

**STEPPING STONES WORKSHOP REPORT FOR
COMMUNITY FACILITATORS
HELD AT GREAT LAKES HOTEL KISUMU.**

17TH JULY - 30TH JULY 2011

**ORGANIZED BY ELIZABETH GLASER PEDIATRIC AIDS FOUNDATION-
EGPAF**



Facilitated by:

**Florence Kilonzo
Martin Opondo Obwar
Richard Okongo Obudho
Hellen Gamba**

ACKNOWLEDGEMENT

This two-weeks Stepping Stones workshop for Community Facilitators was organized by Elizabeth Glaser Pediatric AIDS Foundation-EGPAF at The Great Lakes Hotel in Kisumu from 17th July to 30th July 2011.

A total of forty three (43) participants attended 21 women and 22 men, drawn from three EGPAF supported CBO's working on HIV , Youth Fighting AIDS in Kenya - YOFAK, Upendo Widows Women Group UPENDO and Community action for Rural development -CARD.

This report is written based on the guidelines provided in the Stepping Stones manual. All activities were conducted in accordance to the manual.

We wish to share our sincere thanks to EGPAF staff in particular Rodgers Simiyu, Phylis Adhiambo and Wycliffe Odera for their support in organizing Stepping Stones workshop and during the workshop.

Secondly we thank Youths Fighting AIDS in Kenya (YOFAK); Upendo Widows Women Group; Community action for Rural development (CARD) for allowing their staff to attend the workshop. We also acknowledge their contributions and cooperation that brought success to the workshop.

We also thank the communities of Ayaro and Ogango for allowing us to Conduct Stepping Stones SS pretest with them. We acknowledge the time they created to be with us and their contributions during the one day field visit.

Finally we thank the management of Great Lakes Hotel for their dedicated services during the workshop. In particular to Rose Nyakwaka for her full support to accommodate us with all our demands

Asanteni sana

Martin Opondo Obwar- Lead Trainer

Florence Kilonzo- National SS Trainer

Helen Gamba- SS Trainer

Richard Okongo Obudho- SS Trainer

INTRODUCTION AND CLIMATE SETTING

The workshop was officially opened by Phyllis Adhiambo (EGPAF) who briefly underscored the importance of the workshop and urged all the participants to contribute fully and take the message back to the community.

The participants were welcomed to the Stepping-Stones workshop and taken through the process of detaching of titles where they all wrote the names on news print and made a cap which was taken by the facilitators to symbolize lose of their names and remaining nameless. There after they were given new names which they would use for the whole training period. The aim of the exercise was to make all of them feel equal and breach the gap of power relations for easy sharing.



Adjectival Names

The participants were facilitated to identify their personal unique qualities and they came up with adjectival names reflecting those qualities as follows:

NO.	NAME	ADJECTIVAL NAME
1.	Joyce Kwamboka	Joyous
2.	Mary Aloo	Marvelous
3.	Michael Otieno	Mindful
4.	Fenny Akinyi Otieno	Funny
5.	Beatrice Adhiambo Odongo	Beloved
6.	Vincent Omoro	Vibrant
7.	Caren Opiyo	Optimistic

8.	Eunice Akinyi Onyango	Eager
9.	Roseline Atieno	Respectful
10.	Florence Owenje	Famous
11.	Godwin Osewe	Generous
12.	Jackline Akinyi Onuko	Jovial
13.	Ogweno K Kester	Kind
14.	Fredrick Olero Okoth	Fun
15.	Paul Mboya Oketch	Polite
16.	Owiti Jacqueline	Jaber
17.	Juliet Linda Oduor	Lovely
18.	Joan Odondi	Joyful
19.	Edward Wamaya	Elegant
20.	Ogweno Steve Biko	Brave
21.	Christine Akinyi	Caring
22.	Elias Ochieng Osiemo	Enomous
23.	Dorcas A Ayon	Delightful
24.	Kosano Ongok Hillary	Hilarious
25.	Antonelitte A Angano	Awuoth
26.	Owange A Tobias	Organizer
27.	Caroline Osik	Cute
28.	Tom Mboya	Magnificent
29.	Evans Ondudo	Enjoyable
30.	Rena Priscah	Pretty Princess
31.	Obunga E.O.Obunga	Ominous
32.	Fredrick Odhiambo Kasera	Frank
33.	Akoth Olgah Opiyo	Obedient
34.	Benedict Ochieng	Blessed
35.	Kennedy Odhiambo	Kingly
36.	Christine A Odero	Cunning
37.	Bernard Otieno	Energetic
38.	Nyakwana Charles Otieno	Charming
39.	Belinder Adhiambo	Beautiful
40.	Peter Mayama	Patient
41.	Odoyo Fredrick	Familiar
42.	Daniel Onyango Kapesa	Determined
43.	Felix Juma	Friendly

For gauging the position of the participants they were taken through a pretest questionnaire which was marked and the results shared with them. The same test was conducted as post test. [(see appendix for results)]

TRAINING OBJECTIVES

- To equip participants with skills in stepping stones methodology.
- To take the participants through the stepping stone process and help them appreciate ways in which they can use the methodology to address their needs and vulnerability.
- To share facts and feelings on HIV/AIDS and safer sex and using stepping-stones approach to address issues in communication, gender and relationships.

- To enable participants understand the coping mechanisms adapted by individuals and community for the constraints arising from poverty, social exclusion, gender inequity and social norms.
- Empower participants to critically analyze their current behaviours and come up with possible options to change for the better using stepping-stones.
- To enable participants come up with action plans for implementation of stepping-stones in their communities.

NORMS

Participants came up with workshop norms as follows:

- Respect other peoples views and opinions.
- Effective Time Management.
- Active participation/Listening for all.
- Start and end the sessions with prayers.
- Have order when answering questions.
- Mobile phones to be put off.
- Avoid side talks during the sessions.
- Flexibility
- Use of Workshop Names.
- Avoid Unnecessary Movements.

RESPONSIBILITIES

Team Leader: Beautiful and Enormous
 Time Keeper: Patient
 Spiritual Leader; Blessed
 Social Welfare Officer: Elegant and Optimist

Reporters:

Week 1	Week 2
Monday; Jaber	Funny
Tuesday; Polite	Awuoth
Wednesday Pretty	Cute
Thursday :Joyfull	Friendly
Friday: Jouyous	Brave
Saturday : Kind	
Sunday: Funny	

EXPLORING FEARS & HOPES

Sharing of hopes and fears was done to gauge the participants expectations and perceived barriers to learning.

- | | |
|--|--|
| <ul style="list-style-type: none"> • FEARS: • Hotel attendants might not be accommodative. • Fear of not getting all the topics as the training will take long. • No time to socialize. | <ul style="list-style-type: none"> • HOPES: • To be able to share experiences. • Meet new friends.. • To learn on HIV/AIDS and build capacity on youth. • Know how to implement stepping |
|--|--|

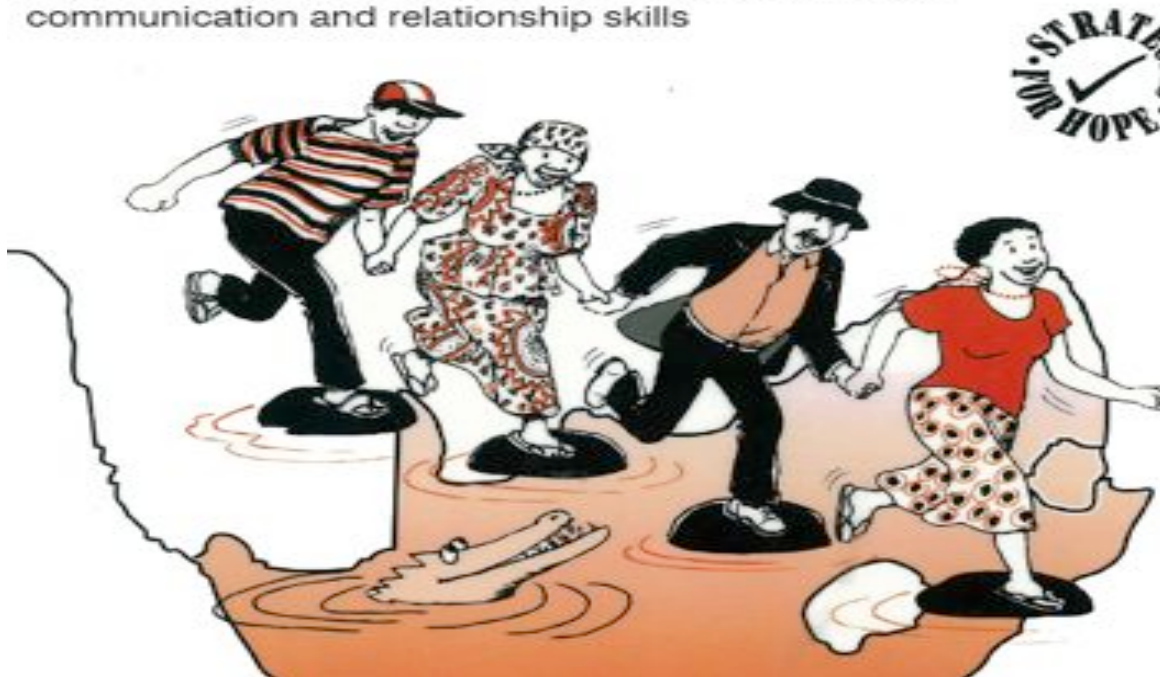
- Less time for the training.
- Others might drag behind.
- Not getting hand outs.
- Falling sick.
- The workshop will be hard to capture anything.
- People not opening up.
- Venue will be too hot.
- Not to get travelling and training allowances.
- stone in the community.
- To know community approach methods.
- To know what is stepping stones..
- To acquire more knowledge and skills on SS.
- To know what stepping-stones is.
- Active participation.
- Good working relationship.

