

Stepping Stones

21st anniversary

& launch of
Stepping Stones with Children

& revised and updated
Stepping Stones & Stepping Stones Plus

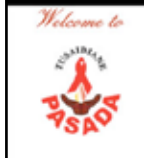
24 November 2016 | CAFOD
WELCOME

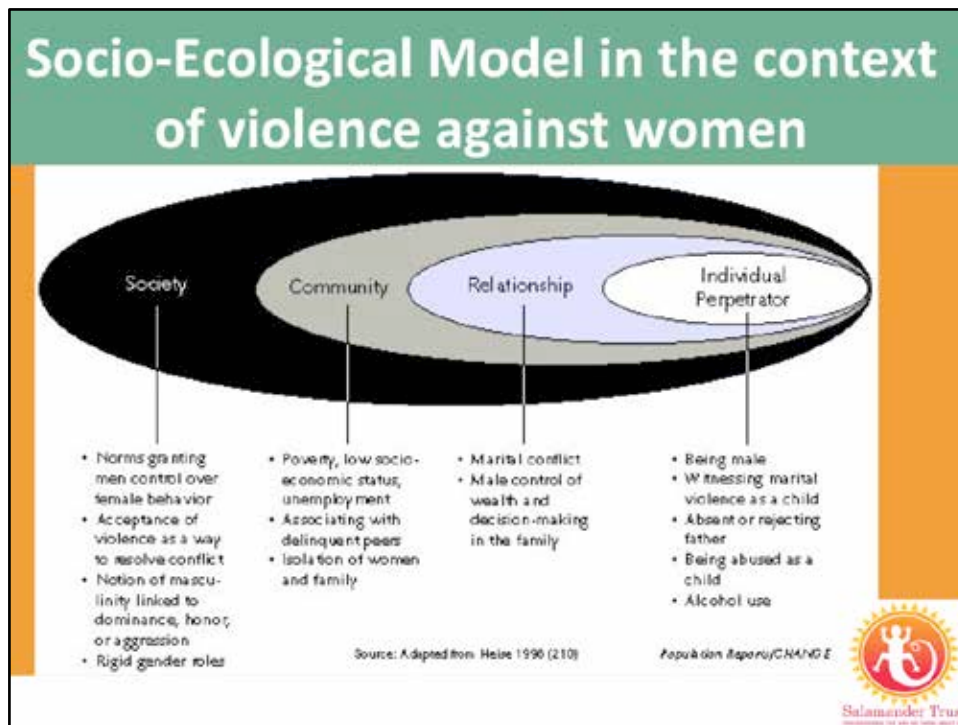


Our speakers today:

Ellen Bajenja	Salamander Trust Associate
Dominique Chadwick	Social Films
Gill Gordon	Salamander Trust Associate
Beth Mbaka	Comic Relief
Angelina Namiba	Salamander Trust Associate
Nell Osborne	Salamander Trust Associate
Alice Welbourn	Founding Director, Salamander Trust
Glen Williams	Strategies for Hope

and Malika Cholwe





Intimate Partner Violence (IPV) is recognised both as increasing women's vulnerability to acquiring HIV: and women when diagnosed with HIV can face increased IPV.

Stepping Stones is recognised to reduce IPV in communities.

Stepping Stones Foundation Stones...

Involvement of all stakeholders:

- *Four*-peer group work and discussions, gender- and age-based – and emphasis on these relationships

Holistic response to HIV:

- Focus on *rights*-based sexual and reproductive health & gender issues – with *multiple positive outcomes*
- All can address their *own* most pressing issues
- *Ownership* of the process by the community

Experiential learning structure:

