Stepping Stones Community Facilitator Training Report

Chuuk state, FSM
9 – 20 November, 2009

Venue: Truk Stop Hotel, Chuuk, FSM

Secretariat of the Pacific Community
HIV program Chuuk State, FSM

Supported by Foundation of the South Pacific International
# Table of Contents

1.0  Summary .......................................................................................................................... 3  
2.0  Workshop Outcome & Objectives ...................................................................................... 4  
   2.1  Outcome: ......................................................................................................................... 4  
   2.2  Objectives ......................................................................................................................... 4  
3.0  Workshop Processes & Results ............................................................................................ 4  
4.0  Daily Monitoring .................................................................................................................. 5  
   4.1  Recap ................................................................................................................................... 5  
   4.2  Closing Circle: ....................................................................................................................... 6  
5.0  Community SS Practical Outreach Session ........................................................................ 6  
7.0  Peer Group Meetings ............................................................................................................ 8  
8.0  Pre & Post Assessment ......................................................................................................... 9  
9.0  Assessment of SS Training Participant’s Expectations ...................................................... 10  
    Annex 1: Regional Stepping Stones Training Program ...................................................... 11  
    Annex 2: SS Participant Selection Criteria Form .............................................................. 16  
    Annex 3: Closing Circle Feedback for Men and Women’s Groups ................................... 17  
    Annex 4: G Scale Questionnaire ............................................................................................ 21  
    Annex 5: Pre & Post assessment Scores .............................................................................. 23  
    Annex 6: Stepping Stones Training Participant List ............................................................ 27  
    Annex 7: Draft Stepping Stones implementation work plans ............................................ 28  
    Annex 8: Stepping Stones Session notes ............................................................................. 31
1.0 Summary

The Chuuk State, FSM Stepping Stones (SS) 10 day training was conducted, 9 - 20 November, 2009 in Weno, Chuuk State FSM. A total of 26 participants completed this 10 day SS training. These were comprised of: 17 participants from 4 communities on Weno (Iras, Neaou, Nepukos & Penia); 2 participants from the Chuukese community on Guam; and 7 core group members (representing the Youth resource Center, the Chuuk Women’s council and the Men’s Wellness Center).

All participants’ expectations and objectives of the training were achieved. All participants demonstrated an increased understanding of the various issues being discussed during the Stepping Stones training and improved facilitation skills as demonstrated in their practical outreach sessions. Both the Secretariat of the Pacific Community (SPC) facilitators and Chuuk State Public Health have recognised that more support is needed for trained SS facilitators and have discussed these issues with participants and will continue to follow up on these issues to identify the kinds of support needed, how and who will provide this support.

The draft SS implementation plan developed by the participants during the training is a plan that trained community facilitators will implement when they return to their respective communities. Trained SS facilitators are expected to return and implement SS training in their community, with support for core group members over the next 6 months.

The content and process of the SS training was relevant and effective for the training participants as evident from the process evaluation data collected through daily recaps and closing circle sessions.

The implementation of the Gender (G) scale assessment was a good way to demonstrate the impact of the SS training. As SS is a program that aims to improve gender relations amongst participating men and women, it was pleasing to note that the average scores for both the male and female groups increased, giving evidence that the SS workshop had encouraged participants to reflect on their attitudes and values in relation to gender and gender roles.
2.0 Workshop Outcome & Objectives

2.1 Outcome:
By the end of the 10 day training program the trained Stepping Stones community facilitators will be equipped with relevant knowledge and skills to carry out SS workshops with their communities and have an implementation plan for the roll out of the stepping stones program within 4 communities on Weno.

2.2 Objectives
By the end of the training program participants will:
1. Have an understanding of the Stepping Stones approach
2. have enhanced their knowledge and understanding about HIV/STI, sexual health, gender and related issues
3. Have developed their facilitation and communication skills and built their confidence to be able to implement Stepping Stone in their communities.
4. To address sensitive or difficult topics such as HIV and sexuality in an open minded and positive spirit
5. To contribute to reduce stigma and discrimination against HIV positive people and other marginalized or excluded groups.
6. To plan how to adapt the stepping stones approach for the local context and develop implementation action plans for their communities

Refer to Annex 1: Training Workshop Program

3.0 Workshop Processes & Results

The Chuuk State SS training was developed in partnership between the Chuuk State HIV program, SPC and the Foundation of the South Pacific International (FSPIC). In addition assistance was sought from the Solomon Islands SS facilitators’ team to provide an experienced male SS trainer and facilitator for the training. The Solomon Islands Ministry of Health & Medical services, HIV STI unit gave their support by releasing Mr Henry Oti to participate in the Chuuk SS training, as co-facilitator with Robyn Drysdale, Prevention Adviser, HIV&STI section, SPC.

The Pacific SS Manual (2nd edition) was utilised for the training and the SPC Pohnpei office in partnership with Chuuk State HIV program and the Chuuk Women’s Council undertook other logistics preparations for the training.

With support from SPC Pohnpei office, the Chuuk HIV program and Chuuk Women’s Council undertook to inform community leaders on Weno about the SS program and the upcoming SS community facilitator training and to nominate participants based on the selection criteria (Refer to Annex 2 – SS Selection Criteria)

The SS Community facilitator training program was developed and finalised with both SPC and Chuuk HIV program and Chuuk Women’s Council team.

The 10 day SS training was facilitated by Robyn Drysdale, Prevention Adviser, SPC HIV&STI section and Henry Oti, HIV Unit, Solomon Islands Ministry of Health (and implementer of the Solomon Islands SS program). A participatory approach of learning was used with various training approaches such as plenary group discussion, small group work, role plays, freeze-frames, combined with SS practical sessions. The
training began and ended with a combined plenary session on day one and day ten. However, the group was divided into two peer group (male/female) throughout the 10 days and occasionally met for the community meetings to discuss an issue that they have been discussing in their various peer groups. The five Community meetings provided an opportunity for both men and women to share their views and opinions about the issue(s) at hand and together they would find common solutions. This process is facilitated through a plenary discussion.

Process evaluation was undertaken throughout the 10 day training using a combination of methods to monitor the progress of the training and evaluate the effectiveness the training.

Methods of evaluation undertaken for the SS training workshop were:

- Pre/post Gender scale assessment to gauge attitude change
- Closing Circle – daily reflection activity
- Recap - daily recap undertaken first thing in the morning by participants on previous day
- Final workshop expectations review (review of workshop process)

All 17 modules of the Pacific SS manual were covered during the 10 day training as well as sessions on:

- SS facilitation skills
- SS community practice
- Monitoring and evaluation of SS
- Development of SS community short term implementation plan.

Training on monitoring and evaluation was also conducted prior to the Community Facilitator training with Chuuk State core group members (see SS M&E toolkit training report). The core group members are representatives of the Chuuk HIV program, Youth Resource Center, Men’s Wellness Center and Chuuk Women’s Council. Their role is to support the SS community facilitators as well as to undertake monitoring and evaluation of community implementation.

4.0 Daily Monitoring

Two methods of monitoring daily progress of sessions were undertaken during the 10 day SS training. These included the daily recap and ‘Closing Circle’ which is a process evaluation of each day.

4.1 Recap:

Participants worked in groups to review each days work in the evenings. The recap session for the both the men and women’s group was undertaken daily every morning based on the following four general questions which were discussed in the evening review sessions:

- Identify the facilitation approaches used in different sessions today
- What content was new to you from today’s sessions
- What did you find most interesting today and why
- Which areas from today’s sessions need more follow up

The men and women were divided into eight pairs with one group doing the recap each morning in each peer group for days 2–9. The general summary of the daily recap sessions identified various facilitation approaches used each day such as small group work exercises, energizers, general discussions plenary format, role plays, closing circles, and drawing images. A combination of these approaches were used and at
times certain sessions that required a plenary group discussion would be replaced by small group work exercises. These changes were based on facilitators view on the level of participation by the participants on a certain issue in addition to the language issues, with a number of the community members having only limited English. General feedback from participants identified that the various training approaches used were satisfactory and interesting as it provided opportunity for participants to participate in, and contribute equally to, the discussions.

It became apparent though that many groups gave a description rather than an analytical in-depth reflection of the sessions. This could be attributed to their limited community based experience or of being part of training workshops. However, some experienced trainers in the group made comparisons of how they had facilitated similar sessions on topics e.g. teenage pregnancy or drugs and alcohol and how simpler the SS approach was in engaging the participants in a participatory session.

The daily recap sessions in the morning also identified several issues that needed more follow up which was then undertaken during the day if time permitted or revisited on day nine where the program allowed for more time to revisit certain sessions.

4.2 Closing Circle:

A ‘Closing Circle’ activity was conducted at the end of each day, though not at the end of each session as described in the SS manual, due to timing issues. However participants were informed that implementing SS in a real community setting would allow them to have more time to conduct each session as described in the manual because facilitators will implement the program according to the community’s timetable rather than their own.

In many instances, the closing circle was a culmination of a summary of the day’s proceedings and randomly selected observations and reflections from the participants as a means of wrapping up the day. There was also frequently a question posed on ‘what is your take away message from today’? Participants reflected on different aspects of the day’s proceedings with some making the connection to previous day’s sessions, thus appreciating the link between all sessions and the need to facilitate the SS in a sequential manner because of the way the sessions link, build upon and reinforce each other.

*See Annex 3 for a summary of the closing circle feedback from both groups*

6.0 Community SS Practical Outreach Sessions

The community practical sessions were well implemented and well received by training program participants (SS trainees). Whilst most programs were again one-off engagements with the communities, the trainees appreciated the opportunity to practice SS facilitation skills and content and kept their sessions to those they were comfortable with. The practical sessions were implemented in teams of 2 (and one team of 3) with each person having an opportunity to facilitate during the session. These ‘tag-team’ sessions provided good exposure and helped build the confidence of the trainees.
General comments and feedback from Trainers of Facilitators (Robyn & Henry) who observed the Practice sessions:

- As facilitators, spend less time talking – focus on asking questions to involve the participants in discussions and encourage them to share their ideas.
- Rather than providing answers, ask questions or redirect any questions to the group to answer eg. “What do others think?”
- Sum up activities/sessions using the participants ideas, not your own, can use questions like “how does this relate to real life?” or “in what ways do we see this happening in the community?”
- Use closing circles at the end of every session as a time for participants to reflect on the session, what they learnt, how they felt etc.
- Keep instructions for activities short and simple but clear
- Aim to have as many people participating in sessions as possible, ideally all of them in the group
- Use the manual, follow the manual from the order of sessions to the order of activities in the sessions – these have been designed in this order for very specific reasons. If you are unsure of any activities, discuss with your co-facilitators during preparation time or with a core group member
- If you are doing a combined group (young & older together) use the group work as an opportunity to break into younger/older peer groups
- Preparation – with your co-facilitator, make sure you have a clear plan for the session, who is doing what, what the purpose of each exercise is, the timing and also the resources needed

SS trainee facilitator teams were asked to report on their practical community sessions were asked to share their experiences based on the checklist in Annex 1 (page 14).

Below is a summary of feedback from participants’ regarding the practical outreach sessions undertaken during Days 8 and 9 of the SS training:

**Worked well**
- Pwapwaiti (appreciated)
- Rongosich (followed instructions)
- Fofor (pomwom) (acting/ did roleplays)
- Icebreakers – doing first before exercises
- Format of sessions: opening circle, energizer (early), activities, closing circle
- Followed format
- Shaking hands – appreciation
- Awitiwit (awaiting) & asukusuk (expecting)
- Kunokun-kaukun (start time – timeframe)
- Angang fengen (work together)
- Tipe-ew ngeni (cooperation)
- Wewocho (understanding)
- Kaed seni (learned)
• Participation, joined group discussion
• courageous
• Attentive & interested
• They want some more!

