

Stepping Stones with Children Follow Up Day

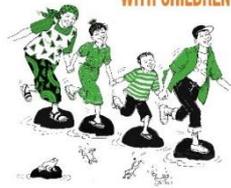
To be used approximately six months after the final workshop

Completed by _____

with the _____ peer group in

_____ community on _____ 201__

STEPPING STONES WITH CHILDREN



A transformative training for children affected by HIV and their caregivers

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Stepping Stones with Children was created by Salamander Trust with PASADA, funded by Comic Relief.

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The follow up day is our last opportunity to learn about the effects that Stepping Stones with Children have had on the participants. It is important that we learn about this so that we can know how effective or not the intervention is.

It is difficult for us to predict the kinds of changes that may have occurred, and there may be a lot of variety within each peer group. Facilitators need to be listen out for changes and gently ask questions to learn more about each change, to discover if others agree with it, and how it links to Stepping Stones with Children.

Some of the types of changes to listen out for:

- Improvements in how caregivers' and children's behave towards each other, and how they feel towards each other;
- That caregivers feel more confident about supporting the children in their care;
- That children and caregivers feel happier, with a greater sense of self-worth, and more optimism about the future;
- That they are looking after their health better, and make better use of HIV-related services;
- That they have more willingness to take action to prevent sexual abuse;
- A greater ability to manage sexual feelings safely, to set boundaries, to say 'no' to sex;
- Better school attendance, performance and comfort;
- That they experience improved support from the community;
- That they have more equitable gender beliefs.

The meeting will last for a full day. Two facilitators and one trainer will work with each peer group and try to record as much data as possible. Please also recruit a note-taker for each peer group who can use their phone or camera to record what people say.

Please make sure that all recordings begin by saying the name of the community, the peer group and the number of the exercise, and that afterwards all the files are sent to PASADA.

Exercise	Materials or preparation required	Time
1) Reflecting on the workshops		30 mins
2) Report back on the questionnaire findings	Report on the results of the questionnaires, which will be given to you.	30 mins
3) Repeating 'Who is there for me?' (Exercise 10.5) and 'Supporting each other in being strong' (Exercise 1.8)	Table of five questions and supporters from Exercise 1.8 in your Facilitator's Journal; copy the questions into Table 3.2 in this document.	40 mins
4) Drawing and discussing changes	Your peer group's 'We statement' from Exercise 9.4 in your Facilitator's Journal. The flip chart from Exercise 5 and Table 5a from the endline.	75 mins
5) Gathering stories of change	Cameras to film with or a way of recording voices.	90 mins
6) Reviewing what actions we have done and thinking about plans for the future	Flip charts from Exercise 6 and Tables 6a and 6b from the endline.	30 mins
7) Final event activities		30 mins

What do we think now about the Stepping Stones with Children workshops?

- a) Explain to your peer group that today we will look back at what we learned through the workshops, explore the changes we have noticed, and look forward to what we may do next.
- b) Explain that we'll begin by thinking about the whole series of workshops; the whole process.
- c) Ask: *'Thinking in general about Stepping Stones with Children, what made it easy to attend the workshops?'*
'What made it difficult?'
'What suggestions do you have if we organise more workshops here or in other communities?'

Report back on questionnaire findings

- a) Use the report you have received to give a brief summary of the findings of the baseline, midline and endline questionnaires.
- b) Ask: *'Are you surprised? About what and why?'*
'Are you encouraged? About what and why?'
'Are you disappointed? About what and why?'
Discuss possible reasons for the findings.

Repeat 'Who is there for me' (Exercise 10.5) and 'Supporting each other in being strong' (Exercise 1.8)

- a) Explain that we will do a quick 'hands up' which we previously did in Session 10.
- b) Say *'Please think of all the different people who care about you, and count them up in your head or on your fingers. Now close your eyes, and hold up your fingers to show how many people you have thought of who care for you. If you want to show a number bigger than 10 please hold up all your fingers and thumbs and cross your hands'*.

