultural Affairs in the USA and Canada, and many donors and friends, have provided support for the African HIV/AIDS Prevention Initiative begun in 2002 and implementation of the AIDS-Free Community Campaigns beginning in 2013.

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Photo Credits

The photographs used in this guide were taken by ICA Zimbabwe during AIDS-Free Community Campaigns in 2014, 2015, and 2016.

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Artist and ICA colleague Paul Noah created the toolbox image.

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(The PDFs for email, web, and printing)

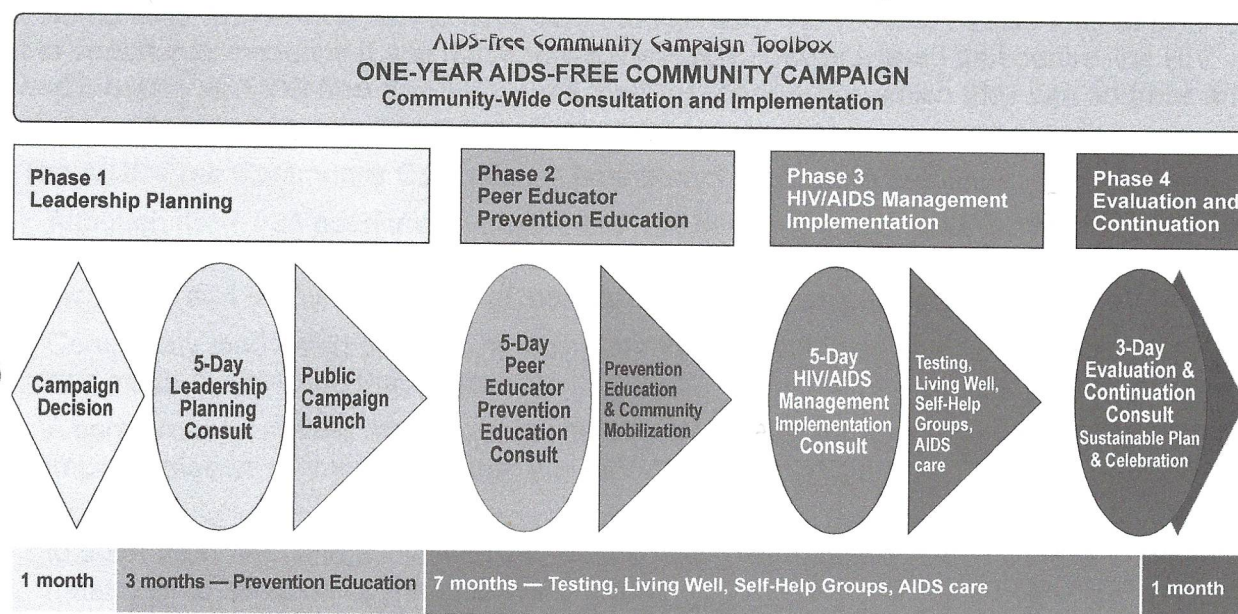
Production PDFs folder

- Seven *Guide* folders (PDFs for desktop printing, and commercial printers)

Production notes folder

- Printing and binding seven *Guides*
- Printing and assembling the *Toolkit*
- Working with commercial printers

AIDS-FREE COMMUNITY CAMPAIGN AND TOOLBOX OVERVIEW



Intent of the AIDS-Free Community Campaign and Toolbox

A three-year project in twenty communities outside Harare, Zimbabwe has demonstrated that a one-year intensive, comprehensive approach to prevention and management of HIV/AIDS can have a significant impact. Such a Campaign provides interventions that increase positive knowledge, attitudes, and behavior; the number of people being tested and receiving treatment; and economic well-being. It increases communities' ability to manage HIV as a chronic disease. The project trains leadership and Peer Educators, and builds a core of committed volunteers who plan and evaluate their activities. It organizes the community to more effectively access the services of the health system and NGOs, and to extend those capacities. (See the Campaign Key Indicators table on page 7.)

The AIDS-Free Community Campaign provides a Toolbox to enable leaders and communities who want to tackle HIV/AIDS themselves. The Toolbox assists members of the community in planning and carrying out their work. Citizens learn that controlling HIV and creating an AIDS-free community are their responsibilities, which they can address and sustain after the one-year Campaign is completed.

The AIDS-Free Community Campaign is based on the following premises:

- Although there has been improvement, the number of new infections is still unacceptable. Even though there is effective treatment, it is not always available. HIV infection is disruptive and costly to the lives of individuals, families, and communities.
- Community leadership can inspire their community to confront and manage HIV/AIDS and make a plan to do that effectively.
- A core group of trained educators can take responsibility for an awareness Campaign and implementation of programs to manage HIV/AIDS.
- Testing is the key to preventing and managing HIV/AIDS. People must know their status to enter treatment and avoid infecting others. If testing negative, they can take preventive measures to avoid being infected in the future.
- Although health systems and nonprofits are becoming more effective in HIV testing and treatment, communities can greatly enhance these efforts by organizing from the inside in partnership with health agencies.
- People both infected and affected by HIV or AIDS need assistance to learn to manage the disease and continue to be productive members of the community.
- A mobilized community can make a difference. A one-year Campaign encourages urgency. Since 2013, twenty communities in Harare have implemented the Campaign and the results have been impressive. Six more Campaigns were launched in 2016.

The goal of the Campaign is to build an AIDS-free community as described by UNAIDS: 90% of those between ages 15 and 49 have been tested; 90% of those who test positive are in treatment; 90% of those in treatment have low viral counts reducing their likelihood of infecting others. Link to UNAIDS: http://www.unaids.org/sites/default/files/media_asset/90-90-90_en_0.pdf.

The Four Phases of the One-Year Campaign

The four Phases are: 1) Leadership Planning, 2) Peer Educator Prevention Education, 3) HIV/AIDS Management Implementation, and 4) Evaluation and Continuation. Each Phase begins with a five-day Consultation to provide training, set Objectives, and plan for implementation. The Consults are the major events and keys to the success of the Campaign. Implementation follows each Consult.

The One-Year AIDS-Free Community Campaign diagram (on this section's title page, page 67, and page 77) is a Timeline of the four Phases, Consults, and periods of implementation. The One-Year Campaign Phases and Arenas of Action matrix on page 78 describes the broad activities during each Phase: Team and Volunteer Preparation; implementation; relationship building; and research, evaluation, and sustainable systems. Each Phase suggests ongoing, but often different activities in each of the four Arenas of Action.

Phase I: Leadership Planning (one month)

Goal: involve community leadership in becoming an AIDS-free community. In this Phase community leadership will decide to undertake the Campaign and participate in a five-day Consult to prepare leadership, set objectives, and plan the Campaign. Leadership will:

- Launch the Campaign to the community
- Ask for community input
- Prepare for next Phases
- Involve/partner with other organizations and agencies
- Raise funds if necessary
- Decide Indicators of Success
- Manage the year's process and be spokesmen/cheerleaders

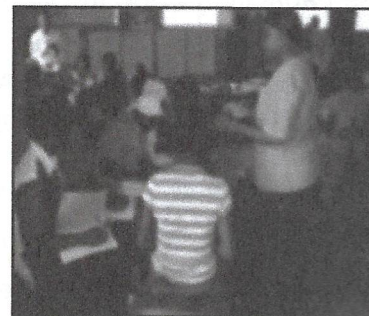
Phase II: Peer Educator Prevention Education (three months)

Goal: train 10–20 Peer Educators to prepare them with information and skills to lead an awareness education Campaign. Peer educators have five days of training. Implementation of their duties is a major one-year commitment of time and energy. Peer educators will:

- Be knowledgeable about HIV/AIDS, testing, and its treatments
- Provide the volunteer core to educate every member of the community
- Work closely with local Ministry of Health organizations and nonprofits
- Mount three-month education events and activities
- Keep records of contacts and activities
- Debrief activities, achievement, and next steps

Phase III: HIV/AIDS Management Implementation (8-months)

Goal: Test 90% of those at risk for HIV infection. Ninety percent of those who test positive begin treatment. People infected and affected by HIV learn to manage their disease and live productive lives. A five-day Implementation Consult will assist leadership, Peer Educators,



Participants from Dzivarasekwa during a leadership training

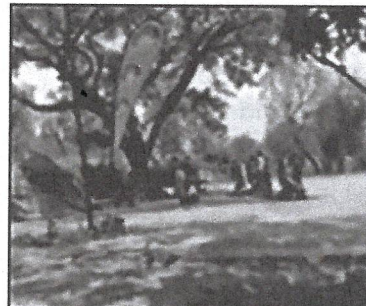


Participants from Mt. Hampden during a Peer Educators training

and partners to assess what is needed, set goals and make Action Plans. These months are the heart of the Campaign and will lead to sustainable programs.

Peer educators, other leaders, and their partners will:

- Educate the community about testing and its importance
- Work closely with local health providers, testing organizations
- Organize testing Campaigns, door-to-door Campaigns
- Assist those who test positive for HIV to start treatment
- Organize and lead Living Well groups to assist those with HIV to manage their disease
- Organize and lead Self-Help Groups to assist those who need it to earn income
- Keep records of those tested, in treatment, and members of Living Well and Self-Help Group

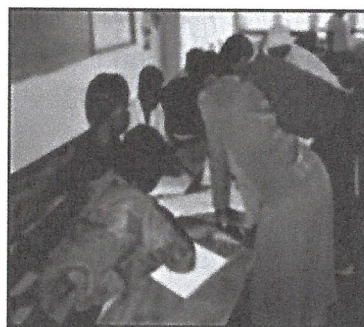


Participants from Sommerby during HIV testing

Phase IV: Evaluation and Continuation

Goal: Assess the effectiveness of the year's Campaign and put in place the activities and leadership to continue community engagement into the future. The Consult will:

- Complete records of Campaign achievements
- Assess successes and limitations of the project
- Complete any surveys
- Report to the community
- Complete financial report and report to funders
- Recognize volunteers and partners
- Plan to continue activities that have made a difference



Participants plan Campaign activities for their community

Campaign Methods

Essential to the success of the Campaign is involving many community people in making it happen. Leaders gather peoples' wisdom about what needs to be done and how it needs to happen. They decide what will happen, who will do it, and how to evaluate it. In other words, there must be meaningful participation by the community.

The Campaign uses Technology of Participation® methods—"ToP methods"—developed by the Institute of Cultural Affairs (ICA) in community work over forty years in thirty-five countries. The tools in the Toolbox are based on these methods. The *Participatory Methods* section on pages 72–74 contains additional information about ToP methods.

All of the activities, including those borrowed from other organizations such as the Self-Help Groups (Kindernothilfe in Germany) and Living Well with AIDS (Stanford Medical School in the USA), have as their foundation the belief that local people can make decisions and learn from each other and their experiences.

In that spirit the Toolbox should be used as a guide and an example. Please adapt it to the needs of your community and create new tools as necessary. If you find corrections that are needed, or if you develop new tools for building AIDS-free communities, please contact the ICA in your country so that the tools may continue to adapt and improve. Contact information is found on the cover of each guide in the Toolbox.

Campaign Toolbox

- *Campaign Consult Procedures: Leader's Guide*
These procedures have been used in Zimbabwe in 20 communities over the past three years. They have been revised and are the essential framework for implementing the Campaign.
- *HIV/AIDS Prevention Education: A Field Guide for Peer Educators*
The HIV/AIDS Prevention Education *Field Guide*, written in 2002 by the Institute of Cultural Affairs, is a learning tool about HIV/AIDS for Peer Educators. It is also a tool to teach others. It has been revised and used to train over 2,000 Peer Educators in ten African countries.
- *Living Well: Leader's and Participant's Guide*
Living Well is a program developed by Stanford University to assist people living with chronic disease. It has been widely used by ICAs in communities to help those infected with HIV/AIDS to learn how to manage their disease.
- *Self-Help Groups: Leader's Guide, Participant's Guide, and Follow-up Leader's Guide*
Developed in 2009 by ICA Zimbabwe, this program shows the way for small groups to contribute their own money to provide a pool of money to lend to members to invest in small businesses. It teaches business practices and includes expectations of member such as enrolling their children in school and being tested.
- *Home-Based Care for People Living Positively: A Guide for Caregivers*
This guide for home caregivers was developed in Zambia by OPAD.
- *The Toolbox publishing system.* The seven *Guide* set includes a CD or flash drive. The set includes the Adobe InDesign source documents and linked graphics; A4-format PDFs for desktop and commercial printing; and document management and production notes.

ICA staff members in African countries are trained in ICA methods and Campaign implementation. They can provide training, facilitation, and consulting to assist a successful Campaign.



Participants from Amalinda during Community Action Planning

CAMPAIGN COSTS

Estimates of costs for implementation of simultaneous one-year Campaigns in four communities are based on experience in Zimbabwe in 20 communities over the past three years. They include staffing and expenses for the program outlined above, and have averaged \$6,000 per community. The results have been very satisfactory.

ACKNOWLEDGMENTS

The *Campaign Consult Procedures: Leader's Guide* and the other six manuals comprising the Toolbox for the one-year AIDS-Free Community Campaign were designed, written, and assembled with pleasure, gratitude, and admiration for the work of many colleagues over our fourteen-year history of working with communities to become AIDS-Free.

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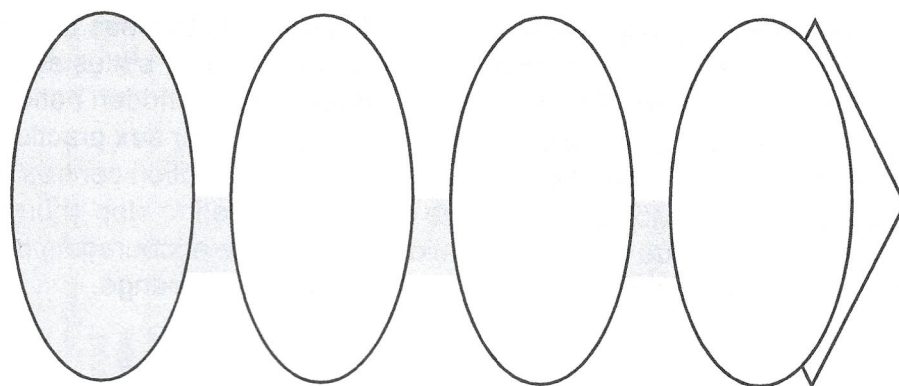
KEY INDICATORS OF SUCCESS IN 20 COMMUNITIES IN ZIMBABWE: 2013–2015

	Community Name	Year	Number of trained Peer Educators	Number of people reached	Number of People Tested #	Number of Women trained in PMTCT *	Number of SHGs formed **
1	Whitecliffe	2013	21	4,000	139	21	9
2	Granary	2013	20	2,500	90	20	5
3	Churu	2013	20	3,000	295	20	5
4	Crowborough North	2013	20	6,000	116	20	7
5	Sommerby	2014	20	1,800	647	20	10
6	Amalinda	2014	20	3,000	250	20	10
7	Warwick	2014	20	3,900	276	20	10
8	Kuwadzana	2014	23	5,000	100	23	10
9	Dzivarasekwa 1	2014	23	7,000	200	20	10
10	Dzivarasekwa 3	2014	24	7,000	250	24	10
11	Warren Park 1	2014	20	8,000	150	20	10
12	Warren Park 2	2014	20	7,000	250	20	10
13	Mt. Hampden 1	2015	20	2,250	160	20	10
14	Mt. Hampden 2	2015	20	2,500	750	20	10
15	Mt. Hampden 3	2015	20	2,250	250	20	10
16	Mt. Hampden 4	2015	20	2,500	350	20	10
17	Dzivarasekwa Ext. 1	2015	20	5,000	150	20	5
18	Dzivarasekwa Ext. 2	2015	20	5,000	200	20	5
19	Nehanda	2015	20	2,500	250	20	2
20	Federation	2015	20	3,500	100	20	5
Total			411	83,200	4,973	408	163

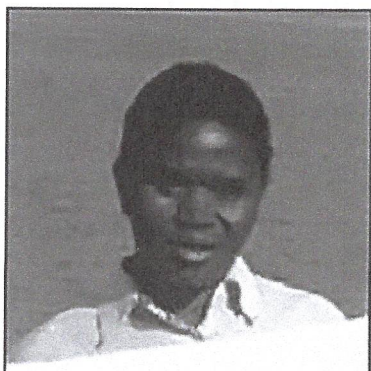
* Prevention of Mother-to-Child Transmission

** Self-Help Groups (SHG) average 12–15 members.

LEADERSHIP PLANNING CONSULT



A ZIM50 PARTICIPANT TELLS HER STORY



Name: Enjeline Shanga

Age: 39

Community: Amalinda

I have gained more knowledge on HIV/AIDS especially knowing the difference between HIV and AIDS. I also have gained self-confidence especially speaking to people as a result of being a peer educator. I used to be afraid of approaching people and talking with them. The program has helped me also to develop a culture of reading as I want to get more information. I have been tested for the first time. With counseling and communication skills I gained from the training, I have been appointed head of the health department at my church.

Living Well has helped me to have a positive mindset in life even when faced with difficult emotions such as anger. I have now gained self-control and I can understand myself better. With the Self-Help Group (SHG) Approach I have gained business skills. I used to spend money recklessly but now I can save money and I have planted a vegetable garden which is now a source of income.

In the community people have appreciated the ZIM50 program that has brought Peer Educators and many people have been tested and disclosed their status and other are on treatment. Living Well has helped many people and reduced bedridden patients to proper drug adherence and exercises. There is also an increase in safer sex practices as this can be seen by the high demand of condoms at condom distribution centres established in the community. Before ZIM50 pastors in the community used to stop church members from taking medical drugs due to religious beliefs but now are encouraging people to go for testing and adhere to treatment. There is high rate of behavior change.

FIVE-DAY LEADERSHIP PLANNING CONSULT OVERVIEW

Learning Objective: Understand Campaign model; prepare roll out; plan to involve community; plan to evaluate the Campaign

Experiential Aim: Leadership commit to the Campaign; enthusiasm for addressing HIV prevention and management

DAY ONE Intent of the Campaign	DAY TWO Setting Community-based Goals	DAY THREE Action Planning	DAY FOUR Team Formation	DAY FIVE Leading the Campaign
<p>Assessing HIV/AIDS impact</p> <p>Context and Conversation Introductions, plan, schedule for week</p> <p>Reports from each community about state of HIV in their community (prepared ahead from questions)</p> <p>Reflection: What seem to be common problems? What has been done? What needs to be done? Who needs to be involved?</p> <p>Short Workshop Characteristics of Community that has HIV/AIDS Under Control</p>	<p>The lay of the land</p> <p>Gridding and Framing Looking at your community. Purpose of community assessment. Each community use pre-prepared map; draw natural divisions. Brainstorm information. Use assessments if possible.</p> <p>Report to large group. Reflection What did we learn we did not know? What is right on? What do we need to know? How will we find out?</p> <p>Lecturette: Why Data is Important—measure success</p>	<p>Planning for key steps of the Campaign</p> <p>Review Phases, key events, Arenas of Action and Timeline. Work in 4 cross community groups with one of the 4 Arenas—Brainstorm what will be needed in next 3-months to prepare this Arena</p> <p>Write on newsprint. Report.</p> <p>Action Planning Lecturette: What makes a good plan? What, when, who,. A road map for next 3-months</p> <p>Review 1) Launch; 2) PE Training</p> <p>Name Victories for each</p> <p>SWOT analysis—conversation</p>	<p>Evaluating what we do</p> <p>Lecturette: Evaluation Kenya/PEPFAR Evaluation Framework</p> <p>Inputs and Processes Outputs Outcomes Impacts</p> <p>In our planning so far, what is an input? Process? Output? What do we want the outcomes to be? Impacts?</p> <p>Each Team name these for their Arena of Work.</p> <p>What are the Indicators of Success?</p>	<p>What is the goal of this group?</p> <p>What does it mean to be a leader? What is your responsibility? In order to successfully lead this Campaign, what will we have to do? How will we involve others? Get the word out? How will we organize ourselves to lead the Campaign?</p> <p>Methods. Conversation. Explain ORID, Workshop, Action Planning, Timeline</p> <p>Guests: MOH Official, Cmty Ldr. Report to them on work of week. MOH speak about importance. Leader speak about role of leader.</p>
L U N C H				
<p>Understanding the Campaign</p> <p>Lecturette: The Campaign model Objectives; 4x4; Flow; Evaluation/systems</p> <p>Reflection</p> <p>Workshop by community. How does this relate to our problems? How useful? What adaptations needed? Reporting Highlights What will it take? What changes? Who else should be here?</p>	<p>Setting goals for Campaign</p> <p>Lecturette: Putting goals, plans processes, evaluation together Use a simple example How do you know when something works? Talk through 4 Phases and 4 Arenas</p> <p>Workshop: What goals/outcomes do we want from Campaign? Brainstorm overall goals for the Campaign. Name 3–5 goals How would you know if a goal has been achieved?</p>	<p>Building an Action Plan</p> <p>Action Planning Workshop Lecturette/discussion: What does it take to make a good plan?</p> <p>Restate goals—overall and for each key Phase</p> <p>SWOT Analysis</p> <p>Workshop: Action Planning and Time Line: 4 communities: Report Reflection</p>	<p>Refining Action Plans and Team work plans</p> <p>As community Team, review Action Plans, revise. Are our Teams right? Members?</p> <p>How will we organize to work? Break into work Teams. Talk through. List Objectives, steps, who when? Write on Team work sheet.</p> <p>Report back to Community Team. Clarify; Overlap, Add? Report to whole group Reflection.</p>	<p>Commitment and celebration</p> <p>Team Meetings to discuss their leadership; organize first steps. Review Objectives, Action Plans and Timeline for next three months.</p> <p>As whole group. What are we trying to do during this year-long Campaign? Again, Name overall goals, Indicators for each.</p> <p>Commitment and Celebration</p>
<p>Notebooks Campaign 4x4 and diagram Readings for the week</p>	<p>Community Assessments Workshop materials</p>	<p>Campaign design diagram and Arenas 4x4 Action Planning. Charts; 4 Timelines by weeks.</p>	<p>PEPFAR Framework. Previous work: goals, grids, Team Worksheet</p>	<p>Methods Summary All work available for review</p>

Leadership Planning Consult DAY 1 INTENT OF THE CAMPAIGN AM		
<i>Objectives:</i> Understand the need, scope, and operating methods of the project; develop expectations; learn about and assess the needs in community. Feel excited by the Campaign's potential for the community and eager to make it work.		
Time	Procedures	Notes
1 hour	Assessing HIV/AIDS Impact Opening: Greetings, Prayer Conversation-Introductions: Everyone say who they are, where from, and one expectation for the week. What do you think will be exciting? What challenges? How do you think this Campaign will help HIV prevention? Lay out plan and schedule for the week (Daily chart). Questions. Necessary logistics.	
1 hour	5-Minute Reports from each community about state of HIV in their community. Community leaders consider and make notes: What evidence of HIV do you see? What are the most common problems with HIV? With controlling it? What do you hope from the Campaign? Report to larger group: What seem to be common problems? What surprised you about the reports? What has been done? What needs to be done?	
1 hour	Short Workshop: What are the characteristics of a community that has HIV/AIDS under control? Work by tables/groups of 4–6. Individually write three characteristics on scratch paper. Brainstorm and list 5–6 on newsprint. Report to large group. Compare lists: What characteristics are similar? What unexpected? What do you think would be most helpful? What characteristics would we include in our list? Put up list on newsprint of 12 Characteristics for Getting HIV/AIDS Under Control from Il Ngwesi Project. Compare. What is common? Different? Why? What is most important here? What needs to be added or changed for our communities? Ask someone to make a list on newsprint of characteristics for this Campaign. Hand out 12 characteristics.	
L U N C H		
Materials: Consult Workbook; week design; list of participants. Design Diagram; Phases/ Arenas 4x4, 12 Characteristics of a Community that has HIV/AIDS Under Control. Brochure.		