Would do differently next time (areas for improvement)
• Kapas (appropriate words/ language)
• Pireir (nervous), speechless
• Napanap (pomwon) (appearance)
• Not during lunch time!
• Timing – started late, try to start on time
• Set a consistent time/ day for the session
• Kids (not have them there)
• Sitting arrangements – without tables/ benches
• Venue – more private, less traffic
• More smiles
• Follow format better

LESSONS LEARNT
• Confirm participants day before
• Prepare (moneta), more time to prepare
• More time to practice, practice in front of friends/ SS facilitators
• Study manual more
• Be flexible, go with the flow
• Better communication between facilitators within peer groups & co-facilitators
• Expect questions
• Provide reinforcement
• Working together as a team
• Use of energizer for motivation
• Pwapwaid (group appreciated)
• Mochen kao (wanted to learn)
• Rongosich (followed instructions)
• Foss (words, appropriate words/ language to use)
• Rongorong (hearing - speak up)
• Pomwoni (act it)
• Pwapwa
• Sa tongen atoura (our ability to present it – we can present it)
• Auchea (very important)
• Sharing

7.0 Peer Group Meetings

The Meeting of the Peer Groups is a time during the SS program implementation where the two smaller gender peer groups come together as a whole group to share experiences and ideas. There were four meetings of the peer groups and one final community meeting in the 10 day program. In some of the earlier peer group meetings, after developing comfortable and safe gender peer groups there was resistance to coming together to share perspectives. There were also activities which the peer groups were not
comfortable to share in the mixed group, citing that it would be ‘inappropriate’ – these included the joys and problems of sex (first peer group meeting) and negotiating condom use (second peer group meeting).

This refusal to share their perspective on these issues and discuss as a mixed group presented quite a challenge to the facilitators, for whom this was a first. In the end the program went ahead with the peer group meetings but left out those issues and role-plays deemed ‘inappropriate’ for discussion with men and women together. This was not an ideal situation as these issues are at the core of some of the sexual and reproductive health problems being experienced in the communities and it will be important that the core group in Chuuk continue to reinforce the critical importance of the peer group meetings and examine ways of broaching these issues within communities.

A number of issues, particularly in the earlier peer group meetings were met with some resistance as members came to the meeting keen to share what their gender group perspectives were on issues but also tended to vigorously defend their standpoint, arguing it on the platform of cultural and religious values of the way things are maintained.

Creating a shift in their minds to think as SS facilitators and what their role is in achieving better communities and dealing with prevalent attitudes and norms was part of the challenge. By the end of the fourth community meeting, some shift had been made and each peer group was able to see and appreciate differences and were a lot more willing to work together to develop initiatives that would enhance community wellbeing and reduce negative consequences in light of sexual and reproductive health issues and choices.

8.0 G Scale Pre & Post Assessment

The Gender (G) Scale Assessment is one of the tools from the SS monitoring and evaluation toolkit. The main purpose of the G Scale is to monitor and evaluate the effectiveness of the Stepping Stone program within communities, particularly to look at individual attitudes to gender roles. The ‘G Scale’ is used for both males and females as a measure of both men’s and women’s perceptions of gender equitable norms. This tool is a simple listing of 19 gender-based statements which community members are requested to tick whether they agree, partly agree or disagree.

The purpose of using the G scale in the community facilitator training was to enable the team to assess if there was any shift on participants perception to gender related issues as a result of the community facilitator training. The pre and post test were written tests and in English, 2 factors which need to be taken into account when interpreting results. A member of the core group however provided a verbal translation of each question in Chuukese for the pre test, while for the post test a written translation of the questions was provided as a separate sheet. The groups undertook the G scale questionnaires in their separate peer groups with the male facilitator administering the questionnaires to male participants, and the female facilitator administering the questionnaire to female participants.

In comparing the pre assessment average score with the post assessment, there was a three ‘gender’ point improvement by men participating in the SS community facilitator training with a much more significant twelve ‘gender’ point improvement by women participating in the training.

<table>
<thead>
<tr>
<th></th>
<th>Pre assessment average score</th>
<th>Post assessment average score</th>
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</thead>
<tbody>
<tr>
<td>MEN</td>
<td>38.8</td>
<td>41.4</td>
</tr>
<tr>
<td>WOMEN</td>
<td>34.8</td>
<td>46</td>
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</table>
In the women’s group, most significant was the improvement from, ‘agree’ to ‘disagree’ for the statements, ‘It is the man who decides what type of sex to have’ and ‘Women who carry condoms on them are seen as easy’. In addition, more female participants prior to SS training ‘agreed’ that, ‘A woman who wears revealing clothes is easy’ and Women who go to bars by themselves are ‘not good women’. Post SS G scale assessment however reported more women disagreeing with these statements.

In the men’s group, most encouraging was the improvement from, ‘agree’ to ‘disagree’ for the statements, ‘There are times when a woman deserves to be beaten’, and ‘A woman should tolerate violence in order to keep her family together’.

Other improvements include an attitudinal shift by men participating in the training, where they originally ‘agreed’ that women who carry condoms are seen as ‘easy’, to post assessment where more ‘disagreed’ with this same statement as well as more ‘disagreed’ with the statement 'It is okay for a man to hit his wife if she won't have sex with him’.

The increase in average post assessment scores for the women and men’s peer groups may indicate that as a result of the SS community facilitator training participants were beginning to challenge their own values and attitudes in relation to gender.

It is noted that there were a couple of male participants who scored slightly less in the post-test. Note one of these participants did not attend all the sessions. The facilitators believe that this slight decrease in score could be attributable to the varying level of English comprehension of participants as the questionnaire was in English (particularly for the pre-test), rather than being a reflection of decrease in gender equitable attitudes. This is supported by the fact that all other monitoring and evaluation activities implemented clearly indicate increasing levels supportive attitudes and the fact that the final request for the men’s group was related to reducing gender based violence.

Whilst more information is needed to further dissect this information, it is evident that more time is needed to further explore gender power and relations for future trainings and in further capacity development for both community facilitators and core group members.

*Refer to Annex 4: G scale questionnaire and Annex 5: G Scale Pre & Post Scores*

### 10.0 Assessment of Participant Expectations

An assessment against participants’ expectations of the training was undertaken on the final day. The expectations assessment process involved the display and review of expectations of both peer groups, collected on day one, followed by a plenary discussion to check each expectation and whether these expectations have been met or not. Participants either agreed or disagreed and in the instance where participants were not sure then clarifications were made. A small number of expectations relate to the implementation of SS in the communities, which is yet to be undertaken.

All participants’ expectations of the Stepping Stones community facilitator training (aside from those relating to implementation) had been met from the ten day training program.

*Refer to Annex 6: for Participant expectations (Hopes and Fears)*
Annex 1: Regional Stepping Stones Training Program

Stepping Stones training for community facilitators - Chuuk state, FSM

**Goal:** Train Community facilitators on the Stepping Stones approach and build up their confidence to facilitate Stepping Stone programs in their targeted communities

**Objectives**
By the end of this workshop participants will:

1. Have an understanding of the Stepping Stones approach
2. have enhanced their knowledge and understanding about HIV/STI, sexual health, gender and related issues
3. Have developed their facilitation and communication skills and built their confidence to be able to implement Stepping Stone in their communities.
4. To address sensitive or difficult topics such as HIV and sexuality in an open minded and positive spirit
5. To contribute to reduce stigma and discrimination against HIV positive people and other marginalized or excluded groups.
6. To plan how to adapt the stepping stones approach for the local context and develop implementation action plans for their communities

**Outcome**
By the end of the 10 day training program the trained Stepping Stones community facilitators will be equipped with relevant knowledge and skills to carry out SS workshops with their communities and have an implementation plan for the roll out of the stepping stones program within 4 communities on Weno.

**Process**
The workshop process mirrors what will happen at community level. In other words, participants go through the same process of activities, analysis and reflection – though in a shorter time frame, concentrated into approximately 8 days. At community level these sessions would be spread out in weekly meetings over a 3 to 4 month period.

The training is very participatory and builds from participants’ own knowledge and skills. Everyone is there on an equal footing and all activities are designed to be used without the need for high levels of literacy or specialist knowledge.

For most of the time, we work in separate men’s and women’s groups. This peer group structure enables people to feel safe and comfortable when talking about sensitive or taboo subjects. For that reason, it is also important that each group has a facilitator of the same gender.

At various points through the workshop, the groups reunite to share ideas and perspectives- these are called Peer Group meetings. This is essential in order to build trust and understanding, enabling each group to gain empathy and a feeling of what it feels like to “stand in the other person’s shoes”.
# WEEK 1

<table>
<thead>
<tr>
<th>Time</th>
<th>Mon 9</th>
<th>Tue 10</th>
<th>Wed 11</th>
<th>Thur 12</th>
<th>Fri 13</th>
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<tbody>
<tr>
<td>8.30 am</td>
<td>Opening &amp; Introduction</td>
<td>Recap</td>
<td>Recap</td>
<td>Recap</td>
<td>Recap</td>
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<tr>
<td></td>
<td>Objectives of SS training Expectations</td>
<td>Session A Let's communicate</td>
<td>Session E Exploring our sexuality</td>
<td>Session G Fertility &amp; STIs</td>
<td><strong>Second Peer group meeting</strong></td>
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<td>10.00 Tea break</td>
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<tr>
<td>10.30 - 12</td>
<td>About SS: background Knotty Problem (SS Philosophy) SS DVD Overview of workshop</td>
<td>Session B How we act</td>
<td>First peer group meeting</td>
<td>Session H HIV part 1</td>
<td>Session J Alcohol &amp; other drugs</td>
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<td>12 – 1 pm</td>
<td>Lunch break</td>
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<tr>
<td>1 - 2.30 pm</td>
<td>M&amp;E of SS - intro G scale Facilitator journal</td>
<td>Session C Images of sex &amp; sexual health problems</td>
<td>Session F Conception &amp; contraception (Teenage Preg)</td>
<td>HIV Part 2</td>
<td>Session K Gender violence</td>
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<tr>
<td>2.30 pm</td>
<td>Tea break</td>
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<tr>
<td>3 - 4.30 pm</td>
<td>Discussion SS facilitation skills Closing Circle</td>
<td>Session D What is love?</td>
<td>Conception &amp; contraception Part 2 – (F4&amp;5)</td>
<td>Session I Safer sex</td>
<td>Gender violence Part 2</td>
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<tr>
<td>5 - 5.30</td>
<td>Facilitator’s Debrief</td>
<td>Facilitator’s Debrief</td>
<td>Facilitator’s Debrief</td>
<td>Facilitator’s Debrief</td>
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## WEEK 2

<table>
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<tr>
<th>Mon 16</th>
<th>Tue 17</th>
<th>Wed 18</th>
<th>Thur 19</th>
<th>Fri 20</th>
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<tbody>
<tr>
<td>8.30 am</td>
<td>Recap</td>
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<tr>
<td></td>
<td>Session L</td>
<td>Session O</td>
<td>Practice Report Back</td>
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<td></td>
<td>Our options</td>
<td>Let's assert ourselves</td>
<td>Session P</td>
<td>SS facilitation skills</td>
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<td></td>
<td></td>
<td>Let's assert ourselves</td>
<td>Let's work together</td>
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10.00 Tea break

<table>
<thead>
<tr>
<th>10.30 -12</th>
<th>Third peer group meeting</th>
<th>Let's assert ourselves Part 2</th>
<th>Let's prepare for the future</th>
<th>Prep. for practice</th>
<th>Final community meeting</th>
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12 – 1pm Lunch break

<table>
<thead>
<tr>
<th>1-2.30pm</th>
<th>Session M</th>
<th>Fourth peer group meeting</th>
<th>Community visits – practical sessions</th>
<th>Community visits – practical sessions</th>
<th>Organization Implementation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Let's look deeper</td>
<td></td>
<td>Prep. for practice</td>
<td>Prep. for practice</td>
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2.30pm Tea break

<table>
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<tr>
<th>3 - 4.30pm</th>
<th>Session N</th>
<th>Preparation for practice</th>
<th>Preparation for practice</th>
<th>Preparation for practice</th>
<th>Evaluation</th>
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<tbody>
<tr>
<td></td>
<td>Let's support ourselves</td>
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5-5.30 Evening

<table>
<thead>
<tr>
<th>Facilitator's Debrief</th>
<th>Community visits (x2) – practical sessions</th>
<th>Community visits (x2) – practical sessions</th>
<th>Community visits (x2) – practical sessions</th>
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<tbody>
<tr>
<td>Review day &amp; practice sessions</td>
<td>Review day &amp; practice sessions</td>
<td>Review day &amp; practice sessions</td>
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</table>
**Daily Review and Recap**

We request that all participants work in groups to review each day’s work in the evenings.

**You can use the following questions can in the group work for doing the recap in the evening:**
- What facilitation methods were used in different sessions today?
- What content was new to you from today’s sessions?
- What did you find most interesting today and why?
- Which areas from today’s sessions need more follow up?

One team has been selected to do a recap of the previous day’s proceedings. All participants will get an opportunity to do a recap. The recap teams and the days for their presentation are shown in the table below.