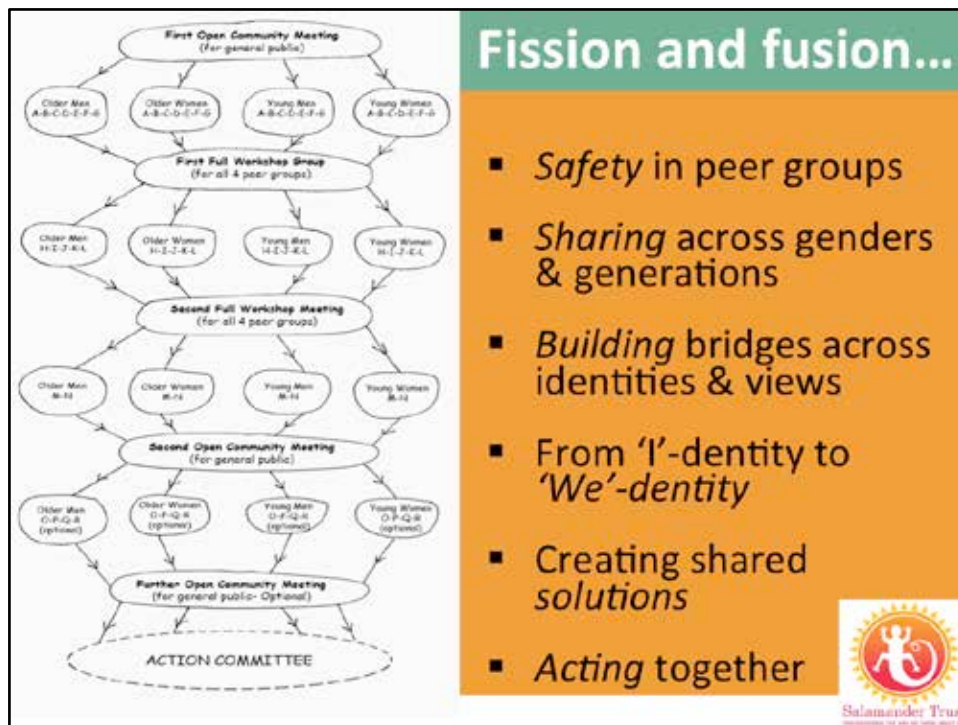
- Interactive discussions, role plays, diagrams
- Fission and fusion approach
- Around *50 hours* contact time

Facilitators as guides not teachers

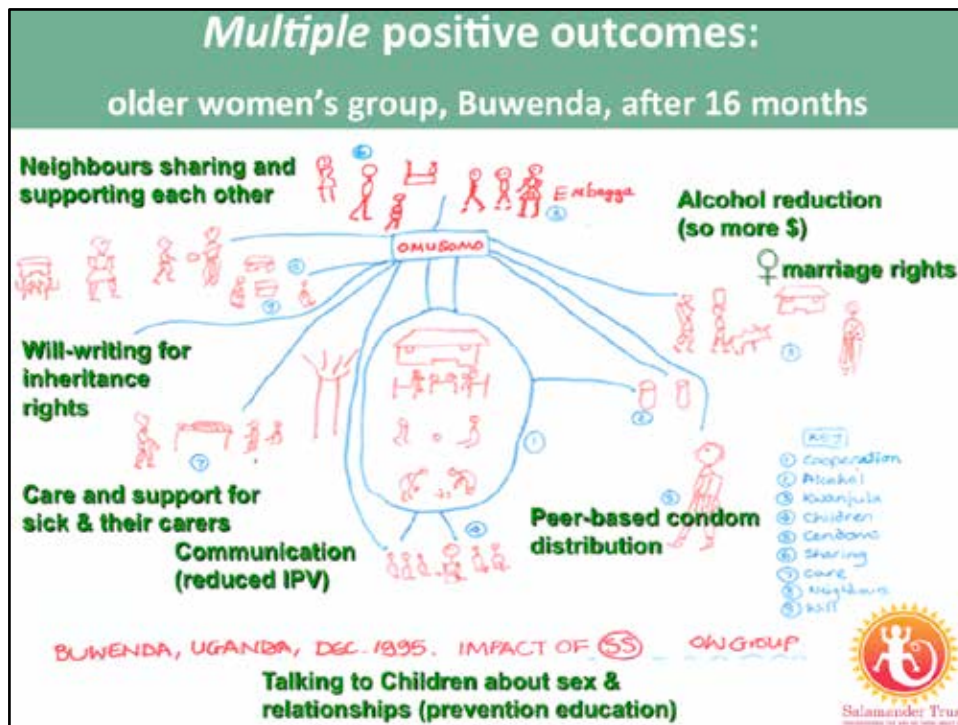


Here are some key 'foundation stones' of the *Stepping Stones* approach. They are not unique to *Stepping Stones* but if they are not present without strong reasons (eg availability of only two peer groups) then the programme is not *Stepping Stones*.