STEPPING STONES CONCEPT

This session was conducted as a general introductory session and the participants were informed that this would be the only presentation during the training period. It started by participants sharing on their interpretation of the cover picture below.

STEPPING STONES

A training manual for sexual and reproductive health communication and relationship skills



The cover photo depicts life as a flowing river in which dangers are represented by a crocodile which can bring suffering or death and grief to many. Yet as we cross the river, we need to be aware of the dangers. The methodology offers the community “stepping stones” (stones are hardy, durable, firm) which the community can use to cope (use to cross the river) as their strategies for avoiding the dangers e.g. HIV, domestic violence, poverty, gender imbalance and marginalization due to disability.

The community needs to work together as seen on the cover photo i.e. both young and old and cooperating and supporting each other, depicted by holding of hands.

WHAT IS STEPPING-STONES (SS)?

Stepping Stones (SS) is a participatory approach which facilitates an individual to thoroughly explore the *personal, psychological and social aspects*, to analyze the *personal attitude, perception and behavior, making self-discoveries*, discerning the existing *options* and enabling him or her to *practice ways of change* for desirable results.

The whole process involves working with people in groups for a period of 12 to 18 weeks of sharing experiential exploration as they explore ability to develop and to critically look at the societal norms and values influencing their own attitudes and behaviors.

ORIGIN OF STEPPING STONES.

This training process was developed by Dr. Alice Welbourn a British social scientist, who is HIV positive, It was first piloted in Buwenda village in Uganda in 1995. SS has since been translated into over 15 languages and has been used by thousands of organizations in approximately 100 countries across the world. The latest adaptation of Stepping stones was done in Kenya in 2006 and is known as **Stepping Stones plus** which incorporates issues of Prevention with positives

<ul style="list-style-type: none"> • Why Stepping stones • To address the vulnerability of women and young people in decision making • To fill the gap of people in different positions and levels. • Address the need to improve communication among people in order to improve inter-relationships The materials enable people to explore the huge range of issues which affect our sexual health - including gender roles, money, alcohol use, traditional practices, attitudes to sex, attitudes to death and our own personalities.\ • The ABC of AIDS on its own does not work. 	<ul style="list-style-type: none"> • Where • At grass roots level as it targets people of all walks of life • It is cost effect in the local community as many people benefit • In communities where there are already ongoing programmes or initiatives
<ul style="list-style-type: none"> • For Whom • Stepping stones is meant for skilled people who work with communities e.g. • Community workers • Community leaders • Members of AIDS support 	<ul style="list-style-type: none"> • When • Time should be agreed upon by the community depending upon their calendar

IMPLEMENTATION OF STEPPING STONES

- All sessions use a participatory approach of adult learning through shared discussions.
- The exercises are all based on people's own experiences, and role play and drawing exercises enable everyone to take part. No literacy is needed.
- Participants discuss their experiences, act them out, analyze them, consider alternative outcomes, and then rehearse these together in a safe, supportive group.
- People feel safe because most sessions take place in groups of their own gender and age.
- Though designed with HIV/AIDS in mind, the package covers many related topics such as gender violence and alcohol use.

GUIDING PRINCIPLES OF STEPPING STONES

- It recognizes that:
- Behavior change does not necessarily follow a rational path: but it is a process that requires time to develop and must be led from *within each individual*
- power of the group dynamics which reinforces change is at the level of the individual
- community ownership is key to any behavior change
- individual change is strengthened and reinforced by the group dynamics and collective change
- HIV/AIDS cannot be addressed without challenging unequal gender relations and opening up communication and dialogue about the taboo subjects of sex and death
- It **uses** participatory methodologies to enable all community members, including those who are not literate, to participate on an equal basis
- It **encourages** working with both men and women and with different age groups, both separately and together

The package carries participants across four stones of life through critical examination of the obstacles/constraints they encounter as they go on with their lives.

Description of THE STONES



Participants being taken through the four stones of stepping stones

1st stone

Group cooperation (sessions A - D)

This stone helps the participants to look at their perceptions, risk taking and prejudices.

2nd stone

HIV/AIDS and safer sex (sessions E - F)

Explores issues on HIV/AIDS information and strategies available to prevent the spread of HIV.

3rd stone

Why we behave in the ways we do (sessions G - J)

Enables participants explore their current behaviour, leading factors and ways to support them selves.

4th stone

Ways in which we can change (K - N)

Explores communication skills which improves interpersonal relationship at all levels.

The workshop had structured session that were following sequentially from the first open community meeting

TRUST AND CONFIDENTIALITY

Participants explored the qualities they would look for in a person they would share their inner most secret. Some of the qualities they mentioned included: a person who is

Qualities

- Non judgmental
- Secretive.
- Friendly.
- Patient.
- One who can counsel.
- Trustworthy.
- Approachable
- Open minded
- Caring.
- Honest
- Empathy
- Knowledgeable/professional.
- Good listener.
- Sincere.
- High integrity

Lesson learnt

- There is need to share our problems if one is to be assisted.
- confidentiality is paramount when solving problems affecting people in the community.
- Sharing problems with trustful person can help in solving a problem.
- People open up at different levels.

THE STRAIGHT LINE:

This exercise aimed at helping participants to experience the value of team support and cooperation.

Lessons learnt:

- It is important to seek guidance when one meets challenges in whatever one does.
 - guidance is required/essential when one meets challenges

- One gains confidence when guided.
- People need to support one another when they meet challenges in order to succeed.
- Seek advice from others in order to work as a team.
- Need to cooperate.
- It is important to effectively communicate when solving problems.
- Need to follow instructions clearly.
- Need to provide the right instructions.

This was emphasized by a quote from the young men's group, "*if you want to walk very fast walk alone, if you want to walk very far walk with others*".

KNOTTY PROBLEM:

This is a role play where the participants formed a circle and joined hands in a very tight/tangled knot and two people were asked to undo the knot. This becomes very difficult for the new participants to undo. The group was requested to facilitate the untying of the knot amongst themselves.

Lessons learnt

- Solutions to our problems lie within ourselves because we know the problems better.
- Need for unity in order to solve our problems.
- Everyone's opinion is important when solving problems.
- Importance and need to cooperate and support one another to solve problems.
- One should avoid attempt to solve problems of the community alone and instead involve the community on need to identifying their problems.

Conclusion:

People need to address their problems instead of relying on outsiders; however inputs from other people on new skills are vital.

LISTENING PAIRS:

Qualities of a good listener

- Friendly.
- Attentive.
- One who probes
- One who does not interrupt
- Maintains eye contact.
- Able to interpret body language.
- Patient.

Lessons learnt:

- One feels honored and encouraged to continue when he/she is being listened to.
- We should be good listeners.
- Good listening maintains relationships.
- -One learns more by listening to others.

BODY LANGUAGE:

Lessons learnt:

- Body language stresses verbal communication.
- We should be careful with our body language as we communicate.

- One should be keen when interpreting body language.
- Our bodies communicate more than what we say.

Conclusion

Body language speaks louder than verbal communication. It expresses our feelings i.e. anger, submission, caring etc.

MIMING THE LIE:

Aims at showing that what people say they are doing is not necessarily what they are doing and this could lead others in to problems if they fail to see through the lie.

Reasons of miming the lie:

- To defend oneself.
- To avoid problems.
- For revenge.
- To maintain a relationship.
- To move away from reality.
- To maintain status.
- To avoid blame.
- To obtain favours.
- Save a situation
- Impress others.
- For recognition.
- To gain respect.

Lessons learnt

- Miming the lie can bring misunderstandings.
- Miming the lie can make one lose trust.
- Can cause hatred.
- Can cause embarrassment and humiliation.
- Can ruin ones character.

FIXED POSITIONS

This exercise was to encourage the participants to realize that perspectives of issues are based on who they are and their own experiences. It also encouraged them from being non judgmental about the actions of others.

Factors that influence our perceptions:

- Ignorance.
- Culture and traditions.
- Status i.e. poor or rich.
- Environment.
- Religion.
- Age
- Education.

Lessons learnt:

- One needs to analyze something before jumping into conclusions.
- Be open-minded.
- Respect every ones views and opinions irrespective of their status.
- Be flexible.

Conclusion

Our perceptions are determined by the position of things. Therefore People should not be fixed in their thinking as this may lead them to making mistakes in life.

IDEAL IMAGES AND PERSONAL DESTROYERS

From this exercise, the participants learnt how to explore the perceptions of the ideal man, woman and how these ideal images vary from their own reality.

Learning

- People should balance the societal expectations and their needs so as not to harm themselves.
- It is important to be real when doing things without wanting to impress others at our own expense.
- Be careful before giving in to societal expectations.
- Do what you believe is good so as not to cause problems to yourself.

Personal Destroyers

The ideal images placed by the society are sometimes destructive.

