



ADAPTATION GUIDELINES FOR STEPPING STONES



APPENDIX 1: IDEAS FOR USING STEPPING STONES WITHOUT THE VIDEO

VIDEO CLIP	ALTERNATIVE TO VIDEO CLIP
1. Stepping Stones	Facilitators perform a problem situation and a good situation and explain how works. Lay out some large stones and walk across them as you explain the themes and principles of Stepping Stones.
2: What is love?	Invite participants to role play their idea of an ideal marriage or sexual relationship and a bad marriage or sexual relationship. Discuss the good and bad points of each and the qualities of love shown.
3: The Condom	Skip F2 and go straight to F3.
4 & 5: Hopes and Fears, the Young Women and the Young Men	Invite each group to create tableaux of hopes and fears, first for young women, then for young men. Or draw 'good' and 'bad' futures for young women, and then for young men.
6: Alcohol	Ask people to create their own role plays to show the causes and consequences of drunkenness. Discuss these role plays and what the people could do to change harmful behaviour. If sexual violence is included in role plays on the factors leading to unsafe sex, explore this issue further in a separate activity. (See module on sexual violence, Appendix 3)
7: Traditions	Go straight to part 6 of I.2. Make impact diagrams of the positive and negative things about each tradition. How could the good things be preserved and the bad ones changed?
8: Money	Role play problems that people have concerning money and gender relations. Invite people to replay the role plays to show to show how they would like things to be. Make an income and expenditure tree for peers and partners. What would they like to change?
9: Saying Yes	Role play situations that worked out badly where the peers might/did something that they did not want to do because they did not say "No".
10: Saying No	Members take it in turns to role play saying "No" in different situations. If people are not happy with their efforts, explain and demonstrate assertively saying "no" in different situations.

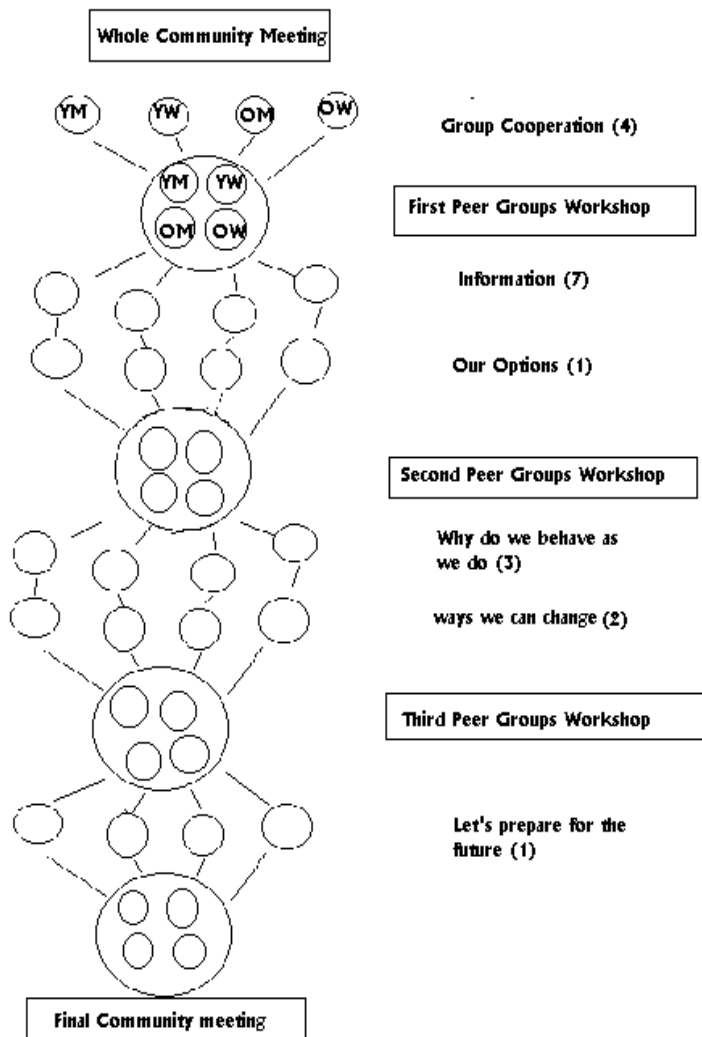
11: Coming Home	Ask the participants to think about situations in which it is hard to say things that they need to say. You may be able to refer to an earlier role-play, which they could re-play. Discuss how the people in the play interacted with each other, and ways to improve their communication.
12. "I" statements	Go straight to L. 2.
13: Trust	Ask the participants to think about how people can cooperate and share responsibility in a relationship. Re-play the role-play of a good sexual relationship from Exercise C3. Is there anything they would change so that the couple could show each other more trust and support? What stops us from behaving like this?
14: The Long Journey	Create role plays on how you would prepare for your future to ensure that your family are safe. Tell stories of people who have been strong and brave in the face of serious illness or death.
15: The Community Challenge	Tell a story of what happened in the final community meeting in another community. Role play one of the dramas and describe what happened after its performance.