Leadership Planning Consult INTENT OF THE CAMPAIGN			PM
DAY 1	Time	Procedures	Notes
	30 min	Understanding the Campaign Regather: What did you hear this morning? What made you very interested? This afternoon we are going to learn about the one-year Campaign each community is going to undertake: what it is, how it works, and why we do each step.	
	45 min	Lecturette: The One-Year HIV/AIDS Campaign Objectives overall: <ul style="list-style-type: none"> • Phases, I, II, III, IV. Intent for each; Key events that anchors the Phase (diagram); flow. • Arenas of emphasis: Team and Volunteer Preparation; Implementation; Building Relationships; Research, Evaluation, and Sustainable Systems. • The role of leadership in the plan. Reflection: What are the 4 Phases of the Campaign? Primary events? What else do you remember? What do you think is most interesting? What will the community like best? What will be most difficult to pull off? What questions do you have?	
	90 min	What do we think? Discussion by community Team (Recorder keeps notes.) How does this plan relate to our problems? How is it useful? What concerns do you about carrying it out? What adaptations are needed? Questions? Workshop: thinking in 2–3s first, Then, as group List 4–5 ideas for each question (Recorder lists on newsprint) <ul style="list-style-type: none"> • Highlights of proposed Campaign • What will it accomplish? • What needs to be changed or adapted? • Who else should be here? Report to whole group. From these reports: <ul style="list-style-type: none"> • What will be highlights? • What do you think will be easiest to accomplish? Most difficult? • What changes do you think would help? Questions? 	
	10 min	Closing Reflection: What did we do today? When were you excited? What do you look forward to? Last words: reading	
Products: List of Characteristics of a Community that has HIV/AIDS Under Control. Make wall chart. Handout.			

Leadership Planning Consult		
DAY 2	SETTING COMMUNITY-BASED GOALS	AM
Objectives: Understand community needs related to HIV/AIDS; understand how community is organized, geography, demographics, leaders. Set goals for facts on ground. Be excited to see community in new ways.		
Time	Procedures	Notes
30 min	<p style="text-align: right;">The Lay of the Land</p> <p>Opening: greetings, prayer</p> <p>Conversation: Name and one thing remembered from yesterday's work. Surprised? Excited? What learned about controlling HIV? How helpful? This morning we want to organize information about the community so that we can work effectively with it. We want to know geographic sections, who lives there? What happens there? Leadership? Special needs? We also want to understand baseline data and why it is important.</p>	
90 min	<p>Gridding and Framing</p> <ol style="list-style-type: none">1. Working by community and using a pre-prepared map, what are 4–5 natural divisions? Neighborhoods? Have 2–3 people draw a grid. Compare. Adjust; Choose one. Name sections.2. Have 2–3 people work with each section of grid. What do we know about that section? Population, activities, work, age groups, schools, churches, important people, etc. List on flip chart. (Refer to community assessments?)3. Report and add info. What was new info? How will this aid and effect our work? What resources can help? Who can be of special help?4. Ask someone to prepare a grid for the community that is a work of art. Report back to whole group. Show grids; 3–4 highlights of info.	
1 hour	<p>Baseline Data and Evaluation</p> <p>Lecturette on Why Data is Important (see attached)</p> <ul style="list-style-type: none">• Baseline data gives description of what exists now; can plan work? WHY• Setting Objectives and goals makes clear <i>what</i> you want to happen.• Process and methods describe <i>how</i> you will accomplish the work• Evaluation—using data from before and after—<i>measures</i> success. <p>Reflection: What did you hear? When have you measured success by asking Why? What? How? And a means of measuring the result?</p>	
L U N C H		
<p>Materials: Map or drawing of each community; Summary of baseline data for each community; newsprint for displaying art grids. Visual for Lecturette. 4 Phases x 4 Arenas of Campaign.</p>		

Leadership Planning Consult SETTING COMMUNITY-BASED GOALS			PM
DAY 2	Time	Procedures	Notes
	10 min	Setting goals for the Campaign Regather	
	30 min	Putting goals, processes, and information together Walk through an example of an undertaking with need, goal, process, outcome. Example: cook a cake or a dish well known to them. Tasting measures success.	
	40 min	Review Phases and talk through the four Arenas of Action under each Phase, giving examples of possible things such as goals, programs/events, manpower, outcomes. <ul style="list-style-type: none"> • Team and Volunteer Preparation • Implementation • Building relationships • Evaluation and Building Sustainable Systems 	
	90 min	Workshop: What goals or outcomes do we want as result of Campaign? Work in arbitrary groups. Go around and number off by 1,2,3,4. Think as a group about what we have learned about our communities and the Phases of the Campaign. What is most important for you about the HIV challenge? Where can this Campaign be most effective? Working in groups of 2–3, brainstorm 3 overall goals of the Campaign. Put each on half sheets. As a whole group, put the sheets on the board. Group . Name 4–6 clumps. For each clump, name the goal being pointed to. (i.e., Increased use of condoms; everyone 15–50 tested., etc.) Look at goals and desired outcomes. If we do this, will we create change and improve the HIV situation? Are there other goals needed for different communities? How can we measure that we have achieved this goal? Write the 4–6 goals on newsprint with possible ways to measure the results.	
	10 min	Reflection: What do you remember? When did you pay close attention? How would you know if this (select) goal is achieved? How about this one? What data would be needed? Do we have that data now? How would we get it? Last words: reading	
Products: Community Art Grids for each community for wall and for notebook; List of goals and possible ways to measures them on wall.			

Leadership Planning Consult		
DAY 3	ACTION PLANNING	AM
<i>Objectives:</i> Develop a leadership Action Plan for the next three months. Name victories, major tasks and Teams. Feel excited by the potential for the community and eager to make it work.		
Time	Procedures	Notes
30 min	Planning for Key Steps of the Campaign Opening: greetings, prayer Conversation: Everyone say your name and one thing you remember from yesterday's work. What made you excited? What reminded you of something you have done before? What do you want to know more about? Questions?	
75 min	Action Planning Preparation Brief review of the Campaign design with emphasis on the first three months or Phase 1 plus Peer Educator Training. Again, stress not just events, but also Arenas: Team and Volunteer Preparation; Implementation; Building Relationships; Evaluation Divide into four cross-community groups. Each group take one Arena. Brainstorm what will be needed in the next three month to be successful in that Arena. Write on newsprint. Report. Reflect: easiest; most difficult; what needs to be added; what is key to making each happen? How will it prepare for the next Phase?	
15 min	Action Planning—Short context. It will give us our road map for the next three months. When we finish this work, we will know what needs to be done, when, by whom, challenges. Now, let's go back to the next two events in the year's project design. (1) Project Launch in each community; (2) Peer Education Training. Brainstorm with the whole group what victories or success they would like to see for each event. Write on newsprint. What will it take to pull off such great events? Why does it matter?	
60 min	SWOT Analysis—Conversation. It is helpful to know the situation we are working in when we make a plan, so think about your community: What strengths are available to us to carry out the plans? (Record) What weaknesses may we need help with? What opportunities will open up if these events work well? What threats will make it difficult and need to be addressed? When we return from lunch, we will create an Action Plan.	
L U N C H		
Materials: Project design diagram and 4x4. SWOT chart. 8 Action Planning Formats. 8 Timelines by week.		

Leadership Planning Consult		
DAY 3 ACTION PLANNING		PM
Time	Procedures	Notes
10 min	Building an Action Plan Regather, energizer	
90 min	<p>Action Planning Workshop. This afternoon we will plan what to do and how and who will do it. (Work in communities.)</p> <ul style="list-style-type: none"> • Are there changes you would make in the victories or goals for each event for your community? State the victory for your community for each event. Name 3–4 Objectives. • Each community work in two task Teams, one for Launch; one for Peer Education Training: • Write 10–15 tasks/steps that need to be done on half-sheets. Remember to think about the four categories. • Meeting in community Team, put up the half sheets for each event. Group, clarify. List tasks. What else is needed? <p>Report: Group lists for Launch and lists for Training. Look at the task lists. What similarities? What did you see that needs to be added to your list?</p>	
60 min	<p>Back in community groups, arrange activities in chronological order; suggest who will do each.</p> <ul style="list-style-type: none"> • Place task sheets on a prepared weekly Timeline on the wall, State Objectives; tasks; when, who, victory. What needs to be added? Have we included tasks related to the four Arenas? Are there tasks that especially relate to our role as leaders? • Do the tasks fall into natural categories (recruitment, publicity, etc.) • What Teams do we need? Who should be on each Team? Is our work plan clear? Will it work? • Record your Teams and members. <p>Report to whole group.</p> <p>Each community go through their Objectives, tasks (on the Timeline,) victories, Teams members. What particular responsibilities do you as leaders have?</p>	
20 min	<p>Reflection. What did you hear is going to happen in the next three months?</p> <p>What surprised you about the work to be done? What do you think will be a pleasure to work on? What will be difficult? Where will you need help? What is your role? What questions do you have?</p>	
	Last words: reading	
<p>Products: Victories for each Arena and event. Community Action Plans; SWOT Analyses; Timelines (for launch and training). On newsprint and prepared as handouts for each community</p>		

Leadership Planning Consult		
DAY 4	TEAM FORMATION	AM
Objectives: Refine Workplans and take first actions. Clarify Teams and responsibilities. Understand Evaluation Framework. Excited about getting started.		
Time	Procedures	Notes
30 min	<p>Evaluating What We Do</p> <p>Opening: greetings, prayer, conversation. What is a task you remember from yesterday's work. Tasks that surprised you? When did you work on a Team before? Did they meet their goal(s)? How could you tell if that Team's work was successful or if the Team's work failed?</p>	
1 hour	<p>Evaluation Framework Lecturette: We will use a framework for evaluating this project created by PEPFAR and the Kenya MOH. It includes four parts:</p> <p>Evaluate performance: Did you do what you said you would?</p> <ul style="list-style-type: none"> • Inputs: people, resources, time, knowledge. Activities or processes to carry out program's Objectives based on Workplans—training, publicity, (you are planning this today.) • Output: program products—number of people trained, awareness sessions held, number of attendees, service utilization (are people using the programs initiated)? These will be the measure of your work. <p>Evaluate Outcomes—the Community's responses (ultimate goal)</p> <ul style="list-style-type: none"> • Effects: short to medium range, change of behavior (condom use, etc.) • Impacts: long term, reduction in infection rate, reduced mortality <p>Do you remember the importance of Data? Monitoring. We count things like # trained, # tested, # in Self-Help Groups. Before and after surveys for key Indicators measure changes in attitudes, knowledge and behavior. Records keep count and measure outputs for goals. When you plan your work, think Should this be measured? How?</p> <p>Reflection: What do you remember? What will be easy to evaluate, what hard? How can we get the data? Questions? How do we measure overall goals?</p> <p>Have each community choose two goals from Action Plan, state Objectives, and ways to measure input and output.</p> <p>Report. Pick 2–3 to discuss. What data will be needed to measure these?</p>	
90 min	<p>Review Gridding and Framing</p> <p>Look at community grids and lists of people who need to be involved. How can your Team use these ideas to help plan and carry out your work?</p>	
L U N C H		
<p>Materials: Charts of goals; grids; partners; Summary of PEPFAR; framework. Action plans/Timelines from yesterday. Teams and lists. Teamwork formats; 8 Wall and handouts: Team Operating Plan; Team Worksheets</p>		

Leadership Planning Consult		
DAY 4	TEAM FORMATION	PM
Time	Procedures	Notes
10 min	Refining Action Plans and Team Work Plans Regather; energizer	
60 min	Who's Going to do What? Review Action Plans and Timeline from yesterday's work. What would you add, change? As a Leadership Team for each community: Review division of tasks into Teams. Are other Teams needed? What steps would you add, change? Review people on each Team. What needs to be done next week? Make assignments. How will Teams organize: call meetings, check progress, assign new tasks? Keep records? Report to the whole leadership Team? Where?	
60 min	Divide into task Teams. Talk through tasks. Make a list of objectives; detailed tasks and people to talk with; invite; recruit; logistics; etc. Who will do each item? When? Write plans on Wall Team Worksheet. Task Teams report back to Community Leadership Team. How does the work of Teams fit together? Overlap? Clarifications? How will the grids help? Resource people? Additions to tasks. What do we still need to know? When is our next meeting? What is our name?	
30 min	Report of Communities to the whole group. Community Teams report names, primary tasks, Report on how Teams will organize as individual Teams, as whole Team.	
20 min	Reflection: What words did you hear? Were there any tasks that surprised you? How did Teams/communities decide to organize themselves to do the work? Did you hear ideas that you would like to add to your work or organization plans? What are you going to think about over night? What questions? Finishing up: Go back to your Team and make sure all your ideas are recorded both on wall charts and on Team Worksheets for your notebooks. Tomorrow we will talk about leadership and why it is crucial for the success of this Campaign.	
	Last words: reading	
Products: Name of Teams, members, Objectives, tasks, who, when, written on Team Worksheets. Team Operating Plans (handed out tomorrow.)		

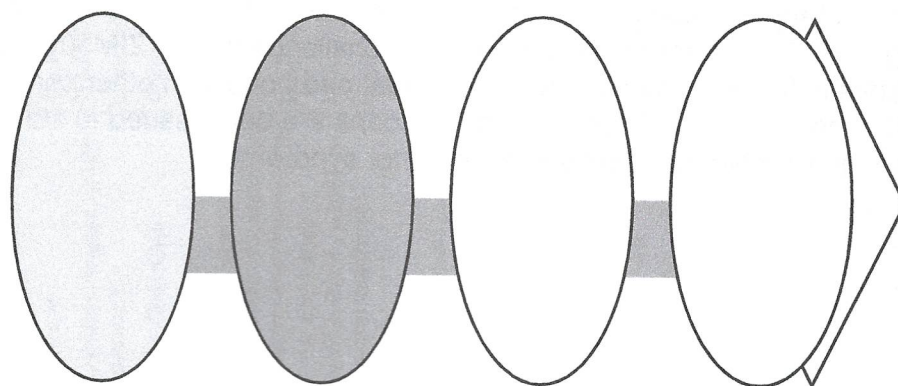
Leadership Planning Consult		
DAY 5	LEADING THE CAMPAIGN	AM
Objectives: Think about what it means to be a leader. What is leadership role in the Campaign? Understand that there are methods available to them: ORID, Workshop, Action Planning and Timeline. Answer final questions. Commitment and Celebration.		
Time	Procedures	Notes
30 min	What is the Goal of This Group? Opening: greetings, prayer Conversation: Leadership <ul style="list-style-type: none"> • When I say leader, who comes to mind? (get several). • What excited you about these leaders? How did they get things done? • What does it mean to be leaders in this Campaign? What responsibilities will we have (List)? What are the characteristics of a good leader for this Campaign (List)? How can you become a more effective leader? Involve others? • What is the leadership role of this group in the Campaign? Do we work as a group and/or in our own communities? What does this say about future organization of the group? How do we work with staff facilitator? Questions? 	
90 min	Effective Methods of working with groups of people. We have used some this week. Think back over the week. What did we do? Use prompts as necessary (week's Timeline). When a methods used is mentioned, explain it. Ask if/why it was effective. Questions about it. <ul style="list-style-type: none"> • ORID Conversations • Workshop • Action Planning and Timeline What else do you think of that contributed to making this a learning and useful week? What would you change? Why?	
60 min	Celebrating the beginning of the Campaign with invited guests. This is intended to be a two-way conversation between participants and guests. Introduce guests and what they do. Ask 1–2 people to explain the intent and proposed design for the Campaign, pointing to the work they have done which is still up on the wall. What question do the guests have? Ask guests to talk briefly (3–5 minutes): MOH official: Why this Campaign to manage HIV/AIDS is needed and expectations for it. Respected leader speaks about the challenge of leading a Campaign that seeks to reach and influence the life of many people. Thank you.	
L U N C H		
Materials: All products from the week passed out and arranged on the wall. Summary of Methods. Individual Commitments; Certificates. Evaluations		

Leadership Planning Consult LEADING THE CAMPAIGN			PM
DAY 5	Time	Procedures	Notes
	10 min	Commitment and Celebration Welcome back; energizer This afternoon we want to tie up the loose ends, be sure we know what we are going to do next week, evaluate our time together and, finally, commit ourselves to the Campaign.	
	60 min	Community Team meetings What will be the role of our leadership in our communities for this Campaign for the next year and beyond? (List) Review Team Worksheets: Objectives, steps, who, when for the next three weeks. What do we need to do next week? When is our next meeting? What are our questions to take to the whole group?	
	60 min	Regather as a whole group. Reflection. What did we do this week? When were you excited? Frustrated. What will help you work on the Campaign? What are we trying to do during the AIDS-Free Community Campaign. Review overall goals, Indicators of Success for each. Are our goals on target? What would you change or add? What are your questions? From your point of view, how will you know that the program has been a success? Have most people answer.	
	30 min	Thank you for your excellent work this week. To close, let's first do some individual thinking and writing. Pass out commitment format. Please write and keep it in your notebook to remind you that you have taken on an important responsibility and evaluate at the end of the Campaign	
	20 min	Consult Evaluation. Please also assist us by giving us feedback about the effectiveness of this Consult. Please fill out the Consult Evaluation Form. Give time to write. Pass it in. Then, let's gather in community circles. Circle up. Sing a favorite song.	
		Last words: reading	
Products: List—responsibilities of Campaign leader in community. List—characteristics of leader for Campaign. Take-home commitments. Make sure everyone has handouts and wall charts are in order for future use. Evaluations			

Leadership Planning Consult MATERIALS AND THINGS TO THINK ABOUT		
Materials—handouts or group work	Wall charts for lectures or reports to whole group	Notes
Day 1 <ul style="list-style-type: none"> • Notebook for each participant • List of participants • Week Time Design • Campaign Design Diagram* • 4 Phases/Arenas Matrix* • Map/drawing of each community • Baseline data for each community • Newsprint for art grids (4) • Brochure 	<ul style="list-style-type: none"> • Week Time Design (5 days) • Campaign Design Diagram Wall Chart (5 days) * • Simple 4 Phases/Arenas Wall Chart (5 days) * Need separating. • 12 Characteristics * 	<p>*Also used in Peer Education Training and Consults 3, 4</p> <p>Titles only</p>
Day 2 <ul style="list-style-type: none"> • Community Maps • Baseline Data per community for their community • Newsprint for Art Grids • Half-sheets 	<ul style="list-style-type: none"> • Community Maps • Baseline Data per Community • Wall Chart for goals/Indicators 	<p>On newsprint 2–3 per community</p> <p>One for each community</p>
Day 3 <ul style="list-style-type: none"> • Campaign Diagram and 4x4 • Action Planning-Tasks Worksheet/per community; <i>Launch and Peer Educator Training</i> • Timeline for each community by weeks for three months 	<ul style="list-style-type: none"> • Campaign Diagram and 4x4 • SWOT Wall Chart 	<p>Finished results by community on newsprint and handed out next day to participants</p>

Leadership Planning Consult MATERIALS AND THINGS TO THINK ABOUT, continued		
Day 4 <ul style="list-style-type: none"> • Handouts from previous day's work for notebooks • PEPFAR Evaluation Framework • Team Operating Plan and Worksheets for each community's Teams 	<ul style="list-style-type: none"> • On walls: charts of goals, grids, partners; Action Plans and Timelines from Day 3 • PEPFAR Lecturette and Framework—simple wall chart for lecture 	
Day 5 <ul style="list-style-type: none"> • All products of week's work passed out • Summary of Methods, handouts • Individual Commitments • Consult Evaluations 	<ul style="list-style-type: none"> • All products of week's work arranged on walls • List of Leaders' Responsibilities Wall Chart 	
<p>*Items with asterisk may be used in future Consults or training.</p> <p>Note: The following formats are examples. Please modify to meet the needs of this particular Consult and its participants.</p>		

PEER EDUCATOR TRAINING CONSULT



A ZIM50 PEER EDUCATOR TELLS HER STORY



Name: Tendai Gomo
Age: 47
Community: Amalinda

The ZIM50 project has made me know my HIV/AIDS status and encouraged me to get tested. I have changed the type of food that I eat as a result of the nutritional knowledge that I acquired from the training. I have gained counseling and communication skills with the Living Well program. I can manage pain and do exercises every morning. Action planning has helped me to be a well-organized woman and can now speak with confidence as a result of being a peer educator. This has helped me to make more friends and now I understand people and look at them without discrimination. I have also gained exposure to places like Lion and Cheeta Park, Harare Safari Lodge and Lake View Site at Mazoe sailing club where the workshops were conducted. I have also started a poultry project as a result of Self-Help training.

