

**THE
HUNGER
PROJECT
MALAWI**



***MANUAL FOR TRAINING WOMEN
EMPOWERMENT PROGRAM (WEP)***

ANIMATORS IN MALAWI

July 2012

TRAINING MODULE 1

Legal Rights Education

Duration- 3 days

Opening of Workshop

The Coordinator of the workshop will welcome all the participants and give a background to the workshop. This is followed by the introduction of other Resource Persons.

Workshop Objectives

- To develop self confident women leaders, equipped with the necessary knowledge and skills to carry out educational and other empowerment activities in their communities.
- To increase rural women's knowledge of Legal and Civic Rights.

Expectations of Workshop

The participants are asked to state their expectations from the workshop which may include the following:

- Learn about rights of women and children.
- Know women's rights and responsibilities towards others.
- Learn about women's right to employment.
- Acquire knowledge on children's right to protection, care, health, shelter, education etc.
- Learn about the marriage law and grounds for divorce.
- Understand Property inheritance procedures in relation to intestate succession laws and Wills Act.
- Learn about the Causes and effects of domestic violence.
- Gain knowledge on Reproductive health issues affecting women etc.

Workshop Norms

The workshop coordinator should ensure that guidelines are put in place to regulate the behaviour of participants. The following norms may be considered:

- Involvement of all in keeping the room clean.
- Respect for each other's views.
- Listening when someone is talking and not all talking at the same time. Here anyone who wants to make a contribution should raise the hand for her turn.
- Respect for time.
- Not dosing off when workshop is in session etc.

Gender Sensitization

Introduction

- **Brainstorming** exercise on the meaning of “Gender”.
- Participants’ views on Gender are captured on a Flip Chart.
- A process is initiated during which participants develop a shared understanding of what gender is all about before a formal definition is provided by the Resource Person.

A Formal Definition:

GENDER refers to the

- The roles, behaviours, attitudes and responsibilities that are encouraged in males and females by society.
- These are learned through a process called socialization.

WHAT IS THE SOCIALIZATION PROCESS?

- This is a process whereby males and females are taught by society about their responsibilities and roles in society.
- The socialization process also teaches people the norms, beliefs and expectations of life as they grow up as females or males.
- Parents, teachers, friends the community and culture all influence the different behavior for males and females.

THE RESULTS OF SOCIALIZATION

- Different manners for males and females are established.
- Attitudes of males and females towards each other are formed.
- Personalities of males and females are created and established.
- Power and values for males and females are determined.
- The relationship of subordination and domination between males and females is established.
- Socialization is the main cause of gender inequality between men and women.

GENDER STEREOTYPES

- One of the outcomes of the socialization process is the development of gender stereotypes.
- Gender stereotypes are beliefs about men and women that the society holds.
- Gender stereotypes are normally perpetuated through songs, proverbs, traditional stories.
- These views and beliefs that society holds are not always true or correct. But most of the times we are treated according to such be

EXAMPLES OF STEREOTYPES

<u>WOMEN ARE</u>	<u>MEN ARE:</u>
<ul style="list-style-type: none">• Implementers• Peace-makers• Fearful• Weak• Nurturing• Cheerful• Dependent• Followers• Fragile• Spectators• Secretaries• Weak• Cooperative• Emotional• Housekeepers• Passive• Soft-spoken• Less important	<ul style="list-style-type: none">• Decision makers• Aggressive• Brave• Powerful• Assertive• Forceful• Independent• Leaders• Protectors• Doers• Bosses• Strong• Competitive• Logical• Breadwinners

This discussion leads into a focused discussion on **Gender Discrimination** in communities. The participants are encouraged to give examples of discrimination and how they affect women's social and economic development

Other concepts of Gender are discussed

The following concepts on Gender are discussed extensively:

Gender equality- Gender equality can be understood in two ways:-

GENDER EQUITY

Gender equity is the process of being fair to women and men. To ensure fairness, measures are put in place to address the social disadvantages that prevent them from operating on a level playing field.