IMAGES OF SEX:

Images of sex was aimed at helping participants realize that they have differences between images of sex and realities of sex.



The young men group doing images of sex exercise

- **Good images of sex**
 - Marriage
 - Children
 - Happiness
 - Romance
 - Sex
 - Love.
 - Satisfaction
 - Self realization
 - Enjoyment
- **Bad images of sex**
 - Rape
 - STD/HIV/Aids
 - Domestic violence
 - Unwanted pregnancy
 - Orphans/Widows
 - Impotence.
 - Teenage pregnancy
 - Death due to HIV/Aids.
 - Divorce/separation.
 - Extra marital affairs.
 - Incest.
 - Polygamy.

PROBLEM PRIORITIZATION

The participants prioritized their own concerns about sex and related issues in the following format:

Now, soon and later.

Issues to be dealt with now were: :-

- Teenage pregnancy.
- Sexual Transmitted Diseases HIV/ AIDS
- Rape.

- Incest.

Issues to be dealt with soon were: .

- Orphans/Widows
- Unwanted pregnancy
- Concubine
- Polygamy.

Issues to be dealt with later were : -

- Impotence.
- Prostitution.
- Death
- Divorce/separation

Conclusion.

The issues placed were urgent and solutions were discussed in each peer group.

ISSUES THAT MAKE WOMEN NOT TO ENJOY SEX.

- Lack of proper timing/psychological preparation.
- Stress
- Poor hygiene
- Irresponsible man
- Lack of experience {sex style}
- Unsustained erection
- Pre-mature ejaculation
- Impotence
- Size of the penis {too small and too long and}
- Uncircumcised penis
- Lack of proper concentration
- Size of the body (Big Tummy)
- Lack of privacy
- Too ,much commitment (too busy for the partner)
- Lack of foreplay/caressing
- Roughness during sex
- Sex maniac (too much sex)
- Men who have not learnt their partners orgasm (Erotic zones)
- Lack of appreciation (saying thank you after sex)
- Calls during sex
- Sickness
- During Menstrual periods
- Lack of Love and mistrust.

ISSUES THAT MAKE MEN NOT TO ENJOY SEX.

- The size of the vagina
- Failure of the woman to participate during sex
- Use of one style (missionary)
- Poor hygiene and body odour
- Stress/nagging wives
- Stretch marks
- Effects of alcohol
- Busy pubic hair
- Noisy vagina
- Unnecessary movements

- Over expectations
- A lot of vaginal fluids
- Menstrual periods
- Lack of privacy
- Too fat
- Kind of profession
- Use of condom

SOLUTIONS.

- Understand one another
- Help your partner identify your erotic zones
- Men should open up when it comes to issues of sex
- There should be open and proper communication
- Correct choice of sex style in line with the penis size (in case of a long penis see a doctor and get a ring)
- Switch off phones to improve concentration
- Trust each other
- Practice good hygiene
- Create a conducive environment to improve privacy.
- Be free with each other
- Encourage VMMC
- Medical attention in case of erection problem
- Proper preparation
- Exercise for fitness(to maintain body size)

WHAT IS LOVE?

Love was defined as affection expresses to somebody or something. The inner most attraction/feeling between two people of different sex.

HOW LOVE IS EXPRESSED

- Giving gifts.
- Appreciating one another.
- Sharing responsibilities.
- Caring for one another.
- Showing concern and respect.
- Accommodating one another.
- Having confidence/trust.
- Being transparent to one another.

NB: Participants went further to analyze love where sex is involved and where it is not involved and finally came to a conclusion that love is not equal to sex nor is sex equal to love.

Conclusion:

Good communication and interpersonal relationship strengthens love.

SITTING ON KNEES

This activity helps to bring the group together and encourage trust and cooperation.



The young men and older women doing sitting on knee exercise.

Lessons learnt:

- Peoples perceptions influence the way they interpret message e.g perceptions influence the way one interpret messages
- It is Important to use simple language when passing messages.
- Get clarification before conveying messages to avoid rumour.
- Conflict may arise where message are not properly conveyed.
- One should be attentive and keen when receiving message.
- Written messages are easily understood and can be owned.

TAKING RISKS:

Reasons for taking risks

- | | |
|---|---|
| <ul style="list-style-type: none"> • Urgency of the matter. • Peer pressure. • For fame. • To escape from danger • To maintain status quo. • Curiosity. • Adventure. | <ul style="list-style-type: none"> • To meet community expectations. • Personal gain. • Save lives. • Seek popularity. • To get rewards. • When one has no choice other than taking a risk. |
|---|---|

Lessons learnt:

- One should be ready for any outcome when taking risks.
- Taking risks needs courage.
- One should weigh the risk before taking it.
- Life is all about taking risks.

WHO IS LABELLING WHOM



Aims at developing awareness of differences and the harms of 'labeling'

Factors that lead to labeling:

- Behaviour.
- Environment.
- Ones character.
- Religion.
- Peer influence.
- Nature of work.
- Mode of dressing
- Revenge/Malice
- Past history on oneself and family

Effects of labeling

- Can create enmity
- Ruin ones character.
- Can create conflict.
- Lows ones dignity/Esteem
- Isolates.
- Leads to suicide.
- Stigmatization
- Death

Lessons learnt:

- We should not allow our biases to affect our relationships.
- Some times we live to our labels.
- Labeling can affect, harm and change someone's behaviour.

MUDDLING MESSAGES

Was aimed at helping participants to appreciate how easy it is to misunderstand what some one else has said.

Lessons learnt:

- People share messages depending on our perceptions.

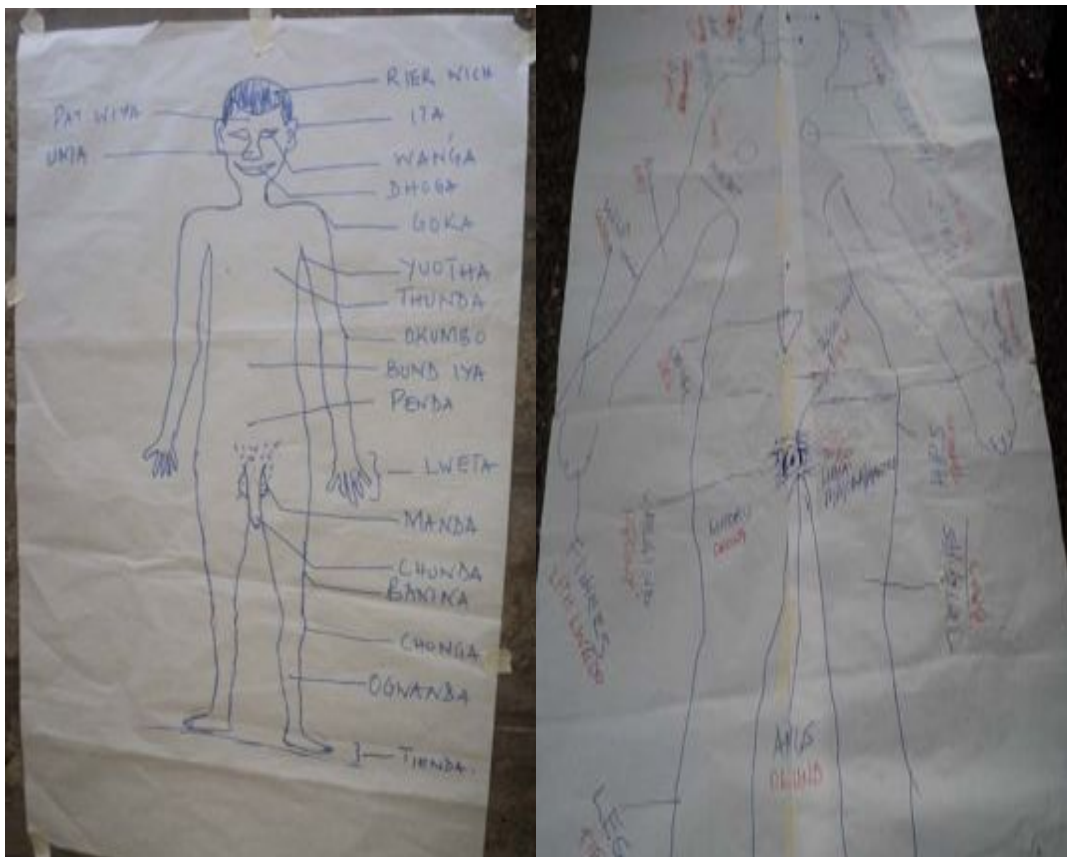
- Messages can either be exaggerated or reduced consciously or unconsciously.
- The longer the chain of verbal message the more distorted the message becomes.
- It is always good to use written messages than verbal.
- When passing the message using more than one language, it is not well understood.

THE LANGUAGE OF SEX

The language of sex exercise was conducted to Identify and clarify locally acceptable terminologies.

This exercise was elaborated more through body mapping for both men and women. Of which the participants were asked to draw a portrait of someone similar to them and name their body parts in the community.

BODY MAPPING



Naming the body parts in Local language by men and by women

Learning:

- Some participants were unfamiliar with some of the words used.
- Some participants found the exercise embarrassing especially when using local language.
- Every part of the body is useful during sex

NB: Generally the exercise was discussed with the intention of appreciating the different use of words in local language and emphasizing the difficulty one may encounter when carrying out the exercise at community level.