**Recap Teams**

<table>
<thead>
<tr>
<th>Team</th>
<th>Names of team members</th>
<th>Date of Recap</th>
</tr>
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<tbody>
<tr>
<td>Core group</td>
<td>1. Randy &amp; Kichy (M)</td>
<td>Tuesday, 10th Nov</td>
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<tr>
<td></td>
<td>2. Sincera &amp; Pipiana (F)</td>
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<tr>
<td>Neauo Guam</td>
<td>1. Tiriten &amp; Carnegie (M)</td>
<td>Wednesday, 11th Nov</td>
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<tr>
<td></td>
<td>2. Ren &amp; Martina (F)</td>
<td></td>
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<tr>
<td>Penia</td>
<td>1. Akimichy &amp; Chiko (M)</td>
<td>Thursday, 12th Nov</td>
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<tr>
<td></td>
<td>2. Susan &amp; Sharry (F)</td>
<td></td>
</tr>
<tr>
<td>Iras</td>
<td>1. Cheronimo &amp; Ekichy (M)</td>
<td>Friday, 13th Nov</td>
</tr>
<tr>
<td></td>
<td>2. Anna &amp; Riten (F)</td>
<td></td>
</tr>
<tr>
<td>Nepukos</td>
<td>1. Amansio &amp; Mentar (M)</td>
<td>Monday 14th Nov</td>
</tr>
<tr>
<td></td>
<td>2. Kerlina &amp; Jeycina (F)</td>
<td></td>
</tr>
<tr>
<td>Core group</td>
<td>1. Dan &amp; Wil (M)</td>
<td>Tuesday 15th Nov</td>
</tr>
<tr>
<td>Neauo</td>
<td>2. Margary &amp; Edna (F)</td>
<td></td>
</tr>
<tr>
<td>Neauo Core group</td>
<td>1. Tiriten &amp; Carnegie (M)</td>
<td>Wednesday 16th Nov</td>
</tr>
<tr>
<td></td>
<td>2. Mary &amp; Joyce (F)</td>
<td></td>
</tr>
<tr>
<td>Core group</td>
<td>1. Eleanor &amp; Kiki (F)</td>
<td>Thursday 17th Nov</td>
</tr>
<tr>
<td>Penia</td>
<td>2. Akimichy &amp; Chiko (M)</td>
<td></td>
</tr>
</tbody>
</table>

**Community Practice**

In the second week of the workshop, each participant (working in pairs) will get an opportunity to practice the skills they have gained by facilitating a Stepping Stones session in the community.

The morning after the community practice session, each team will report on their experience. Please use the following checklist for recording and reporting on the practice session.
1. Number of people in community group
2. Stepping Stones session facilitated
3. How long the session took
4. How it went
5. Things that worked well
6. Things to do differently next time
Community Practice Sessions:

<table>
<thead>
<tr>
<th>Day &amp; time</th>
<th>Group</th>
<th>Venue</th>
<th>Facilitators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wednesday 18 Nov</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.30 – 12.00</td>
<td>Peer eds</td>
<td>Youth Resource Center (F)</td>
<td>Edna &amp; Margary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Men’s Wellness Center (M)</td>
<td>Carnigie &amp; Chiko</td>
</tr>
<tr>
<td>1.00 - 2.30pm</td>
<td>Peer eds</td>
<td>Youth Resource Center (F)</td>
<td>Sharry &amp; Susan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Men’s Wellness Center (M)</td>
<td>Tiriten &amp; Akimichy</td>
</tr>
<tr>
<td><strong>Thursday 19 Nov</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.00 - 1.00</td>
<td>Peer eds</td>
<td>Youth Resource Center (F)</td>
<td>Ren &amp; Martina</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Men’s Wellness Center (M)</td>
<td>Wil, Kichy &amp; Dan (or Randy?)</td>
</tr>
<tr>
<td>1.00 – 2.00</td>
<td>Peer eds</td>
<td>Youth Resource Center (F)</td>
<td>Kiki &amp; Joyce</td>
</tr>
<tr>
<td></td>
<td>Community Women</td>
<td>Nepukos</td>
<td>Jeycina &amp; Kerlina</td>
</tr>
<tr>
<td>2.00 – 3.00</td>
<td>Community Women</td>
<td>Iris</td>
<td>Retina &amp; Anna</td>
</tr>
<tr>
<td></td>
<td>Community Men</td>
<td>Nepukos</td>
<td>Cheronimo &amp; Ekichy</td>
</tr>
<tr>
<td>3.00 – 4.00</td>
<td>Community Men</td>
<td>Nepukos</td>
<td>Amansio &amp; Mentor</td>
</tr>
</tbody>
</table>
Annex 2: SS Participant Selection Criteria Form

**About the Nominee**

Name:

Sex:

Age:

Community (where nominee will be implementing SS):

**Response to Selection Criteria**

Against each selection criterion, please briefly summarise the experience commitment of the nominee.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience in training</td>
<td></td>
</tr>
<tr>
<td><em>(Please give examples of training experience)</em></td>
<td></td>
</tr>
<tr>
<td>Experience in facilitating groups</td>
<td></td>
</tr>
<tr>
<td><em>(Please provide examples of facilitation of groups)</em></td>
<td></td>
</tr>
<tr>
<td>Understanding of sexuality</td>
<td></td>
</tr>
<tr>
<td><em>(Please state if you have had specific training in sexuality)</em></td>
<td></td>
</tr>
<tr>
<td>Knowledge about HIV and STI</td>
<td></td>
</tr>
<tr>
<td><em>(Please state if you have had specific training in HIV/STI)</em></td>
<td></td>
</tr>
<tr>
<td>Good working relationship in their community</td>
<td></td>
</tr>
<tr>
<td><em>(Please give example of groups in your community that you are in contact with)</em></td>
<td></td>
</tr>
<tr>
<td>Experience working in HIV/STI/reproductive health-related areas</td>
<td></td>
</tr>
<tr>
<td><em>(Please give specific examples of your work in this area)</em></td>
<td></td>
</tr>
<tr>
<td>Good reading/understanding level of English (the language of the SS training manual)</td>
<td></td>
</tr>
<tr>
<td>Committed to prepare for &amp; run Stepping Stones workshop sessions over 3-4 months</td>
<td><em>(Please state how you include SS facilitation in your current schedule or what changes you will make in your schedule in order to implement SS).</em></td>
</tr>
</tbody>
</table>
### Annex 3: Closing Circle Feedback for Men and Women’s Group

Below is a summary of the closing circle feedback from both groups:

<table>
<thead>
<tr>
<th>Day</th>
<th>Session:</th>
<th>General Feedback Comment</th>
</tr>
</thead>
</table>
| 1   | Introductions and SS overview SS in different settings | - Learning the SS Package including methodology for implementation was a take away message for some participants.  
- Trainers appreciated the clarification between being a facilitator vs. trainer and the mode that SS required for implementation  
  - ’I just realized that SS is about communication and not just confined to HIV/AIDS’  
  - SS - Experiences from the field: Learning from the Solomon Islands experience and strategies for successful introduction and acceptance of SS in the community |
|     | A:1–10 Lets Communicate | - Knotty problem exercise – it clearly shows how the community can identify their own issue/ problem and how to solve their own problem without having someone from outside of their own community trying to solve their problem.  
- Trust & Confidentiality exercise – clearly shows us the importance of trust and how important confidentiality is. What happens when someone break confidentiality. |
| 2   | B:1-6 How we act C: 1-4 Images of Sex and Sexual Health Problems D: What is Love? | - Images of Sex and prioritizing problems allowing us (participants) to participate with each other and see how we can prioritise and come to a consensus on the issue being prioritized.  
  - Body mapping  
  - Language of sex – How we each came up with different words for the language of sex and parts of the body  
Interesting to discuss about sexual responses for both male and female and learn together as males what are some sexual problems faced by men and women. Many commented on the clarity of the sessions which was an eye opener for them. Many reflected on the blanket of cultural taboo often used as an excuse and hindered any such opportunity to learn and how non-confrontational the gendered peer group learning style was to allow for such learning. |
| 3   | E: Exploring Our Sexuality First Peer Group Meeting | - ’I found out that sexuality is more than sex’ First Peer Group meeting (Presentations on the Ideal Man & Woman)  
  - First peer group meeting – able to discuss together as men and women about ideal images and the reality for people like us as men and women. Able to identify and see what the similarities and differences in the both the women’s and men’s images and realities. |
| 4 | G: Fertility and Sexually Transmitted Infections  
H: HIV |  
- STIs – interesting to learn and discuss a simple way of learning and talking about STIs. Different names, recognizing STIs by seeing and feeling.  
- The different attitudes people have about STIs was interesting to note  
strongly held myths around Fertility and Infertility that was biased towards women. A clearer and facts based understanding of the issues was important in dispelling myths that continued to exist in the community’s belief system and affect individuals’ access to information and services.  
HIV – Apart from learning about transmission & prevention of HIV and testing, the losses game & circle exercise were eye openers to how each can experience loss through HIV |
| 5 | I: Safer Sex  
**Second Peer Group Meeting**  
J: Alcohol and Drugs | “First time to know of, see & touch & talk about a female condom!”  
- Female condom was a very interesting session as some of us have seen and felt the female condom for the first time. Discussing the female condom is important particularly as another option for females in terms of reducing their risk of HIV or STI infection.  
**Second Peer Group meeting**  
Discussion on teen pregnancy & supporting pregnant women  
Unable to present role plays on negotiating condom use in mixed group. Women’s group instead presented a roleplay on giving advice to a betrothed couple (parents).  
Alcohol is an excuse and not the cause of gender based violence |
| 6 | K: Gender Violence | The tableau exercise and role plays in the gender violence session provided an opportunity to discuss issues of mistreatment of women and recognize the common behaviour of men in mistreating women. Discuss and identify how & where women can go for support if they are mistreated by their partner.
• Discussion on exploring the futures of the young women and men in our communities was an interesting take away message as to see what was perceived as a possible future for both men and women. |
| 7 | M: Lets Look Deeper | • The Session on “Let’s Look Deeper” was interesting as the men were asked to consider situations from their own experiences that involved sex and risk taking behaviour and analyse their behaviour and discussion to help the male participants to think of other ways in which they can handle similar situations in the future. |
|  | N: Lets Support Ourselves | Understanding the difference between assertive, aggressive and manipulative behaviour and reminding participants of verbal and non verbal communication that can warn the type of behaviours or attitude in others. The use of “I” statement is important in expressing feelings and being assertive rather than aggressive or passive. The use of ‘I’ statements was the highlight of the women’s discussions and presentations. Practicing it is a new concept for many women as the passive or manipulative is more the norm in Chuuk. |
|  | O: Lets Assert Ourselves | • Learning more assertive skills
• Role Play and discussions around the use of assertive skills.
The women’s groups felt this was an important empowerment skill and was not confined to relationships only and that being assertive would greatly change relationships in the community. |
<table>
<thead>
<tr>
<th>8</th>
<th>Fourth Peer Group meeting</th>
<th>Fourth Peer Group meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community practice sessions</td>
<td>Understanding and role playing types of behaviours exhibited for different situations in the community and determining the consequences of each helped participants determine what assertive, aggressive and manipulative and how current attitudes can be changed and how redress can contribute to better individual and community responses.</td>
<td></td>
</tr>
<tr>
<td>P: Lets Work Together</td>
<td>• Grief Exercise brings closer to home the issue of losing something. Feedback comments on how important it is to daily acknowledge the most treasured thing such as family and their partners and how do you deal with such a loss if one happens to experience such a situation.</td>
<td></td>
</tr>
<tr>
<td>Q: Lets Prepare for the Future</td>
<td>Interesting to work together and come up with a special request to be presented to the whole group. The choice of words used that will be positively received and accepted by the other peer group</td>
<td></td>
</tr>
<tr>
<td>Final Community Meeting</td>
<td>Final Community Meeting</td>
<td></td>
</tr>
<tr>
<td>Community implementation plans</td>
<td>Male and Female groups presented their statements during the Final Community and it was encouraging to see that shift was starting to take place with regards to attitude and behaviour towards community issues and whilst participants were at different levels, they realized their role as SS facilitators in improving community communication and how it needed to start with an individual change to be effective.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Working as team to prepare the implementation plan of SS when they return to the country.</td>
<td></td>
</tr>
</tbody>
</table>
# Annex 4: G Scale questionnaire

## G Scale Questionnaire - Men

Date: ______________  Village and Province/Country: ________________________________