The community has more knowledge on safer sex practices, drug adherence and testing. We have experienced a big number of HIV disclosures and more people are coming for counseling. Many nutritional gardens have been planted. Religious leaders are now participating in HIV programs which were a great challenge before ZIM50 project. Having Peer Educators in the community has created trust and bond with other community members. Saving clubs have been formed and loans are been issued to start small businesses which is helping in removing the donor syndrome.

FIVE-DAY PEER EDUCATOR TRAINING CONSULT OVERVIEW

Learning Objectives: Know HIV/AIDS basic information. Know how to teach others. Prepare to lead the community and individuals in understanding, preventing, and managing HIV/AIDS. Know community resources. Create 3-month Campaign Action Plan with Evaluation Indicators.			Experiential Objectives: Feel competent, determined, and hopeful about affecting individual and community response to HIV/AIDS. PE and community resources working together as one. Feel committed to lead the community to mobilize against HIV/AIDS.	
DAY ONE A Campaign to Manage HIV/AIDS	DAY TWO Prevention— A Hard Nut to Crack	DAY THREE Testing is Key	DAY FOUR Support for Those Who Are HIV+	DAY FIVE Preparing For Success
Setting the stage Introductions Conversation: Impact of HIV on community Campaign Overview <ul style="list-style-type: none"> Phases, Arenas Role of Peer Educators Relationships with agencies Effect community knowledge, attitudes, and behavior. The <i>Field Guide</i> as a tool for learning and teaching	Getting inside prevention Conversation: Attitudes about HIV/AIDS Short course on ORID Finding Answers Use <i>Field Guide</i> to find answers to questions from previous afternoon: Lessons 1–6. Role play telling the answers. Demonstration and Practice: How to correctly use a condom.	Bringing HIV out of shadows. Conversation: Community customs, traditions and HIV Short course- Presentations Finding Answers Use <i>Field Guide</i> to find answers to question named first afternoon. Lessons 7–9 Plan/give/critique short presentations to a targeted audience on Lessons 7, 8, 9	Medical care is essential Conversation: Hearing the bad news: I'm HIV+ Lecture: Medical Care Follow up to positive test <ul style="list-style-type: none"> Treatment: ARVs Other prevention: <ul style="list-style-type: none"> Pregnancy Male circumcision Opportunistic diseases <ul style="list-style-type: none"> TB, Malaria, STDs- Questions and Discussion	What is our plan? Conversation: Making Something Happen. Review Lesson 14 Workshop: Create 3-month Action Plan And Timeline <ul style="list-style-type: none"> What will it take to make it work? What is a symbol or logo for the Campaign you plan? Questions
L U N C H				
What do we need to know? Conversation: Sickness and health in your community Workshop: What do we need to know? Small groups assess HIV knowledge. <ul style="list-style-type: none"> Commonly known Gaps in cmtly knowledge What do we need to know to help others? Characteristics of Community with HIV/AIDS Under Control	Why is this still a problem? Conversation: Making difficult decisions Workshop: What are the Barriers to Preventing HIV? <ul style="list-style-type: none"> Name barriers: K, A, B Why do these barriers exist? What are the operating images that support them? How can we make an impact and bring about change in our community? 	Understanding testing Conversation: Getting the Word Out. How do people in this community learn? Lecture: Testing <ul style="list-style-type: none"> What is the process? Why choose to be tested? Participants are tested <ul style="list-style-type: none"> What did we learn about testing? Why test? How can we encourage testing? Make flyers for Testing Campaign 	Individuals and communities have resources Conversation: Help on the Ground Finding answers: Use the <i>Field Guide</i> to find answers to questions. Lessons 10–13 <ul style="list-style-type: none"> Counseling—ORID Support groups: Self-help, Living Well Home care—MOH Battling stigma What is the role of Peer Educators in support?	How will we know if we are successful? Short Lecture on Evaluation. <ul style="list-style-type: none"> What Indicators were decided in Leadership Planning Consult? Based on our plan, what will we measure? Name Indicators for measuring activities, change in K, A, B. What are your expectations? Training Evaluation Commitment Congratulations!
List of questions we need to know. (Sort by Lessons) Add as they come up.	Answers to questions Lessons 1–6. Barriers plus why they exist and images	Answers to questions 7–9 Testing info and experience Flyers advertising Campaign	Answers to questions 10–13. Research: Resources for care	3-month Action Plans Evaluation Indicators Commitment

Peer Educator Training Consult A CAMPAIGN TO MANAGE HIV/AIDS		
DAY 1		AM
Objectives: Learn what you need to know to teach others about HIV prevention; learn to use the <i>Field Guide</i> as resource; understand the scope and operating methods of the Campaign; understand characteristics of communities that effectively control HIV; feel excited and competent to teach others about HIV		
Time	Procedures	Notes
30 min	<p style="text-align: right;">Setting the Stage</p> <p>Opening: greetings; prayer; introductions</p> <p>Conversation: Introductions: Everyone say who they are, where they are from, and expectations for the week.</p> <ul style="list-style-type: none"> Name one impact that HIV/AIDS has had on your community. (Go around.) How did you know about it? What surprised you? What do you think can be done to prevent HIV/AIDS? What do you think you as Peer Educators can do? <p>Lay out plan and schedule for the week (Daily chart)</p> <p>Questions. Necessary logistics</p>	
90 min	<p>Lecturette: The One-Year AIDS Free Campaign</p> <p>Objectives—overall,</p> <p>Phases, I, II, III, IV. Intent for each; Key events that anchors the Phase (diagram); flow.</p> <p>Arenas of emphasis: Team and Volunteer Preparation; Implementation, Building Relationships; Research, Evaluation, and Sustainable Systems.</p> <p>The role of Peer Educators in the plan.</p> <p>We hope to make a difference in people's knowledge, attitudes, and behavior about preventing and managing HIV/AIDS.</p> <p>Reflection</p> <ul style="list-style-type: none"> What are the four Phases of the Campaign? Primary events? What else do you remember? What do you think is most interesting? What will the community like best? How does this plan relate to our problems? What will be most difficult to pull off? What is the role of Peer Educators? What will they need to do their job? What questions do you have? 	
1 hour	<p>The Field Guide is a tool for our work. (Pass out. Give time to look at it)</p> <p>What do you see? What surprises you about it? How can you imagine using it? How is the format helpful? How will it help?</p> <p>What other resources are available to us in this work?</p>	
L U N C H		
<p>Materials: List of participants. Campaign Diagram and Four Phases Matrix; <i>Field Guides</i>. List of characteristics of community with HIV under control from Prep Consult. Worksheets for 1) what we know and 2) what we need to know.</p>		

Peer Educator Training Consult A CAMPAIGN TO MANAGE HIV/AIDS			PM
DAY 1	Time	Procedures	Notes
	30 min	<p>What Do We Need to Know?</p> <p>Welcome back; energizer.</p> <p>Conversation to set context for lectures: Health and Sickness in your Community</p> <ul style="list-style-type: none"> • What illnesses have you or your family had in the last six months? • How did you feel about being sick or having a family member sick? • Why do you think you or they were sick? What caused the illness? What did you do about it? • What do you do every day to stay healthy? <p>The purpose of this week's training is to learn the information we need as teachers and counselors to teach others about HIV/AIDS prevention and the care of those with AIDS. We will begin by seeing what we know as a community, the gaps in knowledge, and what we need to learn in order to teach others.</p>	
	90 min	<p>Workshop: What do we need to know? Small Group Work.</p> <p>Divide participants into groups of 4–5, either in neighborhood working Teams or perhaps men, women, youth.</p> <p>As a group, list 10 things you know about HIV/AIDS. Write them on a piece of newsprint (LARGE). Hang on wall. After break, we will share with the whole group.</p> <p>As whole group: Read the lists. What is missing? Add to the list. Where are gaps in the community's knowledge?</p> <p>In small groups, list 10 questions we/you need to know in order to teach others. Write on paper. Each group read their list. Additions? Which questions are most important? How will you learn the information you need to answer these questions?</p>	
	45 min	<p>Review: What are the characteristics of a community that has HIV/AIDS under control? Put up list on newsprint created in Prep Consult.</p> <p>Go through the list. Which are related to knowledge? To attitudes? To behavior? To something else? How can this list help us?</p>	
	15 min	<p>Reflection: Remember? Excited? What will you tell others? What tomorrow?</p> <p>Homework: Read over Lessons 1–6 in the <i>Field Guide</i></p>	
		Last words; reading	
<p>Products: List of questions we need to know. (Sort overnight by content by Lessons.) Make copy of lists for each small working group.</p>			

Peer Educator Training Consult		
DAY 2	PREVENTION—A HARD NUT TO CRACK	AM
Objectives: To review and learn information about what HIV/AIDS is, what it does, how it spreads, symptoms, how to practice safer sex; to practice finding answers and teaching others; to understand the barriers to prevention and safe sex and the causes that support them. How can we practically get the word out and make an impact?		
Time	Procedures	Notes
30 min	Getting Inside Prevention Opening: greetings; prayer; introductions; review week's Time-line Conversation: Community Attitudes about HIV/AIDS <ul style="list-style-type: none"> • As you have talked to people in this community about this project, what comments have you heard? • How do people feel about the threat of HIV/AIDS? • What do people think causes HIV/AIDS? • How do people think you can avoid getting HIV? 	
15 min	Short course on ORID , a useful way to talk with people.	
90 min	Review and Practice: Correct information is important to fight HIV/AIDS. We will focus on learning correct information in Lessons 1–6 using questions brainstormed yesterday about what we know and need to know and then role-play teaching a question. <ul style="list-style-type: none"> • In small groups (4–6) find the answers in the <i>Field Guide</i> to questions we need to know. Review parts of the lessons we already know to be sure we know all the information. • In pairs, role-play counseling to answer questions: One person select 2–3 questions; the other counsels them with correct answers. Change partners; reverse roles and do it again. Select several pairs to demonstrate to the whole group. Demonstration. (Whole group): Listen to each of the pairs of counselor/clients (4-5) We learn from what we see, so observe how information was presented and the interaction. Do you think the client was helped? Why? How? How would you follow up? <ul style="list-style-type: none"> • What did you observe? What did you learn about communicating effectively about answering questions with correct information. What made it work? List. What would improve the interchange (List) • What did you learn about using the <i>Field Guide</i>? • What questions do you have about information in Lessons 1–6? 	
45 min	Demonstration and practice: correct way to use a condom. See <i>Field Guide</i> , Lesson 6. Each person practice putting a condom on a banana. What is important in order to do it right.	
L U N C H		
Materials: ORID. List of questions from Day One PM. What do we need to know? On wall or typed out for each group. Workshop Method. Bananas and condoms.		

Peer Educator Training Consult PREVENTION—A HARD NUT TO CRACK			PM
DAY 2	Time	Procedures	Notes
	40 min	<p style="text-align: center;">Why is This Still a Problem?</p> <p>Welcome back; energizer. Conversation to set context for Workshop: Making decisions Review of ORID Method: Ask for names (ORID) and objective of each of the following questions after you ask each.</p> <ul style="list-style-type: none"> • What do you remember from this morning's work? • How did you feel about needing to know information to answer someone's questions? Do you think they were trying to make a decision? • When did you need to make a difficult decision, but you did not have good information, or perhaps you wanted advice? • What did you do? 	
	2 hours	<p>Workshop: What are the Barriers to Practicing Safe Sex? (Whole group)</p> <p>To help us understand better what the barriers are in this community, we want to get ideas from everyone and make a group picture. This will help us to focus on what to do about them.</p> <p>We will demonstrate the workshop method which gets everyone's ideas and organizes them so we can use them</p> <p>There are five basic steps to a Workshop: Name each step as it is begun and ended: Context, Brainstorm, Organize, Name, Reflect. (See Workshop Method Overview)</p> <p>Reflection and Analysis</p> <ul style="list-style-type: none"> • Someone read the titles. When were you surprised? • Were any of these new ideas or insights new for you? • Go through each idea and mark if it is caused by K, A, B. or Other? • Which is most common? Which will be hardest to change? Why? • What did you learn about the relationship between customs and traditions in the community and the barriers to safe sex? • What did you learn about the risk to women? • Did you find it helpful to do this workshop as a group? Why? • How can we make an impact and bring about change in our community? 	
	20 min	<p>Reflection: Remember? Excited? What do you look forward to tomorrow? Homework: Please read Lessons 7–9 in <i>Field Guide</i>.</p> <p>Last words; reading</p>	
<p>Products: List of 1) why communication was effective; 2) how to improve. Results of Barriers to Prevention Workshop</p>			

Peer Educator Training Consult		
DAY 3	TESTING IS KEY	AM
Objectives: To review and learn information about safe sexual choices and community practices, greater risk for women, and the importance of testing. Practice giving presentation to group. Feel comfortable talking to group. Learn testing procedures. What is involved in implementing testing Campaigns? Decide to be tested.		
Time	Procedures	Notes
30 min	<p align="center">Bringing HIV out of shadows</p> <p>Opening: greetings; prayer. Review week's Timeline. What did we do yesterday?</p> <p>Conversation: Community Customs and Assumptions</p> <p>Describe a community custom or tradition related to courtship and/or marriage. Name one for married people. Young single adults. Youth.</p> <p>What is important to families when young are courting? To young people? Are there community rules? Name one. Do you agree with them? Why or why not? Which need to be talked about more?</p> <p>How do these customs and/or rules influence sexual practices? How do they influence the choices people make?</p> <p>We all live in communities with customs and assumptions. It is our role as leaders to help community identify and change customs that put people at risk for HIV/AIDS. Making healthy choices is easier if community customs support those choices.</p>	
45 min	<p>Review and Practice: Lessons 7–9.</p> <p>In small groups, review, find the answers in the Field Guide to questions we need to know. Review parts of the lessons we already know to be sure we know all the information. What are your questions?</p>	
60 min	<p>Preparing short presentations. Today we will prepare short presentations for a make-believe audience on Lessons 6, 7, and 8. Assign a lesson to Teams. As a whole group, talk through each of the four parts of <i>How Do I Prepare a Presentation</i>, followed by each Team making their plans for their presentation based on the situation/audience they decide to address. Write plans on 4x4. Then prepare content of their lesson.</p>	
45 min	<p>Practice: Presentations and critique (whole group.)</p> <p>For each one in turn: What was helpful about this presentation? How did it involve and address the audience? How could it be improved?</p> <p>After presentations: When do you see you could use these skills? What do you need to learn? How get more practice?</p>	
L U N C H		
Materials: Questions. Handouts on presentations. Planning 4x4 newsprint for each Team with: Content, Preparation, Style, Materials, Space. Speaker. Testing counselors. Testing materials. Art supplies.		

Peer Educator Training Consult		
DAY 3	TESTING IS KEY	PM
Time	Procedures	Notes
30 min	<p style="text-align: right;">Understanding Testing</p> <p>Welcome back; energizer.</p> <p>Conversation: Getting the Word Out</p> <ul style="list-style-type: none"> • Name ways that people in this community learn new information. • How do you feel when you learn something you would rather not know? Give an example. • We know that testing to find out one's status is important in prevention and assisting people who are HIV+. How do people learn this now? • How do you think this Campaign can reach the most people with this information? How can we help them understand why it is important and decide to be tested? • What is the role of Peer Educators in communicating with the community? 	
1 hour	<p>Lecture: Introduce speaker(s) from partner organization that does testing (VCT). Content—see above. Encourage interactive style; handouts for information. Refer to <i>Field Guide</i> Lesson 9 as appropriate.</p> <p>Reflection: What did you hear? How would you feel about being tested? Why is testing key to prevention? What are the barriers to people being tested? How can we help remove them?</p>	
75 min	<p>Field Work: We will start on ourselves. If we do it, we will understand what is involved and how people feel. We can then help others.</p> <p>People are tested in turn on site. Those not being tested think about Campaigns. Often Campaigns in the community are a good way to encourage people to be tested. Think about how that could be done. Talk about it in your group when you are not actively involved in being tested.</p> <p>Make a flyer inviting people to be tested at your Testing Campaign. Post the flyers on the walls.</p>	
15 min	<p>Reflection: What do you remember? When were you excited? Worried? What skills do you need to work on? What do you look forward to doing? We'll talk more about testing tomorrow.</p> <p>Last words; reading</p>	
<p>Products: Presentation plan 4x4. An onsite testing experience. Flyers advertising community Testing Campaign</p>		

Peer Educator Training Consult			AM
DAY 4			
Objectives: Understand a variety of medical, home health, and community resources to assist individuals and communities in managing HIV/AIDS. Feel that there is hope to successfully manage the HIV epidemic and be committed to working on it.			
Time	Procedures	Notes	
30 min	<p>Medical Care is Essential</p> <p>Opening: greetings; prayer. Week's Timeline. What did we do yesterday?</p> <p>Conversation: Hearing the Bad News: I'm HIV+</p> <ul style="list-style-type: none">• Have you known someone who was tested and learned they are HIV+?• How did they feel? How did you feel?• How did they go about deciding what to do about it?• What was the result?		
90 min	<p>Lecture: Importance of Medical Care. Speaker (Local doctor, nurse, public health official) speaking in some detail about need for, description of, and results of the following:</p> <ul style="list-style-type: none">• Treatment—ARVs: doses, results, side effects, compliance• Other prevention methods:<ul style="list-style-type: none">» Pregnancy—prevent passing HIV to child» Male circumcision—useful for prevention• Opportunistic diseases—result of depressed immune system<ul style="list-style-type: none">» TB—goes hand in hand with HIV» Malaria—more susceptible» STDs—easier to get them and to transmit HIV» Other.• What is practical process for accessing care? <p>(Interactive, with questions for clarity, availability and cost.)</p> <p>Answers to any questions on Lesson 10 from list of things we need to know on Day Two?</p>		
60 min	<p>Small groups write down questions people in community are likely to have. Bring to whole group and speaker. What are the answers?</p> <p>Reflection: What did you hear? When were you excited? What worried you? What else do you want to know? What is most important for Peer Educators to focus on?</p>		
L U N C H			
Materials: Handouts as available. Questions from Day 2 for lessons 10–15. List of names, addresses, numbers of local health providers and other resources.			

Peer Educator Training Consult SUPPORT FOR THOSE WHO ARE HIV+			PM
DAY 4	Time	Procedures	Notes
	30 min	Individuals and Communities Have Resources Welcome back; energizer. Conversation: Help on the ground. <ul style="list-style-type: none"> • Did you ever see someone with HIV in need and try to help? What was needed? • How do people feel about helping someone with HIV? • Was what was needed easily available? Did it need to be created or organized? • What resources are available now in the community to assist HIV+ people? How can we help? 	
	30 min	Review and Practice: Lessons 11-14. In small groups, review, find answers in the <i>Field Guide</i> to questions we need to know to help others.	
	90 min	Research: Each group take a Lesson. Write on newsprint? <ul style="list-style-type: none"> • What are the issues and challenges raised by this lesson? • Who or what organization could help to meet these challenges? • What exists now? Self-Help. Living Well. Counseling. • Does the organization provide information or direct assistance? • Who are partners in this Campaign? • What is needed and does not exist? Share with whole group. Describe what resources do. What did you learn? What is most helpful? What will we need to do?	
	30 min	Conversation: Reviewing the last four days. We have spent four days learning about HIV and what can be done to prevent and manage it. Tomorrow we will plan what Peer Educators can do. <ul style="list-style-type: none"> • What do you remember? What happened during the week (go around)? What did you learn that was new to you? • When were you excited? • What do you think the role of Peer Educators should be? • What should be included in our plan? Tomorrow we will make a plan. Homework: Read Lesson 14 about community response. Think/plan.	
		Last words; reading	
Products: Information from health providers about treatment, care. List of health resources. List of community resources.			

Peer Educator Training Consult		
DAY 5	PREPARING FOR SUCCESS	AM
Objectives: Create a Peer Educator's three-month Action Plan for each community. Learn about evaluation of results of plan; select Indicators of Success for overall intent and each approach to carrying out the plan. Be committed to the work of Peer Educator's in this Campaign. Be excited and ready to start work.		
Time	Procedures	Notes
30 min	<p style="text-align: right;">What is Our Plan?</p> <p>Opening: greetings; prayer; Week's Timeline Conversation: Making Something Happen</p> <p>In Lesson 14, (Review) What did people in the community want to have happen? What do you think will be easiest? Hardest? Looking at Action Plans for your community completed at the Leadership Planning Consult, what stands out for you? What do you want to build on? What do you think is particularly related to the role of the Peer Educator? How can we make it happen?</p>	
15 min	Short Context about Action Planning (Victory, Steps or Activities, Outcome)	
90 min	<p>Community Campaign Planning Workshop Next Phase—3-months. (Management Implementation Consult will plan work for Phase III.) Divide into community groups.</p> <p>Question: How will we increase community knowledge about HIV prevention and management?</p> <ul style="list-style-type: none"> Name overall intent and 3–4 ways (approaches) to make it happen. Name victory for each. Small groups work on one approach. Brainstorm tasks to make the approach happen. Put tasks on cards. Include when. What will be accomplished? <p>Report to community group.</p> <ul style="list-style-type: none"> Put up tasks on overall plan by approach. What is still needed? Look at plans for the 3–4 approaches. Are there overlaps? How can we fit them together to work smoothly and reinforce each other? Adjust as necessary. What is a good symbol or logo for your plan? <p>Report outlines of plans to whole group. What can we learn from each other?</p>	
45 min	<p>Build a three-month Timeline. Back in community groups, put tasks on Timeline. Adjust.</p> <p>Assign names by Teams to work on tasks or a goal.</p> <p>Report to whole group. If we carry out these plans, what do you believe will be the results?</p>	
L U N C H		
Materials: Action Planning formats for notebook, and wall worksheets. Evaluation info. Commitment Sheet. Evaluation. Certificates.		