THE TASO GAME

Aims at helping people understand how quickly HIV can spread.

Lessons learnt

- HIV spreads very fast.
- One cannot tell who is infected unless they go for the test.
- Everybody is at risk of contracting HIV/Aids.

FACTS & FEELINGS ABOUT HIV

This exercise helped the participants to assess their own risks and to learn about how they may protect themselves from exposure in future. To explore myths, correct misinformation and accept the limitations of information.

All the facts on HIV/AIDS were facilitated and it came out clear that some of the participants were not conversant with the subject. A lot of information on the subject was raised and discussed in details by the participants.

Conclusion

Sexually transmitted diseases, Prevention of Mother to Child Transmission, voluntary medical male circumcision (VMMC) and use of ARVs were discussed at length.

FOLDING PAPER GAME

Lessons learnt:

- People understand instructions differently.
- We interpret things differently.
- One should analyze issues thoroughly before attempting.
- We should not work on assumptions.

CONDOMS

The participants were taken through the condom use to familiarize themselves with proper use of condom Participants were taken through a session on condom, they also had chance to participate in condom demonstration and the steps of condom use.



Older men group doing condom demonstration.

Observation

Most of the participants were familiar with the use of the condoms especially the male condom though some participants indicated that culture was a barrier to condom use. Female condom was a new learning concept to the participants.

Issues on Condom

- The female condom was found to be expensive and not easily accessed for most people.
- It was observed that female condom is difficult to use.

SPIDER'S WEB

Aims at reminding every one that each one is an important part of the group



Older women group doing spiders web exercise

Lessons learnt.

- For people to succeed they need to cooperate with each other.
- People should form strong net works to address their needs.
- Resource can be shared among the community and time can be saved for doing other things.
- We must be supportive of each other at all levels.
- One cannot achieve anything on his/her own.

POSSIBLE FUTURES

The Most likely Future, the less hopeful, the less likely future, the more hopeful.

This activity helped participants to think about the different possible futures for themselves, identifying the possible options through the analysis of the current action, presented in a character of their own peer and gender whom they create and act in the tableaux (Frozen scenes).

The tableaux were presented at the first full workshop meeting and were analyzed through discussions.

<i>Peer group</i>	<i>Most likely future which is less hopeful</i>	<i>Less likely future which is more hopeful</i>
Older women	Akinyi is a woman involved in alcohol drinking due to peer influence and idleness. She has sold most of her household items to drinking and her children are not able to go school. Her husband is fed up with her and he is seen chasing her away with her luggage.	Through counseling, Akinyi has realized her mistakes and opted to change for the better. She is seen reuniting with her husband and children in the presence of a counselor and a neighbor.
Older men	Otieono is a man involved in alcohol drinking due to peer influence. He involves himself into unprotected sex and ends up impregnating a young girl. He is seen denying the responsibility.	Otieno attended a SS workshop where he learned importance of condom use and communication. He is now seen using condom as a way of prevention.
Young men	Omolo is a jobless unmarried young man who involves himself in drug abuse and alcohol and ends up becoming a thief. He is seen seriously beaten and wounded. He has also involved himself in unprotected sex.	Through counseling, Omolo has realized his mistakes and opted to change for the better. He is already married and he is seen with his wife and children as he is giving his wife money. He is now responsible and has reformed.
Young women	Adhiambo is a sex worker in the community. She got involved in it due to poverty in her home. She is seen being isolated by her friends and being involved in unprotected sex for kshs 5,000.	Through counseling, Adhiambo has realized her mistakes and opted to change for the better. She is seen reuniting with her friends and being involved in knitting as an IGA.



Most likely future which is less hopeful tableaux for the older women.



Less likely future which is more hopeful for the older women

Learning

- No situation is permanent.
- No matter what situations we find ourselves in, we should not lose hope in life but should strive and work hard to succeed.
- We should encourage people to change for the better.
- Our decisions today will determine our future
- Behaviour change is a continuous process which requires commitment and practice.
- For change to take place effectively we t accept external interventions and psychological support.

NB: These were the realities at the community level.

HOPES AND FEARS

Participants came up with hopes and fears they have in their lives as follows:

Hopes

- Maintaining their marriages.
- Lead a happy and healthy life.
- Live longer and see grandchildren.
- To live a life without HIV/Aids.
- See that children and grandchildren have good health in life.
- Their girls get married.
- Good education for our children.
- Economic empowerment.

Fears

- Broken marriages.
- Unfaithfulness in their marriages.
- Poverty.
- Irresponsible husband.
- Fear of getting HIV/Aids.
- To be divorced.
- To be inherited.
- Death.
- Fear of forced marriage.
- Die before the children are grown up.

IF I WERE AN ANIMAL

With this game, the participants were expected to learn to critically analyze the behaviors of animals in relation to theirs.

Lessons learnt

- People have different characters.
- Each character is vital in one-way or another in the community.
- One's weakness can be strength to the other person.

LET'S LOOK DEEPER

The theme leads the participants to explore why we behave the way we do?

O HENRY!

Aims at helping people to realize the powers of the way in which we use language to communicate our feelings to others. Different uses of our voices combined with our bodies also communicate a lot to others.

Lessons learnt:

- One word can be expressed differently giving different meanings.
- We need to learn different variations of tones.
- Different expressions of words go together with our body languages.

EXPLORING WHY

This exercise helped the participants to consider situations, which involve sex and risk-taking in their own experience and to help them think of other ways of handling them through analysis of the circumstances.

All the peer groups came up with situations that can lead to sex through role plays which were further analyzed and broken down as follows: -

Factors that lead to risk sex

- Poverty.
- Peer influence.
- Influence of alcohol and drugs.
- Environment.
- Cultural practices/traditions e.g. wife inheritance, funerals e.t.c.
- Money.
- Polygamy.
- Social gatherings e.g. clubs, discos e.t.c.
- Ignorance.

ALCOHOL

Good things about alcohol

- Social cohesion.
- Brings income
- Used during traditional ceremonies.
- Feel good, high and jovial.
- Stimulation.
- Gives one courage and confidence.
- To release stress.

Bad things about alcohol.

- Misuse of resources.
- Deteriorates health.
- Can cause disability.
- Brings untidiness.
- Makes one lose appetite.
- Can lead to death.
- Can bring family conflicts and break ups.

- Lowers ones dignity.
- Can lead to addiction and taking other drugs.
- Can lead to the spread of HIV/AIDS.
- Brings poverty.
- Can lead to retarded development.
- Can make one lose jobs.
- Can lead to negligence of family responsibility.
- Cultivates violence and other crimes e.g. rape.
- Can bring lack of morals.

TRADITIONS

Participants came up with some of the traditions that facilitate the spread of HIV as follows;

- Chodo kode-Cleansing after a husband dies (The widow does sexual intercourse with a mad man before the real wife inheritor comes.)
- Tero (Wife inheritance.)
- Polygamy.
- Traditional circumcisions for both men and women(Kisii)
- A woman marrying another woman for children.
- Concubine.
- Traditional dances during ceremonies.
- Traditional birth attendance.

TOUCH SOMETHING BLUE

Lessons:

- We tend to look for resources from far while we have them with us.
- We mostly don't see our problems but see them on others.
- We can explore our potentials and where we have gaps we can seek for assistance.

MONEY

Money is important in day-to-day life. Money can be a source of happiness or can bring misery in our homes particularly if there is no consensus as regards budgeting.

Good things on money

- Offers security.
- Gives recognition/popularity.
- Creates friendship.
- Enhances respect.
- Brings love.
- Releases stress.
- Brings empowerment.
- Makes life better.
- Brings power.
- Brings courage and satisfaction.

Issues

- Access to money can lead to risky behaviour e.g. engaging in sexual activities.

- Lack of money makes people vulnerable to prostitution thus leading to the spread of HIV.
- That those with a lot of money and are infected can maliciously transmit the virus.
- Brings discrimination between the poor and rich.
- Can make one feel insecure.
- Money can bring misunderstandings at home where couples don't budget properly.
- Encourages use of harmful drugs.
- Can lead to corruption.
- Encourages polygamy.
- Can contribute to crime.

TESTING THE WATER

This exercise was conducted to assist the participants to reflect on their own most common patterns of behavior and to look at how their behaviour varies according to changes. The following definitions of characters were attained.

- A plunger is a person who goes straight into doing things without giving it much of thought. If a leader is a plunger, s/he runs the risk of making quick, hasty decisions, which at times can be destructive. But at times, making on-the-spot decisions can save a lot.
- A wader is a balanced character who likes consulting and deciding on issues from informed position.
- A tester takes relatively long to deliver, but makes a well thought out decision. Mostly the type analyses issues thoroughly.
- A delayer might never deliver. – Might never beat a deadline

Lessons learnt

- We need to think over an issue before undertaking it.
- We need to know the character of each person at the community level so as to accommodate each other to avoid conflicts.
- We all carry all these behaviour depending on the situations.

STATUES OF POWER

Statues of powers was to assist the participants look at the emotions we associate with power and how they affect them

Lessons learnt

- People tend to abuse their offices when in power.
- People in powerful positions tend to look down on the powerless.
- The powerless should also be accommodated by the powerful because each and everyone is important in one way or another.
- The people in powerful position fear to lose and therefore will do anything to protect the same.
- The powerless mostly feel envious about the powerful.
- There is need to share power through delegating responsibilities.
- The people in power should not despise the powerless.
- There is always hope for the powerless in life so they should not give up.