Age: ______________

<table>
<thead>
<tr>
<th>Statements</th>
<th>Agree</th>
<th>Partly Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. It is the man who decides what type of sex to have</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. A woman’s most important role is to take care of her home and cook for her family</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Men need sex more than women do</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. You don’t talk about sex, you just do it</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Women who carry condoms on them are seen as ‘easy’</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Changing diapers, giving the kids a bath, and feeding the kids are the mothers’ responsibility</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. It is a woman’s responsibility to avoid getting pregnant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. A man should have the final word about decisions in his home</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Men are always ready to have sex</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. There are times when a woman deserves to be beaten</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. A man needs other women, even if things with his wife/girlfriend are fine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. If someone insults a man it is ok for him to defend his reputation with force if he has to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. A woman should tolerate violence in order to keep her family together</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. I would be outraged if my wife/girlfriend asked me to use a condom</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. It is okay for a man to hit his wife/girlfriend if she won’t have sex with him</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. I would never have a gay friend</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. It disgusts me when I see a man behaving like a woman</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>18. A woman who wears revealing clothes is ‘easy’</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Women who go to bars by themselves are ‘not good women’</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
G Scale Questionnaire - Women

Date: ______________ Village and Province/Country: ________________________________
Age: ______________

<table>
<thead>
<tr>
<th>Statements</th>
<th>Agree</th>
<th>Partly Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. It is the man who decides what type of sex to have</td>
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<td>6. Changing nappies, giving the kids a bath, and feeding the kids are the mothers’ responsibility</td>
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<tr>
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<tr>
<td>11. A man needs other women, even if things with his wife/girlfriend are fine</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>12. If someone insults a man it is ok for him to defend his reputation with force if he has to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. A woman should tolerate violence in order to keep her family together</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. It is not right for a woman to ask her husband or boyfriend to use a condom</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. It is okay for a man to hit his wife/girlfriend if she won’t have sex with him</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. I would never have a gay or lesbian friend</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Men should behave like men, not like women</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. A woman who wears revealing clothes is ‘easy’</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Women who go to bars by themselves are ‘not good women’</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Annex 5: G Scale Pre & Post Scores

Total Number Male Respondents: Pre – 10/ Post – 9

Total Number Female Respondents: Pre – 9/ Post – 13*

<table>
<thead>
<tr>
<th></th>
<th>Final Score PRE</th>
<th>Final Score POST</th>
<th>Final Score PRE</th>
<th>Final Score POST</th>
</tr>
</thead>
<tbody>
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<td>M1</td>
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<td>50</td>
<td>F1</td>
<td>30</td>
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<td>M2</td>
<td>42</td>
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<td>M3</td>
<td>49</td>
<td>51</td>
<td>F3</td>
<td>30</td>
</tr>
<tr>
<td>M4</td>
<td>32</td>
<td>38</td>
<td>F4</td>
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<td>M5</td>
<td>32</td>
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<td>M6</td>
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<td>42</td>
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<td>M7</td>
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</tr>
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<td>M8</td>
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<tr>
<td>M9</td>
<td>42</td>
<td>-</td>
<td>F9</td>
<td>39</td>
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<tr>
<td>M10</td>
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<td>38</td>
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<td>CGb</td>
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<td></td>
<td></td>
<td></td>
<td>CGc</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CGd</td>
<td>-</td>
</tr>
<tr>
<td>Av score</td>
<td>38.8</td>
<td>41.4</td>
<td>Av score</td>
<td>34.8</td>
</tr>
</tbody>
</table>

*NB: 4 of these were core group (CG) members who did their pre-test as part of the M&E training

**Diagram:**

**Men's scores**

- M1
- M2
- M3
- M4
- M5
- M6
- M7
- M8
- M9
- M10

Legend:
- Post score
- Pre score
### Women's scores

<table>
<thead>
<tr>
<th>F9</th>
<th>F8</th>
<th>F7</th>
<th>F6</th>
<th>F5</th>
<th>F4</th>
<th>F3</th>
<th>F2</th>
<th>F1</th>
</tr>
</thead>
</table>

**Data Collection Sheet for G Scale - Pre assessment**

**Date:** 9 Nov 2009  
**Village or Province/Country:** Chuuk SS community facilitator training

**Agree = A (1 point)  
Partly Agree = PA (2 points)  
Disagree = D (3 points)**

| Men | 1   | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   | 10  | 11  | 12  | 13  | 14  | 15  | 16  | 17  | 18  | 19  |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| M1  | D   | PA  | D   | D   | D   | D   | PA  | D   | D   | D   | PA  | D   | D   | D   | D   | D   | D   | D   | D   |
| M2  | A   | PA  | A   | D   | D   | D   | PA  | A   | PA  | PA  | D   | D   | D   | PA  | PA  | D   | PA  | PA  | PA  |
| M3  | D   | PA  | PA  | A   | D   | D   | D   | D   | A   | D   | D   | D   | D   | D   | D   | D   | D   | D   | D   |
| M4  | A   | A   | PA  | PA  | A   | PA  | PA  | D   | PA  | A   | PA  | A   | PA  | D   | A   | A   | PA  | A   | A   |
| M5  | A   | A   | D   | D   | A   | A   | A   | D   | A   | A   | PA  | A   | PA  | D   | A   | A   | PA  | A   | A   |
| M6  | A   | A   | D   | PA  | A   | A   | D   | A   | D   | PA  | D   | PA  | A   | D   | A   | A   | PA  | D   | D   |
| M7  | D   | PA  | A   | A   | PA  | A   | PA  | A   | A   | A   | PA  | A   | D   | A   | D   | D   | D   | PA  | D   |
| M8  | PA  | A   | D   | D   | A   | D   | PA  | PA  | PA  | PA  | A   | A   | A   | D   | D   | D   | PA  | D   | D   |
| M9  | PA  | A   | PA  | D   | D   | A   | D   | A   | D   | D   | D   | D   | PA  | D   | PA  | D   | A   | PA  | A   |
| M10 | PA  | A   | PA  | PA  | A   | A   | A   | A   | A   | A   | D   | D   | A   | A   | D   | A   | A   | A   | A   |

| Women | 1   | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9   | 10  | 11  | 12  | 13  | 14  | 15  | 16  | 17  | 18  | 19  |
|-------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| F1    | A   | A   | A   | A   | PA  | D   | A   | A   | A   | A   | A   | A   | A   | D   | D   | D   | A   | A   | A   |
| F2    | A   | A   | PA  | D   | A   | A   | A   | A   | A   | A   | D   | A   | D   | A   | A   | D   | D   | D   |
| F3    | A   | A   | A   | A   | A   | PA  | A   | A   | A   | A   | D   | D   | A   | A   | D   | A   | A   | A   |
| F4    | A   | A   | PA  | PA  | A   | D   | A   | PA  | A   | PA  | D   | D   | PA  | D   | PA  | D   | A   | A   | A   |
| F5    | A   | A   | D   | D   | A   | A   | PA  | A   | D   | D   | A   | D   | A   | D   | D   | D   | A   | D   |
| F6    | A   | A   | A   | PA  | A   | PA  | A   | PA  | A   | A   | A   | A   | D   | A   | A   | A   | D   | A   |
| F7    | A   | A   | A   | D   | A   | D   | A   | PA  | PA  | D   | D   | A   | D   | A   | D   | D   | PA  | A   | F9 |
| F8    | A   | PA  | A   | D   | A   | PA  | D   | PA  | A   | D   | D   | D   | D   | D   | A   | A   | D   | PA  | F9 |
| F9    | A   | A   | A   | A   | D   | D   | A   | PA  | D   | D   | D   | D   | D   | D   | A   | PA  | A   | F9 |

| Av score | 1.9 | 1.4 | 2.2 | 2.5 | 1.9 | 1.9 | 2.1 | 1.6 | 2.4 | 2.0 | 2.1 | 2.1 | 1.7 | 2.2 | 2.4 | 2.2 | 2   | 2.2 | 2.1 |
**Data Collection Sheet for G Scale – Post assessment**

**Date:** 20 Nov 2009  **Village or Province/Country:** Chuuk SS community facilitator training

Agree = A (1 point)  Partly Agree = PA (2 points)  Disagree = D (3 points)

| Men | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
|-----|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|
| M1  | D | PA | D | D | D | D | D | PA | PA | PA | D | D | D | PA | PA | D | D | D | D |
| M2  | PA | PA | D | PA | D | PA | PA | PA | PA | PA | PA | A | PA | PA | PA | PA | PA | PA | D |
| M3  | D | D | D | A | D | A | D | D | D | D | D | D | D | D | D | D | D | D | D |
| M4  | A | PA | PA | D | PA | A | A | A | PA | PA | D | PA | D | D | D | D | PA | A | A |
| M5  | PA | D | D | D | PA | PA | A | A | D | A | D | A | D | D | A | A | A | A | A |
| M6  | A | A | A | D | D | PA | A | D | PA | D | D | PA | A | A | D | D | D | D | D |
| M7  | A | A | A | D | D | D | A | A | D | A | D | A | D | A | A | A | A | D |
| M8  | PA | A | A | D | D | A | A | A | PA | D | D | D | A | A | D | D | A | D | D |
| M9  | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| M10 | PA | D | D | PA | A | A | D | A | D | D | D | A | A | D | A | A | A | PA | A |
| **Av score** | 1.8 | 2 | 2.2 | 2.3 | 2.4 | 1.8 | 1.8 | 1.4 | 2.3 | 2.4 | 2.6 | 2.2 | 2.3 | 2.1 | 2.6 | 2.1 | 1.7 | 2.1 | 2.3 |

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| CGa | D | D | D | D | D | A | D | D | D | PA | D | D | D | D | D |
| CGb | D | PA | D | D | D | D | PA | D | D | D | D | D | D | D | D | PA | PA |
| CGc | D | PA | D | D | D | PA | D | D | D | D | D | D | D | D | D | D | D |
| CGd | A | A | A | PA | D | A | PA | D | PA | D | D | PA | A | D | D | PA | D | D |
| **Av score** | 2.4 | 1.8 | 2 | 2.7 | 2.4 | 2.2 | 2 | 2.3 | 2 | 2.7 | 2.6 | 2.3 | 2.2 | 2.8 | 2.6 | 2.1 | 2.6 | 2.5 |

*NB: CG = core group members (who did their pre-test as part of the M&E training)*
Average scores by question

**Women**

![Graph showing average scores by question for women.]

**Men**

![Graph showing average scores by question for men.]

- Pre Av score
- Post Av score
## Annex 6: Stepping Stones Training Participant List