- A gender equity approach ensures that women and men have a fair share of the benefits and responsibilities in society, as well as equal treatment and equal access to social services.
- Gender equity leads to gender equality.

- Gender equality means that women and men enjoy the same status in society.
- Gender equality means that resources or benefits of society are not given to individuals based on their sex.
- Gender equality means that women and men are able to benefit equally from the results of development.
- Gender equality can be measured in terms of equality of opportunity or equality of results.

ACHIEVING GENDER EQUALITY

- It used to be thought that gender equality could be achieved by giving women and men the same treatment and this would bring similar results.
- However the same treatment does not necessarily lead to equal results.
- Today the concept of gender equality recognizes that **different** treatment of women and men may sometimes be required to achieve **equal** results.
- This is because of the different life conditions of women and men.
- This is also because women's roles often prevents them from accessing resources and opportunities. Because of their different positions in society, women and men may not be able to take advantage of equal opportunities to the same extent.
- Gender equality is concerned with arriving at equality of OUTCOMES rather than giving identical treatment.
- Gender equality will not mean that men and women become the same, but that their opportunities and life chances will not depend on their sex.
- "Equal" treatment therefore does not mean the "same" treatment.

Gender Blindness- Gender-blindness refers to a failure to identify or acknowledge difference on the basis of gender where it is significant. For example in the medical field gender-blindness occurs at all levels of medical practice and education and is often perpetuated by the convention of the usage of gender neutral language. Linguistically the 'patient' or 'doctor' are neutral whereas the physical person who is the patient or doctor is gendered. The use of neutral language and concepts may in fact obscure the importance of a person's sex or gender in the health and professional development of individuals and in the environmental and structural sense, impedes the achievement of balance and equity.

Gender Awareness- The recognition that the life experiences, expectations, and needs of women and men are different, that many times they involve inequity, and that they are subject to change. In development and relief work, gender awareness refers to the perception and realization of the ways in which women and men participate in the development process, how they are affected by it, and how they benefit from it. Experience has shown that without such awareness, not only will development and relief interventions fail to meet the needs and serve the interests of all people they are intended to help, but they may indeed hinder the situation of women.

Gender Sensitivity- is the ability to recognize gender issues

Gender sensitivity involves the ability to recognize men and women’s specific needs and interests that arise from their gender roles

Fundamental Human Rights

Introduction

- Brainstorming by participants on what they think of “Fundamental Human Rights”.
- Participants’ responses are captured on a Flip Chart.

A formal definition of ‘Rights’

Human rights are basic entitlements that every human being is supposed to enjoy by virtue of being humans”.

HUMAN RIGHTS PRINCIPLES

- **Human Rights are Universal-** This means everyone in the world is entitled to their human rights, no matter where they live. Those human rights are also the same for everyone. For instance, everyone in the world has the right to be respected and the right to life.
- **Human Rights are indivisible-**Rights cannot be separated from each other. When someone is interfering with one right, they are also at the same time interfering with many other rights.
- **Human Rights are interdependent-**Human rights depend on each other. For example your right to life is meaningless if the government refuses to protect your right to food, health care, water and shelter.
- **Human rights are alienable-**Your human rights may never be taken away from you.

EXAMPLES OF HUMAN RIGHTS

UNIVERSAL DECLARATION OF HUMAN RIGHTS

UNIVERSAL DECLARATION OF HUMAN RIGHTS

Article 1: Equality of all people

All human beings are born free and equal in dignity and rights.

Article 2: Fair/equal treatment

Everyone is entitled to all the rights and freedoms without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Article 3: Life and Security

Everyone has the right to life, liberty and security of person.

Article 4: Freedom from slavery

No one shall be held in slavery or servitude; slavery and slave trade shall be prohibited in all their forms.

Article 5: Freedom from torture

No one should be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6: Equal treatment by the law

Everyone has the right to be legally protected in the same way everywhere, and like everyone else.

