

The ‘Stepping Stones’ Training Package: User Survey

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DISTRIBUTION OF 'STEPPING STONES'

The international edition of the 'Stepping Stones' training package is distributed by Teaching-aids at Low Cost, from whom it may be ordered online (www.talcuk.org), by email (info@talcuk.org) or by fax: +44 1727 846852. Requests for free copies should be sent to the Series Editor, Strategies for Hope Trust: sfh@stratshope.org.

1. Introduction

Between January and April 2010 the Strategies for Hope Trust carried out a survey of users of its 'Stepping Stones' training package. This was done by emailing a two-page questionnaire (attached as Appendix A), with a covering letter, to 524 organisations on the SFH database that had been sent copies of one or more of the four components of the 'Stepping Stones' training package, in English or French, between July 2006 and August 2009.¹ The questionnaire and the covering letter were sent in both English and French.

The 'Stepping Stones' training package currently consists of:

- a 240-page manual (published 1995)
- a 70 minute-long workshop video (1995)
- a 140-page 'Stepping Stones PLUS' manual in CD format, in English only (2008)
- a 27 minute-long 'Stepping Stones Revisited' video in English only (2008).

90% of the organisations to which the survey form was sent are located in sub-Saharan Africa and the remainder in Asia and Latin America.

The aim of the survey was to obtain feedback from users of the 'Stepping Stones' training package on the following topics:

- who exactly has been using these materials
- with which groups the materials have been used, and in what numbers
- how the participants in these training sessions have perceived the materials
- what the participants decided to do after the training sessions, and
- how useful the materials have been to them.

Since all four components of the 'Stepping Stones' training package are usually used together, it was decided not to ask the respondents to provide information about each individual component.

¹ Many users of the 'Stepping Stones' training package have been provided with various language versions (e.g. Spanish, Portuguese, Swahili, Hindi, Bengali, Indonesian) or adaptations (e.g. the Pacific edition, the South African edition, the Namibian edition) produced by partner organisations of the SFH Trust. No attempt was made to contact any of these users of 'Stepping Stones', as this would have been logistically impossible.

2. Implementation

A total of 86 organisations submitted completed questionnaires to the SFH Trust over a period of four months. Since 524 organisations were sent the email and survey form, this amounted to a response rate of 16%, which is good for this kind of survey. 95% of respondents are from Sub-Saharan Africa.

3. Findings

The findings of the survey were as follows:

3.1.1 'Stepping Stones' materials received

Of the 86 respondents, 73 reported having received the 'Stepping Stones' manual; 51 the accompanying 'Stepping Stones' video; 20 the 'Stepping Stones PLUS' CD; and 11 the 'Stepping Stones Revisited' DVD.

3.1.2 Type of organisation

Most of the respondents described themselves as 'NGO', 'Community organisation' or 'FBO' (see Table 1). Within the 'Other' category, most respondents were from government institutions, who constituted 9% of the total respondents.

| Type of organisation | No. of responses |
|--------------------------------|------------------|
| Non-governmental organisation | 39 |
| Community organisation | 36 |
| Faith-based group/organisation | 21 |
| Faith community | 13 |
| College/university | 6 |
| Other | 14 |

3.1.3 Position in organisation

The positions held by the respondents are extremely varied (see Table 2). A large proportion of respondents ticked several of the positions, seemingly dependent on the type of organisation they work for. For instance, general positions such as director/coordinator/trainer were frequently selected along with other more organisation-specific roles (e.g. women's leader, faith leader).

| Position in organisation | No. of responses |
|--------------------------|------------------|
| Director/Coordinator | 52 |
| Trainer | 25 |
| Development worker | 22 |
| Health worker | 12 |
| Social worker | 12 |
| Community leader | 10 |
| Faith Leader | 9 |
| Teacher | 8 |
| Women's leader | 6 |
| Other (specified) | 18 |

Positions specified in the 'other' category included the following: advisor; programme manager; HIV/AIDS coordinator; president; chairman; consultant; monitoring and evaluation officer; developer of school curriculum; librarian; acting programme manager and information officer.

3.1.4 Groups with whom 'Stepping Stones' was used

The most common type of group using 'Stepping Stones' was 'Youth group', closely followed by 'Community group', and then by 'Women's group' and 'Faith community' (See Table 3). It is worth noting that respondents often classified their organisations under several categories.

| Groups with whom materials were used | No. of responses |
|---|-------------------------|
| Youth group | 54 |
| Community group | 52 |
| Women's group | 35 |
| Faith community | 30 |
| HIV group | 27 |
| Non-governmental organisation | 20 |
| College/university | 15 |
| Men's group | 14 |
| Sex workers' group | 12 |
| Other | 11 |

Groups specified in the 'Other' category consisted of: young civil servants; marines; servicemen and ex-servicemen; teachers; hospital staff; HIV-positive hospital patients; the general public; researchers; parents of youths; and children with disabilities.

3.1.5 Number of times 'Stepping Stones' was used

'Stepping Stones' was most commonly used between five and nine times, or less than five times (see Table 4). Among those who state that they have used 'Stepping Stones' more than 15 times, one organisation specified that they held 92 workshops per year. Another uses it every Friday throughout the year, and for others it is part of an on-going programme within their organisation.

| Number of times used | No. of responses |
|-----------------------------|-------------------------|
| <5 | 27 |
| 5-9 | 30 |
| 10-14 | 19 |
| 15+ | 11 |

3.1.6 Number of people involved in trainings

Responses indicate that large numbers of people are participating in 'Stepping Stones' workshops (see Table 5).

| Table 5: Number of people involved in trainings | |
|--|-------------------------|
| No. of people involved | No. of responses |
| <10 | 4 |
| 10-29 | 11 |
| 30-49 | 16 |
| 50-99 | 17 |
| 100+ | 37 |

On average, each organisation had used 'Stepping Stones' with an average of at least 100 people. Where exact figures are provided for the 100+ category, they range from 100 to 2223. One organisation even claims to have reached over 10,000 people over the last 6 years through 'Stepping Stones' workshops, but it is not clear how intensive the workshops actually were².

3.1.7 Views of participants in trainings

The responses demonstrate highly positive attitudes towards the 'Stepping Stones' materials (see Tables 6.1 to 6.4). Note: several organisations omitted to provide responses for all of the questions.

| Table 6.1: Thought-provoking | |
|-------------------------------------|-------------------------|
| Scale | No. of responses |
| 1 (<i>strongly agree</i>) | 56 |
| 2 | 3 |
| 3 | - |
| 4 | 1 |
| 5 (<i>strongly disagree</i>) | 3 |

| Table 6.2: Moving | |
|--------------------------------|-------------------------|
| Scale | No. of responses |
| 1 (<i>strongly agree</i>) | 38 |
| 2 | 22 |
| 3 | 4 |
| 4 | - |
| 5 (<i>strongly disagree</i>) | 1 |

| Table 6.3: Inspiring | |
|--------------------------------|-------------------------|
| Scale | No. of responses |
| 1 (<i>strongly agree</i>) | 54 |
| 2 | 10 |
| 3 | 2 |
| 4 | 1 |
| 5 (<i>strongly disagree</i>) | 1 |

² The 10,000+ figure has been excluded from the analysis.

| Table 6.4: Challenging | |
|--------------------------------|-------------------------|
| Scale | No. of responses |
| 1 (<i>strongly agree</i>) | 40 |
| 2 | 7 |
| 3 | 8 |
| 4 | - |
| 5 (<i>strongly disagree</i>) | 2 |

3.1.8 General trends

The responses to questions H, I, J and K were grouped into categories and listed according to their frequency. This made it possible to observe certain trends in the responses to these questions. These are listed in Tables 7-10 (below).

A small selection of quotes from the completed questionnaires is also provided for each question. The remaining quotes are listed in Appendix B.

3.1.8.1 Particular comments

It is encouraging to note that the most common responses indicate that participants' behaviour is being challenged by the use of 'Stepping Stones', with emphasis on issues at both individual-level and community-level (see Table 7). A high number of responses also indicates that 'Stepping Stones' is easy to understand and use, and this was frequently credited to the simple language employed. Nine responses indicated that 'Stepping Stones' has enabled people to discuss subjects (i.e. sex) that they would not normally feel comfortable about. Eight responses indicated that 'Stepping Stones' has had a positive effect on participants' relationships with their sexual partners.

| Table 7: Question H | |
|---|-------------------------|
| What particular comments did the participants in these meetings make about 'Stepping Stones'? | No. of responses |
| It encouraged participants to reflect on issues affecting themselves and their communities and challenged them to change their behaviour. | 36 |
| 'Stepping Stones' is easy to understand and use. | 17 |
| There is a need for more materials/more workshops. | 16 |
| Participants will share their experiences with others as a result of using 'Stepping Stones'. | 10 |
| 'Stepping Stones' is educative and corrects common misconceptions about HIV/AIDS. | 10 |
| The group exercises helped participants to join in, resulting in open communication and greater understanding of topics. | 9 |
| It helps participants to talk about subjects they would not normally feel comfortable talking about (i.e. sex). | 9 |
| 'Stepping Stones' has had a positive effect on participants' relationships with their partners. | 8 |
| 'Stepping Stones' challenged participants' attitudes towards women. | 7 |

| | |
|---|---|
| It is adaptable and can be used effectively in any community. | 6 |
| It is reducing the stigma attached to HIV/AIDS. | 5 |

Quotes (Question H)

Martha Nthenge, ESSIE - Education, Self-Sustainability and Improvement of Economy, as well as Good Health, Nairobi, Kenya

Some were encouraged to discuss issues openly without shying away. The exercises that you have given for groups to use encourage interaction, given that in the African society, especially at grassroots level, women are still shy to speak about things but when they sit together in such a setting they are encouraged to open up and thus breaking the ice and we all learn new things/experiences. After discussing with youth on sex matters and how to express themselves and say 'No' vehemently to sex until marriage, one youth said to the group, "I did not know that saying 'No' meaningfully does not expose one to physical abuse, but now I know."

Swira Pickmore, Ministry of Gender, Children and Community Development, Lilongwe, Malawi

"I felt very nervous when a condom was introduced in a lesson, but after watching the 'Stepping Stones' video of women demonstrating the use of a condom it became real to me" - this was a comment from one lady participant.

Immaculée Muhawe, CODEIPAE, Kigale, Rwanda

A young Christian said: "I thought that, as a Christian, I wouldn't be affected by problems about sex, but now I see that, in order to overcome temptations, I have to be concerned about it." A man said: "It used to be difficult for us to manage the household money, because whenever I received money I would spend most of it on alcohol and leave only about a quarter for my wife. But after the 'Stepping Stones' training I've realised that that attitude was destroying me and my family. I thank God that my wife and I went to the training. We've decided to manage all the household money together."

Martha Senth Kamara, National AIDS Secretariat, Freetown, Sierra Leone
'Stepping Stones' is adaptive to our local context, based on the issues addressed in the plays like wife inheritances, male dominance, alcoholism, sexual passion, polygamy, religious morals, relationships, poverty, teenage pregnancy, etc. and their implication for HIV/AIDS. Gender roles and community development are clearly portrayed. There is strength in unity. Women's participation in community projects helps in empowerment.

Lizwelethu Tshuma, Caritas Zimbabwe, Bulawayo, Zimbabwe

The manual and video show high levels of participation from the community groups. Even the reserved people are provoked into talking on HIV and AIDS. Exercises found in the 'Stepping Stones PLUS' CD cultivate active participation and highlight areas of decision making for the community. Some participants did not know that they had all the rights to decide on issues affecting them in life. The manual brings out facts about HIV and AIDS in a very unique way. It encourages togetherness in planning and making decisions. It also allows participants to bring out their views about issues. It does not dictate what should be done but participants learnt through working in groups.

Mirriam Makwembere, Young Africa Skills Centre, Chitungwiza, Zimbabwe

Issues of sexuality are not easy to just discuss, especially in the African culture, but the use of the 'Stepping Stones' as a tool helped a lot. The tool provides a starting point for any discussion on any topic one might pick. I remember very well session 'F' in the 'Stepping Stones' manual on the topic on condoms. It was not easy for the facilitator to just start but the use of a video clip helped. Students later agreed that the use of condoms was a way of stopping the spread of HIV so, culture or no culture, one should be in a position to decide what she wanted with her life when it comes to decision about staying safe from the virus.

3.1.8.2 Actions planned or taken after trainings

Responses indicate that many organisations decided to organise meetings in their communities and to share with others the knowledge they had gained from using 'Stepping Stones' (see Table 8). A number of respondents expressed the wish to start using drama and dance as a means of communication.

| Table 8: Question I | |
|--|------------------|
| What did the participants in these meetings decide to do after using the material? | Responses |
| Organise regular meetings/study groups/action groups/support groups in all areas of their communities (schools, youth groups, churches, women's groups) for raising awareness on HIV/AIDS. | 33 |
| Share the knowledge and experiences they have gained from using 'Stepping Stones' with others. | 31 |
| Train themselves and others as peer educators/counsellors. | 18 |
| Change their behaviour to become role models. | 13 |
| Use drama/dance as a means of communicating the messages in 'Stepping Stones'. | 12 |
| Change their attitudes towards people living with HIV and give support to them in their communities. | 11 |
| Request more copies/print their own copies of 'Stepping Stones' manuals/CDs/DVDs for others. | 9 |
| Go for voluntary counselling and testing. | 7 |
| Organise campaigns to address HIV/AIDS issues in their communities. | 4 |
| Disclose their HIV-positive status. | 3 |
| Practise safer sex by using condoms. | 3 |
| Submit proposals for funding. | 3 |
| Empower young women and encourage them to be assertive (i.e. say 'No' to sex). | 3 |
| Translate into local languages | 2 |

Quotes (Question I)

Capitaine Damier Kajangu Prosper, Garnison militaire 8e Région militaire, Goma, DR Congo

We decided to sensitise our military brothers, who are still raping the population, who are left to their fate. If we continue with those practices, we are violating ourselves. We have to encourage hearts of pity amongst our brothers and forgiveness amongst the families affected by rape or sexual violence during the wars in eastern Congo. We have to ask our brothers who have committed rape and have since left the armed forces to go to the churches and ask for forgiveness from our people and from God.

Matinda Malou Echeni ASCODER asbl, Sud-Kivu, DR Congo

Everyone decided to take an HIV test (in 2009, out of 400 people referred to the clinic, 298 were tested). A committee of young single mothers have created an agricultural area for the community.

Westone Mutale Bowa, Afya Mzuri, Lusaka, Zambia

The male participants resolved to involve women in monthly budgets. The female participants resolved to be open with their husbands in sexual matters and said that they would now be free to initiate sex in their homes.

Miriam Makwembere, Young Africa Skills Centre, Chitungwiza, Zimbabwe

I remember vividly Session L: 'Let's Change ourselves' because it was used by one student to come out in the open on his status. The 'Stepping Stones' manual is used as a tool that educates those infected and affected by the AIDS pandemic. One of our students who is living positively with HIV had a presentation after one of the lessons. He gave a brief testimony on his personal feelings as a person who is living positively as well as how it has been so far in the community in terms of support from other people. He thanked YASC for affording him an opportunity to acquire skills and to interact with others regardless of his status. However, he said that the community was still divided and that a lot of stigma still existed in his eyes. His words and the topic 'Let's change ourselves' gave the participants a moment to reflect on what exactly they were doing to stop AIDS and to support the infected. To those students and staff from YASC who attended this lesson, it was touching, especially when they heard a presentation from one of their students and colleague. They all decided on ways to stop stigma, starting with the 'I' statement.