<table>
<thead>
<tr>
<th>Name</th>
<th>Village</th>
<th>Contact details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kiki Stinnett</td>
<td>Chuuk Women’s Council</td>
<td>(691) 330-4232/5263; 930-4232</td>
</tr>
<tr>
<td>Sincera Fritz</td>
<td>Chuuk Youth Center</td>
<td>(691) 330-7872</td>
</tr>
<tr>
<td>Kichy Joseph</td>
<td>Gov’s Office/CPG</td>
<td>(691) 330-2231/2234</td>
</tr>
<tr>
<td>Danty Disa</td>
<td>Men’s Wellness Center &amp; Clinic</td>
<td>(691) 330-7274; <a href="mailto:one_tendub@yahoo.com">one_tendub@yahoo.com</a></td>
</tr>
<tr>
<td>Randy Samuel</td>
<td>Men’s Wellness Center &amp; Clinic</td>
<td>(691) 931-2704; <a href="mailto:rii_samuel@yahoo.com">rii_samuel@yahoo.com</a></td>
</tr>
<tr>
<td>Pipiana Wichep</td>
<td>HIV/AIDS/STI</td>
<td>(691) 330-4777</td>
</tr>
<tr>
<td>Eleanor Sos</td>
<td>HIV/AIDS/STI</td>
<td>(691) 330-7872/4777; <a href="mailto:chuukhivprogram@yahoo.com">chuukhivprogram@yahoo.com</a>; <a href="mailto:nursingck@hotmail.com">nursingck@hotmail.com</a></td>
</tr>
<tr>
<td>Joyce Ruben</td>
<td>HIV/AIDS/STI</td>
<td>(691) 330-4777/7872/7280; 930-9506; <a href="mailto:ruben.joyce@yahoo.com">ruben.joyce@yahoo.com</a> or <a href="mailto:shonuma05@hotmail.com">shonuma05@hotmail.com</a></td>
</tr>
<tr>
<td>Anna Noket</td>
<td>Iras</td>
<td>(691) 330-4269</td>
</tr>
<tr>
<td>Cheronomo Noket</td>
<td>Iras</td>
<td>(691) 330-4269</td>
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<tr>
<td>Ekichy Aidel</td>
<td>Iras</td>
<td>(691) 330-6646</td>
</tr>
<tr>
<td>Riten Nakamura</td>
<td>Iras</td>
<td>(691) 330-4269</td>
</tr>
<tr>
<td>Carnegie Osiena</td>
<td>Neaup</td>
<td>(691) 330-5012</td>
</tr>
<tr>
<td>Edna Rain</td>
<td>Neaup</td>
<td>(691) 330-3848; 930-9702</td>
</tr>
<tr>
<td>Margary Tisa</td>
<td>Neaup</td>
<td>(691) 330-6912</td>
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<tr>
<td>Tiriten Rain</td>
<td>Neaup</td>
<td>(691) 330-2979</td>
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<tr>
<td>Wil Masaichy</td>
<td>Neaup</td>
<td>(691) 330-6734; 330-6124; 930-6885</td>
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<tr>
<td>Amansio Mour</td>
<td>Nepukos</td>
<td>(691) 9307259; 330-6112</td>
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<tr>
<td>Jeycina Robert</td>
<td>Nepukos</td>
<td>(691) 931-2447/2449</td>
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<tr>
<td>Kerlina Sana</td>
<td>Nepukos</td>
<td>(691) 330-6617</td>
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<tr>
<td>Mentar Fritz</td>
<td>Nepukos</td>
<td>(691) 930-7242</td>
</tr>
<tr>
<td>Chiko Ekiek</td>
<td>Penia</td>
<td>Call Sharry Osi (691) 330-7128</td>
</tr>
<tr>
<td>Sharry Osi</td>
<td>Penia</td>
<td>(691) 330-7128; <a href="mailto:sharez_08@yahoo.com">sharez_08@yahoo.com</a></td>
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<tr>
<td>Susan Rudolph</td>
<td>Penia</td>
<td>(691) 330-4073</td>
</tr>
<tr>
<td>Akimichy Rudolph</td>
<td>Penia</td>
<td>(691) 330-4073</td>
</tr>
<tr>
<td>Martina Otoko</td>
<td>Guam</td>
<td>(671) 707-0482; <a href="mailto:otokom2000@yahoo.com">otokom2000@yahoo.com</a></td>
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<tr>
<td>Renate Alik</td>
<td>Guam</td>
<td>(671) 647-5684; 988-5636; 969-0967; <a href="mailto:renalik@yahoo.com">renalik@yahoo.com</a></td>
</tr>
<tr>
<td>Robyn Drysdale</td>
<td>SPC-Fiji</td>
<td>(679) 330-1679; <a href="mailto:robynd@spc.int">robynd@spc.int</a></td>
</tr>
<tr>
<td>Mary Enciso</td>
<td>SPC-Pohnpei</td>
<td>(691) 320-7523; <a href="mailto:maryl@spc.int">maryl@spc.int</a></td>
</tr>
<tr>
<td>Henry Oti</td>
<td>Ministry of Health-Solomon Islands</td>
<td><a href="mailto:hoti@moh.gov.sb">hoti@moh.gov.sb</a></td>
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Annex 7: Stepping Stones draft implementation work plans

Penia draft implementation plan

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<th>Activities</th>
<th>Timeline</th>
<th>Resources</th>
<th>Support</th>
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<td>First Meeting</td>
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<td>SAI-JON</td>
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<td>CO-TAC Mtg.</td>
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Iras draft implementation plan

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<th>Activities (What?)</th>
<th>Timeline (When?)</th>
<th>Resources / Support</th>
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<td>Churi Chief/Community Leaders</td>
<td>Nov. 22 Sunday 3:00 pm</td>
<td>UUT - Village Chief</td>
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<td>Village Meeting</td>
<td>Nov. 27. 09 Friday 5:30 pm</td>
<td>UUT - Core group Mem.</td>
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<td>- Introduction of SS</td>
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<td>Village chief - Comm Members</td>
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<tr>
<td>-Facilitator Meeting</td>
<td>Nov. 28. 09 Sat 3:00 pm</td>
<td>- Anna's porch</td>
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<td>- Participant List</td>
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<td>- Flip chart</td>
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<tr>
<td>- Session Learning</td>
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<td>- Markers</td>
</tr>
<tr>
<td>- Time &amp; Day</td>
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<td>- Tape</td>
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</tbody>
</table>

Guam draft implementation plan

- Meeting w/ AL Bernie
- Talk w/women in community
- Proposal for training SS Facilitator
- Talk about venue
- Community to start w/ DEDECO??

When / Timeline
- Jan 2010
- Feb ??

Resources / Support
- 2 MT (G.P.)
Neauo draft implementation plan

Implementation Plan

MET epwe Fis
Fansoun
Makewed/Makewed Kaur

- Community Leaders gathering
  - Ksinesin Naepu Chat
  - ONE COMMUNITY IN CHURCH
  - Muichengi Chat omur
    Community(Mwali/Fefin
    of Wali Serafo)
  - Recruiting
  - Make Schedule
  - Sessions

First WK of February 2010

Above all, we need school principals.

+ Sou HUT
Annex 8: Stepping Stones session notes

Day 1 – joint sessions

Group agreement

Training vs Facilitation

- What is a ‘trainer’ or ‘educator’?
- What is a ‘facilitator’?

<table>
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<th>facilitator</th>
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<tr>
<td>Somebody teaching something</td>
<td>Provide what we have learnt</td>
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<tr>
<td>Leader</td>
<td>Doesn’t need to be an expert</td>
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<tr>
<td>A person who has more experience</td>
<td>Communicate</td>
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<tr>
<td>Shows their experience</td>
<td>Helping each other</td>
</tr>
<tr>
<td>Trains others in the skills they know</td>
<td>Allows everyone else to share their experience</td>
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<tr>
<td>Expert</td>
<td>Work with community to come up with a good solution</td>
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<tr>
<td>Dictator</td>
<td>Involved, work together</td>
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<tr>
<td>Educator</td>
<td>Asks the questions</td>
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<tr>
<td>Shows as well as lectures</td>
<td>Hand in hand with the community, coming up</td>
</tr>
<tr>
<td>Demonstrate</td>
<td>with the community’s decision</td>
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<tr>
<td>Cares to give out his/ her skills</td>
<td></td>
</tr>
<tr>
<td>Qualified in teaching</td>
<td></td>
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GROUP EXPECTATIONS

Hopes

- Understand & absorb the lessons
- Be able to go out & help our community – HIV, STI, gender & disease
- Make a difference
- Learn something, learn the SS process
- Disseminate to communities
- Learn a new way of approaching my community
- Improve my understanding of stigma, behaviour & attitudes
- Accomplishment of the training
- Implementation of SS
- Success in Chuuk
- Communities support the process
- We have funds
- We have fun!

Fears

- No cooperation from communities, community not accepting
- Not absorbing the lessons
- Not able to answer the intensive questions
- People’s expectations (community)
- Miss a lesson & not complete the whole SS
- After – obligations prevent implementation
- Conflicting schedules for facilitators & participants
- Facilitators fall sick
- Stigma from community to facilitators
- Fear of dogs in community
- Employer not allow me to continue in the program
- If I have to go to other communities
- People not supporting facilitators
- Being strong enough to say it/ talk about the issues

Peer group sessions

A5: Trust & Confidentiality

Women’s group
Local words for:
- trust = lukuluk
- confidentiality = kapas monomon

Qualities you look for in someone to discuss a personal problem with:

- same sex
- good Christian – humble, understanding, caring, honest, trust
- skillful in area
- good listener
**Men’s group**
Qualities you look for in someone to seek advice from:
- A person who is honest
- Trustworthy
- A person who can keep a secret
- Doctor/counselor
- An expert
- Equipped with necessary medical equipment
- Someone with great faith
- A good Christian
- Always available
- Well known & respected person
- One with wisdom
- A loving & caring person
- Not a stereotype
- Active
- Mature
- Talkative, not mouth out

**A7 - Listening pairs**

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<td>Turn away</td>
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<td>Nodding</td>
<td>Scratching head</td>
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<tr>
<td>Asking questions</td>
<td>Yawning</td>
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<tr>
<td>Straight sitting</td>
<td>Talking to someone else</td>
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<tr>
<td>Paying attention</td>
<td>Looking at watch</td>
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<tr>
<td>Not moving around</td>
<td>Walking away</td>
</tr>
<tr>
<td>Happy face</td>
<td>Talking across/ waving to someone else</td>
</tr>
<tr>
<td></td>
<td>Looking away</td>
</tr>
<tr>
<td></td>
<td>Playing with cell phone</td>
</tr>
</tbody>
</table>

**B3 – Men & women - the ideal & the reality**

**Older woman**
Married
Have children/ many children
Respect & have knowledge of culture
Good Christian
House keeping
Care for children & husband
Patient with all the consequences of life
Respect in-laws & community
Dress properly – Mumu or nikoutang – below her knees
First born married the first born
Young woman (outer islands) – expectations

Younger women
Allowed (ideal)
- Attend school
- Support/ respect the head of the family
- Appropriate clothes
- Make peace/ be kind
- Do the work in the family
- 1 husband only

Not allowed (reality)
- Drinking alcohol
- Go to the bars/ out
- Trouble maker
- Wear pants/ short skirts
- No boyfriends early age

Men’s group
Young man
Expected
- Talk politely & be polite
- Talk sports & do sports
- Say good advice & obey advice
- Talk health & be healthy
- Talk about fishing & be a fisherman
- Talk about support to the community & be supportive in the community
- Speak good words & behave good

Reality
- Impolite
- Talk too much & no action
- Talk unhealthy
- Say bad advice & disobey advice
- Never talk about fishing
- Always talk about bad things
- Always speak bad words & behave badly

NOT
- To steal
- To say bad advice & do bad things

Older Man
Expected
- don’t slander, no - disrespect, trouble maker, or dirty words
- wise

Reality
- paying for sex
- sex addict
- making local porn
trustworthy
kind
leaders
landlord
active in church
do family gathering
do advice/cultural life
farm
fishing
history stories
give good advice

act like the younger ones
trouble maker
drunkards
stealing
drug addict/dealers

C2 – Images of sex

Men’s group
• Male & female
• Kissing
• Sex positions
• Pictures/ movies
• Marriage/ friendships
• Agree/ forced
• Self pleasure
• Gift
• Masturbation
• 69

Positive aspects of sex
Women’s group
Joys of sex

Uncertain images of sex

Negative aspects of sex/ problems
C3 – Prioritizing problems

Issues we want to address now! (iei jok!)
- Teen pregnancy
- Unplanned pregnancy
- STIs
- HIV
- Rape
- Incest
- Sexual abuse
- Sexual harassment
- Poverty – too many kids; sex work

D2 – what is love
Love - Tong
Big love - Tong chapur
True love – tong ennet
Friendship – tongen chiechi

Qualities to show your love/ you expect from them
- support
- communication
- presence (eg at family gatherings)
- respect
- forgiveness
- understanding
- help each other
- working together
- be involved
- sharing
- accept you for who you are

Tong ennet
- faithful
- commitment
- acceptance
- obedience
- romance
- support
- respect
- forgiving
- good communication
- understanding
- caring
- closeness
- always being there
- good sex
Men’s group

What is love
- Caring
- Protect
- Heart felt
- Feeling blue
- Knowing each other
- Time
- Feel hurt
- Sex
- Compassion
- Family
- Friendship
- God

Love (no sex involved)
- Give respect
- Spend
- Assist
- Honesty
- Positive response
- Care
- Obey/encourage
- Patience
- Hospitality
- Obedience
- Help
- Understanding
- Eating together
- Show satisfaction
- Faithful

Good sexual relationship
- Honesty
- Trust
- Strong
- Faithful

Bad sexual relationship
- Lies
- No communication
- No honesty
- No faithful
- Slandering
- No love
Advice
- Be faithful
- Hones
- Listen
- Counseling

D4 – Body Mapping

E2 – The language of sex
Vaginal intercourse – nisou lon pwangen fefin
Vaginal fluids – chenuchenin fefin fansoun nisou
Anal intercourse – nisou lon pwangen pincho
Orgasm – kinamwe (nganangan)
Male genital organs – piseken mwan; rumun jaamw/suun
Semen – chenun mwan; sokunen mwan/ kuus  
Pubic hair – Mokuren fan; korr/tereun  
Female genital organs – piseken fefin; niwit/ kakan fefin  
Skin – unuchan; sinin/unuch  
Masturbation – urumotei/ iri (mwacheni), (5-ni) Mwacheny iri nimuni mimwetuk  
Withdrawal – uttau (uttau sun me mwan kus) kusu nukun  
Oral sex – ani-fengennir, mongo niwit/noch sun  
Breasts – oup/pupu  
Thigh sex – punuoni netangan; mwacheni ne tang, apache pech

