

EXECUTIVE SUMMARY

The Stepping Stones (SS), Kisumu Workshop, which was organized by ACTIONAID Kenya, started on November 12, 2001 for two weeks, at the Poverty Studies Centre (PSC), Kiboswa. It drew participants from AAK partner CBOs and the NGOs in the Western Region, most of whom had "O" level standard of education and rich experience in community mobilization. The participants together with the facilitators, brainstormed on the concept, analysis and practice of SS as a tool for positive change.

In peer groups, men and women discussed and demonstrated various topics with particular emphasis on enabling everybody to make their contributions, right from the perceptions to an attempt at making the 'I' statement and a commitment to effectively applying the skills learnt both at personal and community level. The tableaux, love and power relations were particularly impressive as participants were able to relate them to their own experiences and offer suggestions on how to involve communities in acknowledging that there is a problem. The problems could vary from HIV/AIDS, poverty, wars, famine to communication breakdown. As facilitators, the workshop realized that it is the duty of all of us to empower the voiceless to negotiate for a dignified existence.

Manyatta was the place, where the community outreach was done. The village is in the eastern part of Kisumu, characterized with many unemployed youth, large number of non-school going children and petty traders. The community outreach lasted 3 days where participants used song and spectacle to mobilize the community. A core group emerged that was able to come up with issues: poverty, peer pressure and traditions as ways that influence the spread of HIV/AIDS. Thereafter play skits reflecting the above concerns were produced and performed for the community on the third day. The performances were far reaching and insightful. During discussions that followed each skit, various solutions were suggested such as establishing IGA. AAK promised to follow up through the Fish Group. The workshop was facilitated by: Baron Oron, Sylvia Wava both from Uganda together with Mboya TJ Owuor and Pauline Mkala (AAK) both from Kenya.

ACKNOWLEDGEMENT

The success of the two week workshop was made possible by Action Aid Kenya, specifically Dr Chris Ouma, HIV/AIDS Coordinator, Joyce Waititu, NSP Coordinator, Western Region who was the contact person for the training centre where we had comfortable stay, we would also like to thank the training center staff for this. We would also like to acknowledge the participants for their active participation in the training.

Introduction

The participants and facilitators were welcomed to the workshop by Joyous Joyce Waititu, NSP Coordinator, AAK Western Region to the Poverty Studies Centre (PSC). She articulated that the workshop had brought together actors in the concerned with community initiatives in curbing the spread of HIV/AIDS and hoped the Stepping Stones workshop would enable them go about their task in a more effective way. She enlightened the participants to the services available in the PSC.

FIRST WORKSHOP MEETING

Participants were introduced to the idea of adjectival names as an icebreaker. The participants were to introduce themselves to the rest of the group using an adjective that starts with the same sound as their name.

OBJECTIVES

The workshop objectives were presented by Popular Pauline as follows:

- To equip the participants with skills in handling behavior change to curb HIV/AIDS
- To improve the communication and interpersonal relations skills
- To improve their mobilization and facilitation skills
- To increase the number of SS facilitators to aid in curbing the spread of HIV/AIDS pandemic
- To empower the facilitators and community to reflect on the current prevailing HIV/AIDS situation and initiate way forward through action planning

BACKGROUND OF SS

The package was written by Dr. Alice Welbourn. The Pre-testing was done in Uganda through the contribution of Red Barna, ActionAid-Uganda, and facilitated by Prof Rose Mbowa with the support of Baron Oron, Milton and Germinde of Red Barna.

The package won the "Silver award" from the UNAIDS and is being used in over 104 countries in the world.

WHAT IS STEPPING STONES

Big Baron articulated that SS package is like a river that is flowing and should be implemented wholly, if implemented partially there will be a break in the flow, leading to it being less effective. SS enables community to carry out the current situational analysis, then consider the inherent factors causing the current situation e.g. culture, tradition, ignorance, communication breakdown and finally the best way forward for the specific community.

PARTICIPANTS EXPLORATION OF SS CONCEPT

| Word | Definition | Word | Definition |
|-------------------------------|--|----------------------|--|
| Concept | Details Philosophy/Wisdom Ideas Strategies Subject matter Kiini(Kiswahili) Mfumo/wazo(kiswahili) Underline theme | Stones | Essential for approaching or tackling problems Available Easily handled Tough and durable Confidentiality |
| Concept definition | Participatory Enabling to collectively attempt solving problems An involving process | Participatory | Role plays Group discussions Enabler Different age groups and gender participation Games/singing Equality Rapport/interactive dialogue Reciprocal |

"The reason why information on HIV/AIDS has not succeeded much is because it has not made people vulnerable to it"

PARTICIPANTS DEFINITION OF SS CONCEPT

Participants worked in groups and came up with the following definitions of SS Concept:

1. Participatory and empowering bottom up approach to develop a process of gender, HIV/AIDS, Community Mobilization in a sustainable manner.
2. Is a tool/strategy which enables a community to participate fully in addressing issue to make decisions towards an agreed goal.
3. A participatory tool that enhances support and proper communication that is aimed at accompanying a given mission set by the community.

PRINCIPLES OF SS

1. Best behaviour change is the one developed with the community.
2. Peer groups need own privacy
3. The process of self-analysis leads to greater awareness of one self and others. This is the basis of respect and assertive behaviour.

Who is SS meant for

Community development workers using participatory approaches. It has been observed that despite massive awareness creation via lecturers on HIV/AIDS, the scourge continues to take its toll unabated. This led to the conclusion the lecturing approach is not effective. Community participation is therefore necessary in providing practical strategies and initiatives.

For a long time HIV/AIDS was considered a medical problem to be dealt with by the medical fraternity. But it has now been declared a developmental problem that requires multisectoral and integrated approach.

Due to the peer group approach, SS empowers the marginalised e.g. women, youth to negotiate for a dignified way of life by equipping them with communication skills. Within the peer group experiences are similar, confidence is easily built and change is upheld.

LOCATION FOR SS WORKSHOP

Workshop should be held where there is already an organized activity/program. During the workshop there should be minimal writing due as might intimidate participants.

TIME FOR HOLDING SS WORKSHOP

When people are more free and available/relaxed/holidays/during festivals, daily activities of the community, organized groups. Planning should be participatory with the community

PEER GROUP DISCUSSIONS

In this workshop the participants worked in 2 peer groups. The real men and younger men's' group worked together while the older women and younger women group worked together. Whenever the discussions were very specific the groups broke up into the four groups as necessary.

EXPECTATIONS

| Group | Expectations | Hopes | Fears |
|-------|---|---|-------|
| | That the workshop becomes more participatory That instructional materials will be given to the participants at the end of the w/shop to enhance their work That the organizers LAISES with & the interested NGO's, agencies in helping US make OUR workshops at the community levels practical and meaningful. To know the approach of SS. To become a resourceful person to different STAKE holders in the society. To socialize with other CBO's representatives. To get relevant reproductive health Resources from the Centre To be able to share experience with other Dev. Worker in HIV/AIDS. To learn effects of HIV/AIDS. Success that have been realized in combating HIV/AIDS in KENYA A more change society that what it is NOW!. Great awareness of the present life VERSE the tradition Conducive learning environment Adequate facilities. Participatory participants Professional/skilled facilitators Nature relationship Active more technical advises to the COMMUNITY To share field experiences o how | That the organizer will make a follow up at our areas of operations. That the SS participatory approach will make it more palatable in own communities. To understand the community better than before. Find ways of educating/reading the spread of HIV/AIDS. Learn something on good communication and relationship skills within my community. To be more open to myself. Equip self with technical approaches toward PLNa's. Succeed in relating message to my community To acquire knowledge and skills in relations to the SS To use the knowledge and skills acquired to teach my community at large. To be more gentle and taxable to my society about the SS. To live in a world free of AIDs To meet a stable and free from conflict household families To share experience with those with HIV/AIDS Find new ways of | |

| | | | |
|--------------------------------|--|--|--|
| | to pass the information on HIV/AIDS | educating/reading the spread of HIV/AIDS. I hope I shall be a good SS facilitator | |
| Older and Younger women | How to test people for HIV New ideas from SS Learn control & prevention of AIDS Learn the steps of HIV/AIDS until it matures to AIDS Know more about AIDS To come out more assistant with how How to convertibility & healthy with HIV/AIDS Effectiveness in working with CBOs/Partners. How to approach a person with AIDS. Better equip in terms of communication skills Appreciate the value of the SS methodology See what stepping is all about Identifying PLWAS. | Know more about HIV? AIDS Take information back to people Ability to identify people with HIV/AIDS Ability to apply what we have learnt right here before going to the community Handling HIV/AIDS patients Stepping stones to enhance her ability to work with community More people to come out and tell their status. | Use of Condom are we really fighting HIV/AIDS Ability to counsel someone with HIV/AIDS. Visiting HIV/AIDS patients during the workshop As one of the organization, feared that Things might run smoothly Will be stoned for telling HIV/AIDS |