3.1.8.3 Usefulness of 'Stepping Stones'

The usefulness of 'Stepping Stones' has been found to be remarkably high, with 71 rating it as 'very useful' and no respondents rating it 'not at all useful' (see Table 9).

| Usefulness (scale 1-5) | No. of responses |
|-------------------------------|-------------------------|
| 1 (<i>very much</i>) | 71 |
| 2 | 7 |
| 3 | 2 |
| 4 | - |
| 5 (<i>not at all</i>) | - |

3.1.8.4 Future plans for use of 'Stepping Stones'

The overwhelming majority of respondents planned to continue using 'Stepping Stones' as their primary training tool, often with different social groups (see Table 10). Many respondents also planned to promote the 'Stepping Stones' materials in various ways, e.g. by lending them to other groups or translating them into local languages.

| Table 10: Question K | |
|---|-------------------------|
| What are your future plans for using this and/or other 'Stepping Stones' materials? | No. of responses |
| Continue to use 'Stepping Stones' as the primary training tool. | 52 |
| Work with different social groups (taxi-drivers, soldiers' wives, faith groups, youths etc). | 16 |
| Lend the materials to interested parties (schools, youths, community organisations). | 12 |
| Translate the material into local languages. | 6 |
| Pass on the knowledge of how HIV is transmitted and how it is prevented. | 4 |
| Reproduce the materials for further distribution. | 4 |
| Go for/promote voluntary HIV testing. | 3 |
| Use 'Stepping Stones' as a guide for developing the school curriculum/lessons. | 3 |
| Integrate 'Stepping Stones' with local programmes that have already been put in place. | 3 |
| Adapt the materials to be more culturally suitable and effective. | 2 |
| Use 'Stepping Stones' to help staff understand the HIV policy in their workplace. | 1 |
| Use 'Stepping Stones' materials to re-focus the direction their work: strategy and operational plans and progress measurement | 1 |

Quotes (Question K)

Hermione Baptiste, Ministry of Education, St. George's, Grenada

As I develop and revise our school's curriculum, I will include the information within the manual. Presently I am actually putting together the curriculum and I have included the subject 'HIV/AIDS' within the theme 'Sexuality and Sexual Health'. At the end I will continue training of teachers.

Danny Gondwe, Plan, Kasungu, Malawi

In future the material will be used in schools for students to learn because that's where most of the problems are raised. The same materials will be used in Parent Education & Life Planning Skills Sessions for parents and youths. There are intentions to establish resource centres in our communities. The other thing is to have the material translated in our vernacular language for effective communication with members who are not able to read or hear English language.

Martha Senth Kamara, National AIDS Secretariat, Freetown, Sierra Leone

Our institution is planning with the permission of Strategies for Hope to: 1) reproduce the film for at least 100 communities, 2) translate the film into local languages, 3) compile these role plays into a documentary, 4) work with other

partners to adapt this approach to participatory workshops for all HIV/AIDS sessions, 5) engage people living with HIV to adapt some of the skills portrayed in this video like empowerment, negotiation in relationships and participation.

Christopher Aheebwa Kiiza, Kabarole Research & Resource Centre, Fort Portal, Uganda

Our main plan is to harmonise our workplace HIV policy with our community activities. The HIV workplace policy is still not so well understood and we must ensure that the staff understand it. The 'Stepping Stones' materials are important for provoking staff to think beyond what they (think they) know about HIV at the workplace and the communities we serve. The organisation arranges staff spouses' outings where we shall also incorporate some of the training content.

Tendai Masumba, Zimbabwe Parents of Handicapped Children Association, Bulawayo, Zimbabwe

If funds permit, ZPHCA will continue training parents, youths and children living with disabilities and other people living with disabilities in issues around HIV/AIDS, as they are left out and never get the information. It was requested that the 'Stepping Stones' material be translated into Braille.

3.1.8.5 Criticisms

One respondent (**Isaac Kakule Muyonga, DRC**) felt that, whilst 'Stepping Stones' is relevant to people in rural areas, it did not give an accurate representation of the realities of living in an urban area, and as such was not entirely successful in reaching out to people in cities and towns.

Jones Chamangwana in Malawi remarked that the workshop participants did not take the role-play exercises sufficiently seriously: *Players were not much serious regarding the importance of the topic.*

One respondent, **Peter Wright, in Sierra Leone**, reported that some 'Stepping Stones' workshop participants felt that the condom demonstration outdoors (shown in the workshop video) was provocative: *Some feel it can be done in close doors but not in the open.*

3.1.8.6 Suggestions and requests³

A total of 24 respondents (28% of the total) requested additional copies of 'Stepping Stones' materials. For example, **Jones Chamangwana in Malawi** reported that, after the initial training, all the participants requested a copy of the 'Stepping Stones' manual for themselves, to help them carry on the work in their various communities.

Nine organisations requested support in the form of video equipment (player,

³ In addition, Amandine Bollinger, who manages the 'Stepping Stones' Community of Practice for the Salamander Trust, reports that many users of 'Stepping Stones' perceive the lack of funds and training equipment (e.g. computers and DVD players) as a significant constraint on their capacity to use 'Stepping Stones' as widely as they wish. She also reports that there is also a serious shortage of experienced 'Stepping Stones' trainers in francophone countries.

screen, computer, generator). Eight organisations requested support in the form of training courses, and four wanted more opportunities for exchange visits.

Nine respondents requested copies of 'Stepping Stones' in African languages and one organisation requested a Braille edition. Two suggested that 'Stepping Stones' could be used through community radio.

One respondent suggested that the language of the 'Stepping Stones' manual should be adapted to the needs of children, young people and the elderly.

3.1.8.7 Other comments on 'Stepping Stones' (Question L)

Some general comments on 'Stepping Stones' were as follows:

César Ahouantchede, Espoir de la famille, Porto Novo, Benin

'Stepping Stones' is a communication tool for behaviour change. It's an indispensable tool because of the different topics it addresses. Its participatory approach has enabled our organisation to work more effectively against the AIDS epidemic through the involvement of the beneficiaries themselves in our various activities.

Matthew Mattam, CYDA, Pune, India

The 'Stepping Stones' manual is one of the best manuals I have ever come across. It has changed my life and lives of many who come across this training. We at CYDA have taken 'Stepping Stones' as a commitment and reached over 10,000 people over the last 6 years. 'Stepping Stones PLUS' is also equally good.

Célestin Rubura, Programme DERN, Ruhengeri, Rwanda

If funds permitted, it would be helpful if 'Stepping Stones' could be translated into different languages, for example Kinyarwanda. This would allow for greater accessibility by a larger audience without the need of an interpreter who can often distort what the authors are actually saying.

Muheka Sedrack Masereka, Pastors Mountain Satellite Network-Integral Mission, Kasese, Uganda

The training package on HIV/AIDS has helped us in our relationship skills and giving us ideas of practical action. We can now plan together, and discuss income-generating projects that can support individuals and communities as a result of the HIV/AIDS training package. Watching the video has helped couples to recognise the differences between their interpretations of love in their marriage relationship. The materials have transformed the traditional practices in our community and there is a great demand to overcome traditional practices that cause the spread of HIV/AIDS. The training manual helped married couples and other sexual partners not to put their partner at risk. Partners now suggest about sexual issues, to use condoms or when they want children. The materials have improved our care and support of those who are sick and at risk of HIV. Today men can say 'where can I buy a condom?' which was a big problem for the old men to mention, but now it is easy to say a condom. And women now say publicly 'how can I stop getting pregnant?' People now agree to go for diagnosis and need to prevent HIV/STDs and they ask for treatment.

Westone Mutale Bowa, Afya Mzuri, Lusaka, Zambia

'Stepping Stones' is a very good tool for dealing with human behaviour. The journey that it takes the participants on in the training is very helpful in character building.

4. Conclusions

The feedback received on the 'Stepping Stones' training package through this survey has been particularly positive. A few participants suggested that small aspects of 'Stepping Stones' could be improved, but there were no major criticisms of the materials.

The responses to this survey demonstrate the wide range of circumstances in which 'Stepping Stones' is being used. Organisations using the materials include non-governmental organisations, community groups and faith-based organisations; government institutions account for 9% of users. The organisations with whom 'Stepping Stones' is used range from youth groups, to women's organisations, to groups of sex workers.⁴

On average, each organisation responding to the survey had trained at least 100 people through several workshops using 'Stepping Stones', and more workshops were planned. However, 28% of respondents remarked that they needed additional copies of the 'Stepping Stones' materials.

The report shows that 'Stepping Stones' challenges behaviours and ways of thinking within a community by creating opportunities for dialogue among and between women and men, both young and old. It has been particularly useful in tackling violence against women⁵ and alcohol abuse, which are often associated with HIV transmission.⁶

Respondents found 'Stepping Stones' easy to use and understand: *This manual is an eye-opener and should be provided to many people to lessen the training burden, for it has the best illustrations and is easy to understand and the language is superb, not too difficult for the illiterate.* **(Chrispo Mwaleh, Care & Restoration of Education Status on Poor AIDS Orphans, Nairobi, Kenya)**

A remarkable feature of 'Stepping Stones' is its power to instil people with self-confidence. Using 'Stepping Stones', participants felt comfortable in talking about subjects that they would not normally discuss. 'Stepping Stones' encourages participants to communicate effectively with one another, and for sexual partners to talk about sex with each other. For women, this was especially encouraging because it is generally absolutely taboo for a woman to raise matters about sex

⁴ Amandine Bollinger of the Salamander Trust reports that 'Stepping Stones' (or locally adapted versions) is also used in prisons (India), in schools (Central America) and with communities where injecting drug use is common (Myanmar, Eastern Europe, Central Asia).

⁵ A recent WHO report cited 'Stepping Stones' as one of only two community-based programmes recognised to have an effect on reducing gender violence in communities.

⁶ Although there is as yet no formal evidence base on the links between alcohol and HIV, there is a widespread convergence of informed opinion that these links exist.

with her husband. A respondent in Nairobi, Kenya stated: *Talking about sex and use of condoms is not easy among couples but this encouraged them to discuss openly. I have been able to discuss openly with my husband how he can stop over-drinking and the use of condoms, and he is for the idea. As a result we are living in harmony once again.*

Another key finding is that, after using 'Stepping Stones', many people decide to continue meeting as groups to continue their learning experience and to share their knowledge and skills with other members of the community. Some 61% of respondents planned to continue using 'Stepping Stones' as their primary learning tool about issues such as gender, sex and sexual behaviour, communication between sexes and age groups, and HIV and AIDS. To do this, they had decided to organise regular meetings for members of the community aimed at various groups of people such as children, women, Christians, teachers, taxi drivers, and soldiers' wives, using 'Stepping Stones' as their primary training tool.

In addition, several participants reported lending their copies of 'Stepping Stones' to other people and organisations. Others planned to translate the documents into local languages and to reproduce them for wider distribution. Further uses of the materials included integrating them into local programmes that have already been set up and using 'Stepping Stones' as a guide for developing the school curriculum.

Whilst plans were directed towards education and sensitisation, participants also committed themselves to supporting people living with HIV within their communities. More personal decisions were also made in relation to participants having themselves tested for HIV, negotiating for and practising safer sex, and feeling sufficiently safe in their communities to disclose their HIV-positive status. These latter decisions demonstrate that participants have understood that HIV and AIDS are real and that they affect everyone. Even more importantly, rather than simply talking about AIDS, they are now becoming more actively involved in well informed, community-based responses to the pandemic.

STRATEGIES FOR HOPE

FEEDBACK ON 'STEPPING STONES' MATERIALS

Please put a cross beside your answers

(E.g. Stepping Stones training manual X)

and type in your answers or comments where asked to specify. Thank you.

A. Which 'Stepping Stones' material are you reporting on? *(Please cross as many answers as appropriate.)*

- Stepping Stones training manual
- Stepping Stones workshop video ...
- Stepping Stones Revisited video
- Stepping Stones Plus CD manual ..

B. How would you describe the organisation in which you are involved? *(Please cross as many answers as appropriate.)*

- non-governmental organisation
- faith community
- faith-based group or organisation ...
- college or university
- community organisation
- other *(please specify):* ...

C. What is your position in this organisation? *(Please cross as many answers as appropriate.)*

- development worker
- women's leader
- faith leader
- health worker
- trainer
- community leader
- teacher
- social worker
- director/coordinator
- other role *(please specify):* ...

D. With whom have you used this material? *(Please cross as many answers as appropriate.)*

- community group
- women's organisation
- faith community
- youth group
- self-help group of people with HIV ..
- women's group
- men's group
- sex workers' group.....
- college or university
- non-governmental organisation
- other *(please specify):* ...

E. How many times have you used this material with a group? *(Please cross)*

- Less than 5 times
- 5 - 9 times
- 10 - 14 times
- 15 or more times *(please specify): ...*

F. How many people, in total, have taken part in these meetings? *(Please cross)*

- Fewer than 10
- 10 - 29
- 30 - 49
- 50 - 99
- 100 or more *(please specify): ...*

G. What did the participants think of the material? *(Please discuss this question with the participants and enter a number for each line.)*

1 = "Strongly agree; 5 = "Strongly disagree".

- Thought-provoking
- Moving
- Inspiring
- Challenging

H. What particular comments did the participants in these meetings make about the material? *(Please type in your answers, and if possible, please use direct quotes, and mention which material. Use as much space as you like.)*

1

2

3

4

I. What did the participants in these meetings decide to do after using the material? *(Please type in your answers, and use as much space as you like.)*

1

2

3

4

J. On a scale of 1 to 5, how useful is this material to your organisation? *(Please mark as appropriate with a cross.)*

1 = "Very much"; 5 = "Not at all".)

- 1
- 2
- 3
- 4
- 5

K. What are your future plans for using this and/or other Stepping Stones materials? *(Please type in your answers, and use as much space as you like.)*

L. If you have any other comments about this material, please write them here. *(Please type in your answers, and use as much space as you like.)*

PERSON COMPLETING THIS QUESTIONNAIRE (please type in details):

NAME:

ORGANISATION:

ADDRESS:

COUNTRY:

TELEPHONE/FAX:

EMAIL ADDRESS:

Thank you very much for taking the time to answer these questions. Your experiences and opinions are of great importance to us.

Please return this to: [**sfh@stratshope.org**](mailto:sfh@stratshope.org)

APPENDIX B

Additional Quotes

Appendix B (i)

Question H: What particular comments did the participants in these meetings make about Stepping Stones?

César Ahouantchede, Espoir de la famille, Porto Novo, Benin

L'outil de travail 'Parcours' est un outil très important en matière de la formation sur le VIH et la gestion des relations humaines au sein d'un groupe de personnes. D'abord, il aborde presque toutes les questions d'actualité relatives à la santé sexuelle et reproductive et les différents problèmes qui mènent toutes les couches et en particulier la couche juvénile. Cet outil a mis un accent particulier sur les jeunes, qui de part leur curiosité et la non maîtrise de soi adoptent des comportements favorable à la transmission et la propagation du VIH et des Infections Sexuellement Transmissibles. ... De nos jours, beaucoup de jeunes ont attrapé le VIH à cause de l'alcool. De même beaucoup de mariages sont détruits et beaucoup de familles ruinées à cause de l'alcool. En suite, après le film documentaire sur la démonstration du port correcte du préservatif, les participants sont étonnés de voir une banane plantain remplacer le pénis en bois ou le phallus. Chez nous, personne ne savait qu'on pouvait aussi utiliser la banana pour démontrer le port correct du préservatif.

Célestin Compaore, SOS/Jeunesse et Défis, Ouagadougou, Burkina Faso

«C'est un outil qui nous incite à réfléchir nous même sur nos propres problèmes et de travailler à trouver une solution» déclare un PVVIH lors d'un groupe de soutien.

André Choubeu, Fédération National des Réseaux d'Association de la Jeunesse, Douala, Cameroon

Au vu de tout ce qu'on a vu dans les cases et l'expérience au quotidien des personnes vivant avec le virus, le préservatif est-il sûr ? N'a-t-il pas de limite? Nous apprécions hautement il est temps de parler car dans nos familles camerounaise, aussi bien que dans les églises, le sexe est un sujet tabou. Aussi beaucoup de jeunes s'aventure par harcèlement, par curiosité ou par envie d'être comme celles de leurs camarades émancipées et dites épanouies par leur compagnie de petits amis comme on le dit ici. Les stratégies adoptées pour un réel dialogue franc dans le couple nous inspirent profondément car dans notre pays (Cameroun), il existe de nombreux cas de séropositifs décédés qui ont caché leur statut à leurs épouses, lesquelles sont mortes peu après. Nous étions depuis le 1er Février 2010 dans la semaine des préparatifs de la 44ème édition de la Fête de la Jeunesse au Cameroun le 11 Février. Nous avons pu ainsi rassembler beaucoup de jeunes qui ont établis un programme pour visiter leurs groupes de jeunesse locale et leurs églises avec les outils pour parler de ce sujet délicat dont plusieurs aspects leur sont encore inconnus.