Write down the numbers that male and female participants show in Table 3.1 below. Write 10+ if participants show all their fingers and cross their hands to show more than 10.

Table 3.1

Number of fingers shown e.g. 5 6 10 3 1 0 10+ <i>please write carefully so we do not confuse 10 with 1 0</i>	
Females	Males

- c) Explain that we will now repeat an exercise that we did in our very first workshop session! Say *'In the first session we thought of five difficulties that you might need support with. I'm going to read out the first one, and ask you to call out the types of person (e.g. 'a teacher': the role of the person, not their name) who could support you with this type of problem.'* Add the supporters they identify to Table 3.2.
- d) Compare the supporters they call out against the ones they originally identified, which are listed in 1.8 of your Facilitator's Journal. If they miss any ask them *'What about [...], could they support you in this situation?'* If they agree then add that supporter to Table 3.2.
- e) When you have the list of supporters for the first problem say *'Now please close your eyes, and as I read out each type of supporter, raise your hand if you have ever turned to that kind of supporter for help with that difficulty.'* Record the numbers of hands shown in Table 3.2 below.
- f) Repeat steps c) to e) for the remaining four questions.

Table 3.2

Record here the questions that the group identified and used (steps 8 to 11)	List the supporters identified here	Number of raised hands	Space for more supporters identified if needed	Number of raised hands

What has changed since the last Stepping Stones with Children workshop?

- a) Ask your peer group to split into 2 or 3 small groups to draw changes that have happened as a result of Stepping Stones. For example, perhaps they now keep the house cleaner, or have become better at listening. Ask them to draw negative changes in a different colour to positive changes.
- b) After about 20 minutes have one facilitator or trainer sit with each small group. Ask the group members to explain their drawing to you. Ask questions to learn more about the positive and negative changes. Add your notes to the picture so that what they say is recorded, or make notes in a separate place. Write the community and peer group name on the back.
- c) Bring the whole group back together. Say *'In Session 9, we learned about positive discipline as an alternative to physical punishment. At the end of the session each peer group presented their 'we statement' to the other groups. I will read out your 'we statement' and we can discuss what happened.'*
- d) Read out your peer group's statement from Exercise 9.4, as recorded in your Facilitator's Journal, and write their feedback here. Did the other peer groups respond to their request? What effects did it have? If they did not respond explore why.

Summary of discussion about the response to our 'we statement'

- e) Say *'At the end of Part 2 of the workshop sessions, we talked about our hoped for changes, things we wanted to happen over the next few months. Here's the flipchart that we made. Let's look at each one in turn, and discuss how well we have met that hope.'*

Put up the flipchart from Exercise 5 of the endline which shows the hoped for changes and the number of people wanting them.

- f) Compare the flipchart with the drawings of changes that the small groups have just made.
- g) Read the first hope from Table 5a from the endline, and encourage brief discussion. Then say: *'Please close your eyes and use one hand to show if the hoped for change has happened, or if there's no change, or if the situation has got worse. For example, if the hoped for change was "more peaceful relationship with our child/caregiver" then we show fingers like this:*
1 finger - very negative: the relationship has got much less peaceful

2 fingers – negative: the relationship has got less peaceful

3 fingers – neutral: the relationship is the same, neither better or worse

4 fingers – positive: the relationship is more peaceful

5 fingers - very positive: the relationship is much more peaceful.'

Write the fingers shown in Table 4.1 below.

- h) Do the finger raising exercise for all the other hopes in Table 5.
- i) Acknowledge and celebrate any positive changes achieved.

Gathering stories of change

We are interested in changes which happened because the people took part in the Stepping Stones with Children workshops. The changes could be good or bad. They might be changes that we hoped for or unexpected changes. They could also involve participants sharing what they have learned with others, leading to changes in others' lives.