Activity to replace video clip 1: Stepping Stones

Aim: To give participants a map of the programme and explain the idea of Stepping Stones.

Tools: Stick, improvised symbols or symbols drawn on cards with marker pens.

Method: Sketch out the picture shown below on the ground. Make it big enough for the volunteers to walk across it, going from one Stepping Stone to the next. Invite four volunteers, one for each peer group, to walk across the stones as you describe the activities. When they reach the joint peer group workshops, they come together in a circle. Do not go into the sessions in detail, just outline the main themes and the way that the peer groups



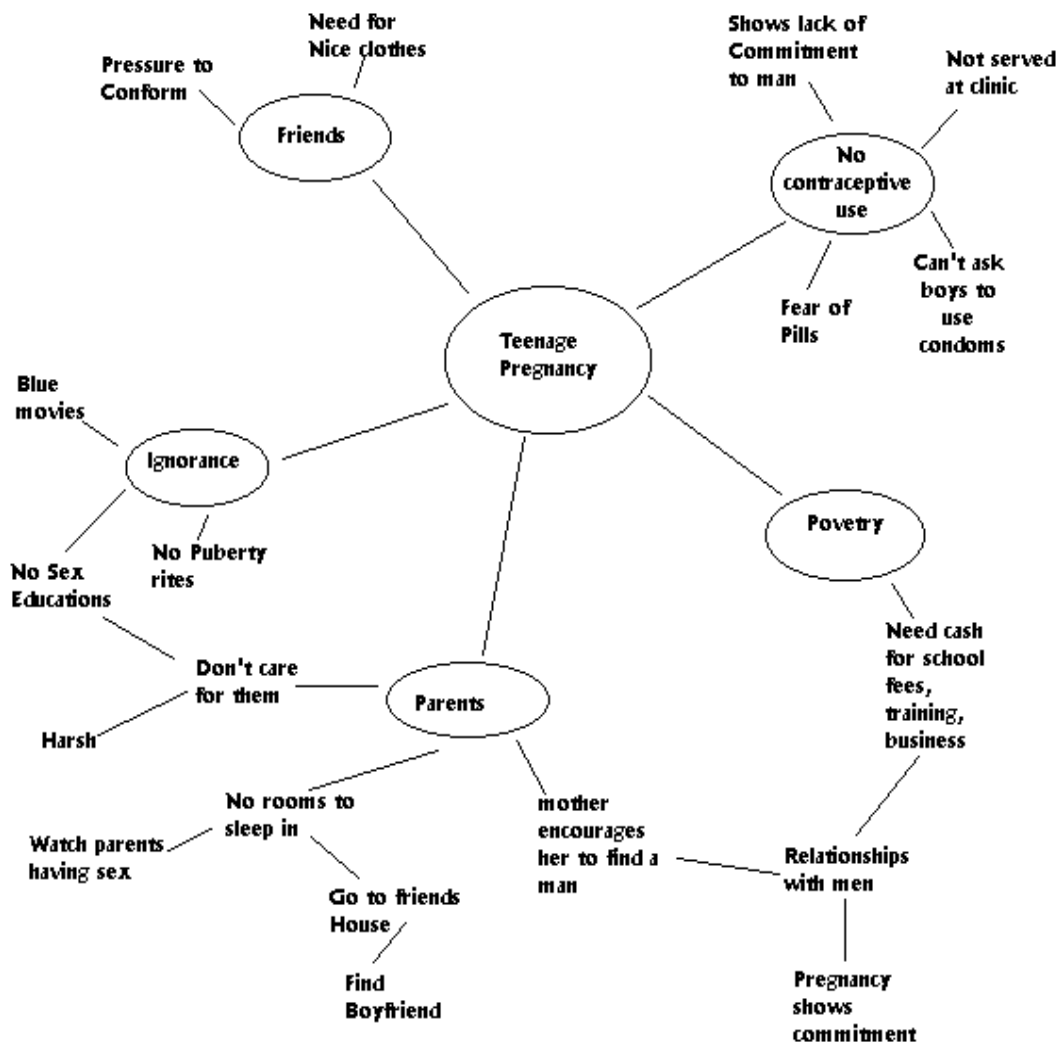
work. If people ask a lot of questions, explain that to answer them all now will spoil the exercise later. Emphasise that people will enjoy the programme and have fun as well as learning together.