PARTICIPANTS INSIGHTS

- Speaking out our HIV/ status a vital step in fighting HIV/AIDS.
- Start applying the stepping stones with our selves, not just passing the information to the community.

LETS COMMUNICATE

TRUST & CONFIDENTIALITY.

This exercise involved participant in coming with qualities of person they would turn to in the event they had an embarrassing medical problem.

| Group | Qualities of Confidant | Group | |
|-------------|---|---------------|---|
| Older Women | A lady Age mate Whom I trust and strictly confidential Understanding Good listener and listening more than asking questions Sex doesn't matter A man Elderly lady Knows my background Accepts me the way I am i.e. Non judgmental Trust worthy Friendly Understanding Courteous Tolerant Knowledge/Specially in that field Considerate | Younger Women | Trust worthy - keep secret Give guidance Confidentiality Good Listener Patient/Tolerant Approachable Transparent & positive Age doesn't matter |

- We observe trust and confidentiality starting from out discussion groups

- It was agreed that trust and confidentiality cannot be guaranteed by the facilitator but participants should only say what they would normally share in public and also participants were encouraged to think carefully before talking about details of peer group discussions outside the workshop

THE STRAIGHT LINE

This exercise involved blind folding a volunteer who then moves to touch an agreed object, first with no help at all, next with verbal directives and finally with verbal directives and physical guidance.

After this exercise the older and younger women group expressed that they had learnt the following:

- That it was profitable to work in group as different people have different ways of solving a problem
- Sometimes we can be going in the wrong direction whilst if we consulted we could receive good counsel.
- To combat HIV/AIDS we need to work together

A KNOTTY PROBLEM

In this exercise two volunteers are asked to leave while the rest of the group forms a pattern where they hold hand in a intertwined manner. The volunteers are called back with their hands on their back and are asked to help disentangle the rest of the group by using only verbal command.

The older and younger women appreciated that solutions to community problems cannot be external as the problem source is known to the community. Strangers might just be dealing with the symptoms of the problems.

LISTENING

This exercise involved working in pairs. The partners were to take turns in telling and listening to stories for two minutes each and after which to exhibit bad listening habits for another minute. After the exercise participants were asked to express their feeling.

| Group | Signs of listening | Signs of poor listening | Feelings when listened to | Feelings when not listened to |
|---------------------|---|--|---|--|
| Older & Young Women | Eye to eye contact Body language Repeating what you have said | Interruptions Diverting to other things | Honoured Respected Loved Encourged to continue talking | Rejected Neglected Not appreciated Not wanting to continue Foolish |

In the exercise the participants were helped to realize the importance of listening skills to good communication.

BODY LANGUAGE

Older and Younger women worked in pairs to enact through miming using body language a situation when a discussion ended up in an argument.

This exercise enable participants to appreciate that we communicate as much verbally as with our body language. Therefore we need to be conscious and careful of sending the wrong message through our body language.

Emotions that can be expressed through the body language (Older & Younger Women)

- Anger
- Fear
- Likes and dislikes
- Happiness
- Walking style and pride
- Power different & house girl, women expected to sit on floor while men sit on table, women sitting down

OUR PERCEPTIONS

MINING THE LIE

Participants stand in a circles and one person comes to centre of the circle and performs an action and when asked s/he says they are doing something else.

Lessons Learnt

We all mime lies to avoid interference, revealing our situation
 People can inform you they are doing something while they are actually not e.g using condoms

FIXED POSITIONS

Participants formed a circle and a volunteer stood in the middle. Participants on the circle directly in front of the volunteer, directly to the sides and to the back would describe what they can see from their fixed positions and finally one participant would go round describing what they can see.

This exercise reminded participants that very often people speak and pass judgement on issues that they have no facts on, but in order to understand a situation one needs make efforts to get the full information.

IDEAL IMAGES AND PERSONAL DESTROYERS

Ideal images are what society expects of us. The peer groups came up with the following ideal images

| Group | Ideal Images | Reality | Personal Destroyers |
|-------------|---|--|---|
| Young Women | Well educated Special Shapely Create Financially stable Understanding Loving Disciplined Principled | Due to poverty education levels are low Different family background can make one to live up or not live up to the standards | Going with "Sugar Daddies" |
| Older Women | Assertive Financially stable Dressing in a specific manner Cooking Handles matters Role models Submissive Welcoming Humble Tolerant Honest Knowledgeable Religious Hardworking Stable homes Respectful | Peer pressure Economic conditions Values priorities Relegate chores to maids Aggressive unwelcoming | Having extramarital affairs Sleeping with boss for promotion |

The participants that we all have ideal images but there is a gap between our images and reality. This filling gap leads to activities that can cause HIV/AIDS infection.

IMAGES OF SEX

This exercise was to enable participants to share experiences on good and bad things about sex. The participants were divided into 3 groups of old, younger and unmarried women. The participants could be seen discussing things they would normally not have discussed concerning sex. They came up with 6 drawing of good images of sex, such as weddings, sexual organs, courtship, love making, dowry payment. They came up with 12 bad images of sex e.g. rape, pre-marital sex, extra marital sex, pregnancy before marriage in school girls.

Participants observed that sex was a good thing but many times ended up having bad images.

Sexual health was defined as

Sex that is pleasurable, free from infection and unwanted pregnancy and abuse

PRIORITIZING PROBLEMS

The participants were taken through this exercise and were able to prioritize the images of sex in order of priority. Amongst the ones in the now included disease, rape, sex .

WHAT IS LOVE

The word love in various local languages

Mampenzi -Kiswahili Chamyiet- Saboat usime -

Wendo - Kikuyu Hera - Luo Huyanza

Obwagazi

| Definition of love | | |
|--|--|---|
| Older & Younger Women | Real Men | Younger Men |
| Positive strong <u>feeling</u> towards someone or something Is infinite <u>feeling</u> towards someone something, which can be expressed by different ways like, caring, commitment, and giving gifts. A liking that has graduated to being fondness leading to love. A strong <u>feeling</u> above something or someone it's a compassion True feeling which can be romantic or compassionate, fraternal, parental etc. Strong natural feeling towards someone or something. | A God given emotional feeling Positive respectful feeling towards another person A developed/conscious positive feeling towards something/body after a periodical interaction A two way positive statement between 2 or among people. Innermost true, faithful liking between 2 parties An emotional feeling expressed towards another The inter feeling of 2 partners who can share common interest in understanding one another. | A positive innermost 'feeling' Innermost positive feeling towards others developed sequentially after time/ a period of time Warm affection feelings experienced between two people parties or more. A natural innermost aspect in life A blood relation bond Innermost desire expressed to others An innermost feeling which develops amongst two or more people who share a common interest or kinship with readiness or willingness to assist incase of a problem and need to be together. A <u>developed</u> innermost feeling achieved after desiring the characteristics of one. |