Article 7: Equal protection under the law

The law should be the same for everyone. It should be applied in the same way to all people everywhere.

Article 8: Effective remedy

Everyone has the right to an effective remedy through the national courts for acts violating the fundamental personal rights granted by the constitution or by law.

Article 9: Freedom from arbitrary arrest

No one should be subjected to arrest, detention or exile without a good reason.

Article 10: Fair and public hearing

Everyone who is in trial is entitled to full equality to a fair and public hearing by an independent and impartial court

Article 11: Presumption of innocence

Everyone charged with a penal offence has the right to be presumed innocent until proven guilty in a public trial where the individual has full rights to defend him/herself.

Article 12: Right to privacy

Everyone has the right to legal protection against arbitrary interference with their privacy, family, home or correspondence, and from attacks upon their honour and reputation.

Article 13: Freedom of movement

Everyone has the right to move and live anywhere within their own country and also to leave any country, including their own, and be able to return to their country.

Article 14: Political asylum

If you are being persecuted, you have the right to seek and to enjoy freedom from persecution in other countries.

Article 15: Nationality

Everyone has the right to a nationality. No one shall be arbitrarily deprived of his or her nationality nor denied the right to change it.

Article 16: Marriage and family

Men and women of full age have the right to marry and to found a family without any limitation due to race, nationality or religion. They are entitled to equal rights during the marriage and at its dissolution. Marriage shall be entered into only with the free and full consent of both partners.

Article 17: Property

Everyone has the right to own property, and no one shall be arbitrarily deprived of his or her property.

Article 18: Freedom of belief

Everyone has the right to freedom of thought, conscience and religion; this includes freedom to change religion or belief and freedom to teach, practice, worship and observe that religion alone or with others in public or private.

Article 19: Freedom of opinion

Everyone has the right to freedom of opinion and expression, including the freedom to seek, receives, and passes information and ideas through any media across borders

Article 20: Freedom of assembly

Everyone has the right to freedom of peaceful assembly and association, and no one may be forced to belong to an association.

Article 21: Political activity

Everyone has the right to take part in the government of their country, directly or by voting for a representative. Governments should be voted in on a regular basis through free and equal voting procedures.

CEDAW

Article 1 For the purposes of the present Convention, the term "discrimination against women" shall mean any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.

Article 2

States Parties condemn discrimination against women in all its forms, agree to pursue by all appropriate means and without delay a policy of eliminating discrimination against women and, to this end, undertake:

(a) To embody the principle of the equality of men and women in their national constitutions or other appropriate legislation if not yet incorporated therein and to ensure, through law and other appropriate means, the practical realization of this principle;

(b) To adopt appropriate legislative and other measures, including sanctions where appropriate, prohibiting all discrimination against women;

(c) To establish legal protection of the rights of women on an equal basis with men and to ensure through competent national tribunals and other public institutions the effective protection of women against any act of discrimination;

(d) To refrain from engaging in any act or practice of discrimination against women and to ensure that public authorities and institutions shall act in conformity with this obligation;

(e) To take all appropriate measures to eliminate discrimination against women by any person, organization or enterprise;

(f) To take all appropriate measures, including legislation, to modify or abolish existing laws, regulations, customs and practices which constitute discrimination against women;

(g) To repeal all national penal provisions which constitute discrimination against women.

Article 3

States Parties shall take in all fields, in particular in the political, social, economic and cultural fields, all appropriate measures, including legislation, to ensure the full development and advancement of women, for the purpose of guaranteeing them the exercise and enjoyment of human rights and fundamental freedoms on a basis of equality with men.

Article 4

1. Adoption by States Parties of temporary special measures aimed at accelerating de facto equality between men and women shall not be considered discrimination as defined in the present Convention, but shall in no way entail as a consequence the maintenance of unequal or separate standards; these measures shall be discontinued when the objectives of equality of opportunity and treatment have been achieved.