The approach of self-reflective experiential learning is key. This is why some people think there is no structure. There *is* a structure, but it is not spelt out explicitly. Instead, participants have to work out what they are learning far more for themselves. This process of deep reflection connects to much deeper processes of learning and change within us than more traditional IEC materials.



The process of peer groups working in safe separate parallel peer groups and then coming together to share and compare what they have learnt every few sessions is what we call “fission and fusion”. Here is an organogram of the whole workshop process. In this way, bridges are slowly and carefully built across the community’s genders and generations.



This is a drawing done by women from the older women's peer group 16 months after the original training workshop. The drawings are all theirs. The key was written in just afterwards. The green printed writing highlights all the different issues that the women had mentioned. This shows the multiple positive outcomes that the women identified in this drawing, in response to the basic question: "what has changed for you in this community since the *Stepping Stones* workshop?"



Some of the covers of the translations of the original manual... If you want to translate or adapt *Stepping Stones* please contact us first for guidelines and support on how to do this properly.



The programme has since gone global to over 100 countries. Adapted and translated into at least 30 languages, it reduced intimate partner violence (or IPV) in an RCT conducted by the South African Medical Research Council.

The What Works for Women website grades it as Gray II evidence level for effectiveness, both in addressing violence against women and transforming gender norms. Women in countries including Malawi, India (where it has also ended child marriage in communities where it's been used) and the Gambia. have *themselves* reported IPV reduction, in response to being asked "what has changed for you?".

Jewkes et al 2008 ***Impact of Stepping Stones on incidence of HIV and HSV-2 and sexual behaviour in rural South Africa: cluster randomised controlled trial*** BMJ 2008; 337 <http://www.bmj.com/content/337/bmj.a506>
<http://www.whatworksforwomen.org/search?utf8=%E2%9C%93&q=%22Stepping+Stones%22>
<http://pag.aids2014.org/flash.aspx?pid=1806>
 (eg COWLHA/Salamander Trust 2013; Bradley et al 2011, Paine et al 2002).

Strategies for Hope *Stepping Stones* distribution 1995-2015

<i>Stepping Stones</i> Manuals:	29,320
<i>Stepping Stones</i> Workshop Video:	9,224
<i>Stepping Stones Plus</i> CD:	566
<i>Stepping Stones Revisited</i> Film:	786
<i>Stepping Stones Plus</i> Manual:	738
<i>Stepping Stones</i> Manual CD:	220
TOTAL <i>Stepping Stones</i> Materials:	40,854



We welcome adaptations of this programme, provided you contact us for guidelines and support and provided the basic foundation stones highlighted here are fully observed.

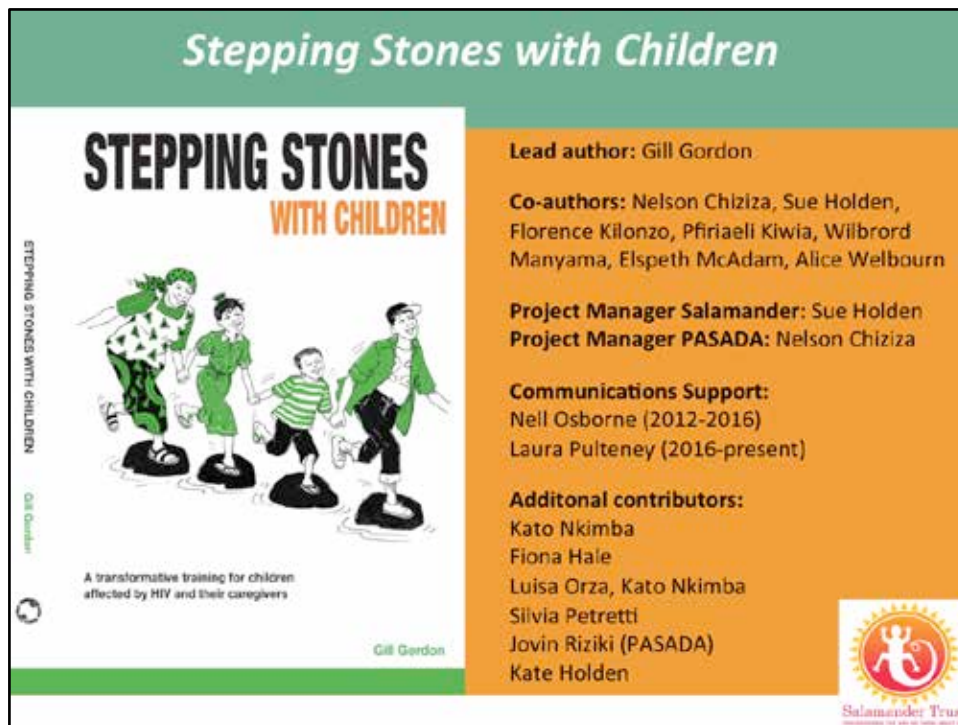
With whom has Stepping Stones been used?