Young Men Reasons for being loved

- Handsome
- Polite
- Body structure
- Well understood (research)
- Harmony
- Impressions towards me e.g. talking style
- Kindness
- Humbleness

TYPES OF LOVE

| Persons | Type of Love | Quality of Love | | Advantage Publicly Recognized r/ship |
|----------|--------------------------------|--|---|---|
| | | Women | Men | |
| Lover | Romantic, Passionate, Conjugal | Tenderness Lovers tone Physical closeness Giving the lover special meal Welcoming Appreciation Sex | Care Trust Listening Submissive Faithfulness Empathetic Boldness Truthfulness Honesty Acceptance | Ability to exhibit love More fulfilling One feels worthy, respected Ability to claim ones rights Confidence |
| Siblings | Filial Compassionate | Advice Sharing material things Sympathy Sharing ideas Forgiveness and tolerance Caring Companionship | Caring Sharing Helping Respecting Sympathy Advancing Counseling & guiding Forgiveness and tolerate Companionship Sharing ideas | |

| Group | Love = Sex | Love = Marriage |
|-------|---------------------------------|--------------------------------|
| Women | love is Not equal to sex | Love is equal to marriage. |
| Men | Love is not equal to sex | Marriage can be devoid of love |
| | | |

OUR PREJUDICES

PASS THE PICTURE

The participants really enjoyed this game that brought out the fact that a verbal message is less lively to be conveyed the way it is received. Participants felt that messages should be conveyed in writing. Also participants learnt that they needed to exercise patience if a message they conveyed is not executed.

RISK TAKING

Kuhatarisha - Kiswahili

Definition

- Exposing oneself to danger - putting yourself in danger intentionally in order to achieve something.
- Taking decision/action of known proclaimed danger with hopeful expectations.
- Taking a dangerous course of action because you want to achieve something that's not guaranteed

Participants worked in pairs and they shared experiences of when they took risks e.g. one participant left her job to go for further studies as the employer not consenting to study leave. Some participants felt that they were not risk-takers but at the end of the discussions it was revealed that we are all risk takers otherwise life would be unbearable.

WHO IS LABELLING WHO?

MEN

In the community we always label people with names according to their characters. This makes them feel rejected, disregarded and useless in the society, or proud.

This is applied to the HIV/AIDS victims whom we always isolate from the community, companies, groups through social, giving responsibilities, co-operation acceptance. We tend to reduce their life span.

WOMEN

During the exercise those who were treated coldly felt rejected, lowly, unworthy, they wondered about the sort of label they had. The participants felt that as we continue label people, we increase the spread of HIV/AIDS and it is unfair to discriminate those who are infected

HIV

MUDDLING THE MESSAGE

WOMEN

This always happens in many aspects of life that a message is muddled and changes everything in the community.

Cause

- Disregarding messages
- Lack of concentration
- Poor listening
- Disregarding the informer
- Lack of understanding

Lessons Learnt

In community mobilization, it is important to have something written down, pass the information to the community without distorting it.

Do not leave the responsibility to other people to pass the information. As a facilitator, train the people your self, ensure that they get the right message so that they pass on the right message.

LANGUAGE OF SEX

Women

In order to ease the discussion of on sexual attitudes, behaviour and safer sex techniques, the women group had a volunteer lie down on newsprint and her outline drawn. Naming of body parts followed this activity. The participants took a lot of time to name the private body parts. Also the group discussed the importance of body parts in pleasurable sex. By this time the participants were contributing actively and a lot was learnt in area of hygiene, signs of STD s among others.

MEN

Have we ever taken time to talk about our sexual organs. Why do we always fear to talk about our organs or why do men fail/fear to look at her wife while naked

- Due to fear of the wife that she might be a wizard
- Due to the snatching of freedom to see being naked, resulting in stimulation
- Fear that you might label her
- Fear of body language

How can we make our marriage to be lively as it was the first day

- Put in different messages everyday
- Put in sweet words everyday
- Put in more Humor in your marriage everyday
- Let us not cheat our wives always to please them

TYPES OF INTERCOURSE

| Older & Younger Women | MEN |
|--|-------------------------|
| Vaginal intercourse Oral sex Anal sex Breast Sex Thigh Sex Armpit sex Palm Sex Withdrawal sex Masturbation Lesbianism/homosexuals | Vaginal Oral Anal |

MOTHER TONGUE'S TERMS FOR SEX AND SEXUAL ORGANS

WOMEN

| Group | Sabaot | Luo | Luhya | Kikuyu |
|-------|---|---|--|--|
| Women | 'Normal 'Sex-Vabisiet 'Peer/Girls' Sex-Kumisiet Extra marital-Soksiet | Normal Sex-Nindrouk Extra marita-Chodo "Women" Girls-Chodo Boys-Ngo'tho | Normal sex-Osodana Extra marital-Khubwoba Peer Sex-Khukhundana Kinyala Normal sex-Osodana Extra marital-Khubwoba Peer Sex-Khukhundana | Normal Sex-Guthica, Kuguika Casual-Gwikana |

- Semen (Mon) Viginal fluids
- Lach
- Lous Pinyodo
- Maach
- Sabaot - Kworodnit - Cheswet
- Luhya - Obudio - Kinyala
- Butia - Bakusu

MENS GROUP

- Male organ Name - Local Tribe
- Penis - Taritiet - Kalenjin

- Chul/Nyim - Luo
- Imbolo - Luhya
- Semen - beekab suron - Kalenjin
- Lach - Luo
- Amenyale/Amanyi - Luhya
- Pulic hair - nyus/Nyosit - Kalenjin
- Yier - Luo
- Amesuwa/Obwoya - Luhya
- Female genital organs
- Vagina - Busiat/Kuset - Kalenjin
- Ngony - Luo
- Esibodo/Eshipoto' - - Luhya
- Female skin - " " - Kalenjin
- Nyar - Luo
- Amagenya - Luhya
- Vaginal intercourse - kumisiet - Kalenjin
- Osoda - Luyha
- N'gothruok - Luo
- Vaginal Fluid - Beek - Kalenjin
- Lach - Luo
- Amanyi/Amenyale - Luhya
- Orgasm - No language for it.

FACTS AND FEELINGS ABOUT HIV

HIV/AIDS PREVALENCE

| Women | Men |
|--|--|
| Girls mature earlier than boys 1.5m Kenya have died of HIV/AIDS since 1980s, leaving behind 1m orphans. Each day 700 Kenya die from HIV/AIDS 2m Kenya already infected. Reflection year 2005, 2.6 million will have died. 90% of infection is through sexual contact. 80 - 90% of infection is average 15-49 years of age (most productive). No cure/no vaccine Nyanza among the most hit Most men - die at 25 - 35 yrs Women 20 - 30 yrs | Over 900 people die everyday out of the 30m of the pop. of Kenya to day 900,000 orphans in Kenya Most hit areas:- Nyeri Nyanza Thika |

JOHARISI WINDOW

| | |
|------------------------|----------------------------|
| Known to self | Known to others |
| Known to self & others | Unknown to self and others |

Sylvia Queen, shared the Uganda experience where the government through strong political commitment and through the Uganda HIV/AIDS Control Project (UACP) a national response to the HIV/AIDS epidemic was achieved and a multisectoral approach was put in place. Some of the achievements include, HIV/AIDS awareness is almost universal awareness, decline in HIV/AIDS and increase in demand for STD and VCT services. Some challenges include VCT services still limited, HIV/AIDS related policies and laws are still weak, the number of AIDS patients is high still and increasing while ARVs are not affordable