ATTACK & AVOID

The participants taken through this exercise to gain understanding of assertive and unassertive behavior, also to remind themselves of verbal and body language clues which can harm them and of attitude or type of behavior that affect others.

The participants were facilitated to identify themselves in relations to attack and avoid situations.

Reasons for attacking

- Clearing doubts.
- For self-defense.
- For revenge.
- To punish
- Hide the truth.
- To influence.
- To gain favour
- To correct

Reasons for avoiding.

- Maintain peace.
- For respect.
- Avoid stress.
- Avoid injury
- Get the truth
- For defense.
- To move away from shame.

Lessons learnt:

- Attacking some times humiliates.
- Attacking can lead to confrontation if the other person doesn't avoid.
- That we use the Attack and Avoid behaviour severally without our knowledge.
- We should know when to attack and when to avoid.

SAYING YES AND NO

Explores how we say No and Yes without being aggressive or submissive but instead assertive. Also helps people consider common situations to show the difficulties of being clear about people's wishes or intentions.

Saying yes.

- By keeping quite.
- By use of body language e.g. nodding.
- Being polite.
- Keeping promises.
- Through giving gifts.
- Accepting offers.

Saying no

- By insulting.
- Through physical expression.
- Refusing gifts.
- Giving false promises.

Lesson:

We should be clear with our intentions.

TAKING CONTROL

Looks at ways of taking or feeling in control which gives people confidence in handling difficult situations.

Why do we take control?

- Avoid conflicts.

- Avoid stress.
- Show off.
- Save the situation.
- Change ones behaviour.
- To express power.
- Maintain the status quo.
- To show responsibility.

How we take control to situations

- By first understanding the situation.
- Not taking sides but being fair.
- Acting responsibly.
- Applying different approaches to control a problem.
- Through commands and intimidations.
- By counseling.
- Taking a leading role.
- By being calm.
- Expressing ones needs assertively.

SUPPORTING OURSELVES TO REGAIN CONTROL

Participants analyzed how they could take responsibility for their own actions.

They went through the four-point plan as follows: -

1. Acknowledging what one has done.
2. Accepting responsibility for the action.
3. Acting appropriately to limit the damage done (asking for forgiveness).
4. Making sure that you don't repeat it again.

Conclusion

Participants acknowledged that they have difficulties in accepting their mistakes but promised to change their attitudes and apply the **four-point plan**.

TUG OF WAR AND PEACE



Tug of war between the young women and the young men.

- There is always a winner and a loser.
- The loser will seek revenge.
- There are blames.
- There are divisions.
- A lot of effort and different strategies are normally applied.

- There is less impact due to competition.

Tug of peace: -

- Everyone is a winner in the tug of peace.
- We all succeed in whatever we do by working together in the tug of peace.
- There is common ownership of success in the tug of peace.
- Everyone works towards one goal.
- There is commitment from everyone.



Tug of peace for participants.

OPENING A FIST

Helps people use assertiveness, manipulation, etc to persuade one into doing things.

Lessons learnt:

- It is not easy to convince an angry person (aggressor) to cool down.
- The persuader needs skills to convince the aggressor.
- The way the persuader acts to the aggressor will determine the next action to be taken by the aggressor.
- When one wants something he/she uses all the ways to get it.

Conclusion:

Participants noted that a community that is not ready to share and solve their problems is like a closed fist and the biggest challenge for the participants is the skills they will use to open the fist.

'I' STATEMENTS

To show how it is possible to face someone with whom you have a problem without either antagonizing them or withdrawing from the problem. To practice making non-judgmental statements.

Lessons.

- Free from specific demands and blame
- It opens up
- There is no condemnation when using the statement.
- I statement is solution oriented.
- It expresses personal feelings without accusations.
- It is a powerful tool to convince one to do something without forcing.
- Strengthens love and good relations in the family.

MANIPULATIVE SKILLS:

Was aimed at practicing manipulation and finding asserting responses.

How we express manipulative skills

- By lying.
- Pretending.
- Exaggerating.
- Giving gifts.
- Giving false promises.
- Forcing and threatening.
- Persuasion.
- Praising.
- Luring.

Reasons for manipulation.

- For personal gain.
- To avoid reality.
- Hide our weaknesses.
- To take advantage over someone, something or situation.
- To pin down others.
- To achieve a certain goal.
- To save a situation.

Dangers of manipulation

- Causes hatred.
- Lowers ones dignity.
- Cause separation.
- Can cause death.

2ND FULL WORKSHOP MEETING.

Members of the four peer groups met together to share their ideas and the participants realized that they shared the same concerns.

Each peer group presented two role plays the first one on exploring why people get involved in unsafe sexual practice. The second role play was where the person responds assertively and responsibly.

Below is the outcome of the role plays.

Peer Group	Exploring why	Exploring why revisited
Young women	Sharon is a young girl in school, who is involved with a sugar daddy because of poverty and peer influence. The sugar daddy lured her with money and gifts to unprotected sex. Later she gets STI in pregnancy and goes to stay with her Aunt.	Sharon attended SS workshop and got skills on Assertiveness. She later acted assertively and responsibly by refusing the money and the gifts from the sugar daddy and continued with her education.
Young men	Otieno is a young man who involves himself into drinking alcohol due to peer pressure. After getting drunk he is involved in unprotected sex with a commercial sex worker. Later he gets infected with STI.	Otieno attended SS workshop and got skills on Assertiveness. He later acted assertively and drunk responsibly. He used condom for protection.
Older women	Awino is an older woman in the Luo society who her husband died. The elders	Awino attended SS workshop and got skills on Assertiveness. She

	and her mother in-law find it wise for her to be inherited according to the culture and traditions of the community. She accepts and a man is brought to have sex with her for cleansing before the real inheritor is brought.	now acted assertively and responsibly by refusing to be inherited. Her mother in-law and the elders had no choice but to accept her choice.
Older men	Ochieng is an irresponsible older man who is involved in a relationship with his house help. He is seen having unprotected sex with her after his wife goes to work. He promises to increase her salary.	Ochieng attended SS workshop and got skills on Assertiveness. He now acted assertively and responsibly by getting a job and getting closer to his family. His relationship with the house help is broken.



A role plays of the young women / men on exploring why.

Conclusion.

From the role plays presented the following factors were found to influence unsafe sex.

- Culture and traditions
- Peer influence
- Money
- Alcohol
- Poverty
- Environment

Assertiveness and empowerment are the only ways to overcome these factors.

THE LONG JOURNEY

This activity supported the participants on the need to be prepare their wills and deal with difficult situations like coming to terms with their own death in a non-threatening way. It was conducted in a reflective excise and participants were asked to imagine that they were going on a journey in a month's time and they did not know when they would be come back to their homes – if ever.

They were then to answer the following questions:

- Who would you like to speak to before you go?
- What would you like to say to each of them?

- What would you like to do before?
- Who would you trust to look after your land and possessions well while you are gone?
- How would you ensure that your wishes were fulfilled in your absence?

This led the participants to the issue of will writing after accepting the reality of death.

Importance of a will was discussed as aimed to

- Ensure that conflicts do not arise after one dies.
- Ensure that there is security of property after death.
- Reduce stress over distribution of wealth when one is alive.
- Ensure that property goes to the right people.
- Ensure fairness in distribution of wealth.

Some issues arising from participants on will writing were as follows.

- That it is important for the will to be read during funerals.
- There should be witnesses when the will is being written.
- A will can be amended.
- Legal experts should be consulted during will writing.
- Oral wills are not much authentic.
- People fear to write will so mostly they wait until the last minute.
- A beneficiary cannot be a witness over a will.
- A will can be challenged in a court of law with valid reasons.

On a general note participants agreed that “Culture is the strongest impediment to socio development”.

MOBILIZATION PROCESS

Participants were introduced to the two types of mobilization i.e. Traditional (formal) and on spot. They gave examples of the kind of mobilizations they have been using at community level. The formal mobilization had already been done by EGPAF.

FIELD WORK.

The participants were exposed to 1 Day field work at Ayaro and Ogango. They were divided into two groups of 22 participants. The first group constituted (10 f, 12m) who went to Ayaro and 21(10f, 11m) went to ogango. The participants were given responsibilities as follows.

Ayaro Group.

Team leaders-

Daniel onyango kapesa

Florence oweje.

Peer group facilitators.

Young men:

Young women:

Older man:

Older women

Caroline Osik

Paul mboya

Caren opiyo

Other added facilitators.

Steve Biko, Vincent Oworo, Antoinette Angano, Rena Prisca and Dorcas Ayon.

Time keeper: Christine Odero.



On-spot mobilization at Ayaro Primary School during.

Ogango group

Team Leaders

Benedict ochieng

Fenny akinyi

Peer group facilitators.

Young men:

Biko Brave

Owiti

Young women:

Caroline Osik

Older man:

Older women

Owange Tobia

Jackline

Time Keeper: Edward Wamaya

The participants were taken through what was expected of them to do while at the field as follows.