Tapoko Maximin Le Doux, Association Pour le Développement et la Paix, Douala, Cameroon

L'outil de travail est bon pour l'action contre le VIH/sida; il est indispensable pour la formation et le renforcement des capacités de nos animateurs. Les différents jeux ainsi que les thèmes abordés permettent de renforcer le travail sur le terrain. Satisfaits malgré la longueur des séquences. De tels supports devraient être multipliés et ventilés dans toute l'Afrique sous saharienne afin que les populations soient davantage éduquées pour le changement de comportement.

Capitaine Damier Prosper Kajangu, Garnison militaire 8e Région militaire, Goma, DR Congo

Ce livre nous a montré comment on peut quitter la paresse ou pauvreté en créant nos propres emplois AGR (activités génératrices de revenus): préparation des bières ou boissons traditionnelles, les ateliers de coutures, fabrication des briques ou blocs ciments, ne citant que les exemples inspirés dans ce livre. 'Parcours' nous a sérieusement édifié en nous montrant comment nos jeunes enfants reçoivent des grossesses indésirées suite aux misères au niveau des classes cherchant le moyen des transports par exemple. Le contenu du livre est clair, simple et facile à exploiter même sans film cassette ou CD et les gens vont comprendre sans beaucoup de peines ni difficultés. Dans notre milieu où règne le sous-développement, ce livre est très bien adapté suite aux nombreux exercices, exemple typique, les jeux de rôle.

Eddie Ndungi, Tabernacle Sifa AIDS Ministry, Kinshasa, DR Congo

Participants said that the 'Stepping Stones' manual and video are worth using in HIV and AIDS trainings because they deal with HIV and AIDS taking under account sensitive issues such as gender, communication and relationship among people within the community. Participants claimed to be well empowered using both the 'Stepping Stones' manual and video because they promote in-group participatory methodology. Participants think that the 'Stepping Stones' manual and video are well conceived to be used in any African context whatever the country where they have to be used.

Etienne Kibasomba Luhire, EVAS (Equipes des Volontaires contre le Sida), Goma, DR Congo

Si on profite de ces types de formation ou ateliers, les jeunes de la RDC ne devront pas être si pauvre et misérable ni paresseux qu'ils le sont actuellement, mais alors, ils devront être riches en connaissance. Il est à cause du manque de ce genre de réunion des jeunes, que nous continuons à persister dans a) l'ivrognerie et l'alcoolisme; b) fumer la cigarette ainsi le chanvre; et c) la sexualité exagérée avec risque d'attraper les IST/VIH/Sida. Mais grâce à de tel atelier de formation, nous recevons une bonne conduite éducationnelle, nous permettant de considérer l'importance de la femme, surtout en découvrant que «celui qui éduque une femme éduque toute une notion» ainsi nous seront très bien redressés.

Emerth Masiki Kavira, Centre des Formations Féminine (CFF), Goma, DR Congo

La tradition Africaine nous est encore rappelée au cours de cet atelier réunissant les femmes au Centre des Formations Féminine. La tradition nous dit (pour certain tribut de la RDC):1) La femme ne doit pas prendre l'alcool ni se mari au petit frère de son mari. 2) La femme ne doit pas faire l'amour qu'avec son propre mari légitime et ne doit pas parler dans les réunions des hommes. 3) La femme doit s'occuper seulement des travaux des champs et amènera tout l'argent à l'homme même si celui ne travaille pas. 4) Ne doit jamais porter un pantalon pour n'est pas se comparé jamais à l'homme qui est son mari: elle doit être trop soumise, obéissante et polie envers son mari. Ne citez que cela. Alors, nous voyons que: l'émancipation de la femme Congolaise et la parité nous écarte de la réalité coutumière.

Isaac Kakule Muyonga, Communauté Baptiste au centre de l'Afrique CBCA, Goma, DR Congo

Les filles comprennent qu'elles sont souvent utilisées pour des besoins sexuels égoïstes des hommes/garçons. S'il y a une grossesse, personne n'est disposée à porter la responsabilité. Les jeunes apprennent même à partir des séquences qui concernent les relations homme-femme au sein du foyer: un garçon a dit «c'est quand même anormal pour un mari de s'approprier le fond perçu pour la vente du café après un travail dur fait avec sa femme». Certaines scénettes concordent avec la vie dans la campagne: pour nos centres du milieu rural. Mais pour les centres et écoles du milieu urbain, certaines séquences ne traduisent pas la réalité de la vie courante.

Jonas Habimana, Bureau d'Information, Etudes et Recherches en Développement, Kisoro, DR Congo

Les participants veulent que vous nous envoyiez plusieurs copies à distribuer dans les associations locales et dans les confessions religieuses. Les participants veulent que ce programme de sensibilisation soit aussi bien intégré dans les écoles primaires et secondaires dans notre Territoire. Les participants souhaitent plus les copies des ces outils en langue Swahili. Les participants ont besoin de mettre en place des clubs anti-SIDA.

Malou Matinda Echeni, ASCODER asbl (Assise Communautaire pour le Développement Rural), Sud-Kivu, DR Congo

Tous les clips vidéo sont bons pour la formation mais plus courts pour la sensibilisation par rapport aux thèmes à développer (1 seul par séance). En groupes-cibles, les participants voudraient voir dans le clip 'Alcool', l'acte du viol et sa suite, dans le clip 'Espoirs et craintes', un acte sexuel entre garçons et filles et non garçon-garçon ou fille-fille, selon eux 'Parcours' a été bien apprécié dans ces séances car on y a tenu compte des questions du genres pour rétablir les séances.

Matthew Mattam, CYDA, Pune, India

They have changed their outlook to life. They felt they lost many years of the past, and now find meaning in future life. Their relationships with their partner changed there after. Able to communicate better with all sections of people. Attitude to women changed.

Zachariah Anshi, AIDS Desk, National Lutheran Health & Medical Board, Chennai, India

Blindfold exercise was helpful in understanding how difficult it is when the person is totally left alone with no support and also the importance of group support. Games like fruit salad were so relaxing and fun. Role-plays help us to really live the experiences and also to see viable options for change. Such participatory and interactive methods leave no room for inhibition though we have discussed about sex, sexuality, condoms etc. which normally we do not feel comfortable to talk about.

Alijuma Were, St Lucia School, Nairobi, Kenya

Easy to identify with characters - based on real day-to-day life experiences. Challenges individuals to make decisions. Helps a youth person to undergo a 'metanoia' in their lives. Uses very particular examples from real people.

Buoga Jared Omondi, Tembea Youth Centre for Sustainable Development, Ugunju, Kenya

The information we have received is very important and will guide us in helping our clients (patients) to change their behaviour positively. The information from the manual shall be of great help to those who are peer educators.

Chrispo Mwaleh, Care & Restoration of Education Status on Poor AIDS Orphans, Nairobi, Kenya

We shall no longer be stupid in the way in which we help our colleagues. This manual is an eye-opener and should be provided to many people to lessen the training burden for it has the best illustration and easy to understand and the language is superb, not too difficult for the illiterate.

Duncan Zebby Arunda, Child Project Rongo, Rongo, Kenya

It is very captivating and interesting to learn about family life and HIV/AIDS. We didn't know so much in relationships. I have learnt the importance of dialogues and negotiations. As a youth my skills of talking and negotiations will improve and I have to bring my wife during the next training whenever it will be available. The group work and exercises have

helped me to open and learn much from my peers.

John Muhanji, Friends United Meeting Africa Ministries, Kisumu, Kenya

It made them gain confidence in declaring their HIV/AIDS status and going for VCT. They felt challenged that they were dying out of ignorance and lack of information. They felt that the stigma was a killer for them but the video had challenged them.

Martha Nthenge, ESSIE, Nairobi, Kenya

Some were encouraged to discuss issues openly without shying away. The exercises that you have given for groups to use encourage interaction, given that in the African society, especially at grassroots level, women are still shy to speak out things but when they sit together in such a setting they are encouraged to open up and thus breaking the ice and we all learn new things/experiences. Talking about sex and use of condoms is not easy among couples but this encouraged them to discuss openly. I have been able to discuss with my husband how he can stop over drinking and the use of condoms openly, and he is for the idea. As a result we are living in harmony once again. After discussing with the youth on sex matters and how to express themselves and say 'No' vehemently to sex until marriage, one youth said to the group, I did not know that by saying 'No' meaningfully does not expose one to physical abuse, but now I know.

Monica Achieng Owili, Kenya Marine & Fisheries Research Institute, Kisumu, Kenya

Can this particular material be used in any other kind of organisation, group or community? This is an amazingly superb material that every society leader would need in order to understand various complex issues in their society. It is a material worth using! It endears you as leader with the people you serve as you come to understand their feelings, perceptions on certain issues and their aspirations life. Personally I found the material overwhelmingly good not only for facilitators but also very educative especially for somebody like me who has knowingly been living with HIV. I really get inspired and encourage by this material. I feel emotionally and physically stronger than before I accessed this material.

Samwel Masheti Shadiara, ADC Marinyn, Kericho, Kenya

Educative: The Materials in session E. HIV facts and feeling about HIV in session E. 4 and the language of sex session E.2 were very educative as per the respondents' response. The materials are giving both groups of the society a good warning on immoral behaviour. Entertaining especially during video sessions and games. It is a good communicating agent.

Wilson Ouma, Odyssey Arts Pioneers, Kisumu, Kenya

The materials are so good such that if they can get their own copies they would greatly appreciate, since they are looking forward to start small cohorts to take their group members and church members through the 'Stepping Stones' programme. They are very inspired and enriched. They would be glad if we can organise a conference on 'Stepping Stones' here in Kenya so that we can bring together a team of people who have been using 'Stepping Stones' to share their experiences and if possible set up a networking forum that can enable members too have exchange visits. Is there a possibility to set up a 'Stepping Stones' project so that any emerging need from the 'Stepping Stones' training can be addressed by the 'Stepping Stones' projects?

Dalitso Davie Kuphanga, National Association for People Living with HIV/AIDS in Malawi, Lilongwe, Malawi

The materials provide a mentoring support for individuals especially those living with HIV. It gives them confidence and desire to live on even when they have HIV. Youths are motivated and encouraged by the messages in the video and hence some commented that it will help them to change their ways and follow what is articulated in the 'Stepping

Stones' at the same time escape from HIV.

Danny Gondwe, Plan Malawi, Kasungu, Malawi

The material is quite interesting and beneficial to the lives of the community members. They would like to hold exchange visit with your organisation as soon as possible to learn more of what and how you are doing in your organisation. They have taken courage to have their blood tested for HIV. They will take an initiative to educate and train others about the material.

Swira Pickmore, Ministry of Gender, Children and Community Development, Lilongwe, Malawi

I felt very nervous when a condom was introduced in a lesson, but after watching 'Stepping Stones' video of women demonstrating the use of a condom. It became real to me this was a comment from one lady participant.

Abimbola Onigbanjo-Williams, Heartland Alliance for Human Needs & Human Rights, Lagos, Nigeria

A participant said: "If only I had known earlier about this thing called HIV, I would not have ran away from my neighbour. My God, if only had I known. This workshop has made me know how to love my neighbour and friends irrespective of their disease condition."

Anthony Idorenyin, Family Health Care Foundation (FAHCI), Nasarawa State, Nigeria

This training is very different because we do things our own way. My thinking and action towards people living with HIV have changed as a result of this training. I like the methods used by the facilitator in this training, it make me understand things easily. I now know that anybody can be infected with HIV.

Dr Folaju O Oyebola, Pain & Palliative Care Dep't, Federal Medical Centre, Ogun State, Nigeria

Manuals for hospital staff: very inspiring but there is a need to adapt for local use - Useful training guidelines. Video for hospital staff: stimulating and help build confidence - participants like to have their own copies. Video for PLWHAs: very interesting - a positive influence on their self-stigmatisation. Enable and empower them to share their experiences with other patients.

Ifere Obeten, State Agency for the Control of AIDS, Cross River State, Nigeria

The workshop has helped us to identify our problems by ourselves, and we are able to think of ways of solving our problem. Issues of HIV and AIDS are made very clear to us and I understand what HIV is and how I can prevent myself and my family from HIV. We used drama, folklore, stories/tales, role-plays and improvised using local language and scenes to ensure the message is understood very well.

Joshua A. Anunibe, Neighbourhood Health Foundation, Lagos, Nigeria

I have learned new great things. My knowledge has been enriched to meet greater challenges in the field. Please lets have more of these trainings in other places. Quite challenging and inspiring to us health workers. It is nice and well presented. It will encourage us to do more. I think we will need it in our church. It is rich and inspiring to us. Great to see things like this. Seeing is believing. It has enriched our knowledge and understanding. It is great. We love to watch more! It has rich and different backgrounds.

Odor King Obinna, Sure Health Organisation (SHO), Imo State, Nigeria

They said is very educative more innovative materials are needed to bring change. It is user-friendly and easy to understand. How they wish to get some copies to take home for their respective organisations. More trainings and workshops are needed to build their capacity.

Rev Olayemi Fatusi, Gombe Anglican Diocese Development Service (GADDS), Gombe State, Nigeria

With these materials in our hands and the knowledge gained, our churches and groups can now be more proactive and focus in our interventions. This is simple enough for us people in rural areas, the grammar is very okay. Please thank them for sending 'Stepping Stones'.

Tunde Fowe, Family Values Impact Charitable Trust, Lagos, Nigeria

One participant said: "This is enlightening. I wish I knew this earlier. I'm set to fulfill my goals in life and avoid pitfalls along the way. I'll reserve sex for marriage."

Michael N Quilala, Psychosocial Support & Children's Rights Resource Centre, Quezon City, Philippines

Participants said the following things: "Learned a lot about the issue of HIV/AIDS. My misconceptions about HIV/AIDS were corrected by watching the workshop video." "Very Interesting video, good production that I did not had the time to be bored in watching the video. The manual is very helpful in my work." "The materials are easy to use. The activities were so interesting that the participants may have time to reflect and understand the spiritual and ethical implications of the HIV epidemic. It makes the participants learn the processes well."

Célestin Rubura, Programme DERN (Développement Rural du Nord), Rwanda

'Parcours' est un outil de travail très intéressant; il nous aide à mieux contrôler nos attitudes et nos comportements devant certaines situations qui nous mènent dans des tentations. L'outil 'Parcours' nous appuie lors de nos séances de conscientisation sur les comportements susceptibles de conduire vers le vagabondage sexuel et de renforcer ainsi les risques d'infection au VIH/SID. Grâce à 'Parcours', nous avons pu découvrir combien la culture ougandaise est très semblable à la culture rwandaise. Ceci nous laisse à penser que, dans l'ensemble, les mœurs africaines sont vraisemblablement assez rapprochées.

Didace Habiyambere, Association «Ubumwe Saint Kizito», Province du Nord, Rwanda

Il faut avoir les matériels audiovisuels appropriés sur l'outil de travail. Faire ces réunions dans les milieux publics.

Immaculée Muhawe, CODEIPAE, Kigale, Rwanda

C'est vraiment réel que si nous ne cherchons pas nous mêmes la solutions a nos problèmes personne d'autre ne pourra nous donner les solutions. Je pensais que le problème relatif au sexe ne me concerne pas en tant que chrétien mais je voie que le sexe doit être parmi mes préoccupations pour avoir la force de surmonter les tentations', commentaire d'un jeune chrétien. Ils nous a été difficile de faire une bonne gestion financière, quand je recevais de l'argent je donnais a mon épouse le ¼ et le reste je gaspillais tout en buvant l'alcool mais après la formation sur 'Parcours' je constate que cet attitude me détruit moi-même et détruit toute la famille. Je remercie le Seigneur que ma femme a suivi la formation avec moi. Nous avons décidé de faire la gestion collégiale de tous les biens de la famille. Les jeux de rôles m'ont particulièrement intéressé je ne les oublierai pas.

Momar Bopp, Association Ndongo Daara, Alkhourane, Senegal

Ils ont un animent apprécié l'outil de travail. Un outil performant qui leur a permis de s'adapter aux nouvelles méthodes de travail.

Martha Senth Kamara, National AIDS Secretariat, Freetown, Sierra Leone

Educative, as its messages are passed on through drama in the African setting. The video

helps development workers plan interactive workshops that will identify and address issues that affect communities. Adaptive to our local context, based on the issues addressed in the plays like wife inheritance, male dominance, alcoholism, sexual passion, polygamy, religious morals, relationships, poverty, teenage pregnancy, etc, and their implication for HIV/AIDS. Gender roles and community development are clearly portrayed. There is strength in unity. Women's participation in community projects help in empowerment. 'Stepping Stones' gives information on HIV transmission, prevention (such as abstinence, condom use and fidelity), care and support, counselling for illness and bereavement.