E3 – sexuality

What is sexuality? (emotions, physical, social, spiritual)
- Female – male (Fefin – mwan); male – male; female - female  
- How we think  
- Feelings  
- Attraction  
- Body image  
- Desire  
- Nisou (sex)  
- Virginity  
- Gender  
- Heterosexual, homosexual, transgender  
- Winin/ paitoku  
- Ese mwo tori mwan  
- Winin mwan  
- Tipuk  
- Nikinin  
- Ululun emon me emon  
- Emon & emon lon nikinin  
- Ekeiekin  
- Meme

Men’s group

Sexuality
- Act of sex  
- Feeling of sex  
- Nature of sex  
- Male and female sex  
- Heterosexual  
- Homosexual  
- Bisexual  
- Sex position 69/68  
- Rape/molest
<table>
<thead>
<tr>
<th>Men’s group</th>
<th>Physical</th>
<th>emotional</th>
<th>Social</th>
<th>spiritual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Beauty</td>
<td>Feeling oneself or for others</td>
<td>High profile/ low profile</td>
<td>Church activities</td>
</tr>
<tr>
<td></td>
<td>Shape</td>
<td>What you hear</td>
<td>Environment</td>
<td>Religion</td>
</tr>
<tr>
<td></td>
<td>Appearance</td>
<td>Self esteem</td>
<td>Culture</td>
<td>Cultural beliefs</td>
</tr>
<tr>
<td></td>
<td>Contact</td>
<td>Gender</td>
<td>Peer groups</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Labeling</td>
<td>Money, alcohol, drugs</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>judgmental</td>
<td>Sickness</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sport, work</td>
<td></td>
</tr>
</tbody>
</table>

**Words associated with:**

**Homosexual (winin mwan/ winin fefin):** nobody will respect them, neat, not chuukese, smart, feel sorry, sensitive, lovely, discriminate against, dirty, sex

Both sex like each other, embarrassing, man likes man, kiss, 2 penis/ vaginas, burp, vomiting, thigh rub, sounds, different interest M2M/W2W, not produce babies, funny to heterosexuals, stiff, incomplete, swallow, 99, 66, 69,

**Heterosexual (mwan fefin/ straight):** good life, acceptable, normal, children, differences – gender/ sex/ body parts, intercourse, family, 3 kinds of sex – vaginal, anal & oral

Enjoyable, opposite genders, kiss, perfect relationship, orgasm, pain, sweating, slapping, different organs, married in church, penis & vaginal, thirst, thrust, cry, shouting, talking, fast breath, moaning

**E4 – sexual problems**

- Man can’t get hard
- Not speaking up about what you want
- Selfishness
- Too tired to have sex, too busy, distractions
- Ese pung angangen lisou (not right way of doing sex)
- Woman is dry (no lubrication)
- No orgasm
- Male keep going when woman is dry
- Not ready for sex
- no desire
- No foreplay/ not enough foreplay
- Sakau
- Song chipwang ese pwapwa fengen (unhappy together)
- Not still attractive to that person
- Semwenin maram (period)
- Man cums too quickly
- Ese wor chonuchon
- No love for the person
- Small penis
- Wrong place for sex
- Ese wor kinamwei ren en fefin pokiten ika esap seni an epue mochen nisous, ngeni punuan, en mwan
Men’s group

Why people don’t enjoy sex
- Abnormalities
- Religion
- Arranged marriage
- Sickness
- Age
- Gift
- Drug
- Weak penis
- Appearance/ size
- Pain
- STD

Women

Pwasapwas (no lubrication)

<table>
<thead>
<tr>
<th>Causes</th>
<th>Consequences (effects)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Douche</td>
<td>Kinas (sore)</td>
</tr>
<tr>
<td>No foreplay (Ese wor kinamwe fengen)</td>
<td>Uncomfortable sex (metek, ese kinamwe)</td>
</tr>
<tr>
<td>Menopause</td>
<td>Increase risk of HIV/STI</td>
</tr>
<tr>
<td>Ese chiwen wor semwenin maram</td>
<td>(anemecheres ngeni)</td>
</tr>
<tr>
<td>Ese wor meneta</td>
<td>Sad for the woman (aletipengaw ngeni nonomun ewe fefin)</td>
</tr>
<tr>
<td>Gynecological problem (semwenin fefin)</td>
<td></td>
</tr>
</tbody>
</table>

Selfish (man)

<table>
<thead>
<tr>
<th>Causes</th>
<th>Consequences (effects)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anger</td>
<td>Fight</td>
</tr>
<tr>
<td>Dissatisfaction</td>
<td>Find another partner</td>
</tr>
<tr>
<td>No love</td>
<td>Bad thoughts</td>
</tr>
<tr>
<td>Uneducated about sex</td>
<td>End up infected</td>
</tr>
<tr>
<td>MSM/ homosexual</td>
<td>anger</td>
</tr>
<tr>
<td>Sex in open area/ distraction</td>
<td></td>
</tr>
<tr>
<td>Not the right lover</td>
<td></td>
</tr>
</tbody>
</table>

Pwasata/ apasa met om mochen! Ka kin ka nus!!

<table>
<thead>
<tr>
<th>Causes</th>
<th>Consequences (effects)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inexperience (nafangaw)</td>
<td>Relationship not good</td>
</tr>
<tr>
<td>Not knowing how to have orgasm</td>
<td>Not satisfied</td>
</tr>
<tr>
<td>lack of confidence</td>
<td>Low self esteem</td>
</tr>
<tr>
<td>Relationship not of true love</td>
<td></td>
</tr>
</tbody>
</table>
Men’s group

Pain during sex

<table>
<thead>
<tr>
<th>Causes</th>
<th>Consequences (effects)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Size of sex organs (too small or too</td>
<td>Pregnant</td>
</tr>
<tr>
<td>big)</td>
<td></td>
</tr>
<tr>
<td>Cuts or sores</td>
<td>Withdrawal</td>
</tr>
<tr>
<td>Environment</td>
<td>HIV/STD</td>
</tr>
<tr>
<td>Rape</td>
<td>masturbating</td>
</tr>
<tr>
<td>First time sex</td>
<td></td>
</tr>
<tr>
<td>Carelessness</td>
<td></td>
</tr>
<tr>
<td>Pubic hair</td>
<td></td>
</tr>
<tr>
<td>Sensitive organs</td>
<td></td>
</tr>
<tr>
<td>Not experienced</td>
<td></td>
</tr>
<tr>
<td>Don’t talk about</td>
<td></td>
</tr>
</tbody>
</table>

Solutions
- Check for STDs
- Careful
- Therapy/ counseling
- Change positions
- Respect
- Abstain
- Discuss with partner, learn how to have sex with partner
- listening
- Use lube

FIRST MEETING OF THE PEER GROUPS

Ideal & reality - Expectations roleplays for men & women
- 3 role plays presented – Older women, younger women & younger men

Similarities in the roleplays:
- Discipline
- Advice – parents; fathers

Differences in the roleplays:
- Girls obey parents
- Boys lying about going to school

Issues
- Women being head of family
- Culture & laws not being followed (Guam)
- Conflict culture
- No curfew times anymore
- Not going to church together - Women go to church; men drink & relax
- Family not extended
• Jobs
• School
• Hotels/ bars
• Money/ poverty
• Negative thinking
• Smokes
• Parents scared to talk to children
• No communication
• No respect

What can we do?
• Communication
• Trust
• Understanding
• Faithful
• Laws
• Respect
• Love
• Honesty
• Support
• Obedience
• Commitment
• Patience
• Acceptance
• Courage
• education

F2 - Taking risks
• Unknown
• Uncertain
• Don’t know outcome

What influence
• Desire for sex
• Lifestyle
• Relationship with community
• To catch attention
• Change thinking
• Money
• Position
• Love, friends
• Drugs, alcohol

Feelings
Courage, ashamed, sad, discouraged, happy, regret, crying, afraid, fear, strong
Positive                  Negative
Win, safe                Not satisfied
High self esteem Low self esteem, fear
Reward                   Criticism, tease you
Satisfaction             Feel left out, lonely
Hero, good rep           Disrespect you
                                   Crying
                                   Violence, death, injury
                                   jail

F3 – Teenage pregnancy

<table>
<thead>
<tr>
<th>Causes</th>
<th>Consequences (effects)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incest/ abuse</td>
<td>Complications – body not ready</td>
</tr>
<tr>
<td>Wrong beliefs/ myths</td>
<td>Young mothers</td>
</tr>
<tr>
<td>Lack of education/ information</td>
<td>More poverty</td>
</tr>
<tr>
<td>Experimenting/ trying out</td>
<td>Babies not wanted, cannot afford</td>
</tr>
<tr>
<td>Pressure</td>
<td>School drop outs – father forced to work, girls not allowed to</td>
</tr>
<tr>
<td>Desire</td>
<td>continue</td>
</tr>
<tr>
<td>Lack of contraception</td>
<td>Less educated girls</td>
</tr>
<tr>
<td>Arranged marriage early age</td>
<td>More STIs</td>
</tr>
<tr>
<td>Rape</td>
<td>Suicide</td>
</tr>
<tr>
<td>Taking the risk</td>
<td>Shame</td>
</tr>
<tr>
<td>Unprotected sex/ no condom</td>
<td>Give up baby</td>
</tr>
<tr>
<td>Poverty – older men &amp; younger girls</td>
<td>Abortion</td>
</tr>
<tr>
<td>Parents not talking to kids about sex</td>
<td>Babies dying</td>
</tr>
</tbody>
</table>

Men

<table>
<thead>
<tr>
<th>Causes</th>
<th>Consequences (effects)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rape</td>
<td>Gossip</td>
</tr>
<tr>
<td>Uneducated</td>
<td>Handicap</td>
</tr>
<tr>
<td>Friends</td>
<td>Single mother</td>
</tr>
<tr>
<td>Parents</td>
<td>Lost interest</td>
</tr>
<tr>
<td>Porn</td>
<td>Miscarriage</td>
</tr>
<tr>
<td>Careless</td>
<td>Uneducated – school drop out</td>
</tr>
<tr>
<td>Age</td>
<td>Cancer</td>
</tr>
<tr>
<td>Early urges</td>
<td>Sickness</td>
</tr>
<tr>
<td>Live with others</td>
<td>Careless</td>
</tr>
<tr>
<td>Lack of discipline</td>
<td>Poverty</td>
</tr>
<tr>
<td>Poverty</td>
<td>shame</td>
</tr>
</tbody>
</table>

Solutions
- Educate
- Communication
- Christian
• Condoms
• Sex limitation
• Counseling
• Law
• Abstinence
• Family control
• Discipline

**F4 – Conception & contraception**

Preventing pregnancy
- No sex
- Condoms – male & female
- Contraception
- Birth control pills (mini pill, combined pill)
- IUD
- Calendar (not having sex at certain times ie. 7-14 days after menstruation)
- Breast feeding (NB: not always effective)
- Anal sex, Oral sex, Thigh sex, masturbation, same sex
- Injection (every 3 months)
- Pull out (withdrawal) NB: not always effective
- Big cut – sterilization (male = vasectomy; female = tubal ligation)
- Remove organs – hysterectomy

**Part 3: Advice for getting pregnant**

**Women’s group**
- No contraception
- Have sex following the calendar (fertile time – 7-14 days after period) – have sex more during this time
- No drinking alcohol or smoking (women or men)
- Lose weight of overweight
- Position – pillow/ cushion under ukun
- Stay lying down after sex – legs in air
- Relax
- Check for STDs (& treat)
- If nothing after 12 months check up with doctor for other causes of difficulties

**Men’s group**
A young woman who just got married and wants to have children
- Know their body
- Understand their menstruation cycle
- Sex limitation
- Sex positions
- Pray
- Physical check up
- advice from family planning
- avail yourself to your husband
- be faithful to her husband

**Women’s group**

**Fertility & infertility**

<table>
<thead>
<tr>
<th>Causes of infertility</th>
<th>Consequences (effects)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol/ drugs/ smoking</td>
<td>No baby</td>
</tr>
<tr>
<td>Curse</td>
<td>Divorce</td>
</tr>
<tr>
<td>STI</td>
<td>Not a real woman</td>
</tr>
<tr>
<td>infection</td>
<td>Sadness</td>
</tr>
<tr>
<td>Injury</td>
<td>Disappointment/ hurt</td>
</tr>
<tr>
<td>Low sperm count</td>
<td>Useless</td>
</tr>
<tr>
<td>Age group</td>
<td>No descendant</td>
</tr>
<tr>
<td>Body size</td>
<td></td>
</tr>
<tr>
<td>Exercise</td>
<td></td>
</tr>
<tr>
<td>Born that way</td>
<td></td>
</tr>
</tbody>
</table>