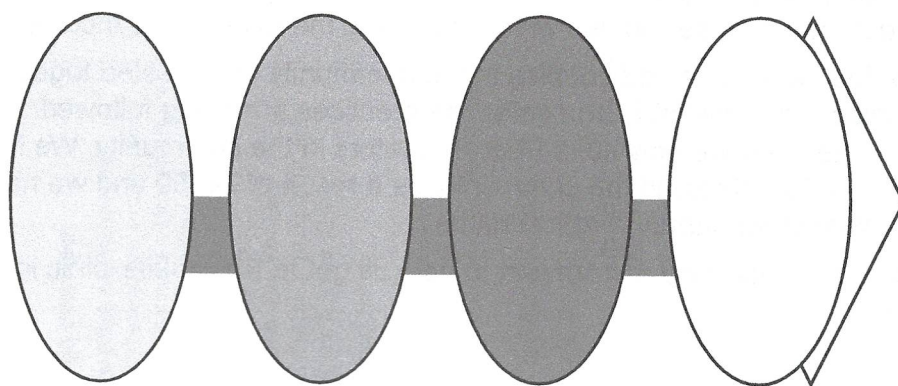
Peer Educator Training Consult PREPARING FOR SUCCESS			PM
DAY 5	Time	Procedures	Notes
	30 min	<p>How Will We Know If We Are Successful?</p> <p>Welcome back; energizer.</p> <p>Conversation: What will it take to carry out our plans?</p> <p>Name an action in the plan that interests you. What will be the hardest to do? What the most fun? How does it build on work of Leadership Planning Consult? Who will be your partners?</p> <p>What can we measure to see if we are successful? (List)</p> <p>Is there overlap with Indicators suggested by Leader's Consult?</p> <p>What records will we need to have correct data?</p>	
	30 min	<p>Planning for Evaluation.</p> <p>Short Lecturette on Evaluation: 1) Measure: did we do what we said we would do in our plan? 2) How will we measure it (Indicators). The results of our work—changes in Knowledge, Behavior, and Attitude (KBA)—are difficult to measure. We will name Indicators for our planned activities, and set up logs to keep the data to measure those to see if we are successful. A victory has been named for overall intent and for each of the approaches. Name quantitative goals for several activities you have planned. Name an Indicator of Success and a way of measuring each Indicator. (Give examples.)</p>	
	90 min	<p>As community groups, name Goals and Indicators for several planned activities. Discuss how to get and monitor the data for Indicators. (Post evaluation work by Leadership Planning Consult.)</p> <p>Report: Goals and Indicators; how to monitor each. Discuss each for clarity, practicality, and effectiveness.</p> <p>Reflection: Name something we hope to accomplish in the next three months. What excites you? What do you think will be the most important result? What will be a challenge for you personally? What do next week? At your first meeting, discuss and decide items on the Team Operating Plan in your notes.</p>	
	30 min	<p>Thank you for your excellent work. To close let's think and write individually. Please write and keep it in your notebook to remind you that you have taken on an important responsibility. (Commitment)</p> <p>Training Evaluation. Please give us feedback about the effectiveness of this training. Pass in evaluations. Then, let's gather in community circles to receive certificates of achievement in the week's training.</p> <p>Circle up. Give out certificates of achievement. Sing a favorite song.</p> <p>Be sure everyone has materials they need to take home.</p> <p>Last words; reading</p>	
<p>Products: Three Month Action Plan with Evaluation Indicators. Team Worksheet. Peer Educator Training Consult Evaluation. Certificates.</p>			

PEER EDUCATOR TRAINING CONSULT MATERIALS AND THINGS TO THINK ABOUT		
Materials—handouts or group work	Wall charts for lectures or reports to whole group	Notes
Day 1 <ul style="list-style-type: none"> • Notebook for each participant • List of participants • Week Time Design • Campaign Design Diagram * • 4 Phases/Arenas Matrix* • <i>The Field Guide</i> • Brochure 	<ul style="list-style-type: none"> • Week Time Design (5 days) • Campaign Design Diagram Wall Chart (5 days) * • Simple 4 Phases/Arenas Wall Chart (5 days)* • 12 Characteristics* • Wall Charts for each community: (1) What We Know (2) What We Need to Know 	<p>*Included in materials for Leadership Planning Consult</p> <p>Titles only</p> <p>Sort questions overnight by content of the <i>Field Guide</i> lessons. Make list for each groups and handouts.</p>
Day 2 <ul style="list-style-type: none"> • Summary of Methods Handout * • Methods Sheet • Questions from Day 1 sorted by Lesson content • <i>Field Guides</i> 	<ul style="list-style-type: none"> • Explain ORID- Summary of Methods Handout • <i>Field Guides</i> • Wall Chart for questions on Lessons 1-6 • Bananas and Condoms for each participant • Workshop tools 	<p>Methods handout from Leadership Planning Consult*</p>
Day 3 <ul style="list-style-type: none"> • Handouts of questions for Lesson 7–9 <p>Handouts of How do I Prepare a Presentation? 4x4: Content; Preparation; Style; Materials/Space</p> <ul style="list-style-type: none"> • Presentation worksheet • Blank 4x4 for groups 	<ul style="list-style-type: none"> • Wall Chart of 4x4 • Lecture on Testing • Materials to make flyers for testing Campaigns 	<p>By speaker from testing organization. Get summary to hand out if possible</p>

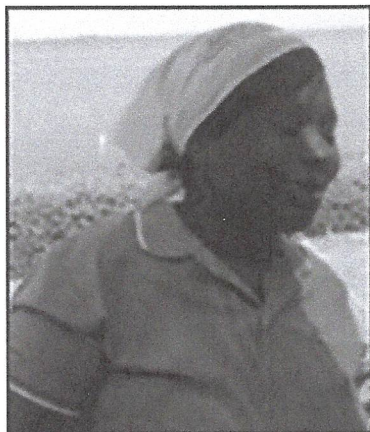
Peer Educator Training Consult MATERIALS AND THINGS TO THINK ABOUT, continued		
Materials—handouts or group work	Wall charts for lectures or reports to whole group	Notes
Day 4 <ul style="list-style-type: none"> • Handouts as available • Questions for lessons 10–14 (from Day 2) • Listing for of local health providers and resources • Lessons on Treatment and Testing in Guide: 9 and 13 	<ul style="list-style-type: none"> • Wall Chart for question on Lessons 10–14. 	
Day 5 <ul style="list-style-type: none"> • All products of week's work passed out • Individual Commitments* • Certificates of Achievement* • Training Evaluation For future use <ul style="list-style-type: none"> • Team Operation Plan • Team Worksheet 	<ul style="list-style-type: none"> • 3-month Action Planning Wall Charts • 3-month Timeline Wall Charts • Lecturette on Evaluation • Goal; Indicators; Data to measure • Post Goals and Indicators from Leadership Planning Consult • All products of week's work arranged on walls 	1 per community 1 per community Certificates may be presented at end of training or at the end of the year <ul style="list-style-type: none"> • Participant's Training Evaluation* Does it differ from Consults?

* Found in materials for earlier Consult, usually Leadership Planning Consult

HIV/AIDS MANAGEMENT . IMPLEMENTATION CONSULT



A ZIM50 PARTICIPANT TELLS HER STORY



Name: Diana Dickson
Age: 40
Community: Warwick

Being a member of the Zim50 project has made me more productive. I have gained more knowledge in HIV/AIDS and can speak confidently in front of people, something that I was scared of before the training. This has made me convince my husband to get us tested for the first time. We now know our HIV status. I now realize the importance of early testing and treatment and I also got the opportunity to be screened for cervical cancer.

The Living Well program helped me to take care of my husband who has a chronic condition and I can tell the difference between chronic and acute conditions. Exercises and Action Planning have helped him improve health wise and this has led to his quick recovery when he applied the principles of using the mind to manage symptoms using the Toolbox. I have started a project of selling fish which is helping me to generate income for my family.

The door to door testing helped couples in the community to be tested together. We now have condoms readily available and safer sex practices are being followed. Support groups have been formed and we now have Peer Educators in the community. We have enjoyed the coming of mobile clinics in the community as a result of Zim50 and we have created partnerships with other support organizations.

We only have one challenge of transport to help us get to the mobile clinic in the community every month.

FIVE-DAY HIV/AIDS MANAGEMENT IMPLEMENTATION CONSULT OVERVIEW

Learning Objectives: Review Campaign Objectives and Phases and assess and celebrate work accomplished. Review current monitoring. Determine needed Task Forces and begin training. Create Action Plans for next eight months with Evaluation Indicators. Experience Testing Campaign demonstration and planning. Create effective partnership with MOH and SS.

Experiential Objectives: Feel competent and enthusiastic about organizing Testing Campaigns and assisting those with HIV/AIDS to more effectively manage their disease. Feel committed to lead the community to mobilize to manage as well as prevent HIV/AIDS.

DAY ONE Review and Next Phase	DAY TWO Task Force Organization	DAY THREE Task Force Action Planning	DAY FOUR Community Testing Demonstration/Plans	DAY FIVE Timelines and Indicators
<i>What has been accomplished?</i> Introductions Conversation: Experience of first 6-months Campaign overview Reports from communities • By community, brainstorm list of accomplishments—(give #'s if possible) • Select most important • What was greatest challenge? Report to large group • Discussion and stories • Select overall accomplishments • What is still to be done? Celebration lunch	<i>Organizing for implementation</i> Introductions Conversation: What are the impacts/effects of AIDS? Community Choices of TFs By community, review what is needed, TF choices, and what they hope to accomplish. Report to large group Communities make assignments to TFs that will work across all four communities) First TF Meetings SWOT Analysis by TF Report to large group	<i>Task Force training II</i> Introductions Conversation: How do people learn about the resources available to them? Task Force Training II (Knowledgeable leaders for each training session prepare sessions and relevant materials) Final community check for testing plans for Thursday	<i>How can we do a Testing Campaign?</i> Demonstration Testing Campaign in each community 9AM–12PM (Plans for testing Campaigns set before Consult by each community and partners)	<i>Seeing the big picture</i> Introductions Conversation: How create a ground swell, movement? As large group, review TF Timelines; group, combine info on Summary Timeline. Where is emphasis? What is needed? Name Indicators for each TF Action Plan? As communities name most needed resources in this community? Name 4–6 actions across the TFs to focus on. Name Indicators of Success for each action.
L U N C H				
<i>What is needed?</i> Review community eval/monitoring plans What is needed going forward? Lecturette: HIV/AIDS Mgmt Explain different programs (TF) and their intents: testing/treatment; Living Well; Self-Help Groups; home care/nutrition. Which three are most needed in each community?	<i>Task Force training I</i> (work in TF groups) • Testing Campaign/ • Treatment • Living Well • Home Care/Nutrition • Self-Help Groups Conversation: How would what you learned help the problems named in the AM conversation?	<i>Task Force Action Planning</i> Each TF creates 8-month Action Plan and T/L Each TF names actions and puts on T/L. Report to large group Strengths? What is still needed? What are implications for communities? How will these be coordinated? TF roles? Conversation: How will we know we are successful?	<i>Testing Action Plans</i> Testing Campaign Debriefing (Large Group) Report numbers, process, success, improvements. List learnings. Make Action Plan for future Testing Campaigns by community: Process? Communications? Who involved? Name goals. Report.	<i>Adapt Action Plans to community Timelines</i> Using actions, create 3-mo Community Action Plan and place tasks on 3-mo Timeline. Check Evaluation Indicators and report to whole group, Questions? What is needed? Role of Task Forces? Closing conversation: What are your expectations? Wrap Up and Certificates
Lists of accomplishments; challenges Initial cut at organizing	Task Forces formed. SWOT Analysis for each TF Training I	Training II 8-month TF Action Plans and T/Ls	Testing Demonstrations Action Plans for future Testing Campaigns	TF 8-mo Plans, T/L; Community Action Plans, 3-mo T/Ls. Eval. Indicators. Wrap Up.

HIV/AIDS Management Implementation Consult		
DAY 1	REVIEW AND NEXT PHASE	AM
<i>Learning Objective:</i> Review and assess work accomplished to date in view of Campaign Objectives and Phases. Review Monitoring and Evaluation to date. Learn about resource programs for HIV+ persons. Learn about Task Forces. Feel pride and satisfaction with work accomplished. Feel confident that there are useful programs/resources available to assist those infected and affected by HIV/AIDS.		
Time	Procedures	Notes
30 min	What Has Been Accomplished? Opening: greetings; prayer; Introductions Conversation: Experience of first six months. <ul style="list-style-type: none"> • What do you remember? • What was your role? • What surprised you about it? • How did you think it was helpful? • What was needed if we were to do it again? What is needed now? 	
30 min	Lecturette: Review Campaign Goals, Overview, and Phases. Purpose and plans for the week	
45 min	Prepare Reports from Communities By community, brainstorm list of 6-8 accomplishment in last four months (give numbers where possible.) Highlight most important to the needs of the community? What were the most effective activities? Why? What were the greatest challenges? Why?	
45 min	Report to the large group by each community Discussion: <ul style="list-style-type: none"> • What stands out about the work of the last six months? • How does it measure up to our intentions? • Can we count the total number of people contacted about HIV? What activities were included? Do we have counts for those? • Name 4–5 accomplishments across the four communities. • What did you learn about what needs to be done now? 	
30 min	Each community make art/graphic that holds their work until now. Celebration Lunch Greetings from dignitaries. Presentation of each piece of art. Put up in their community working space.	
L U N C H		
Materials: Notebooks; Week time design; project diagram/Phases. Wall charts: Community accomplishments; TF working groups		

HIV/AIDS Management Implementation Consult		
DAY 1	REVIEW AND NEXT PHASE	PM
Time	Procedures	Notes
45 min	<p>What is Needed?</p> <p>Welcome back; energizer.</p> <p>What did you hear this morning? What made you proud? Surprised? Worried? Was our work effective? Successful? How do we know?</p> <p>Monitoring and Evaluation. In the first six months we made Action Plans and named Evaluation Indicators. We had ways of monitoring those Indicators: of keeping track of what we did. Name Indicators that you remember. How did we keep track? How did that effect your work? How was it helpful? Why? How can we do better a job of measuring our success?</p>	
45 min	<p>Lecturette: Organizing to manage HIV/AIDS</p> <p>There are resources either available or that can be created to help those infected by HIV/AIDS—ways to manage the disease. This next eight months will focus on putting those in place in a way that is effective and sustainable. We will work in Task Forces to do that, There are four:</p> <ul style="list-style-type: none"> • Community Testing Campaigns and Treatment of those HIV+ • Living Well Support Groups for disease management and hope • Self-Help Groups for economic self-sufficiency • Home Care/Nutrition support for those who need it <p>Describe each with appropriate materials. Task Forces will learn basics concepts and skills and how to set up and lead these community resources. Questions?</p>	
45 min	<p>Each community group: Talk about the two Task Forces most important for you. All will learn about testing. Think about why it would be helpful to work as Task Forces? (three in all)</p>	
30 min	<p>Report to whole:</p> <ul style="list-style-type: none"> • What Task Force do you think would be most helpful? • Why do you need these? • What do you hope to accomplish with each? • Which will be most challenging? • What resources do you know exist that could assist you? <p>Tomorrow we will make assignments</p>	
45 min	<p>Closing conversation: What did we do? What made you excited? What TF will you work on? Why?</p> <p>Last words; reading</p>	
<p>Products: Lists of achievements, challenges for communities, overall. Art/graphic. Communities Task Force choices, assignments.</p>		

HIV/AIDS Management Implementation Consult		
DAY 2	TASK FORCE ORGANIZATION	AM
<p><i>Learning Objective:</i> Communities decide three TF Arenas including testing most needed by community. Assign members. Task Forces analyze what/why this TF would help. Appreciate the new skills and knowledge related to the problems of managing HIV. See the potential for helping those infected and affected.</p>		
Time	Procedures	Notes
30 min	<p align="center">Organizing for Implementation</p> <p>Opening: greetings; prayer; introductions Conversation: What are the impacts/effects of HIV/AIDS? Think about people you know, people with HIV or AIDS?</p> <ul style="list-style-type: none"> • How did it change his or her life? How did it affect their family? The community? • What surprised you? How did you feel about their status? How do people try to manage their disease? • What do you think would help? 	
60 min	<p>Organize Task Forces</p> <p>Today we are going to begin to learn skills and make plans to help manage the disease. Who remembers the Task Forces we talked about yesterday afternoon? Each community will decide which two TFs are most needed (every community will do testing.)</p> <p>By community.</p> <ul style="list-style-type: none"> • List the greatest needs of this community re HIV. • Choose two TFs that would have most impact plus testing. • List Objectives for each TF for this community. • Decide and list who should be assigned to each. <p>Report to large group by community. What TFs are chosen? What are the Objectives for each? Have sheets for each TF. List communities, Objectives; those assigned. How will this help?</p>	
90 min	<p>Meet as Task Forces (4). Introduce members and resource leaders as needed. Review Objectives. Each TF do SWOT Analysis. Brainstorm strengths, weaknesses, opportunities, threats. How will this TF improve strengths, build on opportunities, lessen weaknesses, remove threats?</p> <p>Report to whole group. What will be the responsibilities of the members of each TF in their community? List.</p>	
L U N C H		
<p>Materials: Wall charts TF choices, TF Objectives, assignments. (Day 1) Format for SWOT Analysis (4), Task Force materials and manuals. Newsprint: questions for tomorrow's training.</p>		

HIV/AIDS Management Implementation Consult TASK FORCE ORGANIZATION		
DAY 2		PM
Time	Procedures	Notes
30 min	<p style="text-align: right;">Task Force Training I</p> <p>Welcome back; energizer. Conversation: This afternoon we begin the first of two TF Training Sessions. The purpose is to begin learning about how you can create resources for your community to manage HIV/AIDS. It is a shift in emphasis. Instead of working primarily as communities, we will work in subject arenas across communities.</p> <ul style="list-style-type: none"> • What did you learn about the needs of your community? • What was helpful about what we did this morning? • Why did you choose to learn about your Task Force? • What are your questions? <p>This week we will train and plan as TFs, but adapt those plans to the specific needs of your community.</p>	
90 min	<p>Task Force Training I</p> <p>Move into four Task Forces led by knowledgeable TF resource persons.</p> <p>What problem(s) does this TF address? How is it helpful?</p> <p>Hand out materials or guides. Give time to look at them: What do you see? What do you want to learn?</p> <p>Let's try to understand the purpose of this Task Force and how it works:</p> <ul style="list-style-type: none"> • What are the Objectives? • What are aspects of the work to accomplish Objectives? • Describe possible activities, structure, partners and available resources, anticipated outcomes. • What is necessary to be successful? 	
45 min	<p>Work in small groups: Each group list questions or information you want to know more about. Share with the larger group. This list will assist with tomorrow's training.</p>	
15 min	<p>Regather as whole group. Closing conversation:</p> <ul style="list-style-type: none"> • What did we do this afternoon? What excited you? • What do you want to learn more about? • What questions do you have? • How would what you learned help the problems we named in this morning's conversation? • What will you tell someone about what you did today? <p>Last words; reading</p>	
<p>Products: Community needs and 3 TF choices; Objectives. Assignments by community. Questions for tomorrow's training.</p>		

HIV/AIDS Management Implementation Consult		
DAY 3	TASK FORCE ACTION PLANNING	AM
<i>Learning Objective:</i> Continue TF Training. Consider how people access resources they need. Create TF Action Plans. Confirm readiness for Testing Campaign on Day 3. See way forward to managing the disease. Feel competent and excited to lead the effort in a TF arena.		
Time	Procedures	Notes
30 min	Task Force Training II Opening: greetings; prayer; introductions Conversation: How do people learn about the resources available to them? <ul style="list-style-type: none"> • When did you have a problem and needed help? How did you find it? • How did you feel about the search? • What are the ways people here find information about health questions? What difference does it make? • What is needed? 	
2 hours	Task Force Training II. Continuation of TF Training I led by knowledgeable resource person(s): Concentrate on details of activities, organizational structure, operational specifics, materials needed, available resources and partners, anticipated outcomes. (Use the guides if possible.) <ul style="list-style-type: none"> • What will be the roles of TF members in their communities? • What problems are likely to come up? How can we solve them? • How will TF members meet together? Have further training? Solve problems? • Questions? As a TF group: prepare short reports. Key learnings. How will this TF help manage needs of those infected and affected? All TF Groups meet together and report.	
30 min	Prepare for Testing Campaign on Day Four led by Testing TF and Testing Organization. <ul style="list-style-type: none"> • What is involved in a Testing Campaign? • What are the logistical plans? • What still remains to be done to be ready? • Who will do them? • Will you be tested? 	
L U N C H		
Materials: Task Force Materials and Guides. Material related to Testing Campaign on Day Four. Formats for Action Planning and 8-month Time Lines		