Peter Wright, Action Group for Family Development, Northern Province, Sierra Leone

Participants commented that the manual clearly explained the issues of 'Money' and 'Condom'. They said that such issues are really challenging, especially when someone is assertive and stressing on the use of condom when the other person is not interested in using condoms.

Felister Luambano, Zanzibar Catholic Church, Zanzibar, Tanzania

The materials are very useful to their daily life. They wish to get more copies of next addition printed in Kiswahili language. They have learnt something special, that, anybody can get HIV/AIDS infections regardless of colour, nation, opportunity or status etc.

Lia Verboom, St Philip's Theological College, Kongwa, Tanzania

When teaching others, you learn yourself. There is a clear picture of communication and how to make a good community. The role-plays make people less likely to forget. It is cheap, and good that it is given in own context.

Raphael Assou-Alipoe, Action Santé pour Tous (AST), Lomé, Togo

Après cet atelier je me suis rendu compte que ma connaissance antérieure de pairs éducateur est insuffisante alors je félicite l'auteur de ce document. Je crois que cet atelier me permet d'aborder tous les problèmes de VIH avec mes pairs. J'apprécie surtout la manière dont l'ouvrage 'Parcours' aborde le sujet. Je dispose maintenant des éléments nécessaires pour faire mon travail et je trouve très intéressant 'Parcours'. C'est un bon outil de travail.

Sodokin Hermann Kodjo, Association des Jeunes Unis Pour le Développement, Notse, Togo

Ils sont très ravis et cherchent encore autres informations.

Adrian Tukwasibwe, Shepherd Orphans & Widows Programme, Fort Portal, Uganda

The participant in these meeting said that the material is teaching. The material is useful for helping the youth. The material was inspiring. The material was good to have in our community for our children and schools.

Christopher Aheebwa, Kabarole Research and Resource Centre (KRC), Fort Portal, Uganda

The material helped many think of ways to talk about and get information about the still sensitive topic of HIV in their communities. The innovative participatory sessions helped many to participate, even those with very low literacy levels. This also made it fun to participate but still learn. Many requested to also have video material to make the training sessions richer and make lessons learnt easier to remember.

Edgar A. Barigye, Concern Foundation, Mbarra, Uganda

Very impressive, educative and inspiring. Morally supportive. Psychologically supportive. Interesting.

Eric Mbusa Bahwerigbugha, MUB Home Foundation, Kasese, Uganda

Members learnt how to use the condoms as a result of using the training manual and the workshop video. Members were inspired of the importance of having their wills written. The participants were very happy in sharing in the experience of the people of Buwenda.

Henry Ssozi, Youth and Women Development Concern, Kampala, Uganda

All the participants from the two groups agreed to unanimously that the materials were so educative and it captures the basics on how HIV/AIDS is being caused. It was challenging to some extent that, the showed one family couple which was discordant [one partner infected and another not] so they were very surprised to find it out how it can happen. Umar, one of the participants from the youth group, suggested that, they should be having such trainings on every scheduled period of time, since they found out that new things always are being discovered in HIV/AIDS. All participants proposed that the training organisation (YOWEDCO) should devise means to make sure that it gives /distribute free copies of the material from the videos, translated into text to make it easier for them read when ever they want.

Jennifer Rose Adiamo, Teso Women Development Enterprise, Mukono, Uganda

It would be good if 'Stepping Stones PLUS' CD manual is printed and copies sent to us because being a resource poor organisation, we do not have printing facilities. In the 'Stepping Stones Revisited' video, women are seen acting as men and men acting as women. To some participants, the reality must prevail i.e. men should role-play their functions and women should also role-play theirs. Demonstrating condom use using bananas is good and innovative way of passing messages using available materials. The videos are clear and audible enough to be heard. Provokes you to think of innovative approaches; moves you into action; personal testimonies are very inspiring.

Muheka Sedrack Masereka, Pastors Mountain Satellite Network-Integral Mission, Kasese, Uganda

Participants commented that the 'Stepping Stones' manual is a very good tool for addressing community communication problems about sexual attitudes and behaviour. And we need more manuals of this kind. The 'Stepping Stones' manual helps community, peer groups, reach to develop decisions of practical action, planning for our families, controlling the spread of HIV/AIDS, sitting together planning for a common cause. The participants loved the video clips themes like alcohol drinking and its bad things, clip 8 'Money', as a big problem leading to the spread of HIV. The video has helped us to stop taking things lightly, and it is good for addressing common practices in our community. Watching over the video about 'The Long Journey', participants said that, we are challenged to watch at Mr and Mrs Mulumba preparing for his death. This teaching will help us plan for our families before we die, and it is good to strengthen families.

Elsbeth Kendall-Carpenter, Kara Counselling Training Trust, Choma, Zambia

We have mostly used the training manual alone due to lack of power and resources in the community settings. We will share this with our communities, while we have laughed, we have also worked, we have shared, we have learned. Thank you. More people need to hear these discussions it would change the attitude towards stigma that affects all of us in our villages. I could not talk about some of these things before, but now we have shared I feel more confident to go home and talk with my husband. I realised you were talking about death after a while, we were so free to talk when we thought it was just a journey, it was interesting after to realise the blocks we have in place that prevents us talking about and planning the future for those who are dying.

Happy Malanda, Zambia Education & Development Advocacy Organisation (ZEDA), Mufulira, Zambia

We need more materials in order for us to take these messages to others especially our relatives who are not in school. We like the materials because it brings out well-researched information. I have done away with the misconception I had before I joined and learning from the materials there has educated me on many things I didn't know. Please give us more of this material and why don't you print some for use in our own time so it can benefit every member of the Girl Boy Children Club. These materials have helped us to give real evidence and we have no doubt when it comes to relating STIs and HIV/AIDS. That it takes time to get materials from the source when you have finished and you want to move to another level of learning with other materials. As peer-educators please provide us with hard copies each. "The materials are so educative and have changed our lives as if we have been to school." (said by a man in his sixties).

Kanga Kaluba, Bauleni United Sports Academy (BUSA), Lusaka, Zambia

The material is a great resource but need to use simple and clear language that children and young people can understand and also putting into consideration of the elderly. This material has been very useful and it shares the concerns and ways of fighting the challenges of health matters in this context the deadly pandemic that affects our community future generation. This material needs to be shared with many people who are directly and indirectly affected by the pandemic but also noting that there is greater need to translate it into the simple or even local language which people can understand and this goes both ways, where we need to train our own man power to explain in our local language as this can only be done with financial support to some extent. Smaller groups also asked for more materials to be used, which meant that there is great demand for these materials too. The material should also use approaches that are directly targeted at people infected and affected with time been the most valuable asset, meaning it needs to consider time and let the document be more specific and consider also the levels of education many people in this peri-urban areas where English has to be simple for all to share and put across the explanations and therefore, this is a great document that needs our consideration without asking much time and also putting into mind the strength of this documents or materials for now and the future to come.

Nyoni Bedson, National AIDS Council, Lusaka, Zambia

They were inspired as the 'Stepping Stones' workshop video was thought provoking. The video explained things clearly and different people from different background shared issued together. The language used was simple and people can express themselves through drama. People were able to speak up freely.

Pastor Timothy Katoka, Followers of Christ Fellowship, Chipata, Zambia

We need the materials to be translated into our own mother tongues. We need a copy for each one of us. These materials have come at the right time for my marriage and family. Oh thank God! I very much wanted such knowledge as this.

Priscilla Banda, Youth with a Mission, Lusaka, Zambia

They identify very much with the issues in the dramas e.g. husbands stealing money and drinking. And girls want to go to school but family can't afford it so just get married, no way out of poverty trap. Men are very unfair to women, they have many affairs but they expect women to be faithful.

Rosemary Mbao, District AIDS Task Force, Mufulira, Zambia

The manual assists us to have clear ways of approaching HIV and AIDS topics through games, video watching and sketches. The book gives us an inner understanding of how best we can support one another in times of problems. From the clips shown, we are able to go out to sensitise our fellow community members on better ways of communication. The manual gives us a better way to plan for things ahead, like in the exercise 'The Long Journey'.

Sydney Gamela, Youth Empowering Centre/Club, Lusaka, Zambia

Most of the participants said that the 'Stepping Stones' video workshop was very educative for life. It is an eye-opener on how to educate the youths, e.g. clips on saying no and yes. There are bad and good tradition practices and beliefs and that not everything has to be taken. Alcohol nowadays especially in Zambia is taken by more girls or equal to boys making them more vulnerable to HIV/AIDS.

Westone Mutale Bowa, Afya Mzuri, Lusaka, Zambia

"I did not understand that bad communication in marriage can destroy it; but now I know. 'Stepping Stones' must be used in communities to help strengthen marriages," one participant said at Afya Mzuri training. The open discussion provided by 'Stepping Stones' facilitators in the community has helped me understand my subjects. "I know now their fears and hopes," one chief said after conducting the 'Stepping Stones' in his community in Southern Province of Zambia. "It is amazing how women know about us. The body mapping has helped me to know what women know about men. I am happy to have participated in the 'Stepping Stones' training," a pastor said after training in Kitwe.

Abraham Makoni, Farm Community Trust of Zimbabwe, Marondera, Zimbabwe

The manual makes it very easy to talk about sex with adults and children. I am better equipped to fight peer pressure. The video is fun and yet so educative. Clearly explores dangers of alcohol abuse.

Albert Makone, Community Working Group on Health, Harare, Zimbabwe

"We are now able to communicate well, me and my husband, after the training of 'Stepping Stones'" said one lady who had participated in the training of a community group. "'Stepping Stones' manual helps us to think outside the box," said one young man.

Lizwelethu Tshuma, Caritas Zimbabwe, Archdiocese of Bulawayo, Zimbabwe

Material user-friendly as there are many guiding stories and pictures. One woman commented that the material compels individuals to be open about HIV and AIDS. Very comprehensive materials written in a simple language that can be understood by even the less educated. Manual is not too wordy but full of exercise to provoke the mind. The manual also provokes communication at all levels. Manual and video shows high level of participation from the community groups. Even the reserved people are provoked into talking on HIV and AIDS. Exercises found in the 'Stepping Stones PLUS' cultivate active participation and highlights areas of decision making for the community. Some participants did not know that they had all the rights to decide on issues affecting them in life. The manual brings out facts about HIV and AIDS in a very unique way. It encourages togetherness in planning and making decisions. It also allows participants to bring out their views about issues. It does not dictate what should be done but participants learnt through working in groups.

Miriam Makwembere, Young Africa Skills Centre, Chitungwiza, Zimbabwe

Issues of sexuality are not easy to just discuss especially in the African culture, but the use of the 'Stepping Stones' as a tool helped a lot, the tool provides a starting point for any discussion on any topic one might pick on. I remember very well session F in the 'Stepping Stones' manual by Alice Welbourn on the topic on condoms. It was not easy for the facilitator to just start but the use of a video clip helped. With a lot of our youths faced with an incurable and deadly disease and their desire to experiment sexual activities, students were left with no option but to agree that condoms must be used and are important. They all came to an agreement that the condoms effectiveness depended on how an individual used them. Some would be heard saying that, condoms had no substitute; any failure might be caused by wrong use or storage. Female condoms sparked a lot of debate as culturally girls were said to be not in a position to initiate condoms. Students later agreed

that the use of condoms was a way of stopping STIs and HIV.

Sibongile Mnkandla, Zibusiso Holistic Centre, Bulawayo, Zimbabwe

Manual is easy to use. Good for participants and facilitators alike. Very good and at times humorous illustrations! Lightens the mood. Solves communication problems, especially when discussing cultural taboos. Used simple language that everyone can understand.

Tendai Masumba, Zimbabwe Parents of Handicapped Children Association, Bulawayo, Zimbabwe

The manual is very excellent but there is need for it to be translated into Braille for the benefit for those who are visually impaired and hearing impairment. After going through the exercise on sharing information with wider family members, I am now stress-free as I have learnt to communicate my status to my family, they're supporting me emotionally. The information on female condom empowers women as they will be in control in protection and don't rely on men. 'Stepping Stones' is user-friendly. The whole manual takes people through living with HIV/AIDS to understand what is happening within them and be empowered and to go on in life positively. I was so inspired that HIV positivity is not death, but with HIV + care + love + support + medication + good nutrition = LIFE.

APPENDIX B (ii)

Question I: What did the participants in these meetings decide to do after using the material?

César Ahouantchede, Espoir de la famille, Porto Novo, Benin

Les participants ont estimé être armés pour aborder toutes les questions relatives à la vie familiale et aussi de bien lutter contre le VIH. Ils ont donc décidé d'organiser des séances d'IEC/CCC dans leur localité sur le VIH/SIDA, et ils vont sensibiliser les différents couvents traditionnels sur les comportements à risques qui favorisent la propagation du VIH et les différentes méthodes de prévention. Ils vont être des relais exemplaires en s'illustrant par de bons comportements. Ils vont organiser des séances de sensibilisations sur les risques des virus et regrouper périodiquement les jeunes filles pour des séances de débat sans tabou afin de les amener à comprendre qu'elles sont plus vulnérables que les jeunes garçons. Ils vont organiser des jeux de rôles pour informer et des sketches pour démystifier le sexe et attirer beaucoup de jeunes.

Madeleine Ngo Baleba, Agence de Coopération Technique pour l'Education Sanitaire, Douala, Cameroon

D'en faire des copies pour certains ou de venir emprunter à chaque fois que c'est nécessaire.

Eddie Ndungi, Tabernacle Sifa AIDS Ministry, Kinshasa, DR Congo

Participants decided to apply teachings contained in the 'Stepping Stones' materials for their routine training workshops. They also agreed that the 'Stepping Stones' materials (book and video) are relevant to our cultures. Participants took some interesting resolutions concerning the 'Stepping Stones' materials such as recommend the use of the 'Stepping Stones' materials to train community health workers in HIV and AIDS skills. Participants agreed to change behaviour in decision-making in their households concerning sexuality and gender.

Isaac Kakule Muyonga, Communauté Baptiste au centre de l'Afrique CBCA, Goma, DR Congo

Suivi par les femmes à Goma, le 8 mars 2009, cette vidéo a suscité une réflexion qui a pris toute la journée et d'autres leçons n'avaient pas eu lieu. Les femmes ont relevé une vide qu'il faut couvrir dans les relations époux-épouse. Et ce travail doit être fait par la famille. Malheureusement, les parents d'aujourd'hui ont aussi grandi dans un environnement patriarcal, dans un contexte d'autoritarisme des parents. Cela fait que les enfants qui grandissent dans cet environnement vivront la même chose dans le foyer. Elles ont demandé à l'église de concevoir un programme qui aide à la fois les parents et les enfants à communiquer. Cette vidéo fait dans le contexte du milieu rural de l'Ouganda ne touche pas cet aspect: dialogue parents entre eux, parents-enfants. Pour elles, ce dialogue est aussi nécessaire dans la lutte contre le VIH. La CBCA a maintenant mis en place dans les écoles, des services d'écoute permanente des enfants voyants que les jeunes manquent d'interlocuteur pour leurs questions sociales et sexuelles. La CBCA a mis à la disposition de ces écoles des matériels audio-visuel et CD 'Parcours', reçus des distributeurs de Kinshasa et d'autres CD. Un aumônier permanent est affecté seulement pour les lifeskills dans quatre écoles.

Capitaine Damier Prosper Kajangu, Garnison militaire 8e Région militaire, Goma, DR Congo

Sensibiliser nos frères militaires qui violent encore la population qui est abandonnée à leur propre sort. Car si nous continuons avec ces habitudes, nous violons nous-mêmes. Implanter un cœur de pitié ou de pardon dans nos frères ou les familles dans les quelles l'un des membres est tombé victime de viol ou de la violence sexuelle durant la période des guerres ici à l'est de la RDC. Demander à nos frères qui sont démobilisés et qui ont violé, d'aller dans les églises témoigner et demander pardon pour que notre population ait le pardon de Dieu et qu'il puisse aussi les pardonner. Comme la guerre est fini, il faut sensibiliser les combattants de se faire dépister au CDV pour que celui qui est malade soit orienté au centre médical et celui qui n'est pas malade puisse se prévenir au moyen de prudence. Ceux qui sont encore célibataires devraient être fidèles.