- a) Using what you have learned in the previous activity, gather more detailed stories by doing a mix of small group discussions and interviews. If possible film the participants, or record their voices on your phone. Make sure you begin each recording by stating the community and the peer group. Then we can listen to their exact words, rather than relying on notes of what they said.
- b) Explain *'Now we would like to gather individual's stories. If you have a story to share then you are invited to will sit with one trainer or facilitator who will listen and ask a few questions. We may record your voice, or film you so that we get your exact words, but we will not share the recording or tell your story in such a way that people would know it is them.'* Read out some themes below to give them ideas about the kinds of stories they may want to share. Ask if there are any questions and respond to them. Then ask if anyone wants to tell their story; if necessary, make a list and organise who will go first.
- c) While individuals are telling their stories, invite the participants to form two groups, to discuss other changes. You may wish to have one group for males and one for females. Try to make sure that all these themes are covered by at least one group (you will not have time for both groups to discuss all the themes).

Feeling loved and accepted: have there been changes in how you feel in your community? Any changes in stigma or discrimination? What stories do we have about feeling accepted or rejected, or about being able to rely on others for support?

Coping with loss: what happened to your Tree of Love? Do you use it? What did you do with your volcano? Has how you cope with strong feelings changed? What stories do we have of coping with grief and supporting others to do so?

Caring for a child with HIV: has anything changed as a result of the workshops? Do you feel any more confident? Or safe? Have you changed how you clean our household or feed your family? Any changes to taking medicines and seeking medical help? Does anyone have a story to share of sharing a diagnosis of HIV?

Relationships between children and caregivers: have there been any changes? Perhaps in how you listen to each other, see each other's virtues? In how you use discipline? How you share information, or how you feel about each other? What stories do we have ?

Friendships and supporting each other: have there been changes in how you relate to others? Are you more assertive? Does anyone use 'I' statements? Or 'connect and redirect' for positive discipline? Have you become more able to stay 'on your hub'? What stories do we have about responding to challenges with friends, and handling peer pressure?

Using alcohol and other drugs: has your use of alcohol or other drugs changed? What stories do we have of helping ourselves or others to be safe?

Growing up and relationships (perhaps in single sex discussion groups): has what we learned about how our bodies change – including managing menstruation and wet dreams - helped us, or enabled us to help others? What about topics of managing sexual feelings, masturbation and setting boundaries? What stories do we have about managing our relationships to stay safe, or supporting others to do so?

Sexual abuse: has what we learned about sexual abuse led to changes in how we try to protect ourselves or others from sexual abuse? Or in how we support survivors of sexual abuse? What stories can we share?

Work: have there been any changes in how you spend your time, or how tasks are shared in the household? Any changes in how you spend and earn money?

- d) As the participants talk listen and when needed ask questions to learn more about the change. You could ask them to pass the recording device as they speak, to record each voice.

The types of questions you might ask are:

‘Can tell me more about this?’

‘What happened next?’

‘Do you all agree, or do some think differently?’

‘How does this link to the Stepping Stones with Children workshops?’

What actions have you done since the end of the workshops?

- a) Show the flip charts from Exercise 6 of the endline (you may also want to refer to Tables 6a and 6b from the endline, your notes of their plans). Looking at their plans, what has happened? Explore the effects of any action they have taken.
- b) Ask “*Are there are any things that you have done which you didn’t plan to do?*”
- c) Discuss what might be their next steps. Agree on some actions.
- d) Agree on any support that your organisation can offer the groups, including linking groups up with other services and organisations.

Final event activities

If you have time, you might want to finish the day by bringing all the peer groups together for some games, songs and dances or drama.

Tugs of War and Peace is a game that reminds us that instead of pulling in opposite directions with one team the winner, we can deal with situations in a way that benefits everyone. You need a long strong rope.

1. Ask the caregivers to take one end of the rope and all the children the other end. Make a line on the ground between them. Tell them that when you say 1-2-3 they should pull as hard as they can and try to pull the opposite team over the dividing

line. Stop when one team does this. (You could also have all the males at one end and all the females at the other end)

2. Now tie a knot in the rope and lay it on the ground in a circle. Invite everyone to sit around the circle holding onto the rope. When you say 1-2-3 everyone should pull together on the rope so that they can all stand up.

Ask what this game teaches us about life.