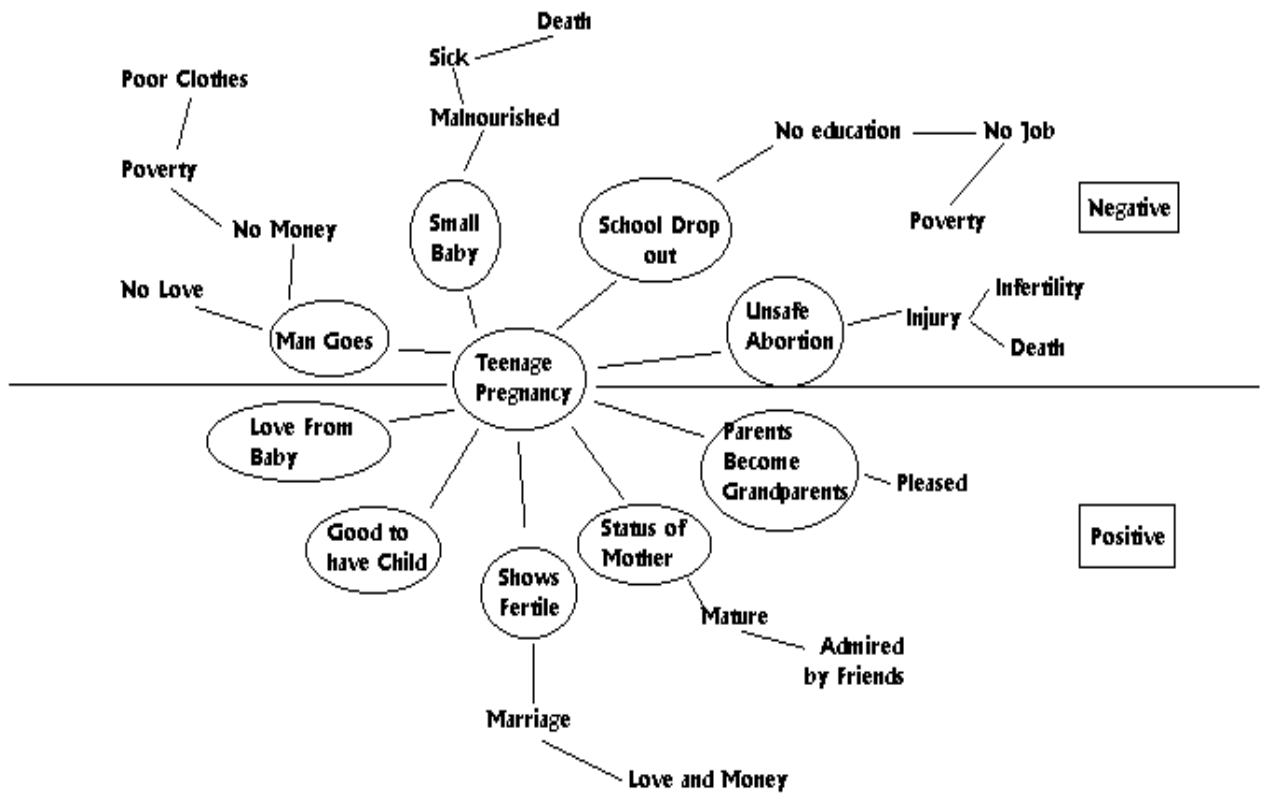
APPENDIX 2: EXAMPLES OF PARTICIPATORY LEARNING AND ACTION ACTIVITIES SUGGESTED IN TEENAGE PREGNANCY MODULE

Participatory Learning and Action (PLA also known as PRA) is the name given to a growing family of approaches and methods that enable community members to share, enhance and analyse their knowledge of their lives and conditions, to plan and to act.