Etienne Kibasomba Luhire, EVAS (Equipes des Volontaires contre le Sida), Goma, DR Congo

La jeunesse c'est l'avenir de demain d'où nous décidons, nous jeunes, qui sommes présent dans cette formation, de changer et de changer les autres. C'est pourquoi il faut: aller atteindre toute la couche de la jeunesse pour la sensibilisation sur les IST/VIH/Sida et sur le respect de la femme car ceux qui violent, ils laissent ce mauvais pratique qui est source de multiples infections sexuellement transmissibles et le virus. Il faut convaincre la masse média de l'importance des enseignements ciblés à la jeunesse et pour qu'ils soient fait passés à la télévision et à la radio.

Emerth Masiki Kavira, Centre des Formations Féminine (CFF), Goma, DR Congo

Ne pas prendre l'alcool car il nous pousse à faire le sexe avec n'importe qui car dans l'ivresse on ne control plus. C'est pourquoi nous allons: réunir les femmes dynamique sexuellement (professionnelles de sexes) qui prennent l'alcool, de la cigarette et qui fréquentent les boites de nuit, bars, hôtels, pour les sensibiliser contre IST et VIH et le sida. Nous invitons les associations des femmes et les formez comme des volontaires pour enseigner les autres femmes dans les marchés, boites de nuit, dans les églises et même dans le groupes de prières, pour quoi pas aux universités.

Malou Matinda Echeni, ASCODER asbl (Assise Communautaire pour le Développement Rural), Sud-Kivu, DR Congo

De connaître chacun son statut sérologique (298 dépistés en 2009 aux CDV/CH Kiliba CEPAC, sur 400 personnes référées au CDV). Quatre clubs de jeunes anti-sida constitués (filles et garçons de 15-24 ans). Un club de PVVIH constitué après référencement au CDV. Un comité de jeunes mères célibataires ont créé un espace communautaire agricole.

Tesfaye Woldeyohanes, Mih For Youth Association, Addis Ababa, Ethiopia

Most of participants discussed how to overcome problems by means of inspiring each other and drawing vision.

Ernest Obeng Antwi, Kumasi Polytechnic HIV/AIDS Peer Educators (HAPES), Kumasi, Ghana

As peer educators will send such knowledge acquired through the material to their various communities and also share with their people in order to understand the concept. They will, based on the material, also train their peer groups in order to educate their community easily and effectively.

Hermione Baptiste, Ministry of Education, St George's, Grenada

Use the information gained to inform their students. Help to protect vulnerable students from stigma and discrimination. Help them to develop high self-esteem and assertiveness. Help students to understand themselves and to develop strategies to protect themselves from all forms of abuse.

Matthew Mattam, CYDA, Pune, India

Train others. Apply them in their organisational activities. Build better relationship with opposite sex.

Zachariah Anshi, AIDS Desk, National Lutheran Health & Medical Board, Chennai, India

Decided to translate their information and learning to their immediate context. To conduct awareness programs in the community. To link with existing agencies, hospitals as well as programs for People Living With HIV. To start cultural groups that can communicate the message easily and faster.

Martha Nthenge, ESSIE, Nairobi, Kenya

To put into practice what they have learnt: teach their family members; teach other people who in return shall teach others too so that the word spreads to a larger number in the communities; and to take control of their lives.

Monica Achieng Owili, Kenya Marine & Fisheries Research Institute, Kisumu, Kenya

Participants were able to understand various issues and were in agreement that they were inspired by the material to take lead in their own small ways to address and deal with problems at various levels (individual, family, community etc). Majority of the participants (women's group) expressed their new found knowledge on HIV/AIDS which they believe would change their perceptions on this matter. They resolved to accommodate people infected by HIV and effectively join the fight against HIV/AIDS. Some offered to offer home-based care to sick friends and relative.

Alijuma Were, St Lucia School, Nairobi, Kenya

Start being the change they seek - living testimony to others. Teaching others by example. Starting small groups to perpetuate what they have learned. Some decided to give up especially after being confronted by the realities they were not ready to face/accept.

John Muhanji, Friends United Meeting Africa Ministries, Kisumu, Kenya

Most of them went for VCT and started attending clinics with other people who were HIV+. They decided to make support groups to help each other in their distress. They felt encouraged that they were not alone especially when they saw the priest being a victim of HIV/AIDS. They found themselves not alone in the ocean. They took the campaign to the community members to encourage them to take care of those infected and the orphans left by those killed by the disease.

Wilson Ouma, Odyssey Arts Pioneers, Kisumu, Kenya

Initiate cohorts for stepping stone in their churches and community. Initiate 'Stepping Stones' clubs in schools. Initiate monthly Stepping Stone discussion forums for youths. To set up a resource centre where community members and churches can access information either via CDROM, books, journals and other forms of media so that they can be updated on HIV/AIDS and development issues.

Duncan Zebby Arunda, Child Project Rongo, Rongo, Kenya

To reach out to the rest of the community and educate them on the same: family-life skills, condom usage, leadership skills. To form action groups at the village level to do house hold visitation to prepare for the general community meetings. To become role models: change their lifestyles, inform their spouses of their actions and decisions and develop family action plans that would be implemented by all family members. To mobilise communities for more training on HIV/AIDS, care and support for the purpose of action on PLWHAs.

Buoga Jared Omondi, Tembea Youth Centre for Sustainable Development, Ugunju, Kenya

Participants came up with action plans that shall guide them in delivering information to their clients. Participants also decided to use the materials with the main goal geared towards improving living standards of the people they serve by providing relevant and accurate information.

Chrispo Mwaleh, Care & Restoration of Education Status on Poor AIDS Orphans, Nairobi, Kenya

Everybody wanted a copy of the manual so they had to group themselves and photocopies of the manual were provided.

Jones Chamangwana, Reach Out Ministries, Balaka, Malawi

Helping or supporting process aimed at assisting persons in coping with their life-situation and accepting what has affected them. To help infected persons come to terms with their situation; and to promote coping strategies for the infected and the affected, including preventing or reducing HIV-transmission. To use the opportunity for spiritual growth; to care for one another; to support the living and the dying and to appreciate the gift of life. To change people's attitudes towards those living with HIV/AIDS, and thus reduce the stigma attached to the disease. Some people see those who are infected with HIV/AIDS as sinners.

Danny Gondwe, Plan Malawi, Kasungu, Malawi

To have their blood tested for HIV. To train and educate others in the community about the material. To form community groups for all the categories so that they are able to learn for positive behaviour change. To prepare proposals and submit them to donors for funding to have their activities carried out smoothly.

Gilbert Momora, Kwatukumbuchire Malai, Zomba, Malawi

Have a dancing group as well as drama. Adapt the method of teaching to other groups.

Swira Pickmore, Ministry of Gender, Children and Community Development, Lilongwe, Malawi

They formed more support groups in their communities. Some decided to engage their spouses in dialogue regarding HTC. Many talk openly about HIV/AIDS prevention and discourage stigma and discrimination.

Dalitso Davie Kuphanga, National Association for People Living with HIV/AIDS in

Malawi, Lilongwe, Malawi

Live positively. Follow the 'Stepping Stones' methodology. Abstain from sex.

Joshua A. Anunibe, Neighbourhood Health Foundation, Lagos, Nigeria

To share their knowledge with others. To establish study groups. The college/university i.e. Ibadan University needs copies to use in advocacy and campaigns. Replay it for better understanding. Use it when necessary and during their trainings. Need more copies for possible translation into local languages. Some need copies to use in their places. Some participants want to practice using it. Some want to use only certain interesting parts.

Abimbola Onigbanjo-Williams, Heartland Alliance for Human Needs & Human Rights, Lagos, Nigeria

Avoid stigma and discrimination directed at PLWHA. Engage in safe sex and use condoms.

Ifere Obeten, State Agency for the Control of AIDS, Cross River State, Nigeria

The participants developed an action plan of activities to be implemented in the sectors/communities. Agreed to sensitize and mobilize other community members to participate in HIV and AIDS programmes. Mobilize resources within their communities for HIV and AIDS activities. Love and care for people living with HIV/AIDS.

Odor King Obinna, Sure Health Organisation (SHO), Imo State, Nigeria

To pass on the knowledge. To mobilise their groups for action. Replicate such training/workshop if mobilised by provision of technical support. Advocacy visits for voice and accountability.

Rev Olayemi Fatusi, Gombe Anglican Diocese Development Service (GADDS), Gombe State, Nigeria

They came up with their work plan and move into action immediately.

Anthony Idorenyin, Family Health Care Foundation (FAHCI), Nasarawa State, Nigeria

I will start talking with members of my family about HIV and AIDS. I will discuss with my pastor to preach about it in the church. I will go for HCT immediately after this training, and will encourage my family to do the same. Please come to our house and talk to my husband about HIV and AIDS.

Dr Folaju O Oyebola, Pain & Palliative Care Dep't, Federal Medical Centre, Ogun State, Nigeria

Like to pass on the training. They are eager to have their own copies and willing to participate in the future meetings.

Okey Chinyere, Iyiom Community Development Initiative, Abia State, Nigeria

To be agents of change as part of the long-term AIDS response. To promote effective campaigns to address HIV/AIDS. To empower young leaders with knowledge skills in their communities. To strengthen the capacity of HIV/AIDS awareness in their colleges.

Tunde Fowe, Family Values Impact Charitable Trust, Lagos, Nigeria

Set goals for their lives. Made informed decisions about sexual relationships before marriage. Avoid possible pitfalls that may adversely affect their health.

Michael N Quilala, Psychosocial Support & Children's Rights Resource Centre, Quezon City, Philippines

To share with other people, to their co-workers the learnings they had. To have trainings using the manuals of the Stepping Stone. To share with young people especially the issue of HIV/AIDS. To share the CDs and manuals with other people in the communities,

especially those in the grassroots.

Célestin Rubura, Programme DERN (Développement Rural du Nord), Rwanda

Pour les agents de DERN: se servir des messages contenus dans les différents sketches pour sensibiliser les groupes cibles (organisations paysannes) à éviter les comportements pouvant renforcer les risques d'infection au VIH/SIDA. Apprendre aux gens de dépasser les anciennes habitudes qui font du sexe un sujet tabou, ce qui conduit au silence et à la résignation lorsqu'on a eu le malheur de se faire infecter par le VIH et/ou d'attraper la maladie du sida. Apprendre aux personnes de sexe féminin à prendre le courage de refuser des rapports sexuels forcés sous peine d'attraper les maladies sexuellement transmissibles ou de porter des grossesses non désirés. Se servir des messages laissés par certains sketches pour convaincre les hommes et les femmes de ne pas accepter le risque de pratiquer des rapports sexuels non protégés, advenant que ces personnes sont incapables de se retenir.

Immaculée Muhawe, CODEIPAE, Kigale, Rwanda

15 couples qui vivaient sans avoir fait le mariage légal ont décidé de se marier officiellement. Tous les participants se sont rendu compte des capacités naturels de tout un chacun et ont décidé d'encourager les autres d'unir leurs forces en associations et coopératives. Les jeunes en particulier ont pris la décision d'aborder les sujets sexuelles.

Didace Habiyambere, Association «Ubumwe Saint Kizito», Province du Nord, Rwanda

Négocier avec les bailleurs de fond pour nous aider à trouver les matériels audiovisuels et sonorisation. Discuter avec les autorités locaux pour nous faciliter à approcher la population.

Momar Bopp, Association Ndongo Daara, Alkhourane, Senegal

De s'approprier de l'outil de travail 'Parcours'. Pour un nouveau départ.

Peter Wright, Action Group for Family Development, Northern Province, Sierra Leone

Participants said they will form small groups to continue with discussions on HIV/AIDS and other issues. They requested training for community members so that they can lead in future educational programs. Participants also want a video and television so that they may continue the use of the video-tape to enable them carry out discussions during their meetings.

Martha Senth Kamara, National AIDS Secretariat, Freetown, Sierra Leone

Requested copies of the video for training community members. Teach other persons the right approach to conducting participatory workshops to evaluate participants' understanding of the contents. Train drama groups to replicate the plays in other communities. Communicate the acquired knowledge from the video to others. Involve communities in HIV/AIDS programs.

Lia Verboom, St Philip's Theological College, Kongwa, Tanzania

Use this in their communities because pastors are servants of societies.

Felister Luambano, Zanzibar Catholic Church, Zanzibar, Tanzania

To educate other people about the various means of transmission of HIV/AIDS. To live with confidence for those living with HIV/AIDS. To attend VCT without fear. To decrease stigma to people living with HIV/AIDS

Raphael Assou-Alipoe, Action Santé pour Tous (AST), Lomé, Togo

Je peux faire mon travail sans crainte. Je pense que dois utiliser 'Parcours' pour former

mes pairs. Je dois demander ce document pour l'utilisation personnel. Je peux tenir maintenant devant tout groupe de personnes.

Sodokin Hermann Kodjo, Association des Jeunes Unis Pour le Développement, Notse, Togo

Avoir d'autres outils de DVD et documents pour poursuivre les études.

Jennifer Rose Adiamo, Teso Women Development Enterprise, Mukono, Uganda

To develop the strategic plan and thematic areas for Teso Women Development Enterprise. To network and lobby and request 'Stepping Stones' to help in fundraising for us to be able to implement our strategic plan and shoot videos in the local language. Work towards establishing a framework of monitoring progress of our interventions. To build stronger links with 'Stepping Stones' and request 'Stepping Stones' to provide more materials including video tapes, a television set, a projector and a video screen to help in disseminating such good HIV/AIDS information and if possible open a resource centre stocked with such material and other text book for students read especially during holidays so that they don't engage in behaviours that predispose them to HIV infection.

Edgar A. Barigye, Concern Foundation, Mbarra, Uganda

To attend refresher trainings. To train as a trainer of trainers. To act as volunteers. To spearhead the crusade against HIV/AIDS.

Henry Ssozi, Youth and Women Development Concern, Kampala, Uganda

As a results and new findings from the video, the participants agreed to start going for voluntary testing and counselling to find out their HIV/AIDS status. Those with family members who are HIV positive, said to go back and talk to them, that they should not lose hope with life (positive living). Participants agreed to start living responsibly by practicing protected sex. Young boys and girls agreed not to be enticed/seduced into having sexual relationship with sugar daddies and sugar mummies for the sake of money and gifts.

Emmanuel Ofumbi, Papoli Community Development Foundation (PACODEF), Tororo, Uganda

Cascade the skills. Mobilize more community members for the training. Encourage many community members to attend the sessions.

Christopher Aheebwa, Kabarole Research and Resource Centre (KRC), Fort Portal, Uganda

Incorporating HIV messages into their meetings and always taking off a little time, especially during other trainings to discuss HIV issues. Coming up with innovative skits and songs to share HIV related messages with their community members. Reviewing their group rules and regulations to ensure HIV+ people were not discriminated against and could participate as well as they could in the group activities.

Eric Mbusa Bahwerigbugha, MUB Home Foundation, Kasese, Uganda

The participants decided to have their wills written down. They decided to have VCT in order to prepare for their children well. The participants decided to talk freely on the issues of sexuality.

Adrian Tukwasibwe, Shepherd Orphans & Widows Programme, Fort Portal, Uganda

Visiting the non-members teaching the about the message. They formed the outreach programme.

Muheka Sedrack Masereka, Pastors Mountain Satellite Network-Integral Mission, Kasese, Uganda

Participants decided to lead community-based responses to the challenges of HIV/AIDS.

Planning for sex and death. Supporting orphans and other vulnerable children. Starting the micro-finance for the younger women with money problems. Providing social support, counselling and health care to people living with HIV/AIDS and making campaigns for political action on HIV/AIDS-related issues. Educating communities about HIV/AIDS and sexual health, challenging public and official denial of HIV/AIDS. Participants decided to strengthen the community faith churches with HIV/AIDS programmes, preaching the gospel related to HIV/AIDS, STDs, counselling, praying for the sick, teaching about ABC (Abstain, Be faithful or use Condoms) to reduce on the spread of HIV/AIDS. They decided to start agricultural programmes to help the families' income and food production.

Elsbeth Kendall-Carpenter, Kara Counselling Training Trust, Choma, Zambia

Caregivers who attended a palliative care workshop where some of the exercises were used have tried to put into practice in the community setting some of the lessons they learned. It has given them a reference point to open up some conversations that previously they would have been hesitant to get involved in. Some people remember the energisers and when at other meetings ask for the 'sitting on knees' exercise, the 'O Henry' exercise etc. The material is well laid out and as each section builds on the previous it encourages people to come back to our outreach programme to see what unfolds next.