SIGNS OF AIDS

Women

| Minor Signs | Major Signs | Cardinal Signs | Progression |
|--|--|--|---|
| Fever for more than 1 month Skin rash Cough evidence of for more than 1 month | Cough of over 2 months fever over 2 months Gross weight loss 10% | Cryptococcal meningitis - Painful headache Kaposi's sarcoma - Scally skin, pressed produces pus Herpes Zooster | Point of infection Window period Symptoms (sero conversion) Symptoms (sero conversion) Signs & sytoms (Syptomaic stage) AIDS related compresses (full blame AIDS) Progress to death First 4 stages are very dangerous ones as people do infect others at this stage |
| Vulnerability of Women Due anatomical make up women - i.e. recipient uterus has large surface area so attracts more chances for infection, more prone to STIs and cannot easily tell when infected (Women should see a doctor when having smelly discharge and pain in lower abdomen) | | | |
| POVERTY <ul style="list-style-type: none"> • Depend on men for financial support so cannot negotiate for pleasurable sex • Low Education level - Ignorance • Culture | | | |

| Modes of transmission | Myths |
|--|--|
| Sexual contact Mother - child transmission Boold contact | Garlic onion reduces HIV/AIDS Consuming urine reduces HIV/AIDS Children get HIV from immunization HIV can be reduced by having sex with e.g. A child or a virgin who is not infected, with someone older & old women HIV emanates from witchcraft HIV/AIDS reduces through sharing it with others HIV is Americans idea of reducing sex (Discouraging sex) |

In the session there was exploration of participants knowledge on HIV/AIDS and myths within the community. The information gaps were filled. The participants were advised that in the event that have no answer to any question they should not feel shy to declare so and promise to give the answer next time. Also the participants should liaise with medical people where necessary and even invite them to the session.

CONDOMS

Folding Paper Game

Four volunteers are asked to stand in front of the group and given a similar piece of paper each, which they should fold according to spoken instructions while having their eyes closed.

Lessons Learnt

- We can be taught the same things but apply them differently
- Following instructions when eyes are closed is a challenge
- Each every part of our bodies is equally important
- People perceive instructions differently
- Enlightens us that as we go to the community, we should expect the learner's to experience problems following instructions & we should not lose patience.

WHAT IS A CONDOM

| Participants Information on Condoms | |
|---|--|
| Men | Women |
| A vessel rubber device that protects us from contracting STD or STI & HIV during sexual intercourse | Condom a protective device worn by a man during intercourse in order to prevent infection |
| Made of rubber | For family planning |
| Life saver N/B 100% HIV | A rubber protective device, worn by men during sexual intercourse to prevent his sexual fluid from getting in to contact with the woman, aiding if family plannig. |
| Something special about the condom | A device |
| Life safer | Protection against STD/STI/HIV/AIDS during sexual intercourse |
| Money maker | Made of rubber |
| A challenge in marriage people | A life saver |
| How to determine condom is safe | Fitting any size |
| Aim in the pocket | Money maker |
| Check for the dates e.g. (expiry) | |
| How can we damage our Condoms | |
| With finger nails when tearing | |
| When putting them in wallets (of heat) | |

During condom discussion sessions the participants were equipped with accurate information on the condom. Some participants hand never seen the male condom and yet even more had not heard of the female condom. They were all able to demonstrate how a condom is worn.

Lessons Learnt

- Disposing condoms in a pit latrine
- Some men love their lives more than sex
- Overcoming challenges while still not clashing with the culture
- Sitting with our children and guiding them
- Female condom is best if your partner is stubborn
- Women are more vulnerable HIV/AIDS infection because of their make up

OUR OPTIONS

This is a session where participants are able to consider possible choices available in life.

SPIDER'S WEB

MEN

Lessons Learnt

- No war during force, networking
- Unity

- Co-operation
- No competition all can be winners and no losers

| Hopes | | |
|--------------------------|-------------------|--|
| Young Women | | Young Men |
| Finish education | | Free life form HIV/AIDS STI,STD |
| Self sustenance | | To marry suitable and good wife |
| Good, homes, husbands | | Good family |
| Manage family | | Self employment |
| Educated children | | Use of condoms |
| Self employment | | Income generation |
| Free from HIV,STD,STI | | Determination |
| FEARS | | |
| Many children | School drop-out | HIV/AIDS infection |
| Prostitution | Idle & disorderly | Poverty |
| Early marriage | Poverty | Fear death |
| HIV/AIDS (STDS) | Unemployment | Mistrust in partners (loose sexual life) |
| Wrong choice of husbands | Bad company | Condom stigma "(Harmour/weapon) |
| Early pregnancy | Illiteracy | Fear of failed marriage |

Situation of Young Men and Women in Participants' Communities

| Situation | Suggestions for Change |
|---|--|
| Lack of advice Orphanage Lack of education Poverty | MEN Community education Peer groups SS approach Inter personal relationship Life skills education - how what, when, why to drink daces and enjoy Identify problems |
| | WOMEN Promotion of community education i.e. IGA, Adult literacy, advocacy of girl/child education(enforcement of laws) Empowering the vulnerable communities with IGAs etc. Sex education Teachers should be trained in facilitation skills to handle family life education. Lack of opportunities has resulted in lack of skills 'SS' promotes behavior change and can be adopted as intervention against societal ills. Encourage church groups involvement in HIV/AIDS awareness and empowerment. |
| Traditions Women should always receive Education of the girl is ignored Caring of children. | |

LESSON LEARNT (PARTICIPANTS)

- In order to change behavior, one needs to get information. If women are to attract their husbands, they need information on how to dress, keep a good homeetc.

POSSIBLE FUTURES

This exercise was done using tableaux (frozen images) to enable participants discuss and possible better future and visual what it means. The current bad situation is referred to as the more likely but less hopeful. Supposing there is an intervention that

would result in the less likely but more hopeful future. The four peer groups each came up with 2 tableaux. These would be presented for discussion in the full workshop meeting.

MEN

More Likely Future Less Hopeful - Less Likely Future, More hopeful

Before counseling After counselling

1) Thief - Steals, forces, grapes kills - 1) Can borrow, self employment pick pockets, cons jailed, killed repent, faithful, honest, beaten, chained, crippled, hopeless sustainable long life hopeful suicide.

2) Truant: Student, does not go to - 2) Truant after counselling School, bang smoker, signet - Reforms, goes back to school smokers, drinks alcohol, rapes stop all drug abuses, advisable indulge in sexual activities, doesn't helps the parents. Repented (join help his parents youth at church.

Result: Jailed, sick, contract HIV dies, Cheats, uses school fees.

3) Bad characters Suspicious 3) Bad characters after counselling Emotional, unfriendly, secluded - Respectable, caring, co-uncaring, unco-operative operative supportive, Responsible, welcoming, Result: Family breaks up, Less food, No stable family, children goes Education for children etc to school, enough food.

WOMEN

- People have a choice of opting for better futures.
- Some people lack parental guidance.
- When acting out the more hope full table use, it is important to make as attractive as possible - No violence, let it portray acceptability, development etc.

It was observed that when one changes for the better positive effects are felt far and wide e.g. if one is an alcoholic changes those who shunned them would accept them, respect them, rely on them etc.

FIRST Full workshop meeting

Participants were informed that the presentations of tableaux were not for competition but for sharing of situations in the community.

Participants were given few minutes to polish their tableaux. After which they picked numbered papers that would assist in decide on the order of presentations. First came young women, then older women, older men and finally younger men. The tableaux generated much discussion with all the peer groups participating.