**G2 – Sexually Transmitted Infections (STIs)**

<table>
<thead>
<tr>
<th>See (signs)</th>
<th>Feel (symptoms)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chenuchen mi oneon (yellow)</td>
<td>Metek fansoun chuchuu</td>
</tr>
<tr>
<td>Chenuchen mi pongaw</td>
<td>Pwerik-fisikeet</td>
</tr>
<tr>
<td>Kinas (sore)</td>
<td>Pwongaw (smell)</td>
</tr>
<tr>
<td>Kiningaw (rash)</td>
<td>Pwichikar/ fouw</td>
</tr>
<tr>
<td>Enuwengaw (pongaw)</td>
<td>Keet</td>
</tr>
<tr>
<td>Kuuw (bugs)</td>
<td>Juju fiti metek pwal</td>
</tr>
<tr>
<td>Yellow eyes (hep B)</td>
<td>Usus (men)</td>
</tr>
<tr>
<td>Dark or yellow urine</td>
<td>Tired, no energy</td>
</tr>
<tr>
<td></td>
<td>Coughing/ sore throat (infection in throat)</td>
</tr>
</tbody>
</table>

**Men’s group**

<table>
<thead>
<tr>
<th>See (signs)</th>
<th>Feel (symptoms)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aw e rup</td>
<td>Siriemetek/not metek</td>
</tr>
<tr>
<td>Sunu rup</td>
<td>Ket sunun</td>
</tr>
<tr>
<td>Niwiti</td>
<td>Metek ika</td>
</tr>
<tr>
<td>Rup non pau/pechee</td>
<td>Ket neinkor</td>
</tr>
<tr>
<td>Rup nein kor</td>
<td>Mach/sunu mach</td>
</tr>
<tr>
<td>Discharge/smelly fluids (pus)</td>
<td>Mwitir ne 50-ngaw (tipap)</td>
</tr>
<tr>
<td>Blood</td>
<td>Painful abdomen</td>
</tr>
<tr>
<td>Itchy</td>
<td>Vomiting nausea</td>
</tr>
<tr>
<td>Weight loss</td>
<td>Lose appetite</td>
</tr>
<tr>
<td>Skin color change</td>
<td>Painful urinate</td>
</tr>
<tr>
<td>Lose hair</td>
<td>Tired/weak</td>
</tr>
<tr>
<td>Yellowish in the eyes</td>
<td></td>
</tr>
</tbody>
</table>
STIs part 2

Young man and pregnant woman accessing health services

Why do people not go for treatment?
• Fear
• Discrimination
• No money
• Lack of knowledge
• Embarrassment
• Services not available
• Labeling
• Favoritism by service
• Being a man

Unplanned Pregnancy
• No treatment available
• Nurse not in office
• No specialists
• No equipment/materials
• Clinic schedule
• Population
• From different pol. Party?
• Medication brand
• Not enough clinic

H2 – HIV and AIDS

How we relate to a HIV positive person
• Care
• Love
• Prayers
• Help
• Concern
• Public health
• Youth center
• Window period 3 months
• Voluntary confidential counseling testing (VCCT)
• Consent

H3 – HIV testing

Consequences of the HIV Test for Mele, Tevita & Tevita’s new wife
• Broken marriage
• Loss of job
• Returned to parents
- Community may not accept Mele
- Community lose interest in clinic
- Baby, Mele, Tevita, new wife and new baby HIV+
- Sick baby
- Tevita refused to have a test

**What could have happened to help everyone & prevent HIV**
- Tevita test HIV
- Update check ups for Mele
- Clinic keep confidentiality

**J2 – Drugs & Alcohol**

**Alcohol**
- Hard liquor
- Tequila
- Gin
- Beer
- Yeast (local spirit made from fermenting yeast)
- Chohu-Feunupwa

**Other drugs**
- Marijuana (Maruo)
- Cigarette
- Betel nut
- Gasoline
- Propane
- Cocaine
- Snuff
- Formaldehyde
- Ice

**Associated words**

<table>
<thead>
<tr>
<th>Word</th>
<th>Synonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crazy</td>
<td>Digestion</td>
</tr>
<tr>
<td>problem</td>
<td>Relax</td>
</tr>
<tr>
<td>dead</td>
<td>Wine in church</td>
</tr>
<tr>
<td>suffer</td>
<td>Relieve stress</td>
</tr>
<tr>
<td>lazy</td>
<td>Celebration</td>
</tr>
<tr>
<td>angry</td>
<td>Gain weight</td>
</tr>
<tr>
<td>violent</td>
<td>Lose weight</td>
</tr>
<tr>
<td>stealing</td>
<td>Like feeling</td>
</tr>
<tr>
<td>crime</td>
<td>Pain relief</td>
</tr>
<tr>
<td>do things without shame</td>
<td>When sad</td>
</tr>
<tr>
<td>suicide</td>
<td>Feel sexy</td>
</tr>
<tr>
<td></td>
<td>Horny</td>
</tr>
</tbody>
</table>
**Drugs/alcohol & associated words**
- Gas
- Propane
- Maruo
- Puu
- Supwa
- Safei
- Yeast
- Bie
- Joriu
- Falupwe
- Juice
- Arucor
- Chonun rice
- trouble making
- cause problems
- bankrupt
- domestic violence
- becomes stealer
- suicide
- rough approach to girls
- miscarriage
- embarrassment to family

<table>
<thead>
<tr>
<th>Causes (why people drink/ take drugs)</th>
<th>Consequences (effects)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex/ horny</td>
<td>Rape</td>
</tr>
<tr>
<td>Broken heart</td>
<td>Teen pregnanacy</td>
</tr>
<tr>
<td>Weires/ Riafou</td>
<td>Ni-manaw (Violence)</td>
</tr>
<tr>
<td>Ekinamweir</td>
<td>Stealing (sona)</td>
</tr>
<tr>
<td>Angry</td>
<td>Lock up/ jail</td>
</tr>
<tr>
<td>No money</td>
<td>Crazy</td>
</tr>
<tr>
<td>Covet</td>
<td>Problems (osukosuk)</td>
</tr>
<tr>
<td>Make them feel more confident</td>
<td>Feingaw (crime)</td>
</tr>
<tr>
<td>Tongeni fori met ekewe menchir</td>
<td>Tumunungaw (irresponsible)</td>
</tr>
<tr>
<td>Song (mad)</td>
<td>Ra–umwes</td>
</tr>
<tr>
<td>Mochen sotuni (give it a try)</td>
<td>Mentally &amp; socially ill</td>
</tr>
<tr>
<td>Pokiten chinere ron panir (peer pressure)</td>
<td>No respect</td>
</tr>
<tr>
<td>Akinamweir/ on ekieki (ease their mind)</td>
<td>Mocheniagaw</td>
</tr>
<tr>
<td>Pokiten an warer rer moni ($)</td>
<td>Pusin angeano manawar</td>
</tr>
<tr>
<td>Apwawpawai pusin inisir</td>
<td>(suicide)</td>
</tr>
<tr>
<td>Socialize</td>
<td>Drop out school/ loss of job</td>
</tr>
<tr>
<td>Enjoyment</td>
<td>Disturbs community</td>
</tr>
<tr>
<td>Relax celebration</td>
<td>Littering &amp; contaminating</td>
</tr>
<tr>
<td></td>
<td>Trouble maker</td>
</tr>
<tr>
<td></td>
<td>Fighting</td>
</tr>
<tr>
<td></td>
<td>Break rules &amp; regulations</td>
</tr>
</tbody>
</table>
To do some romance
Access
Computer use
To meet other Chuukese
(Guam)

Iras hotspots
Women’s group
Men’s group

Nepukos Hotspots
Women’s group
Men’s group
Neauo Hotspots
Women’s group

Penia Hotspots
Women’s group  Men’s group

K3 – how men & women mistreat each other

- Go outside the family (affairs) – boyfriend/ girlfriend; kids somewhere else (NB: acceptability - men can have, women cannot)
- Hurtful words, saying bad words to each other
- Expectation from husband – wife to be the maid ie. take care of kids, food, housework, everything
- Husband beating wife
- Husband sleeps with wife’s sister
- Husband spends paycheck on partying, drinking, women etc, no money for food & family
- Wife takes revenge – bingo, messy house
- Husband makes the wife have sex – wife sick or doesn’t want
- Men take advantage – women no jobs or money, pay them for sex
- Men putting down the woman/ wife
- Incest
- No trust
- No support – woman can’t go to women’s activity

**Mens group**

Non physical
- Verbal abuse
- Harassment
- Critisise
- Amonngaw – non song (stonewalling)
- Imitation
- Shouting
- Threat

Physical
- Punch
- Kick
- Bit
- Scratch
- Squeeze
- Assault with gun (weapon)
- slapping

**Woman who has been mistreated**

*How does she feel?*
Mad, angry, hungry, fear, threatened, Mistreated, lonely, disagreement

*What does she fear?*
Separation, divorce, assaulted, hit, beaten, sex harassed, no money

*What does he do this?*
Angry, disappointed, macho/ strong, proud/ head of family

*How does he feel?*
Pride, control, doing his job, showing discipline, attitude, nature

*What does the woman do?*
Disagree, submission, make peace, prepare food, apologise

*Why does she react that way?*
- Vulnerable to violence
- Fear of divorce
- Weak
- She from different culture
- Because she’s a woman
- Strong Christian
- No more tolerance
- Counselor
- faith
Who else is there?
- Children
- Parents
- Maids
- Relatives
- Guests
- Neighbors

Who gets involved?
Children, parents, relatives

How do these people feel?
- Afraid
- Sorry
- Fear separation
- Fear child's safety

What do they do?
- Help
- Talk
- Cry
- Calm down
- Beg to stop
- Shout
- Be mediators
- Take sides

Why do they act this way?
- Love, care
- Part of life
- Extended family
- Customs
- Progress on
- Want peace
- Avoid grand children broken family

What can a person do to help?
- Seek counseling
- Prayer, religion
- Face the problem
- Admit their faults
- Learn self defence technique
- Psychologist

How can we change?
- Cooperation
- Acknowledge equality
• Have good communication
• Understand each other
• Tell more lies or tell more truth
• True love in the family
• Consideration

What benefits could there be in getting rid of violence & mistreatment?
• Peace in family
• Lifetime relationships
• Happiness
• Big family
• Satisfaction
• Set example

K5 – supporting abused women

Helpers:
• Sisters eldest son/ daughter
• Eldest sister (husband’s)
• Close friends/ promised sister/ brother
• priest/ pastor/ reverend
• chief of clan/ clan leader
• mother & pastors wife
• parents
• god parents
• men’s wellness centre
• Chuuk HIV/AIDS Youth Center
• Police
• Counseling
• Children

Best kind of help:
• Advice
• Protection
• Support

Worst kind:
• Tell you you’re doing something wrong (blame)
• Ignore problem
• Making excuses for him
• Tell you to take revenge
• More violence
• Tell you to get a divorce
Where can women/ men go when mistreated or suffered violence in Chuuk?