Pastor Timothy Katoka, Followers of Christ Fellowship, Chipata, Zambia

To photocopy the materials so each one can have a copy. To share the knowledge in smaller groups in the church. To share the information with family members. To adopt the materials for Bible study lessons at cell group level.

Westone Mutale Bowa, Afya Mzuri, Lusaka, Zambia

The male participants resolve to involve women in monthly budgets. For those in rural Zambia have decided to be more helpful to their partners. The female participants resolved to be open with their husbands in sexual matters and said that they would now be free to initiate sex in their homes. Traditional leaders in the site that have been engaged in 'Stepping Stones' have appreciated the community involvement in discussions as an approach that has opened communication with their subjects.

Nyoni Bedson, National AIDS Council, Lusaka, Zambia

Do some training to other community-based groups. People were more encouraged to come up with similar concepts and improve the communication strategy. People more encouraged using drama as a method of communicating to the masses. People are more willing to change for the better habits.

Evans Salamba, World Health Organization, Lusaka, Zambia

Disseminate information widely. Set up a community-based group.

Kanga Kaluba, Bauleni United Sports Academy (BUSA), Lusaka, Zambia

The participants agreed to share the information with friends, relatives, family, neighbours and school mates and also teach others during our sports activities and during major event that our Academy provides for our members. However, it was also agreed that there is great need for a training course for our members who will share this information with the community at large. It was also agreed that the use of video shows be continued to other members of the community whom our academy shall invite. The video tapes been used are more specific and this should continue as we also want the English used should be simple and straight to simple explanations which our Peer Coaches and Leaders can use at all level of understanding. It was also the participants view to ask if there is room for more materials which could be send such as, TV video players, more tapes, more booklets, the entire educational kit and if possible some of our members could be invited to your trainer of trainers workshop or equivalent to a peer to peer course and also our

management team as well. As you may wish to know, we believe in the power of peer-to-peer strategies when discussing all these matters and issues of health matters. Community sensitisation programmes, it was also the wish of the participants to see how they can spread these information and strategies to others when we have no resources to develop this programme further. If possible, there is a great need to strengthen this area as well. As you may be aware, our community has one of the highest HIV/AIDS rates in Lusaka, we also have one of the highest number of TB patients who are ready to work and share the strategies of hope information and ideas with other partner groups within and outside our community. The major steps agreed also was that, youths needs to be given seminars, workshops in partner institutions such as Schools and Churches as well as community groups within our working areas such as, Chifwema, State lodge, Mikango and also not forgetting the Zambia Street Football Network members within Zambia.

Sydney Gamela, Youth Empowering Centre/Club, Lusaka, Zambia

To adopt all the clips on the workshop video in their work. To organise more workshops for the youths to watch and learn from valuable lessons from them. Also organise a workshop for more community members, hence empowering them with knowledge

Happy Malanda, Zambia Education & Development Advocacy Organisation (ZEDAO), Mufulira, Zambia

To translate the materials into local language and use it at traditional gatherings like marriage ceremonies and family meetings as more of the parents or guardians are shy to share the information with their relatives. To engage local leaders and counsellors in their groups. To spread to peri-urban areas of the district and form similar groups. To continue with the same lessons and then share it with others through drama groups as it will be easy for everyone to understand.

Rosemary Mbao, District AIDS Task Force, Mufulira, Zambia

To go and do sensitisation in the community. To use any opportunity in smaller group meetings e.g. in churches, markets etc, to discuss issues on HIV and AIDS. To broaden our assertive skills and to be able to encourage fellow youths especially the girl child to say 'No' when they mean no and stick to the decision made.

Priscilla Banda, Youth with a Mission, Lusaka, Zambia

Think of starting a group savings scheme. Helping one another, e.g. give a friend in need some help or share food.

Albert Makone, Community Working Group on Health, Harare, Zimbabwe

Most of the participants agreed to go and share the information with their neighbours in a neighbour-to-neighbour approach so as to teach more about issues of communication and relation building skills. Some participants decided to go and teach their workmates in their workplace.

Lizwelethu Tshuma, Caritas Zimbabwe, Archdiocese of Bulawayo, Zimbabwe

Establish peer education groups that would share information on HIV and AIDS with the general peers. They also suggested establishing Health Clubs that would work flat out in promoting hygiene issues in their areas. Facilitate the ward level/ village level planning and bring out action plans that improve on communication at all levels. Some participants suggested coming up with information centres in strategic places like clinics and hospitals for youth to use and share. Participants promised to come up with an inventory of their assets where decision-making process should be based. An asset base provides a platform for decision-making. Take a leading role in community development. Train more youth in 'Stepping Stones' so that they are able to disseminate the right information to the people.

Abraham Makoni, Farm Community Trust of Zimbabwe, Marondera, Zimbabwe

Educate other community members on the dangers of alcohol abuse at village meetings. Motivate other community members to appreciate the good things in their community and working towards improving the bad. Help in establishing peer clubs from which youths will engage in drama and sport. Find ways to reach out to other churches like Apostolic Sects that shun condoms, promote polygamy and early marriages so that they appreciate the dangers posed by HIV/ AIDS while also appreciating the benefits of condom use.

Sibongile Mnkandla, Zibusiso Holistic Centre, Bulawayo, Zimbabwe

Train as peer educators. Train as volunteer counsellors. Involve family members/partners in group discussions. Start a support group.

Tendai Masumba, Zimbabwe Parents of Handicapped Children Association, Bulawayo, Zimbabwe

To share the information at every gathering within the community as a way to sensitise the community on issues that affect people living with HIV/AIDS. To use the referrals from the manual for more information on gender equality, male circumcision, participation and inclusion. To feedback to other people living with disabilities especially those with visual impairment and hearing impairment.

APPENDIX B(iii)

Question K: What are your future plans for using this and/or other 'Stepping Stones' materials?

César Ahouantchede, Espoir de la famille, Porto Novo, Benin

Nous pensons à faire de 'Parcours' notre guide de formation. Il sera notre outil référentiel. Nos différents TDR seront tirés des problèmes évoqués dans ce document et des films documentaires. Notre approche méthodologique serait celle utilisée par 'Parcours' pour permettre une participation active des participants.

Célestin Compaore, SOS/Jeunesse et Défis, Ouagadougou, Burkina Faso

Renforcer l'utilisation dans des groupes de jeunes et de personnes vivant avec le VIH.

Madeleine Ngo Baleba, Agence de Coopération Technique pour l'Education Sanitaire, Douala, Cameroon

Nous utilisons 'Parcours' journalièrement, même dans nos recherches d'informations dans le cadre du montage des projets. Nous y trouvons dedans des exercices pratiques lors des sessions de formations. Dans les moments de recherche individuelle ou collective, nous avons 'Parcours' sous la main. C'est dans ce sens que nous allons continuer à l'utiliser.

André Choubeu, Fédération National des Réseaux d'Association de la Jeunesse, Douala, Cameroon

Nous envisageons l'utiliser pour l'imprégnation de plusieurs dans ce travail en vue d'un résultat très satisfaisant. Les axes de priorité sont : Institution Théologiques, Pasteurs, Imams, Etablissements scolaires, universités, communautés villageoises et tout milieu susceptible de nous recevoir.

Marcel Agalani, Enfants de chœur Nazaria Igancia de Soboum (DLA), Douala, Cameroon

Comme un outil de sensibilisation dans notre fonction de pair éducateur.

Tapoko Maximin Le Doux, Association Pour le Développement et la Paix, Douala, Cameroon

Dans le futur nous comptons continuer à travailler avec l'outil en continuant la sensibilisation et l'éducation des masses avec la vidéo et le manuel.

Jonas Tamakou, ADRECUBA - Association pour le développement et de la revalorisation de la Culture de Bameto, Yaoundé, Cameroon

'Parcours' dans le futur demeure et restera mon arme de formation. Grâce à 'Parcours' je suis devenu le leader de formation dans plusieurs associations dans mon village Babadjou (Ouest Cameroun). Grâce à 'Parcours', je suis actuellement un très grand responsable de l'ADRECUBA.

Eddie Ndungi, Tabernacle Sifa AIDS Ministry, Kinshasa, DR Congo

We will continue to use the 'Stepping Stones' materials (book and video) to train local HIV and AIDS activists.

Jonas Habimana, Bureau d'Information, Etudes et Recherches en Développement, Kisoro, DR Congo

Utiliser cet outil à travers les clubs anti-sida. Intégrer les activités de sensibilisation dans les 39 associations membres. Intégrer 50 églises protestantes dans ce programme car elles sont très intéressées.

Pasteur Nathalie Mangila, VORSI Congo, Bandundu, DR Congo

Organiser un plan du travail continuuel.

Isaac Kakule Muyonga, Communauté Baptiste au centre de l'Afrique CBCA, Goma, DR Congo

L'approche école va continuer. La CBCA a plus de 470 écoles primaires et secondaires au Kivu et Ituri. La CBCA pense à introduire dans les années à suivre, le processus dans les écoles de dimanche.

Capitaine Damier Prosper Kajangu, Garnison militaire 8e Région militaire, Goma, DR Congo

Dans le futur nous allons utiliser 'Parcours' en sensibilisant avec projection de film 'Parcours' chez: 1) les chauffeurs des taxi-bus qui parviennent en ayant les rapports sexuels avec les écolières; 2) les femmes des militaires et des ex-combattants; au niveau des bars et d'hôtels là où on amène ces adolescents pour les rapports sexuels, 3) nous allons mettre des boîtes contenant des avertissements dans chaque chambre et avant de leur donner la clé des chambres, nous allons leur donner une éducation sanitaire; 4) nous allons chercher une collaboration étroite avec les associations des chauffeurs à grande distance (TRANSI) et aussi ceux de trans-ville (ACCECO).

Etienne Kibasomba Luhire, EVAS (Equipes des Volontaires contre le Sida), Goma, DR Congo

1) Des conférences débats radio télévisées sur: la jeunesse intellectuelle et prospection d'avenir. 2) Les émissions radio télévisées sur: la jeunesse et l'avenir de demain contre le sida. N'abusons pas dans notre jeunesse alors il nous faut éviter la paresse et mettons nous au travail. 3) Importance d'être testé et de rester fidèle.

Emerth Masiki Kavira, Centre des Formations Féminine (CFF), Goma, DR Congo

Ce sont les femmes qui nourrissent les hommes dans leurs foyers ici en RDC car le gouvernement de la RDC ne paye pas les fonctionnaires d'où les hommes n'ont rien sauf ceux là qui travaille aux privés au qui font leurs propres affaires. Les femmes font le commerce et parviennent à réaliser facilement 2 à 3 semaines en dehors de leurs maisons. Dans ce voyage de commerce, elle se couvrent du mot «commerce» pour se

prostituées. Ici, ce sont les femmes mariées qui font plus la prostitution que les filles célibataires. C'est pourquoi dans le futur nous allons: 1) construire des maisons des conseils d'écoute dans les grandes marchés; 2) construire des stands (sont des maisonnettes en chitting et démontables) aux marchés pour sensibiliser et encadrer les commerçants. But des projets futurs: 1) leur dire que la prostitution des femmes mariées n'est pas bonne (de quoi te servira de prendre tout c-à-d argent et manquer le royaume de ciel) 2) rappeler de bons comportements traditionnels des femmes..

Malou Matinda Echeni, ASCODER asbl (Assise Communautaire pour le Développement Rural), Sud-Kivu, DR Congo

Plaider pour l'appui à ces clubs anti-sida constitués. Requête d'un financement pour la formation de pairs éducateurs à base de l'outil 'Parcours' dans la communauté et nous aurions besoin de tant d'exemplaires, car nous n'en avons qu'un seul.

Tesfaye Woldeyohanes, Mih For Youth Association, Addis Ababa, Ethiopia

Getting more documents and providing other practical training sessions.

Ernest Obeng Antwi, Kumasi Polytechnic HIV/AIDS Peer Educators (HAPES), Kumasi, Ghana

To use 'Stepping Stones' as a resource in training the youth in my community after the successful set-up of a community-based organisation (C.B.O), to help educate the people in my community (Akim Oda, Ghana). And therefore will need your support for such desire and your organisation if I may say will be the original source to my set-up. Proposal will come when needed for your cooperation. I also want to set up youth advocate groups/peer educators from the various second cycle institutions with and around my community to help educate their colleagues who are adamant to and need education on the epidemic disease (HIV/AIDS).

Hermione Baptiste, Ministry of Education, St George's, Grenada

As I develop and revise our school's curriculum, I will include the information within the manual. Presently I am actually putting together the curriculum and I have included the subject HIV/AIDS within the theme Sexuality and Sexual Health. At the end I will continue training of teachers. Further, I will do some training with out-of-school youth/faith group organisations.

Matthew Mattam, CYDA, Pune, India

We are using this manual to train as maximum youth as possible. We also organise master training to leaders of NGOs. We need to have meeting of SS practitioners to learn from each other.

Zachariah Anshi, AIDS Desk, National Lutheran Health & Medical Board, Chennai, India

As an organisation involved in capacity building for many years, we did develop some training materials as well as we have been using other modules as reference materials. What we did was selected a few exercises from each section and incorporated it to the module. We look forward to do more of such training programs in the church community and elsewhere. One of our team members was sent to Bangalore for the 'Stepping Stones' Workshop in November. Currently, we are awaiting funds for the same.

Martha Nthenge, ESSIE, Nairobi, Kenya

We shall continue using the materials to reach all the community and we still aim at reaching those that we have not had a session with so far as much as urging the ones that we have taught a thing or two to continue disseminating the same information to others. It is evident that the community in general has taken control over the HIV/AIDS pandemic, stigmatisation has reduced due to openness in discussion and their livelihoods have

improved. They have increased their confidence in approaching matters pertaining to HIV/AIDS compared to the earlier days whereby even discussing it was almost seen as a taboo. All we can ask from you is to keep updating us on any new information.

Monica Achieng Owili, Kenya Marine & Fisheries Research Institute, Kisumu, Kenya

I intend to further use Stepping Stone materials for a much wider audience which will include other women groups and try to impress upon my church pastor to let me at the women ministry meetings.

Alijuma Were, St Lucia School, Nairobi, Kenya

The 'Stepping Stones' video is yet to be used as we do not have a compatible DVD player. Adapt the materials to my local context for more effect - some examples used there are foreign and lead to cultural/conflict. Would like more copies of the material.

John Muhanji, Friends United Meeting Africa Ministries, Kisumu, Kenya

These were very powerful materials for educating the community about HIV/AIDS and I believe if we could have more of the same but different versions would help to continue educating people on the same.

Wilson Ouma, Odyssey Arts Pioneers, Kisumu, Kenya

With concerted support from the producer of 'Stepping Stones', and their supporters, and their partners as an organisation, we believe we can make a difference. We believe this is a very important material. At the same time we believe we can partner even at a higher level to scale up the effective implementation of this material at community and church level effectively because we are a voluntary Christian organisation and our strength is stemmed from the power of giving back to the community. That is volunteerism. We believe where there is smoke there is fire. Yes we can do it together.

Duncan Zebby Arunda, Child Project Rongo, Rongo, Kenya

CHILD Project is currently reproducing the materials for further distribution to other local groups for group discussions and internalisation. We are intending to mobilise more resources to enable us to reach out to as many groups, couples, and church members from across the religious divide.

Buoga Jared Omondi, Tembea Youth Centre for Sustainable Development, Ugunju, Kenya

As an organisation there are plans to use the materials as a guide for developing a curriculum that shall guide behaviour change packages for different age cohorts in the area of coverage.

Chrispo Mwaleh, Care & Restoration of Education Status on Poor AIDS Orphans, Nairobi, Kenya

I will stick to any 'Stepping Stones' materials and other publications by Strategies for Hope for they are the best I have come across in my community work.

Jones Chamangwana, Reach Out Ministries, Balaka, Malawi

To train and provide the materials to each and every district hospitals, Health centres, faith based groups for them to understand the nature of this deadly disease, and encourage using the pulpit for such awareness campaigns.

Danny Gondwe, Plan Malawi, Kasungu, Malawi

In future the material will be used in schools for students to learn because that's where most of the problems are raised. The same materials will be used in Parent Education & Life Planning Skills Sessions for parents and youths. There are intentions to establish resource centres in our communities. The other thing is to have the material translated in

our vernacular language for effective communication with members who are not able to read or understand English Language.