Tableaux Presentations

| Group | Tableaux | Causes | Remedy |
|-------------|---|---|---|
| Young Women | More likely event Young women dancing in a disco place and one of them is annoyed by a man seducing her yet he had not bought her any drinks. She hits him with a beer bottle on the head | Peer pressure, drug abuse, influence of alcohol, lack of counseling, conflict at home e.g. broken homes, lack of role model, idleness, poor communication | Advice, counselling-(give information with choices and consequences), experience, IGAs, role models |
| | Less Likely event | The young lady became born | Agents of change should |

| | | | |
|-------------|---|--|---|
| | The young women is seen being prayed for by a Pastor and other faithfals | again due to bad effects of previous life, | target parents to change approach from lecture method, youths views should be considered by parents and community at large, youths to be involved in development groups, avoid labeling |
| Older Women | More likely event A single older lady dated two men and they met at the same place and a scuffle ensued | Incase of married lady such a situation would be due to lack of communication, satisfaction, economic problems, negligence due to husband having affairs, Men normally feel neglected as culture does not define their role in running home so needed to go out. | Men should be involved in upbringing of children, take their families along for entertainment |
| | Less Likely event The lady is seen in a marriage ceremony to one of the men | Due to advice, bad experience | The lady showed change and commitment by public marriage |
| Older Men | More likely event A man pickpocketing and some children shouting thief and running after him, mob justice | Economic problems, Laziness, Street culture, Drugs addiction, ineffective and corrupt administration/police, pressure to have wealth, Ideal images, Habitual stealing, Lack of support from community members, mature street boy | IGA |
| | Less Likely event From jail the man went to church | After punishment, | To love family, join IGA, work in shamba, acceptance by community |
| Younger Men | More likely event A woman running away with her children | Marital violence/abuse, Negligence of the husband, Infidelity, Pressure from in-laws, financial problems, alcoholism leading misuse of funds and resources e.g. selling maize to buy alcohol, lack of transparency | Involve woman in decision making Transparency let them expose their weakness to each other right from the beginning. |
| | Less Likely event Husband and wife hugging and happy children | Husband stopped drinking | Involving wife in decision-making |

EXPLORING WHY

This exercise helped participants to consider situations which involve sex and risk-taking. Participants worked in groups and came up with roles plays. The younger women came up with a role play on a young girl assenting to sex due to peer pressure, while the older women came up with a role play of couples in a drinking place and one couple leaving to go and have sex.

After the role plays participants discussed the following:

| Question | Sex due to peer pressure | Sex due to influence of alcohol |
|------------------|---|---|
| Why they had sex | Promise of material thing, assurance of secrecy by peers, pleasing peers to fit | Payment for alcohol in kind, habitual, influence of music |

| | | |
|----------------------------------|---|--|
| | into group | |
| What was good in them having sex | Pleasure, sexual satisfaction (man) | Pleasure, sexual satisfaction |
| What was bad in them having sex | Danger of infection if no protection, pregnancy, risk trauma due to virginity, risk of abuse e.g sodomy | Risk of infection, pregnancy, separation/divorce, infection of spouse, neglect of children |

The participants felt that the probably the characters might not have been able to negotiate for pleasurable sex.

ALCOHOL

| Why brew | Why drink | Disadvantaged | Remedy |
|--|--|--|---|
| IGA, keep husband at home, during ceremonies | Pleasure, peer pressure, due to stress, idleness, gain courage, socialize, medicinal value | Causes family breakup, community misfit, poor time management, low productivity, irresponsible sex, inhibits sexual activity | Guidance and counselling, address root cause of problem, IGA, |
| Participants agreed is difficult to stem out brewing and it's the drunkards who need to change | | | |

COMMUNITY LIKES

This exercise aims at reminding participants of good things about their community. Some of the responses were: boldness, respectful, ambitious, farmers, courageous, coming together during problems, hardworking, flexible, cooperative.

TRADITIONS

LESSONS LEARNT

MEN

LUO

- Some must be adhered to
- Some traditions are a burden
- Some are expensive to achieve
- We should uphold the meaning of traditions and their relevance today

SOLUTIONS/POSSIBLE ACTION

- a. Re marriage - sex should not be mandatory or
Use of condoms if a must blood should be tested first
 - Re-enforcement of responsibility for the need of family
- b. Marriage: should not be made compulsory for the less fortunate

TRADITIONAL ACTION

MEN

- Use of Herbs: should be recognized, and practice harmonized and respected by Ministry of Health
- Funeral: Reducing the expenses i.e. compulsory slaughtering of animals and

Eating should be harmonized.

- Sex: It should not be used as a taboo or opener. Other actions could be used i.e.
- Order of who starts activity cultivation

TRIBE LUO

| No | TRADITIONS | POSITIVE IMPACTS | NEGATIVE IMPACTS |
|----|----------------------------------|---|---|
| 1 | Re-marriage/Leverage | Settlement of women <ul style="list-style-type: none"> • Continuity of lineage • Care for the deceased family • Care for the deceased property | Misuse of resources by the husband <ul style="list-style-type: none"> • Insecurity of STI& HIV/AIDS • Family conflicts/Acceptance |
| 2 | Marriage | Family establishment <ul style="list-style-type: none"> • Continuity of lineage • Rite of passage | burden to the less fortunate <ul style="list-style-type: none"> • Dowry is difficult to pay |
| 3 | Use of Herbs/Traditional healers | Recognition of Traditions <ul style="list-style-type: none"> • Economic Activity • Healing of illness | Lack of Honesty by the Herbalist <ul style="list-style-type: none"> • Traditional Healers demand too much • Hygienically not accepted • No standard dosage |
| 4 | Funeral Ceremony | Population reduction <ul style="list-style-type: none"> • Rite of passage • Appeasement of the dead | burden <ul style="list-style-type: none"> • Costly • Time consuming in Preparation |
| 5 | Sex as key opener | - Uphold morality | Insecurity/Spread <ul style="list-style-type: none"> • Routine on sex • Creating a barrier • Human Rights above |

KALENJIN TRADITIONS

| No | POSITIVE ASPECTS/IMPACTS | NEGATIVE ASPECTS/IMPACTS | CHANGES/IMPROVEMENT ACTION |
|----|--|--|--|
| 1 | Circumcision - Age promotion <ul style="list-style-type: none"> • Get way to marriage | Affects education (discontinuity) Expensive Diseases | Sterilize equipment Reduce of expenses |
| 2 | Marriage - Get children - Responsibility | Young ones getting marriage under age Source of poverty Wife inheritance | Marriage at a required age Empowerment economically before marriage Wife inheritance should be abolished |
| 3 | Children - Ancestral Naming - continuity of life | Inheritance of ancestral spirits Expensive | - Invitation of dead spirits should be abolished |
| 4 | Wife Inheritance - Life continuity | Spread of disease Abuse of women rights | - Wife Inheritance should be abolished |

TRIBE: LUHYA

| No | Tradition | Positive | Negative |
|----|--|--|--|
| 1 | Circumcision | - Controls infection disease | - Death |
| | | Proves Maturity Comfort during sex | - Transmission of diseases |
| 2 | Inheritance | Security Consolation | Unsatisfying love Living under stress |
| 3 | Naming of children | Historical Remembrance | Poverty/Large family Evil spirits |
| 4 | Dowry | Permanency in marriage Identification Recognition | Poverty Lack of respect and peace |
| 5 | Lessons They promote poverty | | |
| 6 | Use of modern methods We should avoid women inheritance | | |

MONEY

To help participants explore the links between money and the spread of HIV and how these links might be changed.

The participants held discussion on the main cost facing their families, who takes responsibility and how access to money is relevant to HIV.

Some of the lessons learnt by the women group is that money is mainly handled by men. Women can do anything to provide for their families like sleeping with men for money or goods. When men have access to money they engage more partners, drink more, spend more time away from home thus increasing risk of contracting HIV. Both men and women agreed that lack of trust between couples is a major contributor to money related conflicts. This means there is need to harmonize the relations by promoting dialogue, participatory budgeting and utilization of money by both partners.

TESTING THE WATER

During this exercise participants narrated personal experiences of why they feel they belong to a certain category. It was concluded that though predominantly people adopted a specific approach but in different circumstances a different and appropriate approach would be used. Also in the community we have all the characters and we need to understand how to work together as a team.