HIV/AIDS Management Implementation Consult		
DAY 3 TASK FORCE ACTION PLANNING		PM
Time	Procedures	Notes
30 min	<p>Task Force Action Planning</p> <p>Welcome back; energizer</p> <p>This afternoon we will meet as TFs, and create 8-month Action Plans for programs and the organization to carry them out.</p> <ul style="list-style-type: none"> • What is an example of a plan of action? • When have you made a plan of action? • What is a plan of action? • How is it helpful? • Why might you need to change it? <p>Action Plans will give us road maps for the next 8-months. We will know what needs to be done, when, and by whom, as well as the challenges facing us.</p>	
90 min	<p>Task Forces Create Action Plans:</p> <p>Look again at the SWOT Analysis by your Task Force.</p> <ul style="list-style-type: none"> • What are strengths and opportunities? How to build on them? • What are weaknesses/threats? How can we deal with those? • If we take action as a TF, what will be the victories? <p>In Groups of 4–5, write 10–15 tasks/steps that need to be done on half-sheets. As TF, put half sheets on board, group, name, clarify.</p> <p>What are the major actions? Are additional tasks needed for each major action?</p> <p>When should tasks be done? By whom?</p>	
45 min	<p>Create a simple Timeline for next eight months. (Rewrite half-sheets for Timeline)</p>	
15 min	<p>Regather, Report. Victories, Major Actions for each TF, Timelines.</p> <ul style="list-style-type: none"> • If we do all of this, how will it help manage HIV? • What do you think will happen after this next eight months are over? • How can we see that this work continues? • How will these plans need to be modified for your community? • What are you ready to start on? <p>Last words; reading</p>	
<p>Products: 4 Task Force SWOT Analyses. Task Force eight-month Action Plans and Timelines</p>		

HIV/AIDS Management Implementation Consult		
DAY 4	COMMUNITY TESTING DEMONSTRATION/PLANS	AM
<p><i>Learning Objective:</i> Learn what is involved in a community Testing Campaign. Assess Campaigns held previously. Plan for future testing Campaigns. Each person experience what it is like to be tested. Think about how this can be more comfortable for people in community.</p>		
Time	Procedures	Notes
30 min	<p>How Can We Do a Testing Campaign?</p> <p>Opening: greetings; prayer; introductions</p> <p>Conversation: Thinking about being tested. Today we will be part of a community Testing Campaign, both as those being tested, but also as part of making it happen.</p> <ul style="list-style-type: none"> • What experience have you or someone you know had with being tested? • How did you or they feel? • What are things you think about when you decide whether to be tested? • Are you ready to be tested today? 	
30 min	<p>Plans for today's Testing Campaign.</p> <p>Explain what will happen and the logistics.</p> <ul style="list-style-type: none"> • Are there roles to assist those doing the testing? Who will be assigned? • What are plans for what happens to the results? • Will others be coming? How can we make them feel comfortable? Protect their privacy? • Have you held a Campaign in your community? What should we be watching for to learn more about how to do future Campaigns? • Instructions for those going to be tested, and for those remaining their turn. 	
2 hours	<p>Those assisting the Testing Campaign say what their responsibilities will be to assist. They go to assist.</p> <p>Participants go to be tested in manageable groups as assigned.</p> <p>Those remaining behind work with their Task Force. Review Action Plans from yesterday. Clarify as needed.</p> <p>Name 1–2 Indicators of Success for each major action.</p> <p>Debriefing scheduled for afternoon.</p>	
L U N C H		
<p>Materials: Steps to a successful Testing Campaign. Material about testing process from PSI. Community Testing Debriefing, Action Plan formats</p>		

HIV/AIDS Management Implementation Consult COMMUNITY TESTING DEMONSTRATION/PLANS			PM
DAY 4	Time	Procedures	Notes
	30 min	<p style="text-align: right;">Testing Action Plans</p> <p>Welcome back; energizer. What happened this morning? What surprised you? How did you feel about being tested? What did you learn about going through the testing process? What did you learn about what is needed to have a successful Testing Campaign?</p> <p>This afternoon, we are going to take what we have learned, evaluate the Campaigns we have already held, and plan for future Campaigns in our communities.</p>	
	60 min	<p>By Community, Testing Campaign Debriefing. Each community fill out Debriefing Format:</p> <ul style="list-style-type: none"> • Number tested • Steps to organize the Campaign; partners • Ways to get people to come; successes • Learnings • What needs improvement? <p>Report to large group What were primary successes? What do we need to improve?</p>	
	75 min	<p>Each Community Create Action Plans for Testing Campaigns. Name the victory</p> <ul style="list-style-type: none"> • In small groups write 6-8 tasks/steps on half-sheets • Put up sheets as asked. Group. Name. Clarify. • What are major Actions? Additional Tasks? • When will tasks be completed? By whom? • What is an Indicator of Success for each action? • How do Testing Campaign Action Plans mesh with Task Force Plans? <p>Regather, Report.</p> <ul style="list-style-type: none"> • What have you learned today about holding successful testing Campaigns? What will be the challenge? Questions 	
	15 min	<p>Reflection:</p> <ul style="list-style-type: none"> • What did we do today? • What was the highlight for you? • What did you learn about cooperating with and assisting an agency's work? • What do we need to do tomorrow? <p>Last words; reading</p>	
<p>Products: TF Action Plan Indicators. Community Testing Campaign(s) Action Plans</p>			

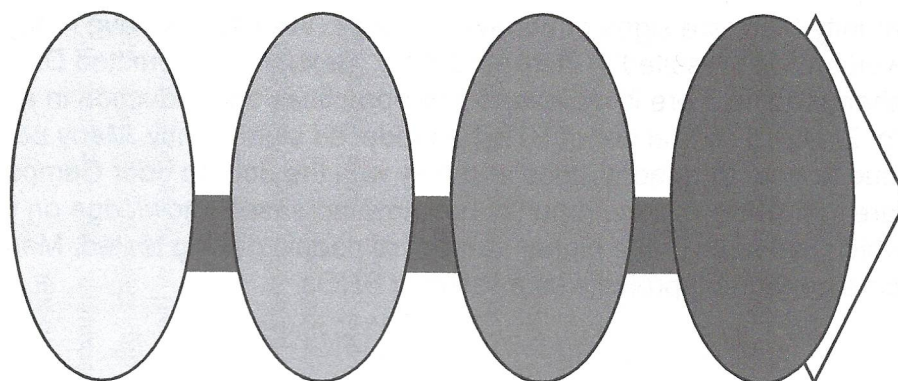
HIV/AIDS Management Implementation Consult		
DAY 5	TIMELINES AND INDICATORS	AM
<p>Objectives: Finalize plans to create HIV/AIDS management resources in communities. Create final eight-month working TF Summary Timeline. Adapt Community Action Plans and make three-month working Timeline. Name Indicators for major actions. Feel competent, excited and committed about organizing resources to help those with HIV/AIDS to manage their disease, and to prevent new infections.</p>		
Time	Procedures	Notes
30 min	<p style="text-align: right;">Seeing the Big Picture</p> <p>Opening: greetings; prayer; introductions</p> <p>Conversation: How do we create a groundswell, a movement?</p> <ul style="list-style-type: none"> • When did something suddenly come to your attention you had not previously noticed? • What surprised you about it? • Why did this happen? • Did it cause any change in your life? Why? • What changes do we want to happen in our communities regarding HIV/AIDS? How can we catch people's attention? 	
2 hours	<p>As TF, review Action Plans from Day 3. Add, clarify, rewrite if necessary. Name Indicators for major actions.</p> <p>As the large group, place actions for all four TFs (including testing) on an eight-month Summary Timeline. What actions are needed to continue prevention education? Add to the Timeline. Remove duplications; clarify. Are there other actions we need to add?</p> <ul style="list-style-type: none"> • Look at the Summary Timeline, What actions stand out? Which are complementary? What is left out? Why? • If we accomplish these actions, what resources will be in place? Who will be served? Who is left out? What needed? • Name Indicators for most important actions for the next eight months. How will we monitor and measure these? What needs to be added, changed? Are they realistic? • What is the role of the TFs in each community's work? • How do the community leadership and all the Task Forces work together? Why? 	
60 min	<p>As communities, we'll work this afternoon to adapt the work of TFs to the needs of each community.</p> <ul style="list-style-type: none"> • What are the implications for this community? What would be the Arenas of Focus in this community? List. • Working in groups of 2–3, write 5–7 actions this community needs to do in next eight months to manage HIV. Group into 5–6 actions. Name. • Put on Action Plan Worksheet. What is an Indicator of each? 	
L U N C H		
<p>Materials: TF Action Plans, T/L (4). Summary TF T/L plus prevention education. Community Action Plan and three month Timeline formats. Certificates</p>		

HIV/AIDS Management Implementation Consult		
DAY 5 TIMELINES AND INDICATORS		PM
Time	Procedures	Notes
30 min	Adapt Action Plans to Community Timelines Welcome back; energizer. Conversation: <ul style="list-style-type: none"> • What did you hear this morning? • What made you proud? Surprised? Worried? • What will be easy to accomplish? What will be the blocks to overcome? • What are the most important things your community needs to do in the next eight months? How do you see using TFs as resources to accomplish those? 	
75 min	As Community Create Action Plan and T/L for next three months. Review Arenas of Focus. <ul style="list-style-type: none"> • Work in groups of 3–4. Write half/sheets for tasks needed in next three months for each action. Who? When? • Put actions on three month Timeline • When is our next meeting? • What will we need to do at our next meeting? 	
45 min	Report to whole group. Actions on three month Timeline. <ul style="list-style-type: none"> • Looking at the four communities, what resources are most important to put in place? • What makes you most excited? Worried? • What assistance will you need? What is role of TFs? • How will you lay groundwork for continuing work after the year ends? 	
30 min	Closing Conversation and Send Out: <ul style="list-style-type: none"> • What did we do this week? • When were you most excited? When were you confused? • How has your idea about preventing and managing HIV/AIDS changed this week? • How do you see that communities can work together? How can Task Forces be a resource? • What questions do you have? • What are your expectations for the next eight months? For next year? Thank you for your excellent work. Please write your own Statement of Commitment to the next eight months of the Campaign. Please complete the Evaluation of this Consult. Sing a song. Certificates?	
	Last words; reading	
Products: Community Arenas of Focus and Three-month Action Plan and Timeline (4). Commitment Statement. Evaluation. Certificates.		

HIV/AIDS Management Implementation Consult MATERIALS AND THINGS TO THINK ABOUT		
Materials—notebooks or handouts	Wall charts or lecture illustrations	Notes
Day 1 <ul style="list-style-type: none"> • Notebooks for each participant • List of participants • Week Time Design • Campaign Design Diagram* • 4 Phases Matrix* • Methods Summary* 	<ul style="list-style-type: none"> • Week Time Design • Campaign Design Diagram* • Simple 4 Phases* • 12 Characteristics* • Community Accomplishments • TF Working Groups • Materials for community • Art/graphic • Lecturette on TFs 	*Included in Materials for Leadership Planning Consult
Day 2 <ul style="list-style-type: none"> • TF Training materials/ manuals? • Copies of previous day's work 	TF SWOT Analyses (4)	Taskforce training materials are produced locally as needed.
Day 3 <ul style="list-style-type: none"> • Copies of previous day's SWOT Analyses (4) • Material related to Testing Campaign 	TF Action Planning Formats (4)	Leave up work
Day 4 <ul style="list-style-type: none"> • Testing Demonstration • Community Action Plans for Testing Campaigns 	<ul style="list-style-type: none"> • Material about testing process • Community testing debriefing format • TF Action Plan formats for review, clarification • Action Plan formats for community testing Campaigns 	Refer to <i>Field Guide</i> lessons 9, 13 for testing Lessons 10, 12 for home care and nutrition Living Well and Self-Help Guides. Need materials provided by tester
Day 5 <ul style="list-style-type: none"> • Copies of any/all previous work • Task Force Action Plans to put on Summary Timeline • Individual Commitment • Certificates* • Evaluation 	<ul style="list-style-type: none"> • Community 8-mo TF focus(s) • Community 3-mo Action Plans • 3-mo Timeline (4) 	Timeline prepared ahead and given out at end of day

* Found in materials for an earlier Consult, usually the Leadership Planning Consult

EVALUATION AND CONTINUATION CONSULT



A ZIM50 PARTICIPANT TELLS HER STORY



Name: Rudo Chimuti
Age: 31
Community: Sommerby

This is my first time to participate in a community development project. The program has been an eye opener to me as it has helped me to unlock the potential that I didn't know I had. I have now gained self-confidence and self-control as a result of Living Well training. I can understand my emotions better. I now know my status and living positively. I have also gained counseling and communication skills as a result of Peer Educator training. I am now a public speaker. The SHG (Self-Help Group) has helped me to start saving and keep track of my business records and I have seen my business growing.

In the community there are signs of behavior change. We used to have many cases of sexual networks which resulted in increased STIs (Sexually Transmitted Diseases). People have now changed and there is increased safer practices and reduction in sexual networks as a result of Zim50. The number of STIs has reduced significantly. Many people were bedridden due to poor drug adherence and now with the door to door Campaign the health conditions are improving. The community has now increased knowledge on testing and treatment which has seen in the higher number of people getting tested. Many people have started income generating projects as a result of SHGs.

THREE-DAY EVALUATION AND CONTINUATION CONSULT OVERVIEW

Learning Objectives: Report, review, clarify what has happened in Campaign. Evaluate outcomes. Prepare outcomes quantitatively and qualitatively. Name accomplishments and challenges. Plan for continuation. Evaluate the Campaign model.

Experiential Objectives: Feel that the efforts of all concerned have been effective and worthwhile. Want to continue with strong structures and enthusiasm. Enjoy.

DAY ONE What Did We Do This Year?	DAY TWO What Shall We Do Next Year?	DAY THREE Evaluation of Campaign Model and Celebration
<p>Name and assess year's accomplishments</p> <p>Introductions</p> <p>Conversation: What happened this year?</p> <p>Campaign Overview: Together create a Wall of Wonder laid out in the four Phases.</p> <p>In community groups, name: Happenings; excitement; struggles; the way forward.</p> <p>Report: as whole group reflect, draw overall first reflection conclusions.</p> <p>Vision of Year II: What do we want to see happen in the coming year?</p>	<p>Create Action Plans for next year</p> <p>Conversation:</p> <p>Review Vision work from yesterday.</p> <p>What do you recall about our Vision from yesterday? What excites you about it</p> <p>Create Action Plans for Next Year</p> <p>Working by community</p> <p>Put on Timeline</p>	<p>Evaluate the Campaign model</p> <p>Conversation: This year, we have had a plan (a model) and we have used it as our guide. How has it worked?</p> <p>Review the four Phases/ Consults/intents.</p> <p>Phase by phase, what "worked?" What would you keep when repeating the Campaign? What would you leave out? What would you add? How can you make it more effective? How improve organization? Staff Support?</p>
LUNCH		
<p>Assemble data/totals for Indicators of Success</p> <p>By the numbers:</p> <p>Each group looks at Action Plans and Indicators of Success for each Phase. Gather data from records that tell what was accomplished. What is still needed?</p> <p>Report.</p>	<p>Create organizational structure for next year</p> <p>Organizing for Next Year</p> <p>Describe how you have been organized this year. What worked well? What needed help? Each community create an organization plan for next year. What resources, relationship to ICA would be helpful? Report</p> <p>Plan and Prepare for Show and Tell</p>	<p>Remembering and celebration</p> <p>Show and Tell; Stories (Results)</p> <p>Each community tells its stories of challenges and successes. Pictures?</p> <p>Art work</p> <p>Completion ceremony</p> <p>Refreshments</p>
<p>Products: qualitative and quantitative results</p> <p>Vision for Year II. Assemble data for Indicators of Success</p>	<p>Next year Community Action Plans</p> <p>Organization Plans</p>	<p>Evaluation of the model</p> <p>Stories, Art, Songs</p>

Evaluation and Continuation Consult		
DAY 1	WHAT DID WE DO THIS YEAR?	AM
<i>Learning Objective:</i> Review/assess work accomplished in view of Campaign Objectives and Phases. Tally Indicators of Success. Create a Year II Vision. Feel pride/satisfaction with work accomplished. Feel confident of useful programs/resources to assist those infected and affected by HIV.		
Time	Procedures	Notes
30 min	<p align="center">Name and assess year's accomplishments</p> <p>Opening: greetings; prayer;</p> <p>Conversation: Introductions; what happened this year?</p> <ul style="list-style-type: none"> • Go around and each person say name, community, and one thing they remember from this year. • What was a highlight for you? • When did you do something you had never done before? • What do you look forward to? <p>Lay out plan and schedule for the Consult (daily chart).</p>	
90 min	<p>Campaign Overview: Whole group. We'd like to get a picture of what occurred in Campaign. Review the four Phases briefly: intent, happenings, calendar time of each Phase.</p> <p>Create A Wall of Wonder divided by Phases of the Campaign.</p> <p>By community, brainstorm events, actions, people, accomplishments, challenges, etc. Write on cards (different color for each community.)</p> <p>Report to whole group. Put up cards on the master Wall of Wonder by approximate date and community.</p> <p>Reflection:</p> <ul style="list-style-type: none"> • Name a card that stands out for you. • What surprises you? • When did actions/events carry out the intent of community planning? What was that intent? • Where was energy high? • What were major accomplishments? When was low point? When was there a shift in the project? Why? • How does your journey differ from the other communities? What still needs to be done? 	
60 min	<p>Vision of Year II. By community, brainstorm what we want to see happen in year II. Group and Name.</p> <p>Report to whole group. What are common threads? What will it take to make this happen?</p> <p>What resources do we have to help us?</p> <p>What do you want to work on?</p>	
L U N C H		
Materials: Notebooks, Week time design, Campaign Diagram and Phases Matrix, Wall of Wonder charts, Community Indicator worksheets and totals.		

Evaluation and Continuation Consult		
DAY 1		PM
WHAT DID WE DO THIS YEAR?		
Time	Procedures	Notes
15 min	Assemble data/totals for Indicators of Success Welcome back; energizer. What did you hear this morning? What made you proud? Surprised? Worried? Was Campaign effective; How do we know?	
30 min	Monitoring and Evaluation. <ul style="list-style-type: none"> We had a framework for thinking about what we accomplished: Input; Output; Outcomes; Results. What are examples of each from your work? (Data for Results, hard to get. Use stories of results.) We made Action Plans and named Indicators of Success. What is an example of an Indicator that we named? We had ways of monitoring Indicators –keeping track of what we did. Name an Indicators and how you kept track? How did that affect your work? Was it helpful? Why? Why is it important to know what you have accomplished? 	
2 hours	By Communities (or Task Forces if that reflects organization.) <ul style="list-style-type: none"> Complete unfinished Monitoring and Evaluation forms. Organize all of the monitoring records into a notebook. Is it complete? Enter figures on Form for Key Indicators of Success. Make cover. Report: On wall chart, communities put in numbers for key Indicators for their community. Add up totals for all four communities. <ul style="list-style-type: none"> For what Indicators is data strong? What is still needed to complete data? How will that happen? What accomplishments or outcomes would you name that are not in list of key Indicators? How could you measure those? Put on wall chart. What do you want to measure next year? Introduce Campaign Model Questionnaire for participants. Please fill this in for tomorrow's evaluation of the Community Campaign.	
15 min	Closing conversation: What did we do? When excited? What tomorrow? Last words; reading	
Products: Wall of Wonder. Vision for next year. Numbers for Indicators of Success by community and aggregate totals.		