Many different contexts, including:

- People with disabilities (eg India)
- Pastors and Imams and their congregations (Kenya, Gambia)
- School pupils and teachers (many countries)
- NGO staff (eg Tanzania)
- People living with HIV and AIDS (eg Zimbabwe, Namibia)
- National and constituency AIDS Control Councils (Gambia..)
- Girls and boys out of school (many countries)
- Women's rights groups (many countries)
- Health staff (Mumbai)
- Drug using communities (Myanmar)
- People in prison (Morocco, India)
- University staff and students (Namibia)



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PASADA: Simon Yohana Director; Jovin Riziki; Nelson Chiziza; Veronica Kitano, Elisius Mkolokoti and many more staff and facilitators

KIMARA PEER COUNSELLORS: Pfiiraeli Kiwia Director; Wilbrord Manyama.


HUGE THANKS ALSO to all the children and their caregivers

AND to the Virtues Project; Daniel Siegel and Tina Payne Bryson; REPSI; Namweza; the International HIV/AIDS Alliance and SFH - Called to Care; Fabienne Hejoaka.

Our Funders: Comic Relief and UNAIDS

For a full list of acknowledgements please see the *Stepping Stones with Children* manual.

Programme Description And Methodology -1



Children aged 5-8 in the workshop



- **Holistic programme** including psycho-social, physical, sexual & material themes (29 sessions in all, taking 15 full days minimum)
- **Uses positive language**, mind sight, virtues, visioning as well as role plays, games & drawing
- Building **positive** cross-gender & cross-generational communication skills & **critical literacy**



(CRITICAL LITERACY – MEANS LEARNING TO THINK ABOUT AND UNDERSTAND WHY A SITUATION IS HAPPENING AND WHY AM I RESPONDING IN THIS WAY? WHAT IS THE OTHER PERSON FEELING/THINKING? HOW CAN WE COMMUNICATE WELL? IT INCLUDES MINDSIGHT, GENDER AWARENESS, RESPONSIBLE USE OF POWER, ASSERTIVENESS TRAINING ETC.)

EG. PUNISHMENT AND POSITIVE DISCIPLINE, COPING WITH BEREAVEMENT, LIVING WELL WITH HIV, PUBERTY AND MANAGING SEXUAL FEELINGS, SEXUAL ABUSE, CHILD LABOUR AND FINDING AN OCCUPATION.

APPRECIATIVE POSITIVE LANGUAGE. ACKNOWLEDGING OUR STRENGTHS, TELLING STORIES OF SUCCESS – ABILITY SPOTTING NECKLACES.

VISIONING OUR BEST FUTURE AND THE STEPS WE WILL TAKE TO REACH IT.

MIND SIGHT – UNDERSTANDING HOW OUR BRAINS WORK AND HOW WE CAN BECOME MORE AWARE OF WHAT IS GOING ON IN OUR OWN MINDS AND BODIES AND THOSE OF OTHERS. LEARNING TO DEAL WITH STRONG FEELINGS AND STAY CALM.

VIRTUES ARE THE STRENGTH IN OUR HEARTS, THE BEST ASPECTS OF OUR CHARACTERS, THE THINGS THAT ARE KIND AND HELPFUL, BRAVE AND FAIR ABOUT US. OUR POWER AND ENERGY FOR GOOD.

