

Implementation Toolkit

Bringing School and Community Together:

Agenda for a Community Event to address the impact of HIV and AIDS on children and youth
--Dick Stellway

Adapted from an article from *The Chris-Caba Journal*, Vol. VII, No. 1, pp. 13-18.

Editorial Note: This workshop follows an article in this journal entitled: "Forging a School and Community Response to the AIDS pandemic." It incorporates Dr. Ravi Jayakaran's highly successful "Ten Seed Technique." We wish to thank Ravi for material that contributed to this workshop.

Purpose:

- a. To identify AIDS-related issues impacting children and youth
- b. To develop practical steps to address these issues and
- c. To forge an alliance between school and community members to implement these steps.

Program/Procedure:

Introduction of the master of ceremonies or facilitator

Welcome - Extend a culturally appropriate welcome to groups present, including

- School administrator(s) and teachers
- Students—children and youth
- Health officials
- Church representatives
- Parents
- Other representatives

Orientation - Call attention to the reason for the meeting - (People should have already been given some idea.)

- Note the impact that HIV and AIDS are having in their region and on the country.
- Note that "we" will be examining ways in which we can help our children and youth avoid getting HIV and AIDS and how "we" can help them cope with the impact that AIDS is having on children and youth and families.

Drama - A short skit can be used to help introduce the subject of how HIV is spread. It can also dramatize the resulting suffering and hardship experienced by individuals, family members, teachers, etc. Such a skit, while dealing with a serious theme, can include humor that will enable people to laugh and enjoy the event.

Testimonials - One or more persons can share what they personally know about the problem and how it has affected them.

Division into three working groups - One will focus on Transmission Prevention, a second on getting Counseling, Testing and Treatment, and a third on Care and Support of people affected by HIV and AIDS.

Working groups can consist of up to 15 people. Each group should have a good representation of various stakeholders such as teachers and/or administrators, students or potential students, parents, church representatives, health/clinic representatives, parents, community leaders, etc.

Note to facilitator: The group exercises will utilize what has come to be called the "Ten Seeds Technique". Basically the technique involves developing categories to contain the various responses to a question and then having the group determine the relative importance of these responses by distributing the ten seeds between the categories with a maximum of ten placed in any one category.

Pebbles or sticks may be used when seeds are not easily available.

A. Prevention Group Procedure

Note: A different name can be used to designate this "prevention" group and the group itself may enjoy coming up with a group name.

Arrange for a health officer or other informed person to review how HIV is spread.

Place a large piece of paper on the floor or ground. This paper will be used for recording group responses to two key questions.






Pose Question #1: What factors make our children and youth vulnerable to contracting HIV?

In a column on the left side of the paper, write out the responses and organize them into categories.

Consider what categories might be combined. In the example below the group might agree to combine the response category noted in row # 1 with the response category noted in row 4.



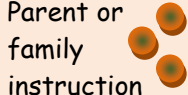






After the categories are written out in the column, instruct the participants that they have ten seeds to distribute between the categories based on their importance -- the most important category getting the most seeds and so on. It will be useful to make notes on this discussion.

Illustration of categorical responses to Question #1 and the resulting seed distribution

Seed distribution	Categorized responses to Question #1
	Ignorance of the risk of contracting HIV
	Lack of concern for contracting HIV
	Sexual harassment and rape
	Desire for sex, sexual activity
	Exposure to situations that put girls at risk of being raped. Example: Girls that must routinely traverse a long distance to school

Question #2: Starting with the category containing the most seeds, ask what actions can be taken to reduce the vulnerability in this category. In the above example, people would be asked to consider actions they could take to reduce ignorance of the risk. These would be recorded in boxes extending out from the row involved. Then have the group distribute ten additional seeds between the recommended actions based on their perceived importance.

See illustration below:

Seed distribution	Categorized responses to Q #1	Categorized responses to Q #2: Suggested actions to address each problem identified in column2.			
	Ignorance of the risk of contracting HIV	School instruction 	Parent or family instruction 	Peer instruction 	Church instruction 
	Sexual harassment and rape				
	Family Incest				
	Desire for sex, sexual activity				
	Exposure to situations that put girls at risk of being raped. Example: Girls that must routinely traverse a long distance to school				

Proceeding to the next category of responses to Q #1, ask what actions can be taken to reduce the vulnerability in this category.

Proceed until all or at least the top three categories (in response to Q #1) are covered.

Select two people to present the results to the community, noting actions recommended. (You can note that they are free to call on others in the group to help clarify the group's recommendations.)

B. Counseling, Testing and Treatment Group Procedure

Begin with an orientation by a health official concerning why counseling and testing and treatment are important.

Place a large piece of paper on the floor or ground. This paper will be used for recording group responses to two key questions.

Question #1: What factors discourage or prevent people from going for counseling and testing or treatment?

Follow the procedures noted for the Prevention group with respect to writing down the responses and distributing the ten seeds between categories based on the extent of their perceived importance by the group. Possible response categories might include ignorance of the need for counseling and testing or treatment, ignorance of where to go to get these services, inaccessibility of services (cost of transportation, etc.) fear of test results or of being suspected of having HIV.

Arrange for someone to take notes on the responses.

Starting with the category containing the most seeds, ask the group what actions they would recommend to address the problem noted in the category. Suppose, for example, that fear was the greatest perceived reason for not going for counseling and testing or for treatment, note what **practical** actions group members recommend to reduce the fear. One action that a village group decided on was to assign volunteers to accompany people for testing. Another action was to recommend that everyone get tested. Have the group strive for a consensus on how to distribute ten (additional) seeds between the recommended actions.

Proceed through the other categorized responses to Q #1 (or at least to the three categories having the largest number of seeds).

Select two people to present the results to the community, noting actions recommended.

Care and Support Group Procedure

Begin by having one or more people share how HIV and AIDS has impacted them. It would be particularly advantageous to hear from children and possibly from a teacher or parent.

Place a large piece of paper on the floor or ground. This paper will be used for recording group responses to two key questions.

Question #1: What problems are confronting children who come from families affected by HIV and AIDS or who lost their parents that make it hard for them to continue in school?

Important Note: While focusing on HIV and AIDS will help sensitize people to problems resulting from HIV and AIDS, it would be very good to remain sensitive to the needs of other children, particularly those who are impoverished or suffer from disabilities.

Follow the procedures for the preceding groups, writing down the responses and distributing the ten seeds between categories based on the extent of their **relative** importance as perceived by the group. Response categories might include problems getting sufficient food or problems continuing in school.

Starting with the category containing the most seeds, ask the group what actions they would recommend to address the problem noted in the category. Then have the group distribute ten seeds between the recorded actions based on their perceived importance.

Proceed through the other categorized responses to Q #1, asking the group to recommend appropriate actions.

Select two people to present the results to the community, noting actions recommended.

Break for lunch - It would be wonderful if some provision is made to provide food. The break will provide opportunity for lagging groups to finish their work.

Reconvene the entire group.

Briefly involve the group in a relaxing activity, possibly a song.

Invite representatives of the Prevention group to present their recommended actions to the categories they developed in response to Q #1.

Proceed with presentations from the other groups.

After each presentation, facilitator can ask the group what kind of assistance they need to implement the recommended actions. These requests can then be presented to the larger group in a dramatic way to solicit volunteers - who will be given due recognition (applause) by those attending.

Agree on a follow-up "celebration day" to celebrate what has been accomplished.

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