2. Adoption by States Parties of special measures, including those measures contained in the present Convention, aimed at protecting maternity shall not be considered discriminatory.

Article 5

States Parties shall take all appropriate measures:

(a) To modify the social and cultural patterns of conduct of men and women, with a view to achieving the elimination of prejudices and customary and all other practices which are based on the idea of the inferiority or the superiority of either of the sexes or on stereotyped roles for men and women;

(b) To ensure that family education includes a proper understanding of maternity as a social function and the recognition of the common responsibility of men and women in the upbringing and development of their children, it being understood that the interest of the children is the primordial consideration in all cases.

Article 6

States Parties shall take all appropriate measures, including legislation, to suppress all forms of traffic in women and exploitation of prostitution of women.

PART II

Article 7

States Parties shall take all appropriate measures to eliminate discrimination against women in the political and public life of the country and, in particular, shall ensure to women, on equal terms with men, the right:

(a) To vote in all elections and public referenda and to be eligible for election to all publicly elected bodies;

(b) To participate in the formulation of government policy and the implementation thereof and to hold public office and perform all public functions at all levels of government;

(c) To participate in non-governmental organizations and associations concerned with the public and political life of the country.

Article 8

States Parties shall take all appropriate measures to ensure to women, on equal terms with men and without any discrimination, the opportunity to represent their Governments at the international level and to participate in the work of international organizations.

Article 9

1. States Parties shall grant women equal rights with men to acquire, change or retain their nationality. They shall ensure in particular that neither marriage to an alien nor change of nationality by the husband during marriage shall automatically change the nationality of the wife, render her stateless or force upon her the nationality of the husband.

2. States Parties shall grant women equal rights with men with respect to the nationality of their children.

PART III

Article 10

States Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education and in particular to ensure, on a basis of equality of men and women:

(a) The same conditions for career and vocational guidance, for access to studies and for the achievement of diplomas in educational establishments of all categories in rural as well as in urban areas; this equality shall be ensured in pre-school, general, technical, professional and higher technical education, as well as in all types of vocational training;

(b) Access to the same curricula, the same examinations, teaching staff with qualifications of the same standard and school premises and equipment of the same quality;

(c) The elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education by encouraging coeducation and other types of education which will help to achieve this aim and, in particular, by the revision of textbooks and school programmes and the adaptation of teaching methods;

(d) The same opportunities to benefit from scholarships and other study grants;

(e) The same opportunities for access to programmes of continuing education, including adult and functional literacy programmes, particularly those aimed at reducing, at the earliest possible time, any gap in education existing between men and women;

(f) The reduction of female student drop-out rates and the organization of programmes for girls and women who have left school prematurely;

(g) The same Opportunities to participate actively in sports and physical education;

(h) Access to specific educational information to help to ensure the health and well-being of families, including information and advice on family planning.

Article 11

1. States Parties shall take all appropriate measures to eliminate discrimination against women in the field of employment in order to ensure, on a basis of equality of men and women, the same rights, in particular:

(a) The right to work as an inalienable right of all human beings;

(b) The right to the same employment opportunities, including the application of the same criteria for selection in matters of employment;

(c) The right to free choice of profession and employment, the right to promotion, job security and all benefits and conditions of service and the right to receive vocational training and retraining, including apprenticeships, advanced vocational training and recurrent training;

(d) The right to equal remuneration, including benefits, and to equal treatment in respect of work of equal value, as well as equality of treatment in the evaluation of the quality of work;

(e) The right to social security, particularly in cases of retirement, unemployment, sickness, invalidity and old age and other incapacity to work, as well as the right to paid leave;

(f) The right to protection of health and to safety in working conditions, including the safeguarding of the function of reproduction.