Evaluation and Continuation Consult		
DAY 2	WHAT SHALL WE DO NEXT YEAR?	AM
Learning Objective: Create Action Plan and organization/structure plan for next year. Plan for Show and Tell on third day. Feel committed to work next year and feel confident that the work will be effective.		
Time	Procedures	Notes
30 min	<p align="center">Create Action Plans for Next Year</p> <p>Opening: greetings; prayer; Introductions</p> <p>Review Plan and schedule for the Consult (daily chart)</p> <p>Conversation: How have activities to prevent and manage HIV/AIDS changed the community this year?</p> <ul style="list-style-type: none"> • What did we do yesterday? • When were you surprised? • What signs of change have you seen this year? What surprises you? How is it different from last year? What difference has this made? • Why do you think there have or have not been significant changes? 	
90 min	<p>Action Planning for Next Year</p> <ul style="list-style-type: none"> • Review Vision Statements from yesterday. • What interests and excites you? • What will be hardest? <p>SWOT Analysis related to Vision. Community writes overall vision statement for next year on the SWOT wall chart. Brainstorm Strengths, Weaknesses, Opportunities and Threats. Reflection:</p> <ul style="list-style-type: none"> • What does this tell us about where we are best prepared? What do we need to work on? • Who will be our allies? • What problems are likely? <p>Name 3–5 Arenas of Action for next year. As community, In groups of 4–5, Brainstorm and write 4–6 Arenas of Action for next year on cards. Report to group. Group; Name.</p>	
60 min	<p>Plan for 1st three months. For each Action Arena, brainstorm and write on cards Tasks and when each needs to happen. Put cards up on a 3-month Timeline. Review; clarify; add tasks as necessary. Assign names.</p> <ul style="list-style-type: none"> • Name Indicators of Success for each Action Arena. <p>Report to whole group. What similarities? Differences? How are these Actions a continuation of our work? New/different? What needs to be done to prepare for next year? If we follow these plans will we accomplish our Indicators of Success?</p>	
L U N C H		
<p>Materials: Notebooks. Daily time design; Vision Statements; SWOT Wall Chart; Arenas of Action. Three-month Plan Wall Chart with Actions; Three Month Timeline; Indicators of Success.</p>		

Evaluation and Continuation Consult WHAT SHALL WE DO NEXT YEAR?			PM
DAY 2	Time	Procedures	Notes
	30 min	<p align="center">Create Organizational Structure for Next Year</p> <p>Welcome back; energizer.</p> <p>Conversation: What does continuation mean?</p> <ul style="list-style-type: none"> • What did you hear this morning? • When were you excited? Worried? • Where did you think our planning is on target to make an impact on effects of HIV/AIDS in your community? • How will the coming year differ from last year? <p>This afternoon we want to plan for most effective way to organize and structure ourselves to accomplish your plans.</p> <p>Description and Analysis of how you worked together in 2013?</p> <p>Meeting as whole group:</p> <ul style="list-style-type: none"> • Describe how you worked together. What was your "structure?" • Did you work in Task Force Arenas? • What roles did you take? Who was leader or coordinator(s)? Who kept records? Who handled finances? Who did outreach? • How did you communicate? Plan for next steps? • What else? • What would you keep the same? Change? <p>Make a plan for organizational structure for next year.</p> <p>As a community:</p> <ul style="list-style-type: none"> • Name and describe roles. • How divide up Arenas of Action? • How will you communicate and plan together? When? • Will you meet or work with other communities? What resources? • Who will advise you when you have questions? <p>What assistance do you need? Report to whole group.</p>	
	15 min	<p>Planning for Community Accomplishment Show and Tell tomorrow PM</p> <p>As we said yesterday, it is hard to "measure" results, such as fewer people are getting infected now vs. before the Campaign. But we know there are results. We will talk about those as stories from your experiences, or what people have told you. Tomorrow we will share these. Plan/prepare today.</p> <p>Closing conversation: What did we do? Excited? What work will be easy to sustain over time? What difficult? What do you look forward to tomorrow?</p> <p>Last words; reading</p>	
<p>Products: SWOT Analysis for Community Visions; Arenas of Action; 3-month Timeline of Tasks; Indicators of Success for each Action Arena. Plan for Next Year's Organizational Structure; Show and Tell Plans.</p>			

Evaluation and Continuation Consult		
DAY 3	EVALUATION OF CAMPAIGN MODEL AND CELEBRATION	AM
<i>Learning Objective:</i> Review and evaluate effectiveness of Campaign model. Celebrate accomplishments of this year's Campaign. Feel an important role in thinking about how a Campaign like this can be best planned. Feel time spent this year has been valuable.		
Time	Procedures	Notes
30 Min	<p align="center">Evaluate the Campaign Model</p> <p>Opening: greetings; prayer; introductions.</p> <p>Conversation: We have had an overall plan or model this year to guide our work.</p> <ul style="list-style-type: none"> • What is an example of when you have had a clear plan or model to follow? • How did you feel about that? How did it help? When did you say, this is not working, I will change it? <p>A model can always be improved. We want to learn from your experience to improve the model we will work with in other communities.</p>	
90 Min	<p>Short Lecturette: Review the four Phases/Consults/Arenas</p> <p>Work in four groups. Hand out Model 4x4. Assign a Phase to a group. Use Arenas to note intent. On wall chart brainstorm what worked. Why? What needs improvement, Why? Star most important. Report back to whole group. Taking Phases one by one, report most important insights on each Phase by Task categories.</p> <p>Reflection on each Phase: Did experience accomplish the intent of the Phase? Why? Why not?</p>	
60 Min	<p>Reflection on Reports of all Four Phases.</p> <ul style="list-style-type: none"> • What is unnecessary? What could be left out? Why? • What needs more emphasis? Why? • What requires more training? Why? How? • What Phase could use less/more time? What difference would this make? How would it change dates of Consults? Revise calendar. • How can staff be more supportive? • What resources were helpful? What additional are needed? • What has been most helpful to you personally? • Why would you tell someone in another community that they should participate in a Campaign? <p>Thank you for helping us analyze and evaluate this model.</p> <p>Your work has been great. Now let's move to lunch and celebration.</p>	
L U N C H		
<p>Materials: Notebooks. Week time design; Wall chart of four Phases; Colored 4x4 for small group reference. What worked Worksheets; Wall charts, Summary model changes; Suggested Year Flow. Art materials. Certificates.</p>		

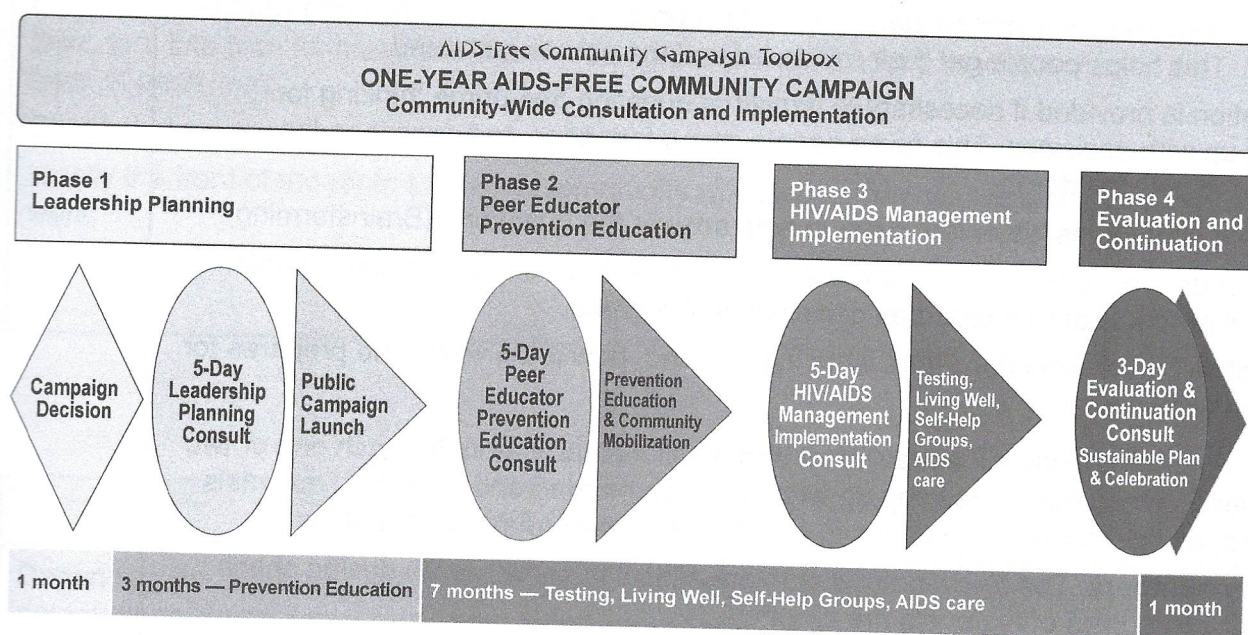
Evaluation and Continuation Consult EVALUATION OF CAMPAIGN MODEL AND CELEBRATION			PM
DAY 3	Time	Procedures	Notes
	30 min	Remembering and Celebration Welcome back and welcome to guests; energizer. Conversation: The Year's Journey <ul style="list-style-type: none"> • When you think of your work personally this year, what comes to mind? • What was uncomfortable? What was most exciting? • What is something you learned about working with colleagues on a project like this? • Why do you think it is important to continue work next year? 	
	60 min	Community Show and Tell: An opportunity for community groups to tell stories, and make a piece of art or a song about this year's accomplishments to hang in their meeting space or sing next year. Preparation: Provide time to prepare 3–4 stories per group. Brainstorm things to be included in artwork. Make a sketch. Who will make the finished piece of art? Where will it be hung? Do you have a song to sing?	
	45 min	Each community makes presentation. Reflection: <ul style="list-style-type: none"> • What stories do you remember? Happy? Sad? • When did the stories catch the "truth" about the year's work? About your personal journey? • What do you look forward to next year? • Who plans to work next year? Round of applause. Thank you for your excellent work.	
	45 min	Award Certificates of Achievement <ul style="list-style-type: none"> • Short talk(s) by leader, others, about accomplishment and thanks on behalf of staff and community. • Presentation of Certificates • Sing favorite song Enjoy refreshments and collegial time.	
		Last words; reading	
Products: Community Review and Evaluation of Campaign model. Suggestions for changes to model and time design. Community stories and artwork.			

Evaluation and Continuation Consult MATERIALS AND THINGS TO THINK ABOUT		
Materials: notebooks or handouts	Wall charts or lecture illustrations	Notes
Day 1 <ul style="list-style-type: none"> • Notebooks for each participant • List of participants • Week Time Design • Campaign Design Diagram* • 4 Phases Matrix* • Methods Summary* • Year's work for reference • Monitoring and Evaluation forms • Notebook for all monitoring forms • Community Key Indicators Worksheets • Materials for making notebook cover • Participant Evaluation Questionnaire on Campaign model 	<ul style="list-style-type: none"> • Week Time Design • Campaign Design Diagram* • Simple 4 Phases* • Wall of Wonder (by Phases for each community) • Community Vision Workshop format • Key Indicators Summary wall chart including all communities. 	*Included in Leadership Planning Consult Materials
Day 2 <ul style="list-style-type: none"> • Copies of previous day's work • Structure Worksheet or Wall Chart 	<ul style="list-style-type: none"> • SWOT Analysis Format • Arenas of Action and Indicators format • Action Plan • 3-month Timeline • Structure Wall Chart • Materials for Show and Tell • Cards and markers 	
Day 3 Arena/Consult Evaluation worksheets (one for each Arena?) <ul style="list-style-type: none"> • Certificates* • Consult Evaluation 	<ul style="list-style-type: none"> • Campaign Design diagram* • 4 Phases Wall Chart* • 4 Phases/Consult Evaluation Wall Chart • Materials for Show and Tell, artwork, song 	

* Found in materials for earlier Consult, usually Leadership Planning Consult

Campaign Evaluation and Continuation Consult WEEK TIME DESIGN		
DAY 1	DAY 2	DAY 3
<ul style="list-style-type: none"> • What did we do this year? • Wall of Wonder • Vision for Year II 	<ul style="list-style-type: none"> • What shall we do next year? • Action Plans and Timeline • for next year 	<ul style="list-style-type: none"> • How do we assess the Campaign model?
L U N C H		
<ul style="list-style-type: none"> • By the numbers 	<ul style="list-style-type: none"> • Organizing for next year 	<ul style="list-style-type: none"> • Show and Tell: • Stories and Results • Completion ceremony

CAMPAIGN METHODS AND MATERIALS: MAKING IT WORK



Consult Preparation

PREPARING TRAINERS AND FACILITATORS

The Consult procedures are detailed and will take time, attention, and a lively imagination to understand how they work and how to accomplish the best results. It is important to look at the overview and the procedures for each day as you begin to prepare. (For simplicity's sake, the Peer Educator Training is included as one of the four Consults.)

The group process. Thinking and planning together includes everyone. In general the process of work is as follows:

- In group conversations, people name and reflect on their own experience and what is needed. This helps people get their minds around the question at hand.
- Information is provided if necessary to explain a question and prime thinking for coming up with decisions. This gives people new information and describes the problem to be considered.
- Everyone contributes his or her ideas to help answer the questions (Brainstorming).
- These written ideas are sorted, combined, named, and clarified by the participants. The final products are recorded as decisions of the group.
- A reflection on the work considers what is proposed, how it will work, and prepares for the next decision.

Staffing. There is usually a lead facilitator and additional facilitators for each one or two communities. A recorder helps keep up with materials needed and prepared, materials completed, and people's contributions to activities such as group conversations.

Know the numbers. The following numbers are critical to know how to design space and how many copies of materials are required.

How many communities will be included? _____

How many people do you expect? _____

How many visitors? _____

Lecturettes. Some days have short talks to provide information to participants as they begin their thinking. Talking points and images for wall charts are provided, and comments and wall charts need to be prepared in advance.

Conversations. Questions are suggested. Have many people give answers. Has everyone spoken? The need for participation must be balanced with the discipline of time allotted to the conversations.

An understanding of Technology of Participation Methods (ToP)^{®*} is helpful but not essential. Study the section below on ToP Methods and try practicing them with a group in advance to get a feel for how the methods work. Perhaps you will be fortunate enough to see them demonstrated by someone who knows them. The local ICA staff can assist with this.

PREPARING FOR GROUP PARTICIPATION

The participation of every participant is key to the success of the Consult. It is crucial that people hear and see what is going on, and that they have written record of the results of key activities both on the wall and in their notebooks.

Consults may include participants from as many as four communities. Procedures call for them to work as a whole group, a community group, small groups, Teams, and occasionally as individuals.

To facilitate everyone knowing what is happening and adding their contribution, it is important to put the proceedings on the wall.

Sticky Walls greatly assist this. Sticky walls are made of lightweight nylon fabric (6–8 feet long by 36–40 inches wide.) Spraying the fabric with 3M artist's adhesive permits the paper to stick to the fabric, while being easily removed. You can make your own or order a *Sticky Wall* from the Institute of Cultural Affairs. The alternative is one-inch masking tape, torn into two- to three-inch pieces, folded over to make a loop, and attached to the back of each item.

Check that markers are fresh and make a strong line.

Ideally the front of the room and each community will have its own wall space for its work.

PREPARING SPACE

Depending on how many community groups are working together in one Consult, the demands on space design will vary and may be challenging.

Important considerations:

- There needs to be a place for the whole group to gather. There should be a front of the room for the leader with a table and adequate wall space. Participants may sit in circle(s) or at tables.
- Community groups need space together and have their own wall space and working table.
- Small groups/teams can usually manage within this arrangement.
- A side table for materials, the staff recorder, and/or food is helpful.
- To plan for space, does everyone have a place to sit down, participate, and hear?
- Is there adequate wall space to display work as it develops each day? Think of the need for availability of abundant usable wall space when selecting a venue.
- Who is responsible for maintaining the space during the day and preparing for tomorrow? For organizing materials as they are produced? Assign those functions.

PREPARING MATERIALS

Prepare materials in advance.

Campaign materials are noted in the procedures for each day and summarized at the end of each Consult's procedures. Items used more than once are marked with an asterisk in each Consult's day-by-day materials list. For example, the Campaign diagram will be used all week.

Master materials lists for each consult—on page 75, page 94, page 105, and page 115 respectively—list consult materials in the approximate order of their use. The first list is a matrix showing which of these materials are used in the Leadership Planning Consult and which will be used again in the remaining Consults. Materials unique to each remaining consult are listed on that consult's master list.

For convenience, materials for reproduction can be found in the CD which accompanies the *Toolbox*. Materials should be adapted as needed.

Preparation of materials includes:

- Assembling participants' initial notebooks and preparing additional materials to be handed out for each day
- Making wall charts that will stay up all week for the entire group
- Preparing wall charts or worksheets needed for procedures for each community or working group for each day
- Preparing summary wall charts for bringing together the work of smaller groups

To plan for materials:

- Look at the materials list at the end of each Consult's procedures. Look at each day to see which formats go with which activities. Go to the Materials Index and look down the column for that Consult. An example of the specific format is located approximately in order of use. Many items used in the Leadership Planning Consult will be used in subsequent Consults. Check this list when preparing for each Consult.
- The left hand column of the procedures provides an estimate of time required for the activity.
- The right hand column of Consult procedures is blank. Write into that column the material needed and the number of copies or wall charts you will need based on the size of the group(s) you are working with. Is it a handout for participants' notebooks? Is it a worksheet for a small group(s)? A wall chart to be used for the gathered group?
- How many of each will be needed for Individuals? Community groups? Others?

Notebooks: prepare ahead of time and give one to each participant with items listed for first day. Prepare items from the day's work overnight and hand out the next day if possible. If not, certainly by the end of the week. Notebooks become a working reference for each participant.

Note: The *grayscale* images of the Campaign Diagram and Phases Matrix used in this guide are also available as color PDFs on the Campaign Materials CD or Flash drive.

PREPARING MATERIALS, continued

Make beautiful wall charts: Wall charts and group worksheets have formats that facilitate the work to be accomplished: such as Action Planning or Timeline. It is crucial that these have written at the top: the title or what it is, the name of the community or working group, the day (e.g., Day 2) or date, and morning or afternoon (AM or PM).

A good way to do this is to draw a border around the paper about an inch from the edge, and a line across 5–7 inches from the top. In that space, write the name of the activity in the center, the community on the left side, and the day on the right. Worksheets tend to pile up and may become difficult to sort out if not properly named and dated.

If half-sheets are needed for Brainstorming, those should be prepared ahead of time and placed with markers on each table ready for work. You can use the clean side of previously used typing paper.

If not using a sticky wall, tape will be needed to attach each brainstorm item to the larger sheet so that it sticks but can easily be moved and re-attached. A small loop of masking tape works best. Tear off about two inches from the roll of tape and loop the piece back on itself with the sticky side out on both sides. Prepare a sufficient number of these in advance and stick up near the wall chart ready to receive them.

Select energizers, songs, and a short reading to enliven every day.

What to Have on Hand

Space	For Group Activities	For Participants
<ul style="list-style-type: none"> • Space for groups to be together and separate • Ample wall space • Seating; tables 	<ul style="list-style-type: none"> • Newsprint • Fresh colored markers • Masking tape • Wall charts for whole groups • Sticky Walls • Computer/printer • Readings, songs, energizers 	<ul style="list-style-type: none"> • Notebooks • Half-sheets • Colored markers (one for every 1–2 people) • Newsprint • Wall charts for each group • Art materials • Water, refreshments

A day of working together is like a dance:
it is joyous and life-giving.

PARTICIPATORY METHODS

The following are descriptions of the participatory methods used in each Campaign Consult. The methods chart on page 74 is a short version of the same information.

THE FOCUSED CONVERSATION METHOD

Participants are most likely to apply information or plan well if they have a chance to reflect on the importance of that information or plan and what its implications are for them. It is a guided conversation led by the Consult facilitator. Questions help people:

- Recall information from memory—the objective data or an experience.
- Express feelings about that information or plan.
- Analyze its importance and relate it to what they already know and do.
- And make a decision about how they will respond to the information in their own life or work. Conversations are used throughout the Consults to engage people's reflections and prepare for work.

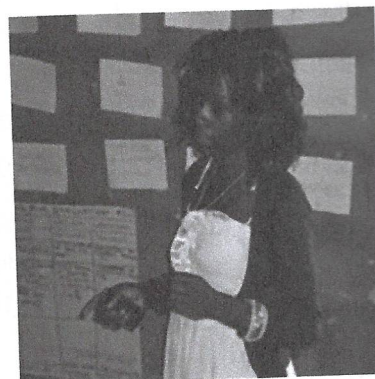


Participants in a focused conversation in Mt. Hampden

THE CONSENSUS WORKSHOP METHOD

In this process a Brainstorm is used to gather information from all members of the group. In Brainstorming anyone can share and it assumes all have good ideas. Everyone's inputs are woven into a practical plan or understanding.

- The workshop starts with a focus question, followed by asking individuals to write down their own ideas on paper. Then they share those with their neighbors, decide on the best ones and write those clearly on half sheets of paper.
- The ideas are brought forward and organized by grouping them into five to seven clusters of shared intents or ideas. When people share ideas, ask only questions of clarity. There are no good or bad answers.
- Each cluster of ideas is named in two or three words by the group to summarize its underlying intent. Read through the titles and ask, "Do these titles capture our thinking about the focus question of the workshop? Why or why not? Make appropriate changes."



Participant sharing with group after a Brainstorming session

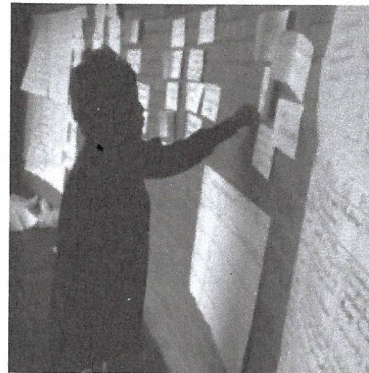
The workshop method enables participants to see new relationships. It helps a group work cooperatively to come to a new understanding or perhaps build a model or plan they will own and want to implement.

THE ACTION PLANNING PROCESS

Action Planning

The Action Planning process is a method for short-term planning of an event or project that is already agreed upon. It involves several steps:

- Clarify the activity to be planned. What is the background? What decisions have been made previously? What is our vision for the future?
- Brainstorm what a victory would look like. Imagine the day after the event: what do we see/feel/hear?
- Analyze current reality: What are strengths, weaknesses, opportunities, and threats that would result from succeeding.
- What are we really committing ourselves to in light of our victory, vision, and current reality. Brainstorm actions that will accomplish the task. Cluster actions.
- Divide into action sub-groups.
- Each sub-group plans its actions on a Timeline and presents it to the larger group which coordinates and adjusts the sub-group's plans to form an Action Plan.

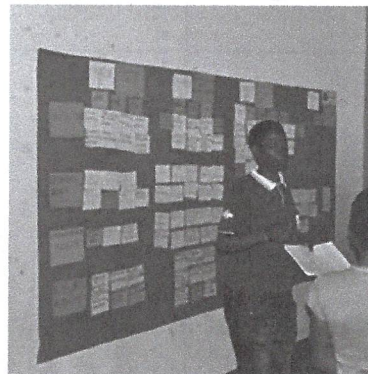


Participant from Amalinda analyzing the SWOT analysis

Timeline

After completing an Action Plan, it is important to see how tasks will work out over a given period of time. A completed Timeline gives a clear picture of what needs to be done when to accomplish a given task. Conflicts in timing can be worked through. Timelines are commonly made for a three-month period, but they can be for any length of time.

- Prepare a horizontal wall chart long enough to accommodate vertical columns of months, weeks, or days.
- Make cards for steps in tasks for Action Plans. They may already be made. Add to them as necessary for clarity.
- Arrange the cards in the appropriate order to accomplish the task(s).
- Look carefully at the order. Is the time allowed adequate? There may be several different Action Plans or communities included. Are there conflicts? Can you sort them out?
- Ask if we carry out these tasks as planned will be accomplish our goal? What else is needed?
- Look at next meetings, agree on a coordinating leadership group, and celebrate the work.