- Conduct on-spot mobilization at the community level.
- Introduction of the community facilitators and the community members.
- Role plays Introduction of stepping stones as on the SS manual cover page. Where we have the four representatives of peer groups from the community (Young women, Young men, Older women and Older men)
- Let the community analyze the role play and get some learning.
- Divide the community into peer groups.
- At the peer level let the peer lead facilitator lead the session by doing introduction, ground rules, likes and dislikes.
- Do problem identification with the community.
- Prioritize the problems and come up with the main three

- Discuss the 3 problems at length looking deeper into Causes, how the problem relates to HIV/AIDS and solutions.



Older man doing their jig during the community meeting.



Younger men in group discussion.



Responses from Community Visit

The participants visit to the community was facilitated on how they would go through the on spot mobilization and facilitate the community engagement process.

Some of the Quotes used by participants to express how they felt about the community visit were:

- **“Tough times don’t last tough people do”**
- **“I am a filled basket”**
- **“I am informed and transformed”**
- **“A stepping stone is a stepping stone”**
- **“SS is a journey to the promised land”**
- **Better ways of identifying and solving problems**
- **There is light at the end of the tunnel**
- **Go ye to the community and spread the gospel of SS**
- **Skills Knowledge, comfort& confidence to clearer content**
- **I am reconstructed**
- **I am born a new**
- **SS is practicable “I” statement transforms**
- **I am a better person I can now apologize (one of the participants who swore that she had never apologized to anybody)**
- **I will now get married- Men are not bad it’s just a matter of communication**
- **SS helped me I am now a changed person**
- **“MWENDA TEZI NA ABC MAREJEO NI STEPPING STONES”**
- **“AWUORO NI KARA THEORY TEK TO PRACTICAL YOT MANA KAMA”**
- **“Stepping stones Where have you been all this time?”**

The statements above and more that we could not capture presented various climax points of the Community visit.

PREPARATION FOR POST WORKSHOP REVIEW

All the hopes and fears of the participants together with the workshop objectives they had raised on the first day were also reviewed and evaluated as follows: -

FEARS:	
Not understanding because of the language.	Cleared
The church neighbouring the hotel (free masons).	Cleared
Falling sick.	Cleared
The workshop will be hard to capture anything.	Cleared
Some participants will dominate during sharing.	Cleared
HOPES	
To be able to share experiences.	Met
Meet new friends.	Met
To learn about the constitution.	Not met
Learn more about groups.	Met
To be empowered politically, socially and economically.	Partially met
To learn on HIV/AIDS.	Met
Know how to implement stepping stone in the community.	Met
To do physical exercises.	Met
To acquire more knowledge.	Met
To learn new things in life.	Met
To know what stepping-stones is.	Met
Active participation.	Met
To be enlightened.	Met

Acquire skills to build the future.	Met
OBJECTIVES	
To equip participants with skills in stepping stones methodology.	Achieved
To take the participants through the stepping stone process and help them appreciate ways they can use the methodology to address their needs and vulnerability.	Achieved
To share facts and feelings on HIV/AIDS and safe sex and using stepping-stones approach to address issues in communication, gender and relationships.	Achieved
To enable participants understand the coping mechanisms adapted by individuals and community for the constraints arising from poverty, social exclusion, gender inequity and social norms.	Achieved
Empower participants to critically analyze their current behaviours and come up with possible options to change for the better using stepping-stones.	Achieved.
To enable participants come up with action plans for implementation of stepping-stones in their communities.	Achieved

Community members of Ogango in tag of war session



Community members of Ogango in tag of war session



Presentation of Certificates at the conclusion of the training by Rodgers Simiyu.

INDIVIDUAL PARTICIPANTS ANALYSIS TABLE

NO.	NAMES	✓ COMMENTS	REMARKS
1.	All names removed for confidentiality	<ul style="list-style-type: none"> ✓ Very active and compost ✓ Good mastery of the contents ✓ Good facilitation skills ✓ Fair knowledge of HIV 	Recommended for TOT
2.		<ul style="list-style-type: none"> ✓ Good in capturing the content of SS ✓ Good mastery of the content ✓ Needs support during facilitation as she has phobia to talk to a crowd ✓ Fair knowledge on RH issues 	Can be a wonderful co-facilitator in future
3.		<ul style="list-style-type: none"> ✓ Playful and not serious. ✓ Absented himself from some important sessions. ✓ Poor mastery of the contents 	Not recommended
4.		<ul style="list-style-type: none"> ✓ Ready to take responsibilities ✓ Has good facilitation skills ✓ Has knowledge on RH issues them. ✓ Has good mastery of the content 	Recommended for TOT
5.		<ul style="list-style-type: none"> ✓ . Composed and confident ✓ Needs to improve her facilitation skills. ✓ Should do a lot of practices to master the content 	. Can make a good facilitator but needs to do a lot of practices.
6.		<ul style="list-style-type: none"> ✓ Active and Highly informed. ✓ Can be a very good facilitator. ✓ A willing learner ✓ Has experience on HIV testing and counseling which is an added advantage for SS facilitator. 	Recommended for TOT
7.		<ul style="list-style-type: none"> ✓ Good facilitation skills ✓ A willing learner ✓ Good knowledge of HIV ✓ Good mastery of the content ✓ Has a very strong personality 	Recommended for TOT
8.		<ul style="list-style-type: none"> ✓ Willingness to support other facilitators ✓ Good mastery of the contents ✓ Highly knowledgeable on HIV issues ✓ Willing learner ✓ Can make a good facilitator 	Recommended for TOT
9.		<ul style="list-style-type: none"> ✓ Has a strong personality ✓ Willing learner ✓ Good mastery of the content ✓ Capable of giving technical support 	Recommended for TOT
10.		<ul style="list-style-type: none"> ✓ Highly knowledgeable ✓ Has a very strong personality ✓ Willing learner ✓ Good mastery of the content ✓ Capable facilitator 	Recommended for TOT
11.		<ul style="list-style-type: none"> ✓ Showed interest in the intervention ✓ Showed some remarkable improvement during the training ✓ Fair facilitation skills ✓ Good mastery of content. 	Recommended for ToT
12.		<ul style="list-style-type: none"> ✓ Very active in session ✓ Equally knowledgeable about HIV related issues 	Needs time to grow through support

		✓ Has a problem in facing a group	
13.		<ul style="list-style-type: none"> ✓ Have very good facilitation skills. ✓ Gets along with people ✓ He is comfortable with delivery ✓ Has mastered the contents very well ✓ Can also offer technical assistance to other facilitators 	Recommended for TOT
14		<ul style="list-style-type: none"> ✓ Good facilitation skills ✓ Good mastery of content ✓ Confident ✓ Can make a good facilitator 	Recommended for TOT
15.		<ul style="list-style-type: none"> ✓ Needs much encouragement. ✓ Has difficulty with sexuality issues. ✓ Fair knowledge on RH issues ✓ May work well with abstinence group but not most at risk. 	Not recommended
16.		<ul style="list-style-type: none"> ✓ Has very strong personality ✓ Good mastery of the content ✓ Takes her work seriously ✓ Outgoing and highly knowledgeable ✓ Good facilitation skills ✓ confident 	Recommended for TOT
17.		<ul style="list-style-type: none"> ✓ Demonstrated willingness to learn and get better ✓ Fairly good facilitation skills ✓ Fair mastery of content 	With practice and feedback, she can become a good facilitator
18.		<ul style="list-style-type: none"> ✓ Composed ✓ Highly knowledgeable ✓ Has strong personality ✓ Good mastery of the content ✓ Good facilitation skills ✓ Willing to offer support to other facilitators 	Recommended for TOT
19.		<ul style="list-style-type: none"> ✓ Highly experienced and proactive participant. ✓ Very social and outgoing. ✓ Provocative and willing to know more. ✓ Very knowledgeable on RH issues ✓ Was engaging during sessions for Learning of all. 	Recommended for TOT
20.		<ul style="list-style-type: none"> ✓ Demonstrated excellent facilitation skills ✓ Very comfortable with delivery ✓ Good mastery of content ✓ Could help in offering technical assistance to other facilitators 	Recommended for TOT
21.		<ul style="list-style-type: none"> ✓ Is very slow ✓ She is shy more so while in front of people but if encouraged she gets to move. ✓ Fair knowledge on RH issues ✓ Fair mastery of the content 	Needs support to be a good facilitator
22.		<ul style="list-style-type: none"> ✓ Active participant ✓ Has a lot of interest. ✓ Has strong traditional belief that may be detrimental to positive change. ✓ Has fair mastery of the content 	Not Recommended