2. In order to prevent discrimination against women on the grounds of marriage or maternity and to ensure their effective right to work, States Parties shall take appropriate measures:

(a) To prohibit, subject to the imposition of sanctions, dismissal on the grounds of pregnancy or of maternity leave and discrimination in dismissals on the basis of marital status;

(b) To introduce maternity leave with pay or with comparable social benefits without loss of former employment, seniority or social allowances;

(c) To encourage the provision of the necessary supporting social services to enable parents to combine family obligations with work responsibilities and participation in public life, in particular through promoting the establishment and development of a network of child-care facilities;

(d) To provide special protection to women during pregnancy in types of work proved to be harmful to them.

3. Protective legislation relating to matters covered in this article shall be reviewed periodically in the light of scientific and technological knowledge and shall be revised, repealed or extended as necessary.

Article 12

1. States Parties shall take all appropriate measures to eliminate discrimination against women in the field of health care in order to ensure, on a basis of equality of men and women, access to health care services, including those related to family planning.

2. Notwithstanding the provisions of paragraph 1 of this article, States Parties shall ensure to women appropriate services in connection with pregnancy, confinement and the post-natal period, granting free services where necessary, as well as adequate nutrition during pregnancy and lactation.

Article 13

States Parties shall take all appropriate measures to eliminate discrimination against women in other areas of economic and social life in order to ensure, on a basis of equality of men and women, the same rights, in particular:

(a) The right to family benefits;

(b) The right to bank loans, mortgages and other forms of financial credit;

(c) The right to participate in recreational activities, sports and all aspects of cultural life.

Article 14

1. States Parties shall take into account the particular problems faced by rural women and the significant roles which rural women play in the economic survival of their families, including their work in the non-monetized sectors of the economy, and shall take all appropriate measures to ensure the application of the provisions of the present Convention to women in rural areas.

2. States Parties shall take all appropriate measures to eliminate discrimination against women in rural areas in order to ensure, on a basis of equality of men and women that they participate in and benefit from rural development and, in particular, shall ensure to such women the right:

(a) To participate in the elaboration and implementation of development planning at all levels;

(b) To have access to adequate health care facilities, including information, counselling and services in family planning;

(c) To benefit directly from social security programmes;

(d) To obtain all types of training and education, formal and non-formal, including that relating to functional literacy, as well as, inter alia, the benefit of all community and extension services, in order to increase their technical proficiency;

(e) To organize self-help groups and co-operatives in order to obtain equal access to economic opportunities through employment or self employment;

(f) To participate in all community activities;

(g) To have access to agricultural credit and loans, marketing facilities, appropriate technology and equal treatment in land and agrarian reform as well as in land resettlement schemes;

(h) To enjoy adequate living conditions, particularly in relation to housing, sanitation, electricity and water supply, transport and communications.

PART IV

Article 15

1. States Parties shall accord to women equality with men before the law.

2. States Parties shall accord to women, in civil matters, a legal capacity identical to that of men and the same opportunities to exercise that capacity. In particular, they shall give women equal rights to conclude contracts and to administer property and shall treat them equally in all stages of procedure in courts and tribunals.

3. States Parties agree that all contracts and all other private instruments of any kind with a legal effect which is directed at restricting the legal capacity of women shall be deemed null and void.

4. States Parties shall accord to men and women the same rights with regard to the law relating to the movement of persons and the freedom to choose their residence and domicile.

Article 16

1. States Parties shall take all appropriate measures to eliminate discrimination against women in all matters relating to marriage and family relations and in particular shall ensure, on a basis of equality of men and women:

(a) The same right to enter into marriage.

(b) The same right freely to choose a spouse and to enter into marriage only with their free and full consent.

(c) The same rights and responsibilities during marriage and at its dissolution;

(d) The same rights and responsibilities as parents, irrespective of their marital status, in matters relating to their children; in all cases the interests of the children shall be paramount.

(e) The same rights to decide freely and responsibly on the number and spacing of their children and to have access to the information, education and means to enable them to exercise these rights.

(f) The same rights and responsibilities with regard to guardianship, wardship, trusteeship and adoption of children, or similar institutions where these concepts exist in national legislation; in all cases the interests of the children shall be paramount.