<table>
<thead>
<tr>
<th>Where/ who</th>
<th>What help</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>Advice, shelter, comfort</td>
</tr>
<tr>
<td>Relatives</td>
<td>Revenge, seek good advice/ help</td>
</tr>
<tr>
<td>Chuuk women’s council</td>
<td>Advice, counseling</td>
</tr>
<tr>
<td>Church leaders</td>
<td>Comfort, prayer, counsel/ confront husband</td>
</tr>
<tr>
<td>Law enforcement</td>
<td>Book/ charge, investigate</td>
</tr>
<tr>
<td>Hospital</td>
<td>Treatment, medical examination, rehab</td>
</tr>
<tr>
<td>Guam, Hawaii</td>
<td>Start new life</td>
</tr>
</tbody>
</table>

L3 – Hopes & fears young women

**Outer island girl (Echeni echeniei)**

<table>
<thead>
<tr>
<th>Hopes (Anean)</th>
<th>Fears (Nuwokus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>Teen pregnancy</td>
</tr>
<tr>
<td>Job</td>
<td>Abuse – mistreatment</td>
</tr>
<tr>
<td>Well accepted</td>
<td>Rejected</td>
</tr>
<tr>
<td>Healthy family</td>
<td>Alcohol/ drug user</td>
</tr>
<tr>
<td>children</td>
<td>Handicapped children</td>
</tr>
</tbody>
</table>

**Weno girl (Niput)**

<table>
<thead>
<tr>
<th>Hopes (Anean)</th>
<th>Fears (Nuwokus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faithful, stable relationship</td>
<td>Unplanned Teen pregnancy</td>
</tr>
<tr>
<td>Acceptance by community members</td>
<td>Abusive boyfriend</td>
</tr>
<tr>
<td>Happy family relationship</td>
<td>Drop out of school</td>
</tr>
<tr>
<td>Money &amp; employment</td>
<td>Influence by bad friends – Alcohol, drugs, cigarettes etc</td>
</tr>
<tr>
<td>Good education</td>
<td>Unemployed</td>
</tr>
<tr>
<td>Good Christian</td>
<td>Poor communication between parents &amp; children</td>
</tr>
<tr>
<td>Stepping stones facilitator ☝</td>
<td>Car accidents &amp; boat accidents</td>
</tr>
</tbody>
</table>

**Single mother**

<table>
<thead>
<tr>
<th>Hopes (Anean)</th>
<th>Fears (Nuwokus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steady job (wor ew an angang)</td>
<td>To lose her job</td>
</tr>
<tr>
<td>Lovely husband (punuwan murino epue)</td>
<td>Bad husband</td>
</tr>
<tr>
<td>House &amp; car (imwan &amp; taraku)</td>
<td>Homeless, starvation</td>
</tr>
<tr>
<td>Be a good mother (inap mei murino)</td>
<td>Bad mother</td>
</tr>
<tr>
<td>Full support from community (aninis seni chon ewe comm.)</td>
<td>Stigma &amp; discrimination</td>
</tr>
<tr>
<td></td>
<td>No support</td>
</tr>
</tbody>
</table>

**Young boy in rural area**

<table>
<thead>
<tr>
<th>Hopes (Anean)</th>
<th>Fears (Nuwokus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be an athlete</td>
<td>No job</td>
</tr>
<tr>
<td>Have good sport facilities</td>
<td>No schooling</td>
</tr>
<tr>
<td>Have a team</td>
<td>No money</td>
</tr>
<tr>
<td>Become a preacher</td>
<td></td>
</tr>
<tr>
<td>Become a doctor</td>
<td></td>
</tr>
</tbody>
</table>
M2 – why do we behave as we do?

Sexual encounters
- Husband – wife
- Boyfriend – girlfriend
- Mwan – mwan
- Fefin - fefin
- Cab driver – passenger
- Older men (social security) & sex worker
- Mother & son-in-law
- Employer (mwan) – employee
- Husband – sister-in-law
- Incest – uncle-niece; father-stepdaughter; half-brother – half-sister
- Forced sex

Unhappy or forced sex – factors that influence:
- Lack of understanding (that its wrong)
- Violence
- Alcohol
- Presents
- Drugs
- Money/ poverty
- Parents not talking to children about sex
- Fear
- Power (abuse)
- Lack of education/ information
- Not knowing you have a right to say no
- Revenge
- Sexual urge/ desire
- Authority – cultural expectations

Men’s group
- First time to have sex
- Best time you had sex
- Who you have sex with
- One off sex encounters
- Paying for sex
- Relationship
- Interrupted
- Rape
- Adultery
- Wet dreams

Factors that influence
- Telling stories
- Attraction/ appearance
• Attitude
• Money or items
• No chance to have sex
• Situation
• Alcohol
• Violence
• Porn addict
• End up having sex under pressure & negative consequences

How do you feel when your partner refuses to accept no?
• Tired
• Scared
• Responds
• Wonder for mental problem

How would the person feel if he continued having sex with her?
• Guilty
• Give up
• He might do it again
• Mistreated
• Nice/ enjoy
• Unhappy

Why do people force?
• Best way to win lady
• Drunk, drugs & alcohol
• Feel pain
• May be prosecuted
• Ideal/ reality
• Only chance for sex

N.2 attack avoid manipulate

Conflict
• u-fengen, osukosuk, tipifesen
• politics
• religion
• disagreement (eg. Husband wants to do something, wife doesn’t)
• taking sides (family)
• family gathering
• no support
• land disputes
• love
• arranged marriage
Men’s group
- broke for cash
- unequal sharing wealth
- people gossiping
- divorce
- drunks using offensive language
- land disputes
- relative argue/ political differences
- somebody beat up your child/ wife
- bad debt

Broke for cash

<table>
<thead>
<tr>
<th>feelings</th>
<th>Reactions (actions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lazy/ tired</td>
<td>Unable to work (passive)</td>
</tr>
<tr>
<td>Angry</td>
<td>Fighting with others (aggressive)</td>
</tr>
<tr>
<td>Hungry</td>
<td>Stealing food (aggressive)</td>
</tr>
<tr>
<td>Sick</td>
<td>Sleeping/ praying/ crying</td>
</tr>
<tr>
<td>Expect cash</td>
<td>(manipulative)</td>
</tr>
<tr>
<td></td>
<td>Stealing/ selling (aggressive)</td>
</tr>
</tbody>
</table>

Somebody beat up your child/ wife

<table>
<thead>
<tr>
<th>feelings</th>
<th>Reactions (actions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angry</td>
<td>Fight back (aggressive)</td>
</tr>
<tr>
<td>Sad</td>
<td>Say offensive language (aggressive)</td>
</tr>
<tr>
<td>Hard</td>
<td>Report to police</td>
</tr>
<tr>
<td>HBP</td>
<td>Bitter (passive)</td>
</tr>
<tr>
<td>restless</td>
<td>Demand clan and family involvement</td>
</tr>
<tr>
<td></td>
<td>(agg/man)</td>
</tr>
</tbody>
</table>

Land disputes

<table>
<thead>
<tr>
<th>feelings</th>
<th>Reactions (actions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disagreement</td>
<td>selling property</td>
</tr>
<tr>
<td>Dishonest/ no trust</td>
<td>Taking sides/ split family</td>
</tr>
<tr>
<td>Greedy – money</td>
<td>Fighting/ deaths</td>
</tr>
<tr>
<td>Selfish</td>
<td>Separation</td>
</tr>
<tr>
<td>Abuse of authority</td>
<td>No love</td>
</tr>
<tr>
<td>Lack of money – poverty</td>
<td>No sharing (ours)</td>
</tr>
<tr>
<td>No cooperation</td>
<td>No togetherness</td>
</tr>
<tr>
<td></td>
<td>Individual families (me/ mine)</td>
</tr>
</tbody>
</table>

Family (Tipefesen)

<table>
<thead>
<tr>
<th>feelings</th>
<th>Reactions (actions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Koput</td>
<td>Ignore (omonunaw)</td>
</tr>
<tr>
<td>Problem</td>
<td>Physical contact (Fifiu/ efeiengawa emon)</td>
</tr>
<tr>
<td>Jealous</td>
<td>Selling our land</td>
</tr>
<tr>
<td>Religion/ faith</td>
<td>Joint different religion</td>
</tr>
</tbody>
</table>
P2 – losing something

Feelings of loss
- Depressed
- Sad
- Hopeless
- Worried
- Demanding
- Dependant of others
- Loss of independence
- Crying
- Suffering
- Angry
- Lost
- Confused
- Denial
- Miss them
- Lonely
- Questioning - Why me?

Stepping Stones Facilitator case studies

What would you do as a facilitator if in your Stepping Stones sessions……

Someone says something very judgmental
- Talk to him/her in an acceptable way
- Ignore them
- Reinforce when they use good words
- Encourage them to be friendly
- Ask them to be polite
- Refer to ground rules (make sure non-judgmental is on them)

1 or 2 participants are dominating the group
- Give chance to other participants
• Ignore them
• Stop them
• Limit them to speak

*Participants don’t speak*
• Ask them questions to answer
• Give them a chance to participate
• Reinforce them when they say something
• Show them acceptance
• Seat the at the ‘front’ (near you)

*You have someone HIV+ in the group*
• Talk to him/her about their situation & if they need it confidential
• Make sure he/she full part of the group

*Arrive at the venue & someone else is using it*
• Wait until they finish
• Make sure it won’t happen again by making reservation in advance

*A participant gets very upset during a session*
• Stop & talk to him/her until they are calm
• Take him or her outside
• Let him or her go back home

*2 participants keep talking to each other during the sessions*
• Refer Ground rules
• Whistle
• Talk assertively
• Calm/ patience

*Some participants keep coming & going in and out of sessions*
• Refer Ground rules
• Talk assertively with them
• Calm/ patience
• Make the sessions alluring

*A participant misses a session*
• Make up plan for them (with them)

*In a peer group meeting the men are “blaming” the women or the women are “blaming” the men*
• Learn what the women expect from the men & the men expect from the women
• “Negotiate” their wrong
• Admit their fault
• Show them how men/ women participate in the group/s – personal response in the group
• Ignore him/ her
• Give them a chance
Final day

Review Community Practice Sessions

SS facilitator portraits

- What skills/characteristics should a Stepping Stones facilitator have?

Portrait of a Stepping Stones facilitator

Core group members

<table>
<thead>
<tr>
<th>Neauo</th>
</tr>
</thead>
</table>

- Max 20 participants
- Always be prepared, SS format
- Confirm & reconfirm venue, participants, materials
- Be flexible, go with flow
- Don't be judgemental
- Team player
- Experience/practice
- Involve all participants, everyone else
- Same level as participants, communication skills
- Be confident
- Conduct facilitator's debrief
FINAL COMMUNITY MEETING

SPECIAL REQUEST

MEN
We feel that violence and mistreatment against all genders is a way to factor curfew purposes because for prevention of harms and we suggest that it is used as a discipline to the community. We feel that violence and mistreatment against all genders is illegal and should not be practiced as a way of discipline and we suggest that we use church and culture teachings as a way of disciplining.

WOMEN
We feel unhappy and unsafe when alcohol & drug abuse causes problems in our communities and what we would like is:
- Shops not selling alcohol to those underage (under 18) and the community reports them if they do and there are fines enforced
- Community members report abuse to chief and call police, and that there are consequences for those who abuse
- Police to be in community more arresting alcohol & drug abusers

Final closing circle

- thanking all the participants in the training about what I learn from them that we gather information from each one of the problem in communities and we work together to find way to deal with it
- thanks to Henry & Robyn for facilitating
- observed so many changes over 2 weeks – people changing in their attitudes, confidence and their knowledge – I’m very happy and proud of everyone
- excited and very happy about this programand hope that we will do it the same way in the community
- thank you – I feel that the program is always questioning, from the beginning to the end it makes us rethink things, I am so excited that I will be an SS facilitator in my own community
- thanks so much – I hope that I will be strong
- thank you for what you have given us and bringing something so good to our island
- I don’t want the program to stop!
- I learnt so many things
- I thought I would learn prevention and transmission of HIV but I learnt so much more – how to have a better life, family and community
- Thanks to Robyn, Henry, Mary and to all of us – I understand things so much better now, also thank you on behalf of my family
- Thanks all – I feel we can make changes here in Chuuk – we can fix the problems ourselves, we don’t need to have to wait for others from outside to come in
- I didn’t realize I would learn so much more
- Its by your work that we understand and appreciate SS
- Having and learning this book feels like we’re already on the way out of the problem
- Thanks for the laughter, the sharing and the most important part which is SS & I’m excited that we’ll continue to address the problems – lastly I want to share my love for all of us
• Thanks everyone, most of all to Robyn & Henry
• Thanks to this program, I go home & my wife doesn’t recognize me anymore!
• Thanks for the teamwork that we have – we will work hard!
• What we’re learning, it’s like we are gathering the tools to work within the community – make use of the tools! Use them and have the community feel and see the importance of what we’ve had/covered in these last 2 weeks. Be patient & learn how to solve your own problems
• Whenever I find myself having been moved so much, I find myself speechless – my heart dances
• Thanks all – so much happiness, learnt so much
• Thanks to the group – the amount you have given, you will receive
• At the end I see so many differences – especially in the younger women!
• I give my credit & my love to all – I’m so glad, I don’t want the training to end – I have to stop now or I will cry
• I thank everyone, what more is there to say – sharing, giving your time, since high school I have hardly joined any group activity or participated in meetings or activities and I’m so grateful for this workshop
• I promise that whatever I have learnt, I will go and implement
• As a core group member, I promise I will always be there for you with support, resources etc – this is the start of the connection, feel free to call or drop by the office (Youth resource Center)
• Thank you to the Stinnett family for providing the venue and all your support