Action Planning in Mt. Hampden

TECHNOLOGY OF PARTICIPATION (ToP)[®] FACILITATION TOOLS
Institute of Cultural Affairs

Tool	Conversation Method	Workshop Method	Action Planning Process	Timelines
Major Purpose	<ul style="list-style-type: none"> Share perspectives; Reflect on a common experience Bring everyone to a common starting point 	<ul style="list-style-type: none"> Quickly gather diverse input into a condensed upon product. 	<ul style="list-style-type: none"> Create a common plan of action for a project of situation 	<ul style="list-style-type: none"> Spread actions across a given time span for effective tracking toward accomplishment
Objectives: <ul style="list-style-type: none"> Rational (LO) Experiential (EO) 	<ul style="list-style-type: none"> LO: Provide an opportunity for each participant to be heard. EO: Hear each other with respect. 	<ul style="list-style-type: none"> LO: Produce a consensus on a topic EO: The product is ours 	<ul style="list-style-type: none"> LO: Complete plan with actions, who will do them, and when EO: We are motivated to carry out our plans. 	<ul style="list-style-type: none"> LO: Sort actions in relation to each other for highest effectiveness EO: We can do this! Let's go.
Key Components	Series of questions that follow a pattern: <ul style="list-style-type: none"> Objective Reflective Interpretive Decisional 	5 Steps: <ul style="list-style-type: none"> Context Brainstorm Organize Name Reflect 	Context and background <ul style="list-style-type: none"> Victory Current reality Commitment Key Actions Calendar Assignments Follow-through model 	<ul style="list-style-type: none"> Product: a chart of key functions or activities over a period of time. Approach: often a workshop
What happens to the group	Moves a group from diversity to shared understanding	Surfaces the highest level of wisdom and consensus	High motivation and energy for the project	Sense of confidence and relief
Image				

Campaign Materials

LEADERSHIP PLANNING CONSULT MATERIALS

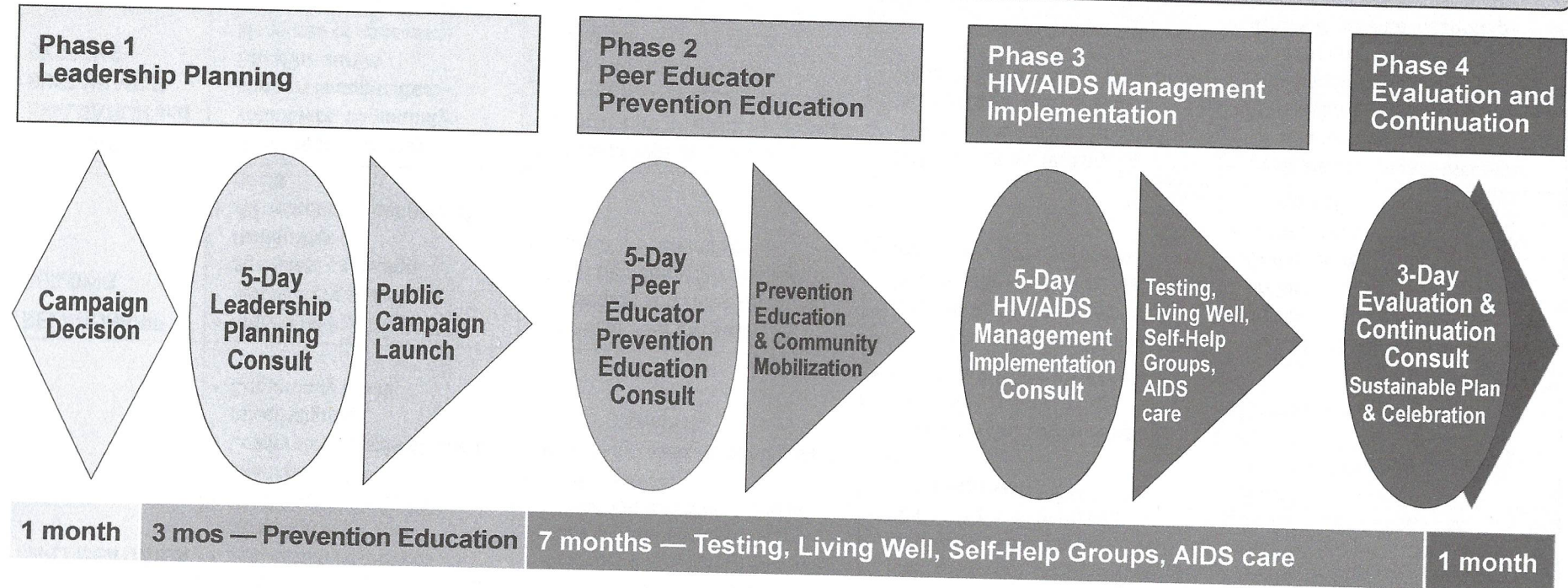
Materials that will also be used in later Consults are marked with an asterisk [].*

(Nb = Notebooks Ho = handouts WC = Wall Charts LN = Lecture Notes s = groups)

Leadership Planning Consult		Peer Educ. Trng. Consult	HIV/AIDS Mgmt. Consult	Evaluat'n & Cont'n Consult
Materials	Format and Notes			
Notebook for each participant	Nb	*	*	*
List of participants	Nb	*	*	*
Week time design (LC)	Nb WC			
Campaign Design Diagram	Nb WC (in gray tones)	*	*	*
Phases/Arenas Matrix	Nb WC (in gray tones)	*	*	*
12 Characteristics	Nb WC	*	*	
Map of each community	Nb WCs [locally created]			
Baseline data for each community	Nb WCs [locally created]			
Brochure	Nb	*	*	
Chart for Goals and Indicators	WCs			
SWOT Analysis	WC		*	*
Action Planning Worksheet and Summary	WCs + Summary + Nb	*	*	*
3-month Timeline	WCs + Summary	*	*	*
Monitoring and Evaluation Lecturette	LN lecture notes	*	*	*
PEPFAR Evaluation Framework	Nb/Ho and LN	*	*	*
Team Operating Plan	WCs Ho Nb (later use)	*		
Team Worksheet	For notebooks later use. Ho	*		
Participatory Methods Matrix	Nb/Ho	*	*	*
Individual Commitments	Nb/Ho	*	*	*
Participant Consult Evaluation	Nb/Ho	*	*	*
Certificates of Achievement	Ho (present as appropriate)			

Leadership Planning Consult WEEK TIME DESIGN Understand and prepare for the Campaign				
Day 1	Day 2	Day 3	Day 4	Day 5
Assessing HIV/AIDS Impact	The Lay of the Land	Planning for key steps of the campaign and Naming the Victories SWOT Analysis	Evaluating what We Ddo	What is the role of this Leadership group?
L U N C H				
What is the Campaign about? How does this relate to our problems?	Set Goals for Campaign	Building an Action Plan	Who's Going to do What? Refining Action Plans and Team Work Plans	Role of Leadership Team Meetings Commitment and Celebration

AIDS-Free Community Campaign Toolbox
ONE-YEAR AIDS-FREE COMMUNITY CAMPAIGN
 Community-Wide Consults and Implementation



AIDS-free Community Campaign Toolbox ONE-YEAR CAMPAIGN PHASES AND ARENAS OF ACTION				
<div>Phases</div> <div>Arenas</div>	Phase 1 LEADERSHIP PLANNING Months 1	Phase 2 PEER EDUCATOR PREVENTION EDUCATION Months 2–4	Phase 3 HIV/AIDS MANAGEMENT IMPLEMENTATION Months 5–11	Phase 4 EVALUATION AND CONTINUATION Months 12
TEAM and VOLUNTEER PREPARATION	<ul style="list-style-type: none"> • Leadership decides to address HIV in campaign • 5-day Leadership Planning Consult to set Objectives and initial plan. • Training of volunteer Team 	<ul style="list-style-type: none"> • 5-day Training for volunteers to become Peer Educators • MOH local personnel participate in training • Continuing training over 3 months 	<ul style="list-style-type: none"> • 5-day HIV/AIDS Mgmt. Implement'n Consult to plan next six months, • Train and plan for VCT campaigns • Provide training and programs for PLWHA 	<ul style="list-style-type: none"> • Teams and volunteers prepare for completion of formal project. • 3-day Evaluation and Continuation Consult • Recognize volunteers • Celebration
IMPLEMENTATION	<ul style="list-style-type: none"> • Leadership introduces campaign • Holds public Campaign Launch • Leadership adopts pledge to reject stigma. • Community input 	<ul style="list-style-type: none"> • Intensive campaign to educate every person about HIV prevention and management. • MOH involved • Use many methods of education, and engagement 	<ul style="list-style-type: none"> • Peer educators promote Testing, continue education. • VCT Task Force manages campaigns with MOH, VCT counselors • PLWHA evaluated; treatment begun. • LW, SHG, HBC implemented 	<ul style="list-style-type: none"> • Complete final survey, interviews. • Summarize Indicators of Success • Report to community and funders. • Complete financial report
RELATIONSHIP BUILDING	<ul style="list-style-type: none"> • Individual meetings with relevant organizations, agencies, campaign leadership • All community set project goals 	<ul style="list-style-type: none"> • Certified Peer Educators presented and role explained • MOH personnel integral role. • Input from community 	<ul style="list-style-type: none"> • Continuous community dialogue • Continuous cooperation with local health officials as resources for Testing and treatment. 	<ul style="list-style-type: none"> • Formal and informal feedback on successes and limitations of project • Consider expansion • What did we learn which might help other?
RESEARCH, EVALUATION and SUSTAINABLE SYSTEMS	<ul style="list-style-type: none"> • Resources of money, volunteers, community support is committed. • Baseline survey • Measures of success. 	<ul style="list-style-type: none"> • Records kept on contacts. • Simple survey at end to assess changes since baseline survey. • Peer educators debrief, achievement, next steps 	<ul style="list-style-type: none"> • Data is kept on Testing. • Systems are created to care for HIV+ people and families. • Begin final survey for evaluation 	<ul style="list-style-type: none"> • Evaluate campaign outcomes: what is needed now? • How will the campaign be sustainable? • Plan for continuation • Who will provide leadership?

AIDS-Free Community Campaign II Ngwesi's 12 Characteristics of a Community with HIV/AIDS Under Control

- Leadership takes responsibility
- Defined geography
- Volunteers
- HIV/AIDS awareness mobilization
- Mobile Voluntary Testing and Counseling (VCT)
- Prevention of mother to child transmission
- Availability of Anti-Retroviral Treatment (ART)
- Community anti-stigma declaration
- Community symbol
- Documentation and feedback
- Connected to organizations (partnerships)
- Spread of the approach with other communities

Day 2

**Leadership Planning Consult
GOALS AND INDICATORS**

Community:

Campaign:

Date:

Goals

Possible Indicators

ACTION PLANNING / SWOT ANALYSIS**Community:****Campaign:****Date:****Vision Statement and
Major Components****SWOT Analysis****Action Planning Arenas****Strengths****Opportunities****Weaknesses****Threats**

COMMUNITY ACTION PLAN

Community:

Conslut:

Date:

Overall Intent	Victory	Tasks	When	Who	Indicator
					Measurement

Day 3

COMBINED ACTION PLANNING **3-Month Timeline**

Community:

Consult:

Date:

Arenas	T A S K S			Notes
	Month 1	Month 2	Month 3	

Used in all four Consults.

PROJECT MONITORING AND EVALUATION TALK

(This is based on categories used by PEPFAR and also by Kenya MOH.)

This system of Monitoring and Evaluation is summarized in the Monitoring and Evaluation Framework matrix on page 88. The system enables you to:

- Measure **achievements** of the project in terms of what you said you would do to accomplish your goals—the *process*. Select Indicators to measure.
 - » **Input** — Resources invested, people, process, activities. Intend to train Peer Educators. Did you train those you intended? Did they learn to use the *Field Guide* as a tool?
 - » **Output** — Program activities. Did you do what the project intended and the goals set during planning? Did you visit people in their homes?
- Measure **outcomes** of the project. Did you make a difference *as a result of your activities*? This is much more difficult.
 - » **Effects** — Increased knowledge about HIV prevention or changed attitude/behavior. What results of these activities could you see?
 - » **Impacts** — Fewer HIV infections in the population? What impact did activities have on the underlying goal, which is to reduce new infections?
- **Inputs/Process** measures the resources and activities you put in place to accomplish your goals. For example: Indicator—train 20 Peer Educators trained.
- **Outputs** measures the activities to be accomplished to reach your goals. For example: Objectives—visit 75% of homes. These are the immediate achievements of your Indicators.
- **Outcomes-Effects** are easier to set up and monitor than Outcomes-Impacts. Name your intentions (quantitatively, if possible) and keep records. It is objective and straightforward. (Example Goal: Test 500 people. Input: four campaigns held; 700 people contacted. Outcome: Results—450 people actually tested.)
- **Outcomes-Impacts** require a much higher level of measurement: (a) surveys that are well done to determine baseline numbers for Indicators, and then (b) follow up assessment to determine changes. Yet even with these, there may be other causes than the project for success or failure, because the project is not operating in a vacuum. You can probably not determine over the length of a project whether new infections have increased or decreased, but because we assume that things like the decision to have one partner, or use a condom, or even to be tested, are useful for lowering infection rate, they may be named as proxies for changes in the infection rate.

It is not easy to find such information. People do not always give you correct information on surveys, and these are very private issues to learn about. Clinic records of increase/decrease in rates of STDs seen in the clinic might be a proxy. Test results over time may be, but those, at any given time, could reflect many reasons for the results. It is okay to use these things, but you need to name them in the Evaluation Plan and explain what you think is the reason for the results.

The number one rule is to decide as part of the project plan, what you will do, what are your intentions for success (Goals), and how you will measure them (Indicators.)

Then obtain baseline data for Indicators before the project begins, plan for adequate monitoring during the project, and a follow-up assessment that provides the data to judge the results of the project. Keep records of what you do. (Counting).

You can measure **Outputs**—the immediate outcomes of what you do. It is difficult to measure **Impacts** (Column 4), which are usually long term. Also, the data often relies on a larger population base than the project covers, and there can be many causes for changes, not just the efforts of the campaign. This data is usually gathered by official sources such as the department of health.

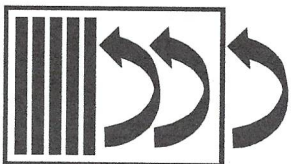
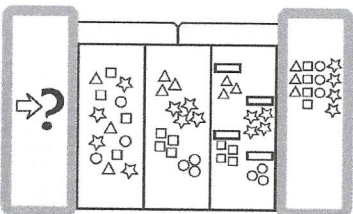
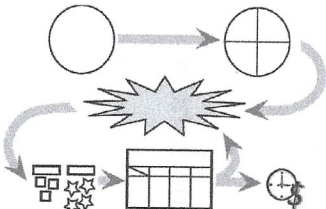
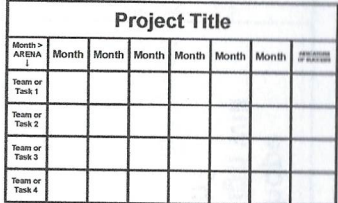
In selecting Indicators, use a few key ones for which you can get data and easily manage. A few well-documented Indicators are better than an overly ambitious plan. Look for relevant data that is collected by the health system or other government agencies.

PEPFAR EVALUATION FRAMEWORK				
Evaluation Steps	Inputs/Process	Outputs	Outcome – Effects	Outcome – Impacts
Project plan to accomplish stated goals	Peer educators will be trained in each village to talk with neighbors about HIV prevention using <i>Field Guide</i> (FG)	Peer educators visit neighborhood homes to talk about HIV prevention. Hold educational meetings	Changes in knowledge, attitudes, behaviors in the targeted population (KAB)	Changes in infection rate: <ul style="list-style-type: none"> • in target population • in the geography (Hard to measure)
Objectives to meet: quantitative indicators as much as possible <ul style="list-style-type: none"> • Increase knowledge of HIV prevention • Know HIV status 	<ul style="list-style-type: none"> • 20 villagers take one week of training • 80% of homes will be visited • Five group meetings held • Hold 3 VCT campaigns: 70% of population aged 15–50 (1,000 people); 700 people will be contacted to be tested. 	<ul style="list-style-type: none"> • 19 PE trained • 75% of homes visited • Six group meetings to discuss HIV prevention will be held—25 participants each • 300 people tested or 30% 	<ul style="list-style-type: none"> • 25% show increased knowledge of HIV risks • 25% show increase in condom use • 50% show willingness to be tested • 300 people know status, can be counseled 	<ul style="list-style-type: none"> • Decrease in new infections in district. (Could be from multiple causes, not just this intervention.) • HIV+ people in treatment
Measures based on indicators: the activities of the project	# who completed training and are active (as % of total trainee) # of home visited # VCT campaigns held # aged 15–50 tested.	# of visits completed # of meetings # campaigns held # participants attending as % of objective % of population aged 15–50 who are tested	Desired results of activities which is often a proxy for HIV prevention, i.e. testing, condom use	<ul style="list-style-type: none"> • +/- % of # of those tested compared to pre-project • +/- % # of positive tests
Monitoring to obtain data to measure indicators of achievement of project objectives <i>(All activities and measurements are for example)</i>	Data based on logs—counting: <i># who completed training divided by those who entered training</i> % who completed: <i>(16 trainees divided by 20 active trainees = 80% of objective was met)</i> <i># who were tested compared with number in target population = % of target population tested.</i> <i>Is this more or less than the intent to test 70%?</i>	<ul style="list-style-type: none"> • Data based on logs kept on regular ongoing basis—counting • <i>80% of 100 homes = 80 homes</i> • <i>actual number visited = 50 divided by 100 = 50% of homes were visited</i> • <i>400 aged 15–50 in target population; 200 tested = 50% or 10% less than goal</i> 	<ul style="list-style-type: none"> • Data based on before-after surveys of knowledge, attitudes, behavior. • Denominator is those who had home visits, attended group meetings. (Requires pre- and post-assessments of targeted population) • <i>Increase in % demonstrating knowledge, reporting condom use, willingness to be tested</i> 	Data based on information gathered: <ul style="list-style-type: none"> • Standard records—district, province, national • Local clinic and testing data • <i>New HIV cases in district data</i> • <i>New cases seen in local clinic</i> • <i>Increase in those being tested</i> • <i>+/- results of tests</i>
	Project Process Did you do what you said you would do?		Project Results What were results measured against goals?	

Day 4 — PM	
TEAM OPERATING PLAN	
Community:	Purpose:
Name of Team:	Members:
Convenor:	
Plan for Meeting:	
Plan For Reporting On Assignments:	
Plan Keeping Records:	
Report To Leadership Team:	
Other:	

TEAM WORKSHEET				
Community	Team	Team Members		
Objective:	Steps 1. 2. 3. 4. 5.	Who	When	Needed
				Result
Objective	Steps 1. 2. 3. 4. 5.	Who	When	Needed
				Result
Objective	Steps 1. 2. 3. 4. 5.	Who	When	Needed
				Result
Objective	Steps 1. 2. 3. 4. 5.	Who	When	Needed
				Result

TECHNOLOGY OF PARTICIPATION (ToP)® FACILITATION TOOLS **Institute of Cultural Affairs**

Tool	Conversation Method	Workshop Method	Action Planning Process	Timelines
Major Purpose	<ul style="list-style-type: none"> Share perspectives; Reflect on a common experience Bring everyone to a common starting point 	<ul style="list-style-type: none"> Quickly gather diverse input into a condensed upon product. 	<ul style="list-style-type: none"> Create a common plan of action for a project of situation 	<ul style="list-style-type: none"> Spread actions across a given time span for effective tracking toward accomplishment
Objectives: <ul style="list-style-type: none"> Rational (RO) Experiential (EO) 	<ul style="list-style-type: none"> RO: Provide an opportunity for each participant to be heard. EO: Hear each other with respect. 	<ul style="list-style-type: none"> RO: Produce a consensus on a topic EO: We product is ours 	<ul style="list-style-type: none"> RO: Complete plan with actions, who will do them, and when EO: We are motivated to carry out our plans. 	<ul style="list-style-type: none"> RO: Sort actions in relation to each other for highest effectiveness EO: We can do this! Let's go.
Key Components	Series of questions that follow a pattern: <ul style="list-style-type: none"> Objective Reflective Interpretive Decisional 	5 Steps: <ul style="list-style-type: none"> Context Brainstorm Organize Name Reflect 	Context and background <ul style="list-style-type: none"> Victory Current reality Commitment Key Actions Calendar Assignments Follow-through model 	<ul style="list-style-type: none"> Product: a chart of key functions or activities over a period of time. Approach: often a workshop
What happens to the group	Moves a group from diversity to shared understanding	Surfaces the highest level of wisdom and consensus	High motivation and energy for the project	Sense of confidence and relief
Image				

MY COMMITMENT WORKSHEET	
What do I hope the campaign will accomplish?	
What will I do to help it succeed?	
At the end of the year, how do I judge what has happened?	
What still needs to be done?	
My Name/Signature and Community	

Used in all four Consults.

CONSULT EVALUATION FORM and PARTICIPANT BIOGRAPHY

Community _____ Consult/Training Date _____

Your name if you wish _____

1. How would you rate this Consult or training on a scale of 1 to 10, with 10 being the highest? Helpful Adequate Excellent 1 2 3 4 5 6 7 8 9 10

2. Why did you decide to participate in this training?

3. How did you hear about this campaign? Who else should be invited to participate?

4. Which parts of the training were more helpful?

5. Which parts were less helpful?

6. Please describe changes in your life that resulted from your participation in the training.

7. Please add any additional information you would like to tell us about yourself.

8. Other comments:

9. Feedback to the trainers:

Trainer's Name(s)	"Did Well." What did you appreciate about the trainer's guidance?	"Suggestions." What hints or clues would you offer for improvement?

AIDS-free Community Campaign

CERTIFICATE OF ACHIEVEMENT

Name

Community

Consult name

Date

THANK YOU FOR EXCELLENT WORK

Course Director

PEER EDUCATOR TRAINING CONSULT MATERIALS

Be sure to note the additional materials for this Consult in the third column of the Leadership Planning Consult Materials on page 75.