Gilbert Momora, Kwatukumbuchire Malai, Zomba, Malawi

Conduct trainings with 5 groups.

Swira Pickmore, Ministry of Gender, Children and Community Development, Lilongwe, Malawi

Use them more on community outreach programmes because the materials open up more talking and discussion points that make the participants more inquisitive.

Dalitso Davie Kuphanga, National Association for People Living with HIV/AIDS in Malawi, Lilongwe, Malawi

The 'Stepping Stones' will be incorporated in a youth project being funded by UNICEF in 10 districts in Malawi. Youths will be trained in life skills through the 'Stepping Stones' as mentors in the communities who will in turn train the other youths within the communities.

Maeve Moynihan, Networklearning.org, Netherlands

We recommend materials we find useful; we prefer materials not linked to a particular faith but if there is no obvious alternative we recommend materials that have a basis in one or other faith - and mention this in the text.

Joshua A. Anunibe, Neighbourhood Health Foundation, Lagos, Nigeria

Plan to use 'Stepping Stones' for further trainings and as reference material.

Lending it out to interested youths, schools, and organisations. We shall be using them in our programmes and lend them out to interested groups.

Abimbola Onigbanjo-Williams, Heartland Alliance for Human Needs & Human Rights, Lagos, Nigeria

Our future plans for using this document will be to sensitize groups on HIV/AIDS and integrate in programs on HIV prevention and transmission, communication and life building skills. This manual is a 'must-have' for program managers and non-profit organisations. Most importantly we intend to use this manual to focus in engaging men in a particular rural community.

Ifere Obeten, State Agency for the Control of AIDS, Cross River State, Nigeria

To scale up activities by carrying out HIV and AIDS activities in more communities in the state using the Stepping stone manual.

Odor King Obinna, Sure Health Organisation (SHO), Imo State, Nigeria

We will continue to provide training and communication to different clients groups We are very grateful to partner with your organisation and solicit for further support and assistance to enable us carry our activities effectively and efficiently. Please send as many as you can of those materials and support as may deem fit to help us down here to enter rural communities to sensitise them and get them empowered.

Rev Olayemi Fatusi, Gombe Anglican Diocese Development Service (GADDS), Gombe State, Nigeria

We hope to continue to use for training and also help other organisation with particularly up coming community-based organisation.

Anthony Idorenyin, Family Health Care Foundation (FAHCI), Nasarawa State, Nigeria

I have discussed using the materials to train community drivers of change (in different communities) with my state AIDS control agency who are considering supporting the initiative. Am also planning to use the principles of the 'Stepping Stones' manual to

facilitate a Water, Sanitation and Hygiene intervention in the community we are proposing to work with.

Dr Folaju O Oyebola, Pain & Palliative Care Dep't, Federal Medical Centre, Ogun State, Nigeria

We will utilise the materials in future relevant events. We would like to have copies for the hospital staff. Translating the manuals into some local languages.

Okey Chinyere, Iyiom Community Development Initiative, Abia State, Nigeria

To continue using 'Stepping Stones' materials because they have helped us in increasing public awareness for HIV/AIDS.

Tunde Fowe, Family Values Impact Charitable Trust, Lagos, Nigeria

We did not use 'Stepping Stones' as a stand-alone curriculum but rather integrated it with our ongoing behaviour change communication programme of our organisation. We intend to keep using future 'Stepping Stones' this way.

Michael N Quilala, Psychosocial Support & Children's Rights Resource Centre, Quezon City, Philippines

We will be using this on our trainings especially when discussing HIV/AIDS topics or child protection issues. The exercises and activities can also be used in some of our trainings. And the manuals can also be used by other users of the library. Many of our researchers and research consultants do conduct trainings thus the resources will be of valuable help to them. The manuals are rich in information and inputs that can be shared to training participants.

Célestin Rubura, Programme DERN (Développement Rural du Nord), Rwanda

DERN est une organisation dont la mission principale est de contribuer au développement socioéconomique de la population rurale démunie. Dans ce cadre, DERN considère les questions relatives au VIH/SIDA comme un thème transversal, qui ne peut pas échapper à son attention. Le CD 'Parcours' est donc un outil de travail très intéressant pour DERN étant donné que la plupart des situations sociales couvertes et des messages laissés aux auditeurs sont très bien applicables à ses zones d'intervention. Dans le futur, DERN continuera de se servir de cet outil, qu'il considère comme un moyen de transmission de ses messages lors des séances de conscientisation/sensibilisation sur le VIH/SIDA.

Immaculée Muhawe, CODEIPAE, Kigale, Rwanda

Comme d'habitude je compte utiliser 'Parcours' à chaque opportunité qui se présente. On est souvent bloqué par la manque des ressources financières.

Didace Habiyambere, Association Ubumwe Saint Kizito, Province du Nord, Rwanda

Nous avons décidé de créer les club anti-Sida dans les écoles et dans les milieux publics pour nous permettre de continuer à utiliser 'Parcours'.

Momar Bopp, Association Ndongo Daara, Alkhourane, Senegal

Une large diffusion au sein du groupe afin que chacun puisse tirer profit.

Peter Wright, Action Group for Family Development, Northern Province, Sierra Leone

1. To continue educating communities using these materials. May introduce these materials in community schools for HIV/AIDS educational programmes and for our resource and information centre use by community members. 2. Educating adults using these materials is on schedule for our community education programmes.

Martha Senth Kamara, National AIDS Secretariat, Freetown, Sierra Leone

Our institution is planning with the permission of Strategies for Hope to translate the films into local languages, to encourage community drama groups to come up with role plays on HIV/AIDS issues within the context of their localities; compile these role plays to a documentary work with other partners to adapt this approach to participatory workshops for all HIV/AIDS sessions, engage, PLWHIV to adapt some of the skills portrayed in this video like empowerment, negotiation in relationships and participation.

Lia Verboom, St Philip's Theological College, Kongwa, Tanzania

Introducing the materials to all our students.

Felister Luambano, Zanzibar Catholic Church, Zanzibar, Tanzania

To keep on using the materials produced by Strategies for Hope especially those which I didn't get time to use them (those apart from 'Stepping Stones' training manual).

Dr Anne Temu, Morogoro Youth Development Centre (KCL Library), Morogoro, Tanzania

If membership of our library improves we will use the materials with different age groups see how it will fit in each age group. Adaptation of the material is important. However, we have few members and we lack capacity to organize special programs such as youth seminars on life skills that we used to do in the past with the help of Peace Corps volunteers.

Raphael Assou-Alipoe, Action Santé pour Tous (AST), Lomé, Togo

En organisation plus d'atelier de formation et des clubs de formation. Le mettre à la disposition de tous groupes qui veulent l'utiliser comme manuel de formation. Le partage avec ceux qui ne savent pas encore l'existence de 'Parcours'. En 2009 nous avons utilisé plus le manuel que le vidéo compte tenu du fait que notre poste téléviseur est tombé en panne au cours de l'année. Mais pour 2010 vous voudrions utiliser plus le vidéo. Raison pour laquelle nous voudrions avoir d'autres copies de vidéo et de manuel. Merci.

Edgar A. Barigye, Concern Foundation, Mbarara, Uganda

To continue using the materials to educate the communities and other stake holders on the HIV/AIDS scourge.

Henry Ssozi, Youth and Women Development Concern, Kampala, Uganda

Do more community outreach awareness rising using the materials. Do fundraising to purchase more copies to distribute in the community. Carry out static VCT.

Emmanuel Ofumbi, Papoli Community Development Foundation (PACODEF), Tororo, Uganda

We have photocopied some of the materials and now training trainers who will cascade the training. We as well plan to translate in local language giving local examples too.

Christopher Aheebwa, Kabarole Research and Resource Centre (KRC), Fort Portal, Uganda

Our main plan is to harmonise our work place HIV policy with our community activities. The HIV workplace policy is still not so well understood and we must ensure that the staff understands it. The 'Stepping Stones' materials are important for provoking staff to think beyond what they (think) they know about HIV at the work place and the communities we serve. The organisation arranges staff spouses' outings where we shall also incorporate some of the training content.

Eric Mbusa Bahwerigbugha, MUB Home Foundation, Kasese, Uganda

We plan to make out reach visits to other villages to have the training conducted.

Muheka Sedrack Masereka, Pastors Mountain Satellite Network-Integral Mission, Kasese, Uganda

We need to achieve a health centre. We want to achieve a school for AIDS orphans and other vulnerable children in our community. We need to achieve a community church with community programmes that support poor people. We need to achieve a youth social centre. Planning to help build houses for HIV widows, children and other vulnerable women. We need to achieve safe water.

Elsbeth Kendall-Carpenter, Kara Counselling Training Trust, Choma, Zambia

We will continue to use these manuals when the opportunities arise. Currently we do not have the luxury to fund a complete workshop, we cannot provide food and communities have their own justified expectations. However, we have set up palliative care communities within the areas we visit and accordingly implement some of the exercises each time we meet, which is usually monthly. While we run a nurse led clinic preventing and treating opportunistic infections, other members of the team work with clients and community workers provide educational opportunities, this is where we have utilised these resources mostly.

Pastor Timothy Katoka, Followers of Christ Fellowship, Chipata, Zambia

To translate in the local languages so people can understand better. To introduce the material to our other church branches.

Jason Paltzer, Lutheran Health & Development Program, Lusaka, Zambia

We incorporated sections of the trainings into a seminary curriculum on HIV/AIDS. The curriculum is taught for 3 semesters every 3 years.

Westone Mutale Bowa, Afya Mzuri, Lusaka, Zambia

We have started implementing SS in communities and we hope to have all communities be more open and owning programmes. All our seven site spreads across the country are using 'Stepping Stones' to deal with Behaviour change. We hope more communities will be engaged in 'Stepping Stones' interventions to promote behaviour change in the vulnerable communities.

Nyoni Bedson, National AIDS Council, Lusaka, Zambia

We plan to promote use of this material more in other organisations and outside since our resource centre now has more computers and DVD player and TV where people can sit and watch well.

Evans Salamba, World Health Organisation, Lusaka, Zambia

We lend these materials to various HIV intervention groups that use them for training, communication and advocacy.

Kanga Kaluba, Bauleni United Sports Academy (BUSA), Lusaka, Zambia

The 'Stepping Stones' materials are a good support towards the positive mind set for the young generation, We would like to share these materials with all our members who are our target group, ladies/women and boys are very willing to learn more about these materials but then we also need to make sure we share the actual materials with them. Watching and making good discussion points needs your support in form of material delivery to us. If we can have many documents and materials then these ideas will reach the unreachable. The 'Stepping Stones' materials are a good product of real change in one's mind for the better tomorrow. Health matters are of a great concern to everyone in our community and our members feel that there is great need to share this information with others and this is line with our Management Team plans to strengthen the power of this information across our target work areas.

Sydney Gamela, Youth Empowering Centre/Club, Lusaka, Zambia

To adopt them all for our daily programme in dealing with the youths and also general community at large, e.g. seminars, workshops and dramas etc.

Happy Malanda, Zambia Education & Development Advocacy Organisation (ZEDAO), Mufulira, Zambia

To train the groups as trainers of trainer. To develop a similar book in local language. To share the same information with other groups working with other NGOs and at district forums. To come up with a school quiz for school-going children and youth groups.

Rosemary Mbao, District AIDS Task Force, Mufulira, Zambia

With all the 'Stepping Stones' materials received I wish to expand on capacity building in the different community groups in the District so that more information goes out to them. Be it in Churches, Mosques, markets, clinics etc. I will try to extend the same in workplaces because I have found the materials to be very useful.

Priscilla Banda, Youth with a Mission, Lusaka, Zambia

Would like to get a manual and do further workshops.

Miriam Makwembere, Young Africa Skills Centre, Chitungwiza, Zimbabwe

To continue using this manual all year round to reach out to youths who come to our centre for learning every year. The only challenge is our lack of a big screen because our lesson attracts a group of plus or minus 79 students at a time every Friday of the week.

Albert Makone, Community Working Group on Health, Harare, Zimbabwe

I will lend the 'Stepping Stones' manual and video to other network partners so that they can also benefit from it.

Lizwelethu Tshuma, Caritas Zimbabwe, Archdiocese of Bulawayo, Zimbabwe

To coordinate the training of the District Training Team (DTT) comprising all key stakeholders in the District. This team would then conduct more training for the community as a way of spreading awareness on facts about HIV and AIDS. Currently there are a few people who are trainers of 'Stepping Stones'. It was also noticed that one person cannot facilitate a 'Stepping Stones' course. The course needs more than four facilitators per session to make training attractive and enjoyable. We also plan to conduct community-to-community visits for sharing of experiences and best practices.

Abraham Makoni, Farm Community Trust of Zimbabwe, Marondera, Zimbabwe

We intend to use the material with all the HBC Facilitators and Peer Educators that we have trained before extending its use to other community members. We also intend to share the goodness of the tool with our colleagues in other areas in Zimbabwe so that they also make use of the materials. We are currently exploring ways to incorporate the material in our ongoing psycho - social support workshops with primary school children.

Sibongile Mnkandla, Zibusiso Holistic Centre, Bulawayo, Zimbabwe

Run more workshops for care givers, counsellors (supportive) peer educators, trainers, etc. Lend the materials to those wanting to run their own workshops.

Tendai Masumba, Zimbabwe Parents of Handicapped Children Association, Bulawayo, Zimbabwe

If funds permit, ZPHCA will continue training parents, youths and children living with disabilities and other people living with disabilities in issues around HIV/AIDS, as they are left out and never get the information. It was requested that the 'Stepping Stones' material be translated into Braille.

APPENDIX B (iv)

Question L: Do you have any other comments about the 'Stepping Stones' materials?

César Ahouantchede, Espoir de la famille, Porto Novo, Benin

'Parcours' est un excellent outil de communication pour un changement de comportement. Un outil très indispensable à cause des différents sujets qu'il aborde. L'approche participative utilisée par cet outil a permis à notre organisation de bien lutter contre ce fléau qui ne fait que parler de lui grâce à l'implication des bénéficiaires (cibles) de nos différentes activités.

Madeleine Ngo Baleba, Agence de Coopération Technique pour l'Education Sanitaire, Douala, Cameroon

Merci pour cet outil de travail complet, riche et enrichissant. Merci à ceux qui s'évertuent chaque jour pour produire des outils de travail de grande qualité. Merci pour cette œuvre de charité qui fait que les outils sont envoyés gratuitement aux organisations en Afrique Subsaharienne.

André Choubeu, Fédération National des Réseaux d'Association de la Jeunesse, Douala, Cameroon

La lecture du 'Parcours' en utilisant la cassette, ouvre une large vision et donne une stratégie de travail pour encourager les séropositifs, les encadrer, amener tout homme, les églises, les communautés à une prise de conscience effective face et désastre du VIH/SIDA en vue d'une implication personnelle.

Tapoko Maximin Le Doux, Association Pour le Développement et la Paix, Douala, Cameroon

'Parcours' est un outil et un support très important; il faut le vulgariser autant que faire se peut afin de convaincre même les plus sceptique à s'engager dans la lutte.

Jonas Tamakou, ADRECUBA - Association pour le Développement et de la Revalorisation de la Culture de Bameto, Yaoundé, Cameroon

'Parcours' a un français facile à comprendre. Je rivalise même grâce à 'Parcours' avec certaines personnes qui ont fréquenté plus loin que moi pour défendre ma position puisée dans 'Parcours'. «'Parcours', je ne me sépara jamais de toi».

Eddie Ndungi, Tabernacle Sifa AIDS Ministry, Kinshasa, DR Congo

We plan to use the 'Stepping Stones' materials as one of the reference materials in the upcoming elaboration of the SAVE approach materials in our country.

Jonas Habimana, Bureau d'Information, Etudes et Recherches en Développement, Kisoro, DR Congo

Cet outil est très utile pour nous. Néanmoins, il nous faut des petit moyens financiers pour élargir le programme.

Capitaine Damier Prosper Kajangu, Garnison militaire 8e Région militaire, Goma, DR Congo

C'est seulement la pauvreté qui est à la base d'inoculation du virus et le livre 'Parcours' est clair sur cela. C'est pour quoi nous sollicitons votre concours pour que nous ayons ce livre en grand nombre ici chez nous car il contient des exemples trop frappant. Suite à cette formation et en rapport avec ce livre, nous militaires qui on vu et qui ont participé à cette formation, nous nous décidons de créer une association de lutte et de formation en IST et VIH/SIDA.