23.		<ul style="list-style-type: none"> ✓ Showed interest in the intervention ✓ Showed some remarkable improvement during the training ✓ Fair facilitation skills ✓ Fair mastery of content. 	Needs to do more practices to become comfortable with materials
24		<ul style="list-style-type: none"> ✓ Demonstrated good facilitation skills. ✓ Showed enthusiasm and willingness to learn. ✓ Confident ✓ Showed some good understanding of RH issues. 	Recommended for TOT
25		<ul style="list-style-type: none"> ✓ Demonstrated willingness to learn and get better ✓ Fairly good facilitation skills ✓ Fair mastery of content ✓ outgoing 	With practice and feedback, she can become a good facilitator
26		<ul style="list-style-type: none"> ✓ A very active participant ✓ Has good analogies and competence in expressing himself. ✓ needs more information on HIV. ✓ Can offer support to others 	Recommended for ToT
27		<ul style="list-style-type: none"> ✓ A very open minded person always ready to participate in exercises. ✓ Quite knowledgeable, ✓ Have good facilitation skills ✓ Very confident 	Recommended for TOT
28		<ul style="list-style-type: none"> ✓ Is timid ✓ Is a bit inexperienced. ✓ Still needs to grow and gain experience from the field to be moved to the next level. 	Not recommended
29		<ul style="list-style-type: none"> ✓ Confident ✓ Fair understanding of reproductive health ✓ Fairly good facilitation skills ✓ Willing to learn and become a good facilitator 	Should practice more
30		<ul style="list-style-type: none"> ✓ Very open in sharing ideas ✓ Has a very strong personality ✓ Very good supporting others to understand ideas. ✓ Has good knowledge about HIV and AIDS. ✓ Has very good knowledge o RH issues ✓ She is capable to freely get along with others well 	Recommended for TOT
31		<ul style="list-style-type: none"> ✓ Too soft ✓ Fairly good facilitation skills ✓ Fair mastery of content ✓ Needs to put in more energy to make activities interesting ✓ Good understanding on RH issues 	Needs to practice more
32		<ul style="list-style-type: none"> ✓ Demonstrated fairly good facilitation skills. ✓ Showed enthusiasm and willingness to learn. ✓ Confident and knowledgeable ✓ Showed good understanding of RH issues. 	Needs to practice more to effectively facilitate the sessions
33		<ul style="list-style-type: none"> ✓ Too soft- not enthusiastic ✓ Fairly good facilitation skills ✓ Fair mastery of content ✓ Needs to put in more energy to make activities interesting and lively 	Needs to practice more and develop interest in the intervention

34		<ul style="list-style-type: none"> ✓ Have very good leadership skills ✓ Good mastery of the content ✓ Difficulty in dealing with sexuality issues. ✓ Can be mentored to be a very influential facilitator. 	Recommended for TOT
35		<ul style="list-style-type: none"> ✓ Slow and naïve. ✓ Needs more to be exposed more. ✓ Down to earth 	Needs more exposures
36		<ul style="list-style-type: none"> ✓ Very active in participation ✓ Always ready to share personal experiences which were very educative to the rest, ✓ Have good facilitation skills. 	Recommended for TOT
37		<ul style="list-style-type: none"> ✓ Slow and naïve. ✓ Needs more time to be exposed more. ✓ Down to earth 	Can be a good facilitator with adequate practice
38		<ul style="list-style-type: none"> ✓ showed a lot of interest in the intervention ✓ Willing to learn ✓ Very composed ✓ Fair mastery of content ✓ Needs to work on his facilitation skills 	With practice, he can make a good facilitator
39		<ul style="list-style-type: none"> ✓ Has very strong personality ✓ Has leadership qualities ✓ Highly knowledgeable ✓ Good mastery of the contents ✓ Willing learner ✓ Good facilitation skills 	Recommended for TOT
40		<ul style="list-style-type: none"> ✓ Composed and confident ✓ Needs to improve his facilitation skills. ✓ Fair mastery of the content ✓ Can make a good facilitator but needs to do a lot of practices. 	Should practice more
41		<ul style="list-style-type: none"> ✓ Showed a lot of interest in the intervention ✓ Willing to learn ✓ Very composed ✓ Fair mastery of content ✓ With practice, she can make a good facilitator. 	Needs to work on his facilitation skills
42		<ul style="list-style-type: none"> ✓ Showed a lot of interest in the intervention ✓ Is willing to learn and become a better facilitator ✓ Fair facilitation skills ✓ Very enthusiastic ✓ Fair understanding of reproductive health ✓ Fair mastery of content. 	Should do more practices
43		<ul style="list-style-type: none"> ✓ A person of very strong personality capable of getting along with people. ✓ Has very strong facilitation skills and can make a very good facilitator. ✓ Has also good mastery of the content. ✓ Could offer assistance to other facilitators. 	Recommended for TOT

FINAL LIST OF SHORTLISTED PARTICIPANTS FOR TOT

NAME	ORGANIZATION
------	--------------

Names removed from this version of report for confidentiality' sake

FACILITATORS RECOMMENDATIONS

1. The training should take the recommended time so as to avoid last minute rush. The- proposed period for the training should be 14 days.
2. Future training program EGPAF should organize for three day field visit to give participants enough time to practice
3. The venue was good but not for this kind of training. Next training should be in a spacious venue to give participants opportunity to explore and learn well.
4. Training for Managers of the organizations is necessary as expressed by the participants.
5. The identified participants should be equipped with facilitation skills
6. There is need to work on localized manual with localized energizers, songs and role play
7. The training should act as a continuing recruitment process to ensure commitment of participants
8. As participants roll-out the program, there is need for periodic support supervision sessions to the facilitators.
9. It would be important to have quarterly exchange meetings between the partners for experiential sharing and learning.
10. This kind of training requires that the facilitators be accommodated alongside participants for effective concentration and focus.

ACTION PLANS

YOFAK ORGANIZATIONAL WORKPLAN				
ACTIVITY	WHERE	WHEN	WHO	RESOURCES NEEDED
Feedback meeting	Yofak office - Oyugis	1st - 2nd August	Benedict & Steve	IEC materials,report
Mobilization	Kasipul Division	3rd - 17th August	Joan ,Eunice,Kester & Kapesa	Transport, airtime, theatre teams,public address system , drums & IEC materials
Sex workers	Oyugis town & Ringa			
Boda boda	Mikai & Kotieno			
Schools	Obisa & Agoro Sare			
	Kabondo Division			
Sex workers	Kadongo & Chabera			
Boda boda	Ramula & Othoro			
	East Karachuonyo Div'			
Sex workers	Kendu bay			
Boda boda	Kobala & Kendu bay			
Fishefolks	Obaria & Rambira			
	West Karachuonyo Div'			
Fishefolks	Ongoro & Remo			
Boda boda	oyuma & Pala			
Review Meeting	Yofak office - Oyugis	17th August	Ben & Steve	
1st community meeting/ Introduction	Kasipul Division	18th - 23rd August	Joan ,Eunice,Kester & Kapesa	Transport, airtime, theatre teams,public address system , drums & IEC materials
Sex workers	Oyugis town & Ringa			
Boda boda	Mikai & Kotieno			
Schools	Obisa & Agoro Sare			
	Kabondo Division			
Sex workers	Kadongo & Chabera			
Boda boda	Ramula & Othoro			
	East Karachuonyo Div'			
Sex workers	Kendu bay			
Boda boda	Kobala & Kendu bay			
Fishefolks	Obaria & Rambira			
	West Karachuonyo Div'			
Fishefolks	Ongoro & Remo			
Boda boda	oyuma & Pala			

Formation of peer groups	Kasipul Division					
Sex workers	Oyugis town & Ringa					
Boda boda	Mikai & Kotieno					
Schools	Obisa & Agoro Sare					
	Kabondo Division					
Sex workers	Kadongo & Chabera	24th Aug' - 14th Sep'	Joan ,Eunice,Kester & Kapesa	Transport, airtime, theatre teams,public address system , drums & IEC materials		
Boda boda	Ramula & Othoro		Olga, Osiemo,Juliet &Franck			
	East Karachuonyo Div'		Mary, Evans, Jaqueline,& Fred			
Sex workers	Kendu bay					
Boda boda	Kobala & Kendu bay					
Fishefolks	Obaria & Rambira					
	West Karachuonyo Div'		Ben, Antonett, Vincent,Phenny			
Fishefolks	Ongoro & Remo					
Boda boda	oyuma & Pala					
Review Meeting			14th Sep'			
Introductions to peer groups	Kasipul Division					
Sex workers	Oyugis town & Ringa		15th Sep' - 22nd Sep'		Joan ,Eunice,Kester & Kapesa	Transport, airtime, theatre teams,public address system , drums & IEC materials
Boda boda	Mikai & Kotieno	Olga, Osiemo,Juliet &Franck				
Schools	Obisa & Agoro Sare	Mary, Evans, Jaqueline,& Fred				
	Kabondo Division					
Sex workers	Kadongo & Chabera					
Boda boda	Ramula & Othoro					
	East Karachuonyo Div'					
Sex workers	Kendu bay					
Boda boda	Kobala & Kendu bay					
Fishefolks	Obaria & Rambira					
	West Karachuonyo Div'	Ben, Antonett, Vincent,Phenny				
Fishefolks	Ongoro & Remo					
Boda boda	oyuma & Pala					
HIV & safe sex	Kasipul Division	23rd Sep' - 7th Oct'		Transport, airtime, theatre teams,public address system , drums, IEC materials,vaginal &penile model ,condoms & tissue papers		
Sex workers	Oyugis town & Ringa		Joan ,Eunice,Kester & Kapesa			
Boda boda	Mikai & Kotieno					
Schools	Obisa & Agoro Sare					
	Kabondo Division					
Sex workers	Kadongo & Chabera		Olga, Osiemo,Juliet &Franck			
Boda boda	Ramula & Othoro					