(g) The same personal rights as husband and wife, including the right to choose a family name, a profession and an occupation.

(h) The same rights for both spouses in respect of the ownership, acquisition, management, administration, enjoyment and disposition of property, whether free of charge or for a valuable consideration.

2. The betrothal and the marriage of a child shall have no legal effect, and all necessary action, including legislation, shall be taken to specify a minimum age for marriage and to make the registration of marriages in an official registry compulsory.

THE CONSTITUTION OF THE REPUBLIC OF MALAWI

According to the Constitution of the Republic of Malawi the following rights apply to a Malawian citizen:-

- Right to life
- Right to personal liberty
- Right to personal dignity
- Right to equality
- Right to privacy
- Right to marry and found a family
- Rights of children
 - To equal treatment before the law.
 - To know and to be raised by their parents.
 - To be protected from economic exploitation or any treatment, work or punishment that is or is likely to be hazardous, interfere with their education or be harmful to their health or to their physical, mental or spiritual or social development.
- Rights of women
 - To full and equal protection by the law.
 - Not to be discriminated against on the basis of their gender and marital status which includes the right:-

- To be accorded the same rights as men in civil law including equal capacity to.
- Enter into contracts.
- To acquire and maintain rights in property, alone or with others regardless of marital status.
- To acquire and retain custody, guardianship and care of children and to have equal rights in the making of decisions that affect their upbringing.
- To acquire and retain citizenship and nationality.
- On dissolution of marriage
 - To a fair share of property held jointly with the husband.
 - To fair economic support.
- Right to education
- Right to use language and participate in the cultural life of his or her choice
- Right not to be subjected to slavery, servitude and forced labour
- Right to acquire property alone or with others
- Right to economic activity
- Right to development
- Labour Rights
 - Right to fair and safe labour practices and remuneration.
 - Right to form or join trade union.
 - Right to fair wages and equal remuneration for work of equal value.
 - Right to withdraw labour.
- Right to freedom of association
- Right to freedom of conscience, religion, belief and thought and to academic freedom
- Right to freedom of opinion
- Right to freedom of expression
- Right of the press to report freely
- Right of access to all information held by the state
- Right to assemble and demonstrate peacefully and unarmed
- Right to freedom of movement
- Political rights
 - Right to form, to join, to participate in the activities of and to receive members for a political party
 - Right to campaign for a political party or cause
 - Right to participate in peaceful political activity intended to influence the composition and policies of the government
 - Right to freely make political choices
- Access to justice
 - Right to recognition before the law
 - Right to access any court of law
 - Right to an effective remedy by a court of law
- Arrest, Detention and fair trial
 - Right to be informed of reason of detention

- Right to be detained under conditions that are in line with human dignity
- Right to legal services
- Right to be given means of communication
- Right to challenge lawfulness of his/her detention
- Right to be released if such detention is unlawful
- Right to be informed about his/her right to remain silent and to be warned of the consequences of making any statement
- Right to be informed about the reason within 48 hours
- Right not to be compelled to make a confession or admission which could be used in evidence against him or her
- Right to be segregated from convicted persons and receive separate treatment appropriate to his/her status of an unconvicted person
- Right to be released from detention with or without bail unless it is in the interest of justice
- Right to a fair trial which include:-
 - Public trial within reasonable time by an independent and impartial court after being charged
 - To be informed of the charge
 - To be presumed innocent
 - To remain silent during trial and not to testify
 - To be represented by a lawyer
 - Not to be convicted of an offence in respect of any act which was not an offence when the act was being committed
 - To appeal
 - To be tried in a language he/she can understand or through interpretation
 - To be sentenced within a reasonable time after conviction
 - If that person is a child, right to treatment that is consistent with the special needs of children which shall include:-
 - Not to be sentenced to life imprisonment without possibility of release
 - To be imprisoned only as last resort and for the shortest period of time
 - To be separated from adults when imprisoned
 - To maintain contact with family
 - To be treated in a manner consistent with the promotion of his/her sense of dignity and worth

Note: The participants should be made aware that rights and responsibilities go hand in hand. This means that as they demand their rights they must equally recognize the rights of other people and what is required of them to protect their own rights and those of others.