Etienne Kibasomba Luhire, EVAS (Equipes des Volontaires contre le Sida), Goma, DR Congo

Toutes les techniques et moyens de séduire les filles (amour) sont très bien détaillés dans ce livre en plus il contient plusieurs exercices et jeux de rôles qui nous ont beaucoup aidés, mais les parties réservées pour la projection, nous l'avons pas fait ou vu. Nous espérons qu'à la prochaine nous le verrons. La jeunesse est plus exposée car nous quittons fraîchement dans la guerre, nous sommes plus exposée que les autres où la sexualité et l'amour bat un très grand record et sont en grand envergure chez les jeunes de la RDC car nous parvenions même à faire droguer les filles parce que nous sommes sexuellement actives: nombreux d'entre nous fumes, boives, voles, désœuvrés. Mais alors, si nous trouvons un point de départ pour le début des petites occupations en métier nous devons faire beaucoup de travaux rencontrés dans le livre 'Parcours', c'est les moyens qui nous manquent. Recommandations: A) Que vous nous encadriez après cette réunion pour que nous atteignons toute la couche de la jeunesse. B) Que le gouvernement ait soins des jeunes.

Emerth Masiki Kavira, Centre des Formations Féminine (CFF), Goma, DR Congo

Le livre 'Parcours' nous a montré la place de la femme devant un homme et ses comportements à prendre dans sa maison. Les types de métiers que la femme peut entreprendre et sans risques à faire comme: travaux des champs, coupe couture, fabrication des briques ou blocs ciments. Nous pouvons ajouter: savonneries, bonbonneries. En tout cas cet atelier nous a redressé en nous remettant encore à la ligne: laissons le voyage ou commerce d'aller faire de jours hors nos foyers.

Malou Matinda Echeni, ASCODER asbl (Assise Communautaire pour le Développement Rural), Sud-Kivu, DR Congo

Pour ASCODER asbl, il faudrait que nous soyons formés en vue de l'utilisation de cet outil et que des ateliers d'échange d'expérience soient organisés et mettre en place un mécanisme d'évaluation, s'il y en avait un sponsor dans notre pays.

Hermione Baptiste, Ministry of Education, St George's, Grenada

I am happy to say that the material is excellent and rather relevant. It is easy to use and its very setting is encouraging. Most of all I like its interactiveness and that it allows for great participants among trainees.

Matthew Mattam, CYDA, Pune, India

The 'Stepping Stones' manual is one of the best manual I have ever come across. It has changed my life and lives of many who come across thing training. We at CYDA have taken a commitment and reached to over 10,000 people for the last 6 years. 'Stepping Stones PLUS' is also equally good.

Zachariah Anshi, AIDS Desk, National Lutheran Health & Medical Board, Chennai, India

This training module is very helpful to conduct an in depth HIV/AIDS workshop for any group. The games and exercises are planned systematically. Though it is a module for a group who is physically closer to meet for consecutive meetings, it can also be adopted for short trainings like 2-3 days.

Samwel Masheti Shadiara, ADC Mariny, Kericho, Kenya

The materials are moving, touching and have a strong message both socially and spiritually. They make the recipient see the need of understanding HIV test since they have learnt that there is a hope of living even if you are infected by HIV through the education on feeding style and taking care of oneself.

Martha Nthenge, ESSIE, Nairobi, Kenya

Keep up your good work. The materials are very useful. In case of any more comments or input we shall let you know as they keep developing.

Monica Achieng Owili, Kenya Marine & Fisheries Research Institute, Kisumu, Kenya

To me, this is one of the most valuable learning materials I have ever come across and I have indeed been inspired by it.

John Muhanji, Friends United Meeting Africa Ministries, Kisumu, Kenya

These were excellent materials and well done for teaching the community people of any range.

Wilson Ouma, Odyssey Arts Pioneers, Kisumu, Kenya

The material is super. We need more copies.

Duncan Zebby Arunda, Child Project Rongo, Rongo, Kenya

This is the most interesting and all-inclusive material that targets the entire community. If followed to the latter, the material offers minimal strain during facilitation while ensuring maximum satisfaction to the participants.

Buoga Jared Omondi, Tembea Youth Centre for Sustainable Development, Ugunju, Kenya

The materials, especially the training manual is of great assistance to all the stakeholders, ranging from the government, community groups and health practitioners in planning and capacity building in the area of HIV/AIDS.

Chrispo Mwaleh, Care & Restoration of Education Status on Poor AIDS Orphans, Nairobi, Kenya

They are the best in our work and we still need any publications by Strategies for Hope Trust.

Danny Gondwe, Plan Malawi, Kasungu, Malawi

I need to have more of these materials for use in our resource centres that we are intending to establish.

Gilbert Momora, Kwatukumbuchire Malai, Zomba, Malawi

We would like to make group village headman Kaudzu as the Village centre for Social Education, the material to be used shall be these so help us - it should be a resource centre for the Youth and PLWAs Adult Education Initiative: we don't know how far you do but we can ask you to look at our organisation and how we can partner to help the people of Traditional Authority Sitola in Machinga District of Malawi. As a leader I would want to know if you have anything of a community radio or radios that contain your messages distributed to the community so people give us feedback on how the programs help in the family response. This comes from the community TV idea. There are other things you might not be doing but we are happy to be referred; this material has helped to build our group. They are good.

Swira Pickmore, Ministry of Gender, Children and Community Development, Lilongwe, Malawi

Thank you for sending the materials, they are very relevant to our programmes.

Dalitso Davie Kuphanga, National Association for People Living with HIV/AIDS in Malawi, Lilongwe, Malawi

The CD is a very important tool that we have liked to use however if resources permit as an organisation we could also ask for the training manual so that they can complement

each other.

Joshua A. Anunibe, Neighbourhood Health Foundation, Lagos, Nigeria

Interesting learning and using the material. Okay and well packaged.

Odor King Obinna, Sure Health Organisation (SHO), Imo State, Nigeria

The only comment is that the materials are sent in limited amount. Evidence has shown that clients groups need these material for their own use.

Anthony Idorenyin, Family Health Care Foundation (FAHCI), Nasarawa State, Nigeria

Participants recommend translating the video in their local dialect HAUSA. Having a video to reinforce and stimulate discussion of the participant make the training interesting and inspiring.

Okey Chinyere, Iyiom Community Development Initiative, Abia State, Nigeria

The materials did empower young leaders, women, men, and especially people living with AIDS. We are grateful and hope you will continue to assist us with other relevant materials.

Tunde Fowe, Family Values Impact Charitable Trust, Lagos, Nigeria

The materials are easy to read, easy to use and easy to adapt to local contexts. Please keep this up!

Michael N Quilala, Psychosocial Support & Children's Rights Resource Centre, Quezon City, Philippines

Congratulations and more power to 'Stepping Stones', we do hope a lot of INGOs could sponsor your project. We do hope that the embassies and other government agencies in your country could support your project. I do hope you could also give materials to one college in our province. They have few materials in the library. And your materials would be of big help to students in their study.

Célestin Rubura, Programme DERN (Développement Rural du Nord), Rwanda

Au cas où les moyens techniques et/ou financiers le permettraient, il serait souhaitable que l'outil 'Parcours' soit traduit en différentes langues, le Kinyarwanda par exemple, de manière à permettre son accessibilité directe à un public plus large sans passer par un service d'interprétariat, lequel est assez souvent déformateur des idées initiales exprimées par les auteurs.

Immaculée Muhawe, CODEIPAE, Kigale, Rwanda

Je remercie simplement du fond du cœur toute l'équipe de la stratégie pour l'espoir.

Peter Wright, Action Group for Family Development, Northern Province, Sierra Leone

These materials are good so please continue to help our organisation to provide relevant and up to date information for our target groups. We need revised materials on HIV/AIDS and other reproductive and sexual health issues.

Martha Senth Kamara, National AIDS Secretariat, Freetown, Sierra Leone

All the Strategies for Hope materials in our possession are very educative and adaptive to our African context. Communities are appreciative of the contents and context of these materials, however, I would like to request for more copies to be made available and accessible in all districts and towns.

Lia Verboom, St Philip's Theological College, Kongwa, Tanzania

The manuals are written to use by all types of workers/counsellors - our students will

combine it with the Bible.

Felister Luambano, Zanzibar Catholic Church, Zanzibar, Tanzania

I would like to convey my thanks to Strategies for Hope for the materials you sent me and, please, if you have others different to those I got send them to me; and, please keep on fighting this pandemic disease.

Raphael Assou-Alipoe, Action Santé pour Tous (AST), Lomé, Togo

'Parcours' est un outil de formation très capital pour moi. Son utilisation me rassure, car après chaque atelier organisé avec 'Parcours' les participants sortent toujours très ravis. C'est pourquoi je voudrais formuler la demande d'autres documents de 'Parcours': vidéo atelier et manuel de formation. Je voudrais aussi profiter de cette occasion pour formuler la demande de Se Dévouer aux Autres.

Jennifer Rose Adiamo, Teso Women Development Enterprise, Mukono, Uganda

In settings like rural Teso, where illiteracy rate especially among women and girls who are our major target is very high, people learn by seeing and hearing but not by reading. Published materials especially books end up benefiting those who can read who are few in rural areas. This explains why our coverage in terms of numbers reached is low. The more appropriate method for sensitising rural people in such settings is using film shows. It would be good if 'Stepping Stones' considered doing the following: 1. Providing more video tapes or assisted in shooting films that will be shown in the local language to help disseminate HIV/AIDS prevention, care and support messages. 2. For resource-poor organisations like Teso Women Development Enterprise, which has a potential of reaching many rural people by use of film shows, 'Stepping Stones' should consider providing additional materials as a television set, a video screen, a projector and a generator. This will help in disseminating HIV/AIDS prevention, care and support.

Edgar A. Barigye, Concern Foundation, Mbarara, Uganda

I am very comfortable with the materials. I am waiting for videos and new materials to see how excellent it they will be.

Christopher Aheebwa, Kabarole Research and Resource Centre (KRC), Fort Portal, Uganda

You are doing a great service for us and the communities that we serve. Keep it up.

Eric Mbusa Bahwerigbugha, MUB Home Foundation, Kasese, Uganda

1. If you can please kindly send us more of the 'Stepping Stones' materials. 2. The 'Stepping Stones' CD Rom was not opened.

Muheka Sedrack Masereka, Pastors Mountain Satellite Network-Integral Mission, Kasese, Uganda

The training package on HIV/AIDS has helped us in our relationship skills and giving us ideas of practical action. We can now plan together, discuss about income generating projects that can support individuals and communities as a result from the HIV/AIDS training package. Watching the video has helped the couples' differences between their qualities of love in their marriage relationship. The materials have transformed the tradition practices in our community and there is great demand to overcome traditional practices that cause the spread of HIV/AIDS. The training manual helped married couples and other sexual partners not to put their partner at risk, partners now suggest about sexual issues, to use condoms or when they want children. The materials have improved our care and support of those who are sick and at risk of HIV. Today men can say 'where can I buy a condom?' which was a big problem for the old man to mention, but now it is easy to say a condom. And women now say it publicly that 'how can I stop getting pregnant?'. People now agree to go for diagnosis and need to prevent HIV/ STDs and they

ask for treatment. The materials have helped pregnant women go to the doctor to see whether they are HIV-positive or negative. Infected mothers in our community want to protect their breast-feeding children, protecting them against diarrhoea and other childhood diseases as a result of the 'Stepping Stones' materials. Women can decide for themselves what choice they want, but the only problem is where to get enough support to follow them through.

Elsbeth Kendall-Carpenter, Kara Counselling Training Trust, Choma, Zambia

Most of our work is done within a mobile palliative care team where we run outreach clinics for PLHA within rural communities with no access to power so no chance to use the DVDs. We have used the DVDs though when we have held palliative care trainings within Choma for caregivers. The DVDs provide a lot of support and allow a deeper understanding of some of the concepts; they also encouraged the groups to become more confident at expressing their opinions. They were much enjoyed by the participants. The manual 'Stepping Stones' is very clearly presented and is therefore easy to follow. Although ideally we should run through it in a logical manner, at times we have used just one topic to get across a particular issue, for example we use the exercise 'The Long Journey' quite often in our work with terminally ill patients and their caregivers to try to encourage more open discussion about planning for the future.

Pastor Timothy Katoka, Followers of Christ Fellowship, Chipata, Zambia

We need more copies.

Westone Mutale Bowa, Afya Mzuri, Lusaka, Zambia

'Stepping Stones' is a very good tool to deal with human behaviour. The journey that it takes person to go through in the training is very helpful in character building. Many participants have celebrated the 'Stepping Stones' strategy. It is a tool that effectively handles the gender issues, traditions and norms that increase the HIV spread.

Nyoni Bedson, National AIDS Council, Lusaka, Zambia

Consider using subtitles in English - picture quality is perfect and please continue doing the good work.

Kanga Kaluba, Bauleni United Sports Academy (BUSA), Lusaka, Zambia

The development of Strategies for Hope documents will depend on the support you are giving to the people implementing these ideas, which are really good. I would also ask you to even work closely with us by providing us with more materials for the better programme delivery to all our focused groups. We managed to share these ideas with our groups but then we need more materials to share with others as well. Resource power is also one area we need to strengthen if there is such a consideration on your part. We therefore wish to extend our partnership with your organisation in providing with Young and capable human resource to be trained in these strategies. The limited number of materials made our work to reach only a few people but we could do even better than this. Thanks for your guidance and leadership in developing great ideas for the better future of our young and upcoming generation.

Sydney Gamela, Youth Empowering Centre/Club, Lusaka, Zambia

The video workshop on 'Stepping Stones' came at the right time when we needed such a thing, for sensitising the community we will make use of it effectively in all of our programmes.

Happy Malanda, Zambia Education & Development Advocacy Organisation (ZEDAO), Mufulira, Zambia

That all the materials should accommodate everyone with proper guidelines on how to use them. We believe with enough materials, school-going children will be consistent,

especially girl-child with self esteem and pride.

Rosemary Mbao, District AIDS Task Force, Mufulira, Zambia

The materials are simple enough to use please keep up the good work and we need more of such materials.

Priscilla Banda, Youth with a Mission, Lusaka, Zambia

Would be easier to following using manual rather than DVD alone.

Miriam Makwembere, Young Africa Skills Centre, Chitungwiza, Zimbabwe

Many people know how important imparting knowledge on life skills and HIV/AIDS education is and may want to help, but they feel uncertain or afraid to provide help because they feel they have not been trained. The 'Stepping Stones' manual is designed to help facilitators impart such knowledge and is easy to use whether one is a volunteer or a professional person.

Albert Makone, Community Working Group on Health, Harare, Zimbabwe

Thank you for this thought-provoking material, I will make great use of it and impact the world to be a better place.

Lizwelethu Tshuma, Caritas Zimbabwe, Archdiocese of Bulawayo, Zimbabwe

Caritas together with Matabeleland Aids Council, District Aids Action Committees and the Ministry of Health, actually plan to come up with the DTT that I talked about earlier on but the budgets for doing that are not easy to come by. The trainings on 'Stepping Stones' usually take long before they are done because of the limitedness of funding in this area.

Abraham Makoni, Farm Community Trust of Zimbabwe, Marondera, Zimbabwe

At organisational level we have realized that the material is very good for workshop facilitators in building confidence and, motivating the community. Energizers outlined in the tool are so interesting and suitable for use at various other workshops. We are working with communities where there is a lot of tension due to various factors and the 'Stepping Stones' toolkit has proven that it can work as an integration tool.

Sibongile Mnkandla, Zibusiso Holistic Centre, Bulawayo, Zimbabwe

The materials are very, very good and helpful. Our problem sometimes is getting the equipment for videos and CDs. The manuals come in handy as they can be used even under a tree! Our resource centre needs them all though, as others can also borrow them from us.

Tendai Masumba, Zimbabwe Parents of Handicapped Children Association, Bulawayo, Zimbabwe

The 'Stepping Stones' materials are very informative to everyone affected or infected with HIV/AIDS but there is need to interpret it into Braille for people with visual impairment and the videos must have a sign language interpreter for the benefit of those who have hearing impairment. People living with disabilities are left out and considered secondary in terms of distribution of information. This makes them more vulnerable and at a higher risk of getting HIV/AIDS.