Spider diagram on causes of teenage pregnancy from young women in Ghana



Impact diagram to show positive and negative consequences of teenage pregnancy



How to do the Margolis wheel

Make the Margolis wheel by arranging chairs in pairs in a circle with the middle circle facing outwards and the outer one facing inwards.

The people in the inside chairs act as 'consultants' and suggest solutions to the problems of the 'clients' on the outside circle. After three minutes the 'clients' move anticlockwise and sit opposite a new consultant. This is repeated until the 'clients' have collected the creative ideas from four of the 'consultants' (In a small group this can be repeated until the ideas have been collected from all the 'consultants').

Participants then change places so that the clients become consultants and visa-versa. Repeat the exercise with a new group of consultants and clients.

This activity can generate many good options to solving problems



APPENDIX 3: EXAMPLE OF A NEW MODULE

Module on gender violence from the South African version of Stepping Stones

PURPOSE: To explore violence in relationships

TIME NEEDED: 3 hours.

MATERIALS NEEDED: Flip chart, pens

PARTICIPANTS: Four separate peer groups.

SPECIAL INFORMATION: Before the session find out if there are any women's organisations or NGOs which provide services for abused women in your area. Find out their contact details. If there are none in the area make some enquiries from other organisations in the province about where the nearest services are available (see Endnote5).

This session may generate very strong emotions among male and female participants. Facilitators should be prepared for this and ensure that adequate time is available for these exercises and for discussions afterwards. Participants who have strong emotional reactions might welcome the opportunity to talk about them further.

CONTENTS

Introduction

I.1 Statues of Power

I.2 How do men and women mistreat each other?

I.3 When men get violent

I.4 Supporting abused women

I.5 Bushveld

I.6 Closing circle

Note: Only the new exercises (which don't appear in the original manual) are described in the following pages.


Exercise 1.2 : HOW DO MEN AND WOMEN MISTREAT EACH OTHER?

Aims: to enable participants to think about ways in which men and women mistreat each other and to distinguish between mistreatment using physical force and other forms of abuse

Description: Group Discussion and Role play

Directions:

1. In this session we are going to think about how men and women mistreat each other. We have all seen in our families and neighbourhoods men mistreating women because they are women and sometimes we also see women mistreating men, although this is much less common. We are going to start this exercise as a whole group thinking of all the different ways in which men and women mistreat each other. Encourage the group to suggest non-physical and physical forms of mistreatment and make sure that at least one example of each of the categories of abuse listed below has been suggested.

 Non-physically violent forms of abuse are often described as emotional, psychological and financial. It may be useful to probe for these forms of abuse if the group does not suggest them.

Emotional and psychological abuse may include: telling the woman or man s/he is ugly or useless; denying her or him love and affection and sex; humiliating her or him in front of others; gratuitously trying to control him or her e.g. forbidding him or her to leave the yard or house, forbidding her or him from seeing her or his family and friends, insisting that she or he reports to him or her what she or he is doing every time she or he leaves the home; refusing to help her in any way (even in so called 'male' jobs) in the home; preventing her or him from speaking with other men or women; preventing her from working; damaging something of hers or his someone she or he loves in order to hurt her or him e.g. tearing up a favourite dress or beating the dog; refusing to use condoms when she or he wants to and he or she has other partners; forbidding her to use contraception perhaps even by tearing up her clinic card; he or she may call her or him names and shout at her or him; turn her and the children out of the house or return her to her parents; he may boast in front of her about having girlfriends or even bring them home and ask her to sleep on the floor whilst he has sex with them in their bed; endless nagging.

Financial abuse may include: refusing to give her enough money to feed the household or pay bills when he has money to spend on alcohol or cigarettes or present for a girlfriend; taking all her earnings from her; never giving her money to buy nice clothes when he buys himself nice clothes; giving his money to a girlfriend instead of his wife; buying presents for the girlfriend and not the wife; refusing to earn money and running up large bills which he must pay.

Physical and sexual violence may include: slapping, beating, pinching, hair pulling, threatening violence, burning, threatening or attacking with a weapon or object, throwing objects, physically confining (locking in a room or tying up), strangling, forcing her to have sex, ripping off clothes to show her naked body.