PARTICIPANTS' ASSESSMENT OF PROGRESS IN HOPED-FOR CHANGES AFTER 6 MONTHS

All peer groups: Taking medication, working harder to reach future visions, protecting children/not watching porn, more loving child-caregiver relations, reduced heavy punishment and abstaining from sex at a young age.

EXTRA changes by age group:

5-9 year olds: Keeping clean, having good friends, get used to using 'I' statements

9-14 year olds: Getting used to being virtuous*, keep away from inappropriate touching, educate peers no condoms made for children, greater sense of self-worth, brain stays positive by using upper brain with 'brain-in-hand tool'


Caregivers: use our own judgement and abilities, focus on what's positive, cooperate and educate each other



*In the programme, participants are introduced to the idea of VIRTUES (contrasted to VALUES). VIRTUES are timeless and universal, such as kindness, generosity, thoughtfulness, patience, honesty.... We all have them and can nurture them inside us. All VIRTUES are inherently positive and good.

Values are culture- and time-specific and can change over time – these include attitudes and practices in relation to what we eat, what we think of others who are somehow different from ourselves, how we behave..... some values can be good, others can be harmful. All values can CHANGE.

When 9-14 year olds talk about “being virtuous” here it means that they have been practising the use of their virtues and identifying these virtues in others around them. And others have praised them for using their own virtues. This is a process of positive affirmation of the use of VIRTUES in our daily lives.



Stepping Stones with Children Counsellors' Guide


Guide for Counselling Children Living With and Affected by HIV and Their Caregivers

Authors: Jovin F. Riziki and Sue Holden

Many counsellors were trained to counsel adults, but are unsure how best to work with children.


The guide encourages good practice:

- Adjusting what we say and do to suit the age and development stage of each child;
- Attending to the child and their caregiver, and supporting them to work together;
- Being willing and able to talk with children about sex and sexuality;
- Being mindful of local rules and laws regarding children.



PASADA: Simon Yohana Director; Jovin Riziki; Nelson Chiziza.

KIMARA PEER COUNSELLORS: Pfiraeli Kiwia Director; Wilbrord Manyama.




Stepping Stones with Children Counsellors' Guide

PASADA used the guide to train its own counsellors

Feedback included

- *I used to believe that children had nothing to talk about in a counseling session. They should be silent recipients.*
- *I have stopped domineering the counseling session when counseling children; I now give them chance to talk.*
- *The training has given me the skills of breaking bad news to children.*
- *Before I was afraid of talking with children about sensitive issues such as HIV and sex. Now the fear is gone.*
- *The training increased my capacity to help parents disclose to their children.*



Salamander Trust
SUPPORTERS OF U.S.A.I.C.

PASADA: Simon Yohana Director; Jovin Riziki; Nelson Chiziza.

KIMARA PEER COUNSELLORS: Pfiraeli Kiwia Director; Wilbrord Manyama.

Programme Description And Methodology -1

'Our forest of love': children aged 9-14 years in a pilot workshop in Tanzania



Ellie and her son Daniel, after completing the *Stepping Stones with Children* pilot workshop in Tanzania



Stepping Stones & Stepping Stones Plus

STEPPING STONES & STEPPING STONES PLUS



A training package on gender, generation,
HIV, communication and relationship skills

Alice Welbourn

- Wholly revised and updated
- For use with adolescents, ca. 15 years + together with adults up to old age
- One of very few community programmes recognised to reduce IPV, which is known both as a cause and a consequence of HIV for women

Additional support:

- Fiona Hale
- Angelina Namiba
- Nell Osborne
- Sophie Dilmitts



Salamander Trust
SUPPORTING PEOPLE'S LIVES

In Memoriam...



Professor Rose Mbowa
1943-1999

Professor of Music, Dance and
Drama, Makerere University

'Mother Uganda'

Lead Trainer, 1st *Stepping Stones*
workshop



Presentation of films from Uganda and Tanzania

To read more about the whole project and watch
the films

visit our websites:

www.salamandertrust.net

www.stepsstonesfeedback.org

vimeo.com/SalamanderTrust

@salamandertrust

***Thank you to Comic Relief for funding the *Stepping
Stones with Children* project and contributing to the
original *Stepping Stones* programme development***