LETS SUPPORT OURSELVES

ATTACK AND AVOID

In this exercise participants raised their hand to a actions being mentioned as it applied to them. This was to help participants recognize whether they have assertive (aggressive) behaviour or unassertive. By performing role plays on attacking and avoiding behaviour, participants recognized that the appropriate body language is always attendant. We all apply avoiding behaviour when confronted by more powerful people e.g. bosses, doctors, and policemen

SAYING YES

Women learnt that their women need to be empowered to say yes because as in the video the girl could not have used assertive body language due to culture e.g. women cannot look men in the eye while speaking.

REGAINING CONTROL

Participants worked in pairs, where each had an opportunity to narrative an experience where they regretted doing or saying something. The participants agreed that the situation was in control of them. The group was introduced to the 4 point plan:

1. **Acknowledge** what we have done

2. **Accept** responsibility
3. **Act** appropriately to limit damage
4. **Make** sure you don't repeat it

SAYING NO

| Group | No for No | Unassertive no | Lessons |
|--------------------|--|---|---|
| Younger Men | Violent body movements Change of venue Refuse/reject move away Inducement Shouts angrily Fights with fists Broadcasts past bad Experience | Loss voice Allows more debate Warm facial statement Humble resistance Can accept inducement | Dialogue amongst themselves Honesty and trust among them Patience Sensitive to others feelings |
| Real Men | Facial statement harsh Direct eye contact No and moves No with harsh voice | She smiles From experiences The voice is not harsh Drawing with toe's No is added with "But" Lack of eye contact Says No but don't move | |

COMING HOME

| MEN | WOMEN |
|--|---|
| Father coming from a trip/Journey Father giving the loaves of bread to the children and chased them away A woman telling the husband to use a condom, because she has attended the w/shop Man/Partner telling the wife to make the bed Lesson Mistrust Suspicion Aggressive Who was acting responsibly? The woman Woman's requests of a condom Wise & useful, Preventive, Ideal, A concern/informed decision Man's response Mistrust, Positive respond, Agreed/accepting, Dialogue Handling the situation taken by a woman could have introduced the topic earlier. | Children waiting for their father Children welcoming by home by father and mother Father giving sweets to his children to go and eat out side The needed sex with the mother The mother was suggesting that they should use a condom so that they may not contract disease. The woman was acting responsive by and positive the man was assertive. The man was aggressive |

STEPPING STONES MADE EASY

- PERMISSION (local administration)
- Mobilization (Community)
- Use opinion leaders
- Use the theatre puppets
- Use mass media
- Posters & pastors
- On spot mobilization - openness singing local songs

1st Community workshop meeting

- Introduction
- Purpose
- Draw the tame table
- Get the workshop attendants

METHODOLOGY FOR THE WORKSHOP

- Seek the opinion of the community on getting into the peer groups
- Inquire/involve the peer group in identifying the problems related to the spread of HIV/AIDS: what problems do we face in relation to the HIV/AIDS
- Prioritize (community peer groups) the problems: through: voting(stones, plotting etc)

The NOW problem

The SOON problem

The LATER problem

- Explore and probe on problem
- After probing and agreeing, embark on the play skits(short plays on specific"1" problem only)
- Start by exploring - a story (narration)
- Identify the involved character in the story
- Lead the members to select the characters of their choice for acting
- Prescribe the characterization (painting the qualities on the character/features)
- Plot (the pattern in the story - steps, scenes involved)
- Play skits are open - ended (do not have ends/no conclusions/solution) they have Beginning and middle unlike the role plays that have Beginning - Middle - end
- The community is involved in discussions to draw the end.
- Rehearse the plays skits and attempt to facilitate
- Probe on the problem
- Lead them to identify the cause, solution, means of solving the problems (strategy)
- Facilitation TFD: is the ability to involve the community in discussing collective, presented in the play skit and attempt to offer solve the problem

FINAL DAY: COMMUNITY FESTIVAL

Involve ALL the stakeholders

- To avoid bias information
- To ensure that the solutions become a collective concern
- The play skits are presented and facilitation done to reach/involve every one to reach the solutions
- The follow up committee is instituted by the community who should let the members know the next meeting - NEVER let community go without this.

HOW TO FACILITATE THE SKITS?

- Ask the community:
DO WE HAVE THIS PROBLEM PRESENTED HERE IN OUR COMMUNITY? (to involve everyone in internalizing the problem if it goes al will consent)
- Never put secretary let the community choose to have the responses put down
- Never answer qa but repeat it and let a community member(s) you answer
- Appreciate the contributions with 'THANK YOU'
- Gate keepers/drunwards be given a chance and could the idea to be challenged not what he/she is.
- Every idea should be taken to its logical conclusion - probing further - so that it becomes a solution
- Commit the "& know ALL" in certain ways.
- The secretary should seek the consent of the members so as that it becomes a resolution for ALL.

PLANNING

- A lead facilitation in the community

Awi + Hellen

- Peer facilitators - for peer groups
- Incharge of mobilization

SS IMPLEMENTATION MOMBASA DI EXPERIENCE

Mombasa DI presented 8 participants for the SS facilitators training workshop at the end of which participants drew an action plan. The DI embarked on the implementation of SS in the Bombolulu area through Bombolulu Self Help Group CBO that has its operations in the area.

The preparation involved a facilitators meeting where it was decided on when to commence the community workshop and that all the 8 facilitators would be involved so as to gain implementation experience. Two of the facilitators from LYCODEP would require lunch and transport for the whole period of workshop. The facilitators workshop was proactive and initiated the idea of a support centre to respond to the issues expected to arise. The CBO was asked to sensitize the local leaders on the upcoming SS community workshop. During the first community workshop the CBO was involved in mobilization by sending word round before hand and availing a traditional dance group on the material day. After mobilization the facilitators who are members of Bombolulu Self Help Group and are resident in the area introduced the purpose of the meeting and facilitated the formation of peer groups. The DI had facilitators for all the peer groups and therefore did not call on the other partners in the region who had also received the training. The younger women and younger men peers groups were very adamant in their decision not to grouped with the older members. The primary school age children were entertained only on the first day.

The young women, young men and older women groups agreed to meet every afternoon for the next 3 weeks while the older men preferred to meet after they came from work at six o'clock in the evening. The stepping stones workshops progressed well in the open area which was the venue. Due to logistical challenges, the video shows were confined to the full workshop meetings where SS video was viewed as well as other videos on HIV/AIDS scourge. The younger women group were unwilling to perform their role plays during the first full workshop but felt challenged by the other peer groups and were able to participate in the second workshop and for the full community meeting they joined efforts with the young men's group. During the second community workshop the participants were eager to know how they would get help with the issues raised so far and the idea of a support centre was adopted and the participants came up with the name Ufahamu centre (kiswahili word to mean understanding).

The open community meeting was well organized by the CBO and well attended. There was good communication with the administrators, politicians, local leaders, CBOs and community in general. The area chief and councillor attended, both leaders reported that they had picked the stepping stones meeting over others on that day. They commended the participants who attended the 4 weeks workshop and urged the community to take advantage of the opportunity of the next workshop.

The SS facilitators took advantage of the opportunity to launch a newly founded support centre named Ufahamu which is located in ZICOH CBO near. The centre is to assist in following up the issues that came up from the SS community workshop.

Challenges

Some of the challenges faced during the implementation include:

- The implementation period is too long and therefore only few community members could attend consistently due to normal events in their lives e.g. sickness, funerals, chores etc. This also demands much sacrifice on the facilitator's time
- The workshop raises expectations within the community e.g. pointing to the inefficient medical services, access to medical services, access to antiretrovirals, the lack of basic needs leading to sexual compromise and the question of a quick solution
- Women's powerlessness in negotiating for safe sex where the man is the bread winner even after attending SS.
- The areas of change touches the very tenets of the societal fabric e.g. traditions
- Some community members demanded incentives and therefore did not attend community workshop
- The danger of interruption is very high e.g. at some point there was a Christian crusade near by which had very powerful speakers and also members suggested that the workshop should end early to enable them attend the same. SS workshops receive low prioritization
- The participants asked to be provided with a Swahili manual so as to continue the implementation of the manual. Illiterate community members could only benefit as participants but cannot be effective facilitators.
- The numerous approaches already being applied in the field.
- Just carrying the manual and referring to it continually.