(Nb = Notebooks Ho = Handouts WC = Wall Charts LN = Lecture Notes s = groups)

Materials	Format and Notes
Week Time Design (PE)	Nb WC
What we Know What we Need to Know	WCs + Summary
<i>The Field Guide</i>	Separate document for everyone
Questions on Lessons 1–6	Nb WC
Bananas and Condoms	(for all participants)
Workshop Tools (sheets, markers, etc.)	(for Barriers workshop)
Questions on Lessons 7–9	Nb WC
How Prepare Presentation	Nb WC?
Tips for Better Teaching for Small and Big Groups.	Ho
Presentation worksheet 4x4	Nb WC
Lecture on Testing + Summary	Nb (by local speaker)
Questions on Lessons 10–15 (9–13 are critical)	Nb WC
Listing local health providers	Nb (obtain locally)
Event or Action Planning and Indicators	Nb WC
Event or Action Planning and Three-Month Timeline	WC
Post Goals/Indicators from Leadership Planning Consult on wall	WC See Leadership Planning Consult products
Event or Action Planning and Indicators	WC Complete Indicators and Measurements in Action Planning and Timeline. (Each group makes this chart)

Peer Educator Training Consult WEEK TIME DESIGN Creating a corps of knowledgeable educators				
Day 1	Day 2	Day 3	Day 4	Day 5
A Campaign to management HIV/AIDS	Prevention: A hard nut to crack <i>Field Guide</i> Lessons 1–6	Testing is Key <i>Field Guide</i> Lessons 7–9	Support for those who are HIV+ Medical care is essential	Preparing for success Action Plan and Timeline
L U N C H				
What do we need to know?	Why is this still a problem? Workshop: Barriers to Preventing HIV	Understand Testing Participants are tested	Role of Peer Educators in support <i>Field Guide</i> Lessons 10–13	How will we know if we are successful? Measuring what we do Wrap Up Commitment and Celebration

Day 1

Peer Educator Training Consult

COMMUNITY'S KNOWLEDGE ABOUT HIV/AIDS

Community:

What We Know

What We Need to Know

Day 2

Peer Educator Training Consult

QUESTIONS WE NEED TO KNOW: LESSONS 1–6

Lesson	Questions
1. Why fight HIV/AIDS?	
2. What is HIV? What is AIDS?	
3. What are the symptoms of HIV/AIDS?	
4. How is HIV/AIDS spread?	
5. How can I avoid being infected?	
6. How can I prepare for safer sex?	
Other questions	

Day 3 Peer Educator Training Consult QUESTIONS WE NEED TO KNOW: LESSONS 7–9	
Lesson	Questions
7. Does choosing safer sex conflict with common practices?	
8. Why are women at greater risk?	
9. Why should I be tested?	
Other questions	

HOW DO I PREPARE TO MAKE A PRESENTATION?

Content

- Who is the audience?
- What do they want to know?
- What do you want them to know?
- What are parts of the talk?
 - » Introduction
 - » Main body of talk
 - » Examples and stories
 - » Conclusion
- How will you get the audience to participate?
- How long will the talk be?
- How will you allot time?

Preparation

- Will you write your talk?
- Will you speak from notes?
- Will you rehearse?
- Do you need to prepare flip chart pages ahead?
- Are there other speakers?
- Will someone else do the introduction?
- Hold a conversation with the group?

How will you find out if people understood what you were trying to teach them?

Style

- What style will interest the audience?
- Will you use pictures?
- Will there be other activities such as music, role-play, small group work?
- How will you get interaction with the audience?
- Will the group be invited to ask questions?
- Always stay within the given time.

Materials/Space

- Will you need a flip chart?
- Do you have paper, tape, and markers?
- Do you have handouts?
- Do you need props?
- Are chairs set up so everyone can see and hear?

Day 3

Peer Educator Training Consult

TIPS FOR BETTER TEACHING FOR SMALL AND BIG GROUPS

How do we learn?

- If you talk to an individual, family or group about HIV/AIDS you are training.
- The most important task of the HIV Prevention Leader is to help people take control of their health.
- Getting people involved with the teaching by encouraging them to participate keeps the interest high.
- Good teachers do not confuse people, because they are prepared.

Who will come to the training? Is it a big group or a small group?

- What is the best way for them to hear your message? Are Flip Charts needed to see pictures or points?
- Often people with similar backgrounds are able to talk more freely to each other—boys to boys, girls to girls, women to women, and men to men.
- Sitting in a circle (big or small,) is a good way to include everyone.

Getting Started

- Ask each person to give their name and one thing they want to learn in this session. You could also ask them one thing they like to do. This will help the group feel more comfortable.
- Another idea is to have them tell the person next to them their name and something they want to share.
- Or, you could ask a few questions about the subject of the lesson to see what people already know or do not know.
- Most important is to get people talking. Once they have done this others will join in the discussion.

During the Session

- Talk about general ideas first. Encourage questions. There is no such thing as a stupid question. If one person has the question so does someone not brave enough to ask it. Answering all questions builds trust.
- Ask a question about a picture, "What is this picture telling us?" This will encourage participation.
- Ask people if they have ideas to add or if they know something about the subject to share with others.

At the end of the session, do one or all of the following to check learning:

- Always ask reflection questions at the end of the lesson.
- Add a role-play about the lesson.

Ask people to talk to the person next to them about what they learned.

Day 3

Peer Educator Training Consult
WORKSHEET FOR PREPARING A PRESENTATION

Introduction

Main Points	1	2	3	4
Subpoint A	a	a	a	a
Subpoint B	b	b	b	b
Subpoint C	c	c	c	c
Subpoint D	d	d	d	d
Teaching Image				

Conclusion

Days 4 & 5 Peer Educator Training Consult QUESTIONS WE NEED TO KNOW: LESSONS 10–15	
Lesson	Questions
10. What medical treatment is available for HIV/AIDS?	
11. How can I have HIV/AIDS and live a healthy life?	
12. How can we care for someone with AIDS?	
13. What should a person with HIV/AIDS eat?	
14. How can the community take control of HIV/AIDS?	
15. What have we learned about defeating the HIV/AIDS epidemic?	

Day 1

Peer Educator Training Consult

EVENT OR ACTION PLANNING AND INDICATORS

Community:

Day:

know that we are

Name of event
or action

When

Where

Steps

How will we know
successful?How will we measure
Indicators?

Indicator

Measure

Indicator

Measure

Indicator

Measure

Indicator

Measure

1.
2.
3.
4.1.
2.
3.
4.1.
2.
3.
4.1.
2.
3.
4.

Day 5 Wall Chart				
Peer Educator Training Consult				
EVENT AND ACTION PLANNING AND THREE-MONTH TIMELINE				
Community:			Date:	
Arenas of Action and Intents	First Three Months' Timeline			Indicators of Success and How to Measure
	Month 1	Month 2	Month 3	
1				Indicators
				Measures
2				Indicators
				Measures
3				Indicators
				Measures
4				Indicators
				Measures
5				Indicators
				Measures

HIV/AIDS MANAGEMENT IMPLEMENTATION CONSULT MATERIALS

Be sure to note the additional materials for this Consult in the fourth column of the Leadership Planning Consult Materials on page 75.

(Nb = Notebooks Ho = Handouts WC = Wall Charts LN = Lecture Notes s = groups)

Materials	Format and Notes
Week Time Design	Nb WC
Community Accomplishments	WCs?
Task Force Organization	WC
Task Force Training Lecturette	Local speaker
Task Force Training Manuals	FG Lessons Testing 9, 13, HC 10, 12, Guide LW, SHG Guides
Copies of previous day's work	Nb
Materials About Testing Process	Nb WC FG or local handouts
Task Force Action Plans	WC for each Task Force
8-Month Task Force Timeline	WC for each Task Force
Steps to Organize Testing Campaign	Nb WC
Debriefing on Community Testing Campaign	WC
Community Testing Campaign Action Plans	WCs for each community
Community Combined Action Plans and Indicators	WC
Combined 8-Month Campaign Timeline	WC
Community Action Planning 3-month Timelines	WCs + Summary

WEEK TIME DESIGN

Planning community management of HIV/AIDS

Day 1	Day 2	Day 3	Day 4	Day 5
Review and Next Phase	Task Force Organization	Task Force Action Planning Task Force Training II	Community Testing Demonstration	3-month Timelines and Indicators How do you create a groundswell?
L U N C H				
Review community Monitoring and Evaluation Plans	Task Force Training I	8-month Action Plans	Testing Campaign Debriefing Action planning for future Testing Campaigns	Wrapping Up Role of Task Forces Commitment and Celebration

HIV/AIDS Management Implementation Consult
COMMUNITY ACCOMPLISHMENTS

Community:

As of date:

List accomplishments. Give numbers if possible (example: 100 families visited).

Circle the most important to the success of the campaign.

What were the greatest challenges?

Great stories.

Day 1-2

HIV/AIDS Management Implementation Consult

CONSULT TASK FORCE ORGANIZATION

Community:

	Testing/Treatment (required)	Living Well	Home Care/Nutrition	Self-Help Groups
Discuss which Task Force Resources are most important to this community. List reasons. Choose two, plus Testing. (Day 1)				
Assign community members to the three Task Forces selected, for training during the Consult. (Day 2)				
List 3 Objectives for your choices (Day 2)				

Days 3, 4, 5

HIV/AIDS Management Implementation Consult TASK FORCE ACTION PLAN

Community:

Date:

Action and Overall Intent	Victory	Tasks	When	Who	Indicator of Success/ Measurement

Day 5

HIV/AIDS Management Implementation Consult 8-MONTH TASK FORCE ACTION TIMELINE

Community:

[illegible]

Day 4

HIV/AIDS Management Implementation Consult— Testing Task Force

ZIM50 10 STEPS TO ORGANISE TESTING CAMPAIGNS

1. Find venue and set date.
2. Apply to Population Services International (PSI) or clinic for Testing Kits.
3. Have contact person for logistics in the community.
4. Conduct Testing awareness and community mobilization.
5. Distribute flyers and posters.
6. Help set up the Testing centre.
7. Be there on time on Testing day.
8. Be tested also.
9. Ensure there is order and peace.
10. Collect number of people tested by end of day.

Day 4	
HIV/AIDS Management Implementation Consult	
DEBRIEFING ON COMMUNITY TESTING CAMPAIGN	
Community	Date of Campaign
Number tested	
Steps to organize the campaign; partners	
Ways to get people to come; successes	
Learnings	
What needs improvement?	

Day 5

HIV/AIDS Management Implementation Consult
COMMUNITY COMBINED ACTION PLANNING AND INDICATORS

Community:

Day:

Name of event or action	When	Where	Steps	How will we know that we are successful?
				How will we measure Indicators?
			1. 2. 3. 4.	Indicator
				Measure
			1. 2. 3. 4.	Indicator
				Measure
			1. 2. 3. 4.	Indicator
				Measure
			1. 2. 3. 4.	Indicator
				Measure

Day 5				
HIV/AIDS Management Implementation Consult				
COMMUNITY COMBINED ACTION PLANNING				
3-Month Timeline				
Arenas	T A S K S			Notes
	Month 1	Month 2	Month 3	

EVALUATION AND CONTINUATION CONSULT MATERIALS

Be sure to note the additional materials for this Consult in the fifth column of the Leadership Planning Consult Materials on page 75.

(Nb = Notebooks Ho = Handouts WC = Wall Charts LN = Lecture Notes s = groups)

Materials	Format and Notes
Week Time Design (EC)	Nb WC
Year's work for reference	Nb
Wall of Wonder By Phases	WCs
Community Vision	WCs
Monitoring and Evaluation forms	Nb Information from year's work
Key Indicators Worksheets	WCs + Summary for each community
Assembling Key Indicators	WCs
Notebooks for monitoring forms plus materials for cover	Each community
Participants' Campaign Evaluation Questionnaire	Nb
Copy of Previous Day's Work	Nb (used both Day 2 and Day 3)
Event or Action Planning	WCs
Three-Month Timeline	WCs
Community Reflection on Last Year's Structure	WCs
Organizational Structure	WCs
Review of Campaign Model: What Worked?	
Phase 1: Leadership Planning	WC
Phase 2: Peer Educator Prevention Education	WC
Phase 3: HIV/AIDS Management Implementation	WC
Phase 4: Evaluation and Continuation	WC

Evaluation and Continuation Consult WEEK TIME DESIGN Assessing the work of the campaign and planning for continuation		
Day 1	Day 2	Day 3
What did we do this year? Wall of Wonder Vision for Year II	What shall we do next year? Action Plans and Timeline for next year	How do we assess the campaign model?
L U N C H		
By the numbers	Organizing for next year	Show and Tell: Stories and Results Completion ceremony

Day 1												
Campaign Evaluation and Continuation Consult												
WALL OF WONDER—ACHIEVEMENTS												
Phases Com- munities	Phase 1 Leadership Planning	Phase 2 Peer Educator Prevention Education			Phase 3 HIV/AIDS Management Implementation Testing, Living Well and Self-Help Groups							Phase 4 Evaluation & Continuation
	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12

Day 1 Evaluation and Continuation Consult VISION WORKSHOP					
Name	Name	Name	Name	Name	Name
Brainstorm	Brainstorm	Brainstorm	Brainstorm	Brainstorm	Brainstorm
<ul style="list-style-type: none"> • The upper box in each column is for the name of the brainstorm items. • The lower box in each column is for each community's names from the groups formed in their vision items brainstorm. 					

Day 1

Evaluation and Continuation Consult
KEY INDICATORS OF SUCCESS COMMUNITY WORKSHEET
 and Summary Wall Chart

Community:

Population:

Name of Action Plan Strategy	Intent of Intervention	Key Indicator of Action Plan in Numbers	Outcome of Key Indicator in Numbers

Day 1

Evaluation and Continuation Consult

ASSEMBLING KEY INDICATORS OF SUCCESS AND PLANNING FOR CONTINUATION

Date:

Indicators Communities	# People Contacted		# People Tested		# PLWHA into Treatment		# People into Living Well		# People into Self-Help Gps		Notes
	Planned	Actual	Planned	Actual	Planned	Actual	Planned	Actual	Planned	Actual	
TOTALS											

Communities' Indicators may vary.

Evaluation and Continuation Consult
PARTICIPANT'S COMMUNITY CAMPAIGN EVALUATION

Name _____ Age _____ Gender _____

Community _____ Date _____

What activities did you participate in?

1.

2.

3.

What roles did you play?

1.

2.

3.

What did you learn?

What changes did you see in the community because of the Campaign?

What changes happened in your life?

What aspects of the Campaign were most helpful ? Why?

What changes, if any, occurred between the community and healthcare and social services providers?

How could the Community Campaign be improved?

Thank you. We will talk about this together.

Day 1 Evaluation and Continuation Consult EVENT OR ACTION PLANNING AND INDICATORS				
Community:				Day:
Name of event or action	When	Where	Steps	How will we know that we are successful?
				How will we measure Indicators?
			1.	Indicator
			2.	
			3.	Measure
			4.	
			1.	Indicator
			2.	
			3.	Measure
			4.	
			1.	Indicator
			2.	
			3.	Measure
			4.	
			1.	Indicator
			2.	
			3.	Measure
			4.	

Day 2 Wall Chart

Evaluation and Continuation Consult

COMMUNITY ACTION PLANNING AND 3-MONTH TIMELINE

Community:

Date:

Arenas of Action and Intents	First Three Months' Timeline			Indicators of Success and How to Measure
	Month 1	Month 2	Month 3	
1				Indicators
				Measures
2				Indicators
				Measures
3				Indicators
				Measures
4				Indicators
				Measures
5				Indicators
				Measures

Evaluation and Continuation Consult
COMMUNITY REFLECTION ON LAST YEAR'S STRUCTURE

Community:

Date:

1. Describe how you worked together? What was your structure?

2. Structure

» **Chairperson**

» **Vice Chairperson**

» **Secretary**

» **Treasurer**

» **Outgoings**

» **Church visits**

» **Design of the Banner**

» **Other**

3. What was your most successful effort? Why?

4. What would you have liked to change?

Day 2 Wall Chart

Evaluation and Continuation Consult

ORGANIZATIONAL STRUCTURE

Community:

Date:

Structure	Plans	Who/When
Roles		
Planning/ Reporting		
Record Keeping		
Communication		
Resources		

Worksheet/Wallchart

Evaluation and Continuation Consult

COMMUNITY REVIEW OF CAMPAIGN MODEL — WHAT WORKED?

Phase I: Leadership Planning

Community:

Date:

Activities	What went well?	Why?	What would you change?	Why?
Team and Volunteer Preparation				
Implementation				
Building Relationships				
Research, Evaluations, and Sustainable Systems				

Worksheet/Wallchart

Evaluation and Continuation Consult

COMMUNITY REVIEW OF CAMPAIGN MODEL — WHAT WORKED?

Phase II: Peer Educator Prevention Education

Community:

Date:

Activities	What went well?	Why?	What would you change?	Why?
Team and Volunteer Preparation				
Implementation				
Building Relationships				
Research, Evaluations, and Sustainable Systems				

Worksheet/Wallchart

Evaluation and Continuation Consult

COMMUNITY REVIEW OF CAMPAIGN MODEL — WHAT WORKED?

Phase III: HIV/AIDS Management Implementation

Community:

Date:

Activities	What went well?	Why?	What would you change?	Why?
Team and Volunteer Preparation				
Implementation				
Building Relationships				
Research, Evaluations, and Sustainable Systems				

Campaign Evaluation and Continuation Consult
COMMUNITY REVIEW OF CAMPAIGN MODEL — WHAT WORKED?
Phase IV: Evaluation and Continuation

Community:

Date:

Activities	What went well?	Why?	What would you change?	Why?
Team and Volunteer Preparation				
Implementation				
Building Relationships				
Research, Evaluations, and Sustainable Systems				

Campaign and Train-the-Trainers Assistance

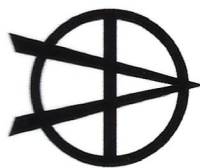
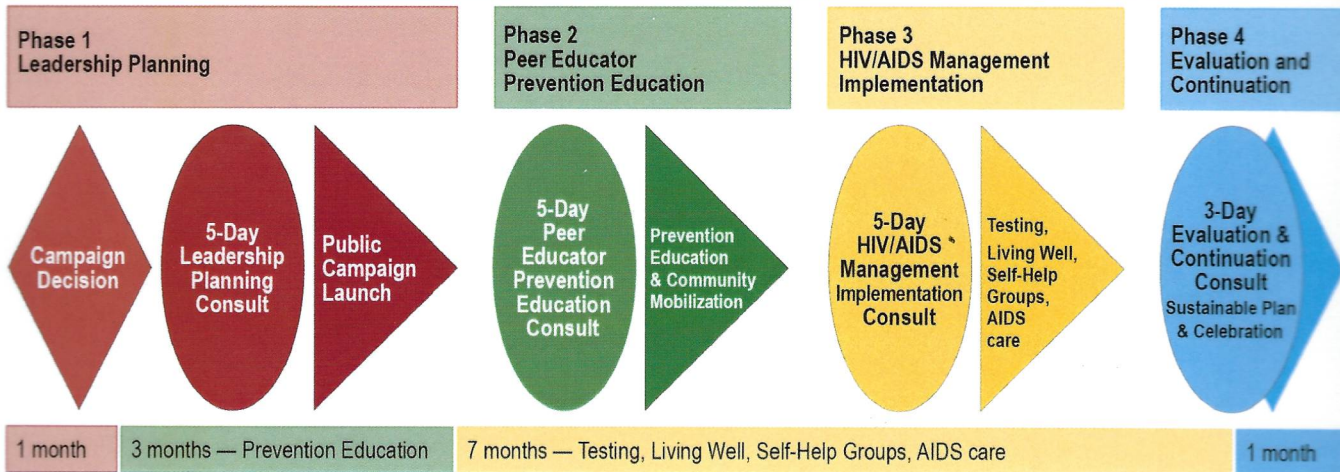
This *Campaign Consult Procedures* Leader's Guide provides a framework and details about implementing the AIDS-Free Community Campaign. The *Field Guide* provides HIV information for Peer Educator Training and is a useful guide for prevention education and answering people's questions about HIV/AIDS. The *Living Well* and *Self-Help Group Guides* provide procedures for leading small groups. In Zimbabwe, these groups have been led by Peer Educators. Train-the-trainer-manuals for those leading Living Well and Self-Help Groups or providing information to AIDS caregivers are not included in the Toolbox. The *Home-Based Care Guide* provides information for those who take care of people with AIDS at home and additional information is available.

Expertise to provide this training directly or to assist those wishing to prepare leaders for Living Well and Self-Help Groups is available from experienced trainers in ICA offices. Living Well Trainers have taken approved training and are certified by Living Well at Stanford University. All offices have worked with Self-Help Groups. ICA staff know ICA teaching and facilitation methods and can be useful in preparing Peer Educators or others to lead these small groups. All have worked with community-based HIV/AIDS prevention and management.

All of the offices below are resources for assistance in planning and implementing an AIDS-Free Community Campaign and *making it work*.

Campaign and Train-the-Trainers Assistance				
Contact Information	ICA Participatory Methods	Living Well Groups	Self-Help Groups	Home-Based Care
Leadership Training and Integrated Development (LTID) PO Box 28-90101, Masii-Machakos County, KENYA 254 722 975 505 Meshack Mutevu — meshikanya@yahoo.com www.lt看id.or.ke	*	*	*	*
ICA Tanzania PO Box 1016, Moshi, Kilimanjaro, TANZANIA Charles Luoga — cluoga@yahoo.co.uk	*		*	
Zambia/OPAD PO Box 30753, Lusaka, ZAMBIA 260 1 222 414 Voice Vingo — voicevingo@yahoo.co.uk	*		*	*
ICA Zimbabwe 64 Livingstone Ave, Harare, ZIMBABWE 263 773 037 258 Gerald Gomani — geraldgomani@yahoo.com	*	*	*	*

AIDS-free Community Campaign Toolbox
ONE-YEAR AIDS-FREE COMMUNITY CAMPAIGN
 Community-Wide Consults and Implementation



Institute of Cultural Affairs
 LTID-Kenya, Tanzania, OPAD-Zambia, Zimbabwe, Canada, USA

AFRICAN PROGRAM OFFICES

ICA Benin

03 BP 1362m
 Cotonou, BENIN
 229 21 07 05 85
www.ica-international.org/benin

ICA Cote d'Ivoire

BP 3970 Abidjan 01, BP 119
 Brobo, COTE D'IVOIRE
 225 09 73 49 31
codetivoireica@yahoo.fr

Leadership Training and Integrated Development (LTID)

P.O. Box 28-90101, MasiiMachakos
 County, KENYA
 254 722 975 505
meshikanya@yahoo.com
www.ltld.or.ke

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