RIGHTS AND RESPONSIBILITIES

- For every right there is responsibility
- For example
 - If I have the right to freedom of expression, it means I am generally allowed to say what I want but since I have the responsibility to respect other people's rights, I should not say things that are not true or that are malicious.
 - If I have the Right to food, I have the responsibility of ensuring that I acquire food for myself, eat responsibly, learn about nutrition.

RIGHTS AND DUTIES

- There are rights holders at all societal and structural levels and duty bearers at all societal levels.
- Rights enjoyment is demandable
- Duty bearers are supposed to be accountable and can be held responsible

DUTIES OF TRADITIONAL CHIEFS

- Ensuring that there is peace and order in the village.
- Adjudicating over cases impartially.
- Researching on developmental projects which can come to their villages.

Village Development Committee

- Working together with community members in identifying community needs.
- Developing action plans for development projects.
- Giving an opportunity to community members to air out their views on how developmental projects should be managed in their community.

Area Development Committee

- Formulate plans at T/A level by integrating plans from Village Development Committees (These plans are submitted to District Assemble for district level planning).

Members of Parliament

- Assisting government in enacting laws for the good of the nation.
- Soliciting views of constituents and present them before Parliament
- Ensuring that people lives are developing for the better.

WILLS AND INHERITANCE LAW

Introduction

The Wills and Inheritance law in Malawi provides for distribution of property when one dies testate and when one dies intestate.

Testate Succession

This is a situation where one dies leaving a will. Property is therefore distributed according to the will

What is a Will?

A formal document which is written before a person dies spelling out his or her wishes on how property should be distributed when he or she dies

Who can write a will?

A person who is at least 21 years old and sane

Formality of a will

- **The writing;** A person may write the will themselves or ask someone else to do it for them
- **The signature**
 - The author of the will must sign it
 - There must be two witnesses to the author's act of signing
 - The two witnesses must also sign the will in the presence of each other
 - The two witnesses need not to know the contents of the will. They are witnesses to the author's signature
- **Date**
 - The later will takes precedence all other wills written before

Who can not benefit under a will?

- The witness to the will or the spouse of the witness
 - But a witness may benefit if
 - No person could have witnessed the will
 - Fair benefit
 - No fraud, coercion, undue influence
 - There is a court order
- The Killer of the author of the will
- A person who is proved to have influenced the author of the will to leave to him or her property
- The divorced spouse of the author of the will unless the will allows them to benefit

Revocation (Cancellation of a will)

- Intentional cancellation
- A later will in time cancels previous one
- Marriage cancels wills made before marriage

Custody (Keeping) of the Will

One can deposit their will with any of the following;-

- Office of the Registrar of the High Court
- Office of the District Commissioner
- Resident magistrate
- First Grade Magistrate
- Bank
- Insurer
- Administrator of provident fund
- Employer

Language and Format of a will

- A will may be written in any language and format
- Technical words or terms of art are not necessary

Can a Will be challenged?

Members of the immediate family can challenge a will.

A dependent can challenge a will if he or she feels left out of scope of beneficiaries.