2. Divide the group into groups of four or five people and ask them to develop a very short role play showing ways in which men and women mistreat each other.

3. Present these role plays to the whole group. After the role play has finished ask the characters to stay in role for a few minutes whilst you invite the rest of the group to ask the characters questions. The characters should answer these in role. The sorts of questions they might ask are:

- How does the mistreated person feel when s/he is mistreated like this? What does the mistreated person fear?
- Why does the abuser do this? How does the abuser feel?
- Who else is there? Who witnesses it? Who is involved in it?
- How do they feel?
- What does the mistreated person do? Why does the mistreated person respond in this way?
- What do the other people do? Why do they act in these ways?

4. What can a person do to help him/herself when they experience such problems?

5. Replay the role play showing some of these strategies

 Many people find it particularly difficult to talk about the ways in which their partner mistreats them as they feel that they are to blame either because they are 'bad' wives/husbands or because they 'chose' this bad man/ bad woman. Some people may find it hard to think that what they do to their partner is 'mistreatment', but you will be surprised how willing people are to discuss these matters! Encourage people to think about the situations of others if it is easier than personalising it.

6. It is important to de-role after this exercise. Go round the group and ask each one in turn to say their name and make a statement about themselves from real life e.g. "I am Matsie and I am not abused by my husband" or "I am Zolile and I hit a girlfriend once but do not do it any more".

Exercise 1.3: WHEN MEN GET VIOLENT


Aims: to encourage the group to think about sources of help for women who are abused physically (i.e. slapped, beaten, burnt, strangled, threatened with or injured by weapons, or raped), problems which they may encounter seeking help from these sources and ways of strengthening help for abused women

Description: Spider diagram


Directions:

1. Explain that although you recognize that men and women both mistreat each other and may both be physically violent towards each other, the differences in power and physical strength between men and women in society mean that the abuse which women suffer from men is much more common and severe than that which men experience from women. For that reason we are now going to focus on situations in which women are abused by men.

2. Ask the whole group to list all the people and places where women can go for help if they are being beaten by their husbands or boyfriends. It may be an idea, when working with men, to encourage them to focus on a close female relative like their sister being in this situation. Encourage them to think of formal services e.g. police, social workers and informal e.g. friends or family. Record their suggestions on a spider diagram.

 Formal sources of help could possibly include: police, social workers, health workers if there are injuries, community workers, NGO staff, religious leaders, indunas, teachers.
Informal sources could include: neighbours, friends, sisters, mothers, other relatives, or other community members.
Sometimes these people can provide a lot of assistance and sometimes women find them very unhelpful and they may do things that make women feel worse.

3. Then consider each potential source of help, one by one, and ask: What is the best form of help which a woman who has experienced physical or sexual violence could get from that source? What is the worst response that women can get from them? What can we do to make people who are approached for help provide the best form of help?

 Below are some ideas about the role of different sources of help. You might want to introduce some of these into the discussion if participants do not know about them.

- The role of the police should be guided by the 1994 Family Violence Act (this Act is being revised in 1998/9). They should be prepared to act towards the abusing man in the same way as they would if he was a stranger rather than a husband. This should include arrest, charging him with assault or rape, detention in custody pending bail and they should pursue a full investigation and prosecute him. They may also caution the man if the woman wants this rather than arrest. The law contains provisions for the woman to take out an interdict against the man, but this only applies in marriages or where the couple live together (not in dating or any other type of relationships). An interdict is a legal document which forbids the man from doing certain things, which normally include going within a certain distance of the woman or from threatening her or assaulting her. This should be served on the man within 24 hours of the woman requesting it and is then legally binding. If the man breaks the interdict he should be arrested and charged. If the woman wants to move out of her home and fears being assaulted again, the police should provide protection for her whilst she gathers her belongings. It is not the role of the police to encourage the two to reconcile and the magistrate should grant the interdict when it is requested. It is not the role of the police or magistrate to inquire as to whether the woman really was abused before giving the interdict. A person served with an interdict can apply to have it set aside but this must be a separate process.
- Magistrates grant interdicts. Forms to apply for an interdict are available at magistrates' courts. If men who are served with interdicts want to set them aside, they must also get a form for this from a magistrate's court. The woman must be informed by the court that the man is trying to set the interdict aside.
- Social workers are legally obliged to investigate any cases of actual or suspected abuse of minors and to ensure that the child is protected from further abuse and that the abusive man is dealt with through legal channels. Social workers should also provide counselling for abused women and help them go to the police. Social workers should also advise women who leave abusive men about how to access family courts so that they can try and get custody of their children.
- Health workers should provide medical treatment if necessary and advise women on how to contact a social worker or the police for more assistance. If health workers discover abuse of children or suspect it they are obliged to report it to a social worker or the police.
- Indunas in many rural areas will have cases of abuse referred to them. They will call the man to him and talk with him about how he should treat his wife. They may also impose sanctions on him.
- Teachers should be aware of the possibility that some children in their class are abused and must inform police or social workers about any suspected or actual cases.