LESSONS LEARNT

- With commitment from the community the package can be implemented
- Within the workshop period the package brings great realization within the participants and can set rolling the road to change. At the end of the workshop the participants are empowered and can discuss issues freely
- It is an effective way of equipping participants with factual information by moving from known to the unknown. It addresses effectively the issue of stigmatization of HIV/AIDS. Participants express the wish to know their status and are willing to come up with initiatives to mitigate the effects of HIV/AIDS.

FULL COMMUNITY WORKSHOP REPORT (TJ)

BALANCE

In this sessions participants learnt the difference between the aggressiveness, assertiveness and passiveness

| aggressiveness | assertiveness | passiveness |
|--|--|--|
| Forceful Attacking Threatens | Tactful Logical Controlled Banked Acceptance Democratic Negotiable Skillful | Give |
| Insists on own rights while denying other their rights | Standing up for your rights without endangering the right of others | Leaving others to guess or letting them decide for you |

"I" STATEMENT

- Participants agreed that the use of 'I' statement would greatly improve their relationships
- 'I' statement brings the two parties closer
- 'I' statement allows problems solving and conflict resulting without entangling anybody

MANIPULATIVE SKILLS

- 'I' statement helps to solve conflict
- When in danger one needs manipulative skills
- Manipulative skills require assertiveness and accompanying body language

LONG JOURNEY

Participants share what they would do if there were to go on a long journey. After watch the video clip participants became very thoughtful.

Lesson Learnt

- They learnt from one another how to prepare for a long journey
- It made them think of writing a will
- It made them think of death

- It made them realize that it is quite difficult tell whether one's wishes would be fulfilled in their absence

CHALLENGES

Trainee facilitators show weaknesses in facilitation during community workshop
 The manual was not covered 100%
 The field work community did not recognize the CBO

RECOMMENDATIONS

SS made easy should be held in areas where CBOs are fully recognized
 The sessions need to be speeded up

APPENDIX

SS GRAND RULES

Telephone volumes to below in the hall
 Respect for all (opinions, gender, personality etc)
 Minimal interruptions during
 Medium of communication will be English and Kiswahili
 No smoking in class
 Never come to sessions drunk
 Active participation by ALL

RESPONSIBILITIES

Office Officer

Chairperson/man Mary Madome
 Welfare Officer Japuonj Awi
 Time keeper Flomena Tendet
 Chaplain Pastor Okwemba
 Energizer Kamunga
 Current Affairs Determined Daniel

Time Table

Time Activity

7.30 am B/Fast
 8.30 am Sessions
 10.30 am Tea Break
 11.00 am Sessions
 1.00 pm-2.00 pm Lunch
 4.00 pm Tea break
 4.30 pm Sessions
 5.30 p.m. End

| Day | Group | Likes | Dislikes |
|-----|-------------|--|--|
| 1 | Young men | Facilitation of the day | |
| | | Full and active participation | |
| | Old men | | |
| 2 | Young women | | |
| 3 | Young Men | Interest in discussion and participation Lessons are giving room to solve our problems SS is really touching our | Improper organization of different w/shops leading to shifting |

| | | | |
|----|----------------------|---|--|
| | | community Time keeping was promising | |
| | Older women & Ladies | Yesterday likes The presence of Sylvia Facilitation Participation | time consciousness was poor Jane was unwell Sally also unwell Dragging of the chair in class |
| IV | Real Men & Young | The lesson of the day were very enjoyable 1. Silvia was very Courageous to talk with the old men 2. The speed of handling the topics is okay 3. The day (lessons) has been stimulating | Mixing with the old women in dining hall was not pleasing to the men. • The attacks of some participants towards other people's opinions is embarrassing. |
| | | | |
| | | | |

LIST OF PARTICIPANTS

| No . | NAME | NGO/CBO | RESPONBILITY | EXPERINCE/BACKGROUND | ACADEMIC/BACKGROUND | CONTACT ADDRESS |
|------|-------------------------|----------------------------------|-------------------------------|---|------------------------------------|---------------------|
| 1 | CARLOL BERH RAWINYO | KENYA Society for P.ppl(KESPA) | | African women Acting together Against HIV/AIDS | 'O' Level | Box 911 Siaya |
| 2 | Florence Adhiambo Obech | NCS HOMA-BAY | Adult Education Facilitator | Copy Typist & Part-Term | 'O' Level | BOX 2 RANGWE |
| 3 | Phoebe Alouch | Lagnet | Last Generation Theatre Group | Peer Educator with family planning Association of Kenya, Gender and development | 'O' Level | BOX 2492 KSM |
| 4 | Sally Kigen | SOT INTERG.DEV | Pharmacy Attendant | Stepping Stone | 'O' LEVEL | BOX 114 KABARNET |
| 5 | Hellen Atieno Gamba | Fish Youth Group | Co-ordinator | Social work, NFP | 'O'LEVEL | BOX 4860 KSM |
| 6 | Tendet Flomena | SOET YOUTH CBO | C.B.O Treasurer | | 'O' LEVEL | BOX 104 KAPSOKWANY |
| 7 | Selyne Obonyo | Abesokwa C.B.O | Chair Lady | C P & M CHW, TBA, T.O.T,E.C.D | STD 8 | BOX 583 MUKONO-UG |
| 8 | Joan N. Wamgila | Namoriondetabu | Chair Lady | Treasurer of Kapsotam CBO | Form Three | BOX 93 KAPSOKWANY |
| 9 | JEREMIAH OTIENO AWI | Neighborhood, child care service | Neighborhood | P.E.P, School Inspector, Programme Co-ordinator Ragwe | Approved Graduates Teacher 3 | BOX 20 RANGWE/H/BAY |
| 10 | Pastor Mike Okwemba | O.F.C Vihiga | Pastor (D.S) | Pastor | 'O' LEVEL | BOX 264 Maseno |
| 11 | Odipo Daniel | KESPA | Co-ordinator | Counselling, HIV/AIDS | Holder of Certificate in Community | BOX 911 SIAYA |

| | | | | | | |
|----|-----------------------|-----------------------------|----------------------------|--|----------------------------|--------------------|
| | | | | | dev. | |
| 12 | Erastus Abok Rabbare | SOET YOUTH CBO | VOLUNTEER With Lagnet | Programme Officer | Diploma in Food Technology | BOX 2492 KSM |
| 13 | Vincet Aura | Abesikwa CBO Busia | Teacher Namalo Pri. School | HIV/AIDS Awareness Busia | G.C.E 1970 | BOX 53 HAKATI |
| 14 | Luka K. Chepkangor | Kormor DI | Teacher | Teaching | 'O' LEVEL | BOX 114 Karbarnet |
| 15 | Denis Ogot Sadika | Budalangi Jamii Youth Group | Asst. Organizing Secretary | Skills in T.F.D | 'O' LEVEL | BOX PORT VICTORIA |
| 16 | Calleb Kintai Kasuti | SOET CBO | Peasant Farmer | HIV/AIDS Campaign Awareness | 'O' LEVEL | BOX 104 KAPSOKWANY |
| 17 | Ndara Godfrey Mochomu | NOMORIONC EETAB CBO | SECRETARY | Community health worker, CBR, TOT, Project Planning, PRA, MD-Women Right | 'O' LEVEL | BOX 93 KAPSOKWANY |
| 18 | JAMES CHERUIYOT KOSGY | SOT INTERG. DEV. ORG. | Prof. Adm.chief | Teacher/Farmer | 'O' LEVEL | |
| 19 | SIMIYU MUTORO MARTIN | FISH GROUP-KSM | Co-ordinating Team Member | Youth Leader, Peer Education | 'O' LEVEL | |
| 20 | Wattimah Jackie | AKK-Busia | | | | BOX 790 BUSIA |
| 21 | JANE L. KIGEN | AKK-BARWESSA | | | | BOX 557 KBT |
| 22 | CHISTINE OSUKA | AAK-Kapsokwony | | | | BOX 218 KAPSOKWANY |
| 23 | SUSAN NGUGI | AAK-CENTRE | | | | 42812 NBI |
| 24 | MARY MADOME | TOROSO CBO | | | | BOX 132 CHEPTAIS |
| 25 | BETTY OKERO | NGO-NETWORK | | | | 4572 KSM |
| 26 | JOYCE WATITU | AAK-CENTRE | | | | 4572 KSM |
| 27 | JACQUEELYNE CHEPKORIR | SICODO | | | | BOX 24 SIAYA |