	East Karachuonyo Div'		Mary, Evans, Jaqueline,& Fred	
Sex workers	Kendu bay			
Boda boda	Kobala & Kendu bay			
Fishefolks	Obaria & Rambira			
	West Karachuonyo Div'		Ben, Antonett, Vincent,Phenny	
Fishefolks	Ongoro & Remo			
Boda boda	oyuma & Pala			
Review Meeting	Yofak office - Oyugis	7th Oct'		
Why we behave the way we do	Kasipul Division	10th Oct' - 24th Oct	Joan ,Eunice,Kester & Kapesa Olga, Osiemo,Juliet &Franck Mary, Evans, Jaqueline,& Fred Ben, Antonett, Vincent,Phenny	Transport, airtime, theatre teams,public address system , drums & IEC materials
Sex workers	Oyugis town & Ringa			
Boda boda	Mikai & Kotieno			
Schools	Obisa & Agoro Sare			
	Kabondo Division			
Sex workers	Kadongo & Chabera			
Boda boda	Ramula & Othoro			
	East Karachuonyo Div'			
Sex workers	Kendu bay			
Boda boda	Kobala & Kendu bay			
Fishefolks	Obaria & Rambira			
	West Karachuonyo Div'			
Fishefolks	Ongoro & Remo			
Boda boda	oyuma & Pala			
Review Meeting		24th Oct'	Benedict & Steve	
Ways in which we can change	Kasipul Division	25th Oct' - 8th Nov'	Joan ,Eunice,Kester & Kapesa Olga, Osiemo,Juliet &Franck Mary, Evans, Jaqueline,& Fred Ben, Antonett,	Transport, airtime, theatre teams,public address system , drums & IEC materials
Sex workers	Oyugis town & Ringa			
Boda boda	Mikai & Kotieno			
Schools	Obisa & Agoro Sare			
	Kabondo Division			
Sex workers	Kadongo & Chabera			
Boda boda	Ramula & Othoro			
	East Karachuonyo Div'			
Sex workers	Kendu bay			
Boda boda	Kobala & Kendu bay			
Fishefolks	Obaria & Rambira			

West Karachuonyo

	Div'		Vincent,Phenny	
Fishefolks	Ongoro & Remo			
Boda boda	oyuma & Pala			
Review Meeting	Yofak office - Oyugis	8th Nov'	Benedict & Steve	
Final open commuinity meeting	Kasipul Division	9th - 16th Nov'		Transport, airtime, theatre teams,public address system , drums & IEC materials
Sex workers	Oyugis town & Ringa			
Boda boda	Mikai & Kotieno		Joan ,Eunice,Kester & Kapesa	
Schools	Obisa & Agoro Sare			
	Kabondo Division			
Sex workers	Kadongo & Chabera		Olga, Osiemo,Juliet &Franck	
Boda boda	Ramula & Othoro		Mary, Evans, Jaqueline,& Fred	
	East Karachuonyo Div'			
Sex workers	Kendu bay			
Boda boda	Kobala & Kendu bay			
Fishefolks	Obaria & Rambira			
	West Karachuonyo Div'		Ben, Antonett, Vincent,Phenny	
Fishefolks	Ongoro & Remo			
Boda boda	oyuma & Pala			
Review Meeting & Reporting	Yofak office - Oyugis	17th& 18th Nov'	CFs & Fos	Stationery

CARD ORGANISATIONAL WORKPLAN

ACTIVITY	WHERE	WHEN	RESOURCES NEEDED	RESPONSIBLE PERSONS	REMARKS
Feedback meeting	CARD Office	1 st August	Stationery and Office space	Edward, Belinda and Lidya	CARD are yet to post staff to their respective working areas
Mobilization, Screening and formation of peer groups	<u>DIVISION</u> Nyarongi Pala Riana Kobama Kobodo Ndhiwa	2 nd -4 th August	Stationery Transport Drums Refreshments Airtime Screening tool	Edward, Belinda and Lidya	
Stone 1. (session A-D)	Nyarongi Pala Riana Kobama Kobodo Ndhiwa	8 TH August- 2 nd September	Stationery Transport Drums Refreshments Airtime	Edward, Belinda and Lidya	
Review meetings	Ndhiwa Office	2 nd September	Stationery Office space Reports	Edward, Belinda and Lidya	
Stone 2. (session E-F)	Nyarongi Pala Riana Kobama Kobodo Ndhiwa	5 th - 16 th September	Stationery Transport Drums Refreshments Airtime Condoms Penile & Vaginal models Tissue Papers	Edward, Belinda and Lidya	
Review meetings	Ndhiwa Office	16 th September	Stationery Office space Field reports	Edward, Belinda, Lidya and C.F s	
Stone 3. (session G-J)	Nyarongi Pala Riana Kobama Kobodo Ndhiwa	19 th September - 14 th October	Stationery Transport Drums Refreshments Airtime Web strings	Edward, Belinda and Lidya	
Review meetings	Ndhiwa Office	14 th October	Stationery Office space	Edward, Belinda and Lidya	

			Reports		
Stone 4. (session K-N)	Nyarongi Pala Riana Kobama Kobodo Ndhiwa	17 th October- 11 th November	Stationery Transport Drums Refreshments Airtime	Edward, Belinda and Lidya	
Review meetings	Ndhiwa Office	11 th November	Stationery Office space Reports	Edward, Belinda and Lidya	

Action Plan for Upendo Widows Women group

Activities	When	Where	Resources	Who is responsible	Remarks
Feed back meeting	1st - 5 August 2011	Upendo Homa Bay	Stationary and office space	Caroline Osik	
Compleate Mapping exesice and meeting with gate keepers	8th - 12th August 2011		Stationary, air time, transport, refreshments	Joyce Kwamboka	Various where mapping exercise were not completed
Community Mobilization					
Stone 1	15th to 31st August	Town Location, Kanyada East, Kanyada West, Kochia East	Mannuals and camera transport, refreshments	Mayama, Joyce, Felix, Caroline, Evans, Charles	
Stone 2	1st - 15th September	„	„	„	
Stone 3	19th - 24th Sept	„	„	„	
stone 4	1th - 24				
Follow up Review meeting	25th Nov 2011	„	Stationary, air time, transport, refreshments	„	
Reporting feed back	Week 1		Stationary, air time, transport, refreshments	„	

Special requests

Older women's special: We the older women would feel happier if the Men take their responsibilities in the homes seriously because they have neglected their duties. We therefore suggest that we share the responsibilities together to develop our families.

Young women's special request; we the young women would feel very happy if the men would stop abusing us sexually because this ruins our bright future. We would request to be given opportunity to make our own future choices.

Young Men's special request: We young men we would feel happier if our young women would stop nagging which drives us away from our homes.

Older Men's Special request: We older men would feel happier if our women would be faithful to one husband.



WORKSHOP EVALUATION (Final round)

Details				
<p>How did you find the workshop in general?</p> <ul style="list-style-type: none">• Good.• Educative• Interesting/knowledgeable• Very successful• Very good• Excellent• Fantastic• Empowering.• Relevant to daily activities.• Educative and enjoyable.• Life challenging.				
<p>What were the most useful and least useful parts of the workshop?</p> <p>Most</p> <ul style="list-style-type: none">• Peer groups.• Facilitation methods.• Methodology used.• Real life situation activities.• Communication skills.• Fixed position and testing water.• The exercises used.• Facts and feelings on HIV/AIDS. <p>Least.</p> <ul style="list-style-type: none">• None.• Workshop duration was too short.				
<p>How could this be improved?</p> <ul style="list-style-type: none">• More time to be created.• More future trainings to be organized.				
<p>How did you find the training style and methodology used by the facilitators?</p> <ul style="list-style-type: none">• Good and interesting• Appropriate and relevant• Excellent• Motivating and friendly• Achievable and practical• Encouraging and enjoyable• Learner centered• Clearly understood• Participatory.				

Details
<p>Mention any other area that needs improvement as per the training content</p> <ul style="list-style-type: none"> • Time allocated for the workshop to be extended. • Workshop handouts to be issued.
<p>What are your plans when you go back to the community?</p> <ul style="list-style-type: none"> • Share the knowledge and skills of Stepping-Stones to others. • To implement what I have learnt. • Pass the SS concept to the community for behaviour change. • Facilitate SS to my family members, Youth, women and the community. • Help my community change the poor cultural practices

PRE-TEST AND POST TEST RESULTS

code	Pretest	Post test	Names removed for confidentiality
1	10	22	
2	12	30	
3	12	15	
4	14	17	
5	16	18	
6	10	32	
7	12	28	
8	10	24	
9	12	20	
10	14	15	
11	10	19	
12	14	8	
14	14	20	
15	15	20	
16	16	8	
17	14	20	
18	14	21	
19	20	30	
20	10	26	
21	6	9	
22	8	5	
23	14	22	
24	12	26	
25	14	17	
26	26	17	
27	10	20	
28	14	18	
29	10	18	
30	20	26	
31	14	22	

32	10	20	
33	14	26	
34	18	22	
35	22	15	
36	10	23	
37	16	29	
38	10	21	
39	10	9	
40	22	20	
41	10	13	
42	14	16	
43	10	32	
44	14	28	

SELECTED PARTICIPANTS FOR TOT

NAME	ORGANIZATION
------	--------------

Removed for confidentiality sake from this version of the report

CONCLUSION

In conclusion this training marked the beginning of a new step in a successfully implemented prevention strategy as conducted by those who have lived the process. It is our wish that all the participants who have attended this training shall have realized that stepping stones is here and they are now part of it. With the zest and courage they carried through the workshop it is our belief that we have opened an opportunity for this new team.

Thanks

Facilitating Team.