- NGOs - there are many NGOs (such as Rape Crisis or POWA) which specifically help women who are beaten or raped. They provide counselling, advice with legal action and child custody. Unfortunately most of these are in towns. For some contact numbers, see Endnote 5. NGOs usually help women prepare affidavits which they must submit, together with their forms, when applying for an interdict. Some will also provide a place of safety (shelter) for a woman who is wanting to leave home and hide from an abusive partner.
- Religious leaders, family and friends - informal sources of support can be very helpful but they are best when they do not tell or persuade women to follow particular courses of action (e.g. to reconcile or, alternatively, to leave) but when they help the women make up her own mind. Research has shown that women who are abused often leave their partners and then return several times before they finally make a permanent break in the relationship. It is important that people who try to help them understand this and do not become very impatient with the woman if she does not leave immediately or returns to the abusive relationship. Abused women who want to leave often need somewhere to go and really value friends or family opening their homes to them for periods so they can leave. They also often need help with money to leave. Family can also talk with the man and sometimes also with his family. Some men treat women better when they are publicly shamed by knowing that their families know they abuse their wives. Some women are not ready to leave abusive men for many reasons and may need support in the form of someone to talk to who does not judge them.

Exercise I.4: SUPPORTING ABUSED WOMEN

Aims: to develop and practice ideas for ways of helping to support abused women in the community.

Description: Role play

Directions:

1. Explain that we have spoken about physical and non-physical abuse of women and considered in particular how women can get help from formal services when they are abused. In this exercise we are going to consider how people like us can help women who we know are abused.
2. Divide the group into two, half will act and half will discuss what they should do. Agree with the group that the actors should have different characters - two will be the man and women, others will be her neighbours, others her family. If they want any other characters they can make them by asking people to change role as they go on.

3. The role play will start with the man hitting the woman. Ask the group to agree where this is taking place and at what time of day, and to position the neighbours and other family members. When the woman is hit, what does she do? What do the neighbours and family members do? Ask the group to consider what the woman, neighbours and family members could do to help the woman. Can they get the actors to act this out?

☞ If people do not have ideas about what could be done, you could suggest the following:

- When neighbours hear that a woman is being beaten they could pick up some wood and start beating a cooking pot. When others hear this they could do so as well until the beatings stop. In this way the man will know that the community knows that he is beating his wife.
- Older men could be called by a child and they could come and beat at the door. They might try and take the man away to the headman or induna's home for the night.
- The neighbours could come and try and take the woman and children to their home for the night to protect her.
- The neighbours could call the police.
- The situation could be that men are drinking in a shebeen and a man comes in and says he's just raped a woman. The other men might take him off to the police or headman. They could also ostracise him thereafter.
- Usually men who abuse or even kill women try to find other lovers and are successful. Try and get the group to consider women acting out refusing to go with a man who is known to beat women.
- Also try and get the group to consider acting out refusing to drink with a man who is married but comes to a bar with another woman or refusing to allow him to bring her to a friend's home.



APPENDIX 4: EXAMPLE OF USING PLA AS A BASELINE MEASURE

PRA spider diagrams from The Gambia

Aim: To explore the consequences of STI and what we do when we have symptoms of an STI.

Materials: A stick and a sandy place to make drawings on.

Description: Participants create two spider diagrams. One shows what people do if they have an STI and the other the social, cultural and physical consequences of STIs.