KESPA SS ACTION PLAN – NOV 2001 – April 2002

| ACTIVITY | WHERE | WHEN | BY WHOM | RESOURCES REQUIRED |
|--|-----------------------|-------------------------|--|-------------------------------|
| 1. Sensitizing staff on stepping stone | KESPA Resource Center | Next Week (By Dec 2001) | SS facilitators Trained e.g. Dan & Beryl | -Time - 14 bottles of soda |
| 2. Stakeholders Forum (oneday) 30 Opinion Leaders of Siaya | Chief Town's Cam. SYA | Jan 2002 | KESPA AAK | Meals Stationery Travel |
| 3. Community | Karemo Div | Jan 2002 | KESPA Various chiefs | Transport Lunch |

| | | | | |
|--|--|--------------------------------------|-------------------|--|
| Mobilization Launching Barazas and Planning Problem identification | Siaya Township Loc. South Alego Loc. East Alego Loc. | Feb 2002 March 2002 April 2002 | and the Community | Public Address system Video screen & Deck |
|--|--|--------------------------------------|-------------------|--|

LAGNET STEPPING STONES ACTION PLAN YEAR 2001 – 2002

| No. | Activities | When | Where | Who | Resources Required |
|-----|---|--|---|---|---|
| 1. | Orientation of SS to Lagnet members | Dec - 2001 | Lagnet office grounds | K'muga & Pheobe | SS manual SS Video Tape Stationeries |
| 2 | Sensitization of provincial Administrations and local opinion leaders | Dec - 2001 | D.O Office Chiefs Baraza Ministry of Health | K'muga Pheobe J.Awi (N.C.E) Florence (N.C.E) | Transportaion Lunches SS Manuals |
| 3. | Community workshops (Mobilization, Planning & Empowerment) | Jan 2002 to Dec 2002 | Churches Schools and barazas | K'muga Pheobe J.Awi (N.C.E) Florence (N.C.E) | Stationeries SS manual SS IEC Materials Transport Accommodation & Meals of facilitators Lunches |
| 4. | Follow-ups/Impact Assessments | After 1 st Community Workshop | Churches Schools and Barasza | Facilitators Community members ActionAid Kenya | Transport action Stationeries Refreshments |

COMMENTS: The use of church & schools would be applicable for announcements but not for practical implementation

PLAN OF ACTION – SS BOMET DI 2001 – 2002

| PROJECT ACTIVITY | WHO | WHEN | HOW | WHERE | RESOURCES |
|---|--|---------------------------|---|--|---|
| Sensitization | SS Team | Nov/Dec 2001 | Sido members Local Leaders Sicodo Members | Olkyin sub- location Longisa Div. | Ss Manuals Stationery |
| Mobilization of 'SS' | SS Team Sido Members Sicodo Members Local members | Dec 2001 | SS Mobilizers Chiefs Barazas Posters Annoucnements | Olokyin Sub –Loc. Chebunyo Sub-loc. Siogiro Div. | Mobilizers Stationery |
| Community Organization Problem identification & Participation Empowerment Capacity building & Leadership | SS Team Sido Members Sicodo Members | Jan - 2002, March 2002 | Peer Groups | Olokyin Sub-Loc. Chebunyo Sub – Loc. Siongirori Div. | Stationery Refreshments Lunch Allowances |

ACTION PLAN KAPSOKWANY AND CHEPTAIS

| Objectives | Activity | Task | Who | When | Where | Resources |
|--|--|---|--|------------------|--|--|
| To impact knowledge to the community on how they can identify and solve their day to day problems, using stepping stones methodology | Report writing on S. Stones for HIV/AIDS | Collecting writing materials | S.Stones facilitators i.e. -Tendent Flomens -Ndara Godfrey Kimachas -Alice, Joan Wangila -Mary Madome - Calleb Kimtai | 27/11/2001 | AKK Kapsokwany Dev. Initiative | Writing Materials i.e. Pen Foolscap Pencils |
| | Stepping Stones Sensitization | Writing Posters protocol | " | Jan to July 2002 | Cheptais Kaborom Kopsiro Kibuk | Posters Human Resource Bronchoeus |
| | Community organization participatory identification and planning | Peer group meetings Formation of interim communities | S.Stones facilitators and community | Feb to Dec 2002 | In the communities identified as Mentioned above | Transport and Lunches |

(EMUHAY DIV.)

VIHIGA O.F.C WORKPLAN 2001 – 2004

| Activities | Who | When | How | Where | Resources |
|--------------------------------|-----------------|------------|---|---------------------------|--|
| SS (T.F) | SS(F) | Dec 2001 | | N.Bunyore Emuhaya Div. | Stationaries Flayers(flag) Foot Balls Games Kids SS Manual T.V.Vidoe Deck Generator |
| SS Community Mobilization | SS Facilitation | March 2002 | Churches Chiefs Barazas Schools Posters Pub. Announceme nt | W. bunyore | Support from others D.I.s (Dev.Initiatives) |
| Community SS Capacity Building | SS Facilitators | April 2002 | SS Facilitation | In community & Schools | |

NOTE:- CAPACITY BUILDING TO CONTINUE UNTIL – 2004

KISUMU TOWN FISH YOUTH GROUP

ACTION P-LAN OF YEAR 2002

| Activity | How | When | Where | Who | Resources |
|---------------|----------|----------|-------------|----------|-----------|
| SS Report for | Meetings | Jan 2002 | Fish Center | Hellen & | SS manual |

| | | | | | |
|--|--|----------------------|--------------------------------|--|--|
| W/shop to office | | | | Simiyu | Stationery |
| Community Sensitization & Local Administration | Theatre Public Address Posters Puppets Discussion Role-play | Feb 2002 to May 2002 | Schools Churches Center | Stepping Stones Facilitators Hellen & S.S. Team | SS manual Stationery Transport Lunch Video |
| Impact Assessment | Documentati on of Cases | June 2002 | Schools Churches centers | AKK SS Facilitators | Transport Stationery Lunch |

KISUMU TOWN FISH GROUP ACTION PLAN 2002 – 2003

| Activity | How | When | Where | Who | Resources |
|---|----------------------------------|-----------------|--------------------------------|---------------------------|--|
| Orientation of SS to group members | Meeting | Jan 2002 | Fish Center | Hellen Simiyu | SS manual Stationery |
| Sensitization of Local Adm. | Issue SS Report | Jan 2002 | Chiefs Ass.chiefs | SS Team & Staff | SS manual Lunch Transport |
| Community W/shop (Mobilization, Planning and Empowerment) | Theatre Poster Discussions | Feb to May 2002 | Schools Churches Centers | SS Facilitators | SS Manual Stationeries Transport Lunch Video |
| Impact Assessment | Documentatio n of Cases | June 2002 | Schools Churches Centers | AAK SS Facilitators | Transport Stationery Lunch |