A dependant means a deceased person's parents and minor whose education was sponsored by deceased person

INTESTATE SUCCESSION

When a person dies without leaving a valid will, distribution shall be as follows:-

- First call shall accrue to members of immediate family and dependents
- Guiding principles are depravity of hardship and protection of members of immediate family and dependents
- Spouse shall retain household belongings
- Spouse and children shall ordinarily be entitled to equal shares among the children, the younger shall be entitled to a greater share
- In cases of polygamy, each widow shall be entitled to property in her locality so long it is not exceeding the value of small estates; it is not institutional money; it is not private land
- Upon re-marriage, a spouse shall not lose his or her benefit except in cases of customary land where title shall devolve to children

In absence of members of the immediate family or dependents, the following shall benefit:-

- Grandchildren in equal shares or

- Brothers and sisters of full blood in equal shares or
- Brothers and sisters of half blood in equal shares or
- Grandparents in equal shares or
- Uncles, aunts, nephews and nieces in equal shares or
- “Other relatives” in nearest degree of consanguinity in equal shares or
- Government

Small estates

- Small estates means property whose value does not exceed K1,000,000.00
- Members of the immediate family and dependants shall agree on manner of distribution of small estates; except institutional money and private land.

Institutional Money

- This is money in a deposit or current account; due under insurance policy or provident fund; gratuity or pension or terminal benefits or leave pay; held by way of treasury bills or other government bonds; due under a court order; due under Workers’ Compensation Act.

Who can distribute institutional money?

- If the money does not exceed K1,000,000.00, the DC, employer, insurer or administrator of provident fund
- If the money exceeds K1,000,000.00, the Administrator General is supposed to distribute

Estate Duty

- This should apply to deceased estates whose aggregate value exceeds K1,000,000.00

PROPERTY GRABBING

Any person who takes a deceased estates person’s property when they are not ordinarily entitled to is committing a crime. If convicted by a court of law, the fine is K1, 000, 000.00 and imprisonment of 10 years.

THE PREVENTION OF DOMESTIC VIOLENCE LAW IN MALAWI

PURPOSE OF THE PREVENTION OF DOMESTIC VIOLENCE LAW

- Elimination of gender based violence occurring within domestic relationships
- Provide effective legal remedies and other social services to persons affected by domestic violence

DEFINITION OF DOMESTIC VIOLENCE

- Domestic Violence is defined as any criminal offence arising out of physical, sexual, emotional or psychological, social, economic or financial abuse committed by a person against another person within a domestic relationship

DOMESTIC RELATIONSHIP

- Means the relationship between persons who are family members and share a household residence or are dependent on each other socially or financially and includes the relationship where:-
 - The applicant and respondent are husband and wife
 - A person has a child in common with the respondent and that person is subjected or is likely to be subjected to domestic violence by the respondent
 - One is a parent and the other is his or her child or dependent
 - The applicant and the respondent are or have been in a visiting relationship for a period exceeding 12 months

FORMS OF DOMESTIC VIOLENCE AND THEIR DEFINITIONS

Economic Abuse means the denying of a person the liberty to undertake any lawful income generating activity or access economic resources and includes refusal to provide basic household necessities, withholding that person's basic income, salary and denying that person the opportunity to seek employment

Emotional and psychological abuse- means a pattern of behaviour of any kind the purpose of which is to undermine the emotional and well being of the person and includes:-

- Persistent intimidation by the use of abusive or threatening language
- Persistent following of a person from place to place
- Depriving a person of the use of his/her property
- The watching or besetting of the place where a person resides, works, carries on business or happens to be.
- Interfering with or damaging the property of a person
- The forced confinement of a person
- Persisting telephoning of a person at his or her place of residence or work and
- Making unwelcome and repeated or intimidatory contact with a child, dependent or elderly relative of a person

Financial abuse- Financial Abuse means a pattern of behaviour of a kind the purpose of which is to exercise coercive control over, or exploit or limit a person access to financial resources so as to ensure financial dependence

Physical Abuse- Means any act or omission which causes or is intended to cause physical injury or reasonable apprehension of physical injury

Sexual Abuse- includes sexual abuse of any kind that is made by force or threat and the commission of, or an attempt to commit any of the offences under Chapter xv of the Penal code

Social Abuse- Includes denying a person the freedom to associate freely with others with the aim of possessing that person so as to let that person completely dependent on the abuser

REMEDIES UNDER THE PDV ACT

- The Domestic Violence Legislation is there to preserve the family unit, and