Directions: Form the group in a circle. Explain the idea of a spider diagram by demonstrating one using a question suggested by the group. For example, "Why I was late last week". Begin by making a circle on the ground and agreeing on a symbol to put in the middle of it representing the question. Ask the group to suggest reasons why the person might have been late and draw these as further circles connected by the arrows. For example, "My motorbike broke down" For each reason ask "But why?" and connect this reason to the first reason. For example, "Why did your motor-bike break down?" "Because I forgot to put petrol in it" When people have got the idea, rub your circles out and begin the exercise.

2. Draw a fresh circle on the sand and explain that we will now discuss the STI problems that they identified in the previous session. Ask the participants what word-symbols should go in the first circle and ask for a volunteer to draw them. Now draw a line across the area and agree on which side should be for women and which for men. Ask people to come forward and add circles according to their perceptions of what men and women do. Encourage participants to experiment with the size of the circles, the strength of the connecting lines etc if they wish to indicate that some circles are more important than others.

3. Continue to prompt using open questions until the relationship between all the circles is established. For example, "What happens if so and so is not there?" Will he or she tell his wife or husband?" Is this always what happens?" What would a young or unmarried person do?" Why do they do that? " and so on.

4. When the diagram is finished, record it and rub it out. Explain that you will come back to it in a later session.

5. Explain to the group that we will now discuss "What happens if someone has an STI that is not treated?" This time, participants are invited to draw the first circles as they may wish to have different circles depending on the STIs identified.

6. As before, prompt with open questions. In particular, encourage participants to consider social consequences as well as physical ones.

7. Record the results.

[NB. It is essential to follow up these activities with information sharing from the facilitators and exploration of what people can do to recognise STI and obtain effective treatment for them.]

PART 2: To go to supervisor

Workshop Number Team	Date	Name
-------------------------	------	------

What were the key exercises in the workshop today? (role play, diagramming etc)

Please record groups' output on separate sheet of paper.

Did you learn anything of particular interest? What was it?

At the end of the session, please ask 5 participants to stay behind and indicate what they thought of the session on the following scale. Sketch the scale on the ground but do not include the numbers. Ask participants to make a mark on the line to indicate what they thought of the session, ask them why they have placed their mark at this point. After they have gone score their marks between 0 and 10, add the five scores and record the total here.

Total score:

Comments.

If you are keeping any other evaluation measure please record this week's score here.

Any other comments:

b) Monitoring form from Uganda

<i>Session/Activity</i>	<i>Good points</i>	<i>Problems</i>	<i>Adaptations you have made</i>	<i>Your suggestions for adaptations</i>

	<i>Activities</i>	<i>Feedback good points</i>	<i>Feedback bad points</i>	<i>Suggestions for change</i>	<i>What will they share?</i>	<i>Facilitator observations adaptations</i>
Day						
Time:						
No of old participants						
No. of new participants						

ANONYMOUS CONDOM QUESTIONNAIRE FOR BASELINE, THE GAMBIA

Condom questionnaire

Have you ever seen a condom before ?

Have you ever used a condom before ?

Would you use a condom if a new partner asked you to?

Would you have used a condom if your regular partner asked you to ?

Do you know where you could get a condom if you wanted one ?



APPENDIX 6: ACTIVITY FROM CAMBODIA DRAFT MANUAL

Exercise 5 **Wheels of Responsibility**

Purpose ♦ To identify the different responsibilities that people have with regard to problems of sex

Notes for Facilitators This is a fairly quick exercise to make it very clear (and visual) that different people have different responsibilities in dealing with problems of sex and to think about what kinds of responsibilities these are.

Materials • flipchart paper for each small group
• pens/crayons

- Activities*
1. Ask people to go back into their small groups and give each group a piece of flipchart paper and some pens/crayons.
 2. Ask each group to draw a large circle on their piece of paper and divide the circle into three segments. This is the Wheel of Responsibility.
 3. Tell each group to mark the segments: Men, Women, Community/Society.
 4. Now ask each group to think about the role play they have just done and the questions they were asked and to shade in each segment according to who they think has more responsibility for the problem situation they were looking at. The more responsibility, the more the segment should be shaded.
 5. Tell each group that they will be presenting their Wheels of Responsibility to the rest of the participants and must explain why they have shaded it in the way that they have, and what specific responsibilities they are thinking of.
 6. Ask each group to present in turn and answer questions from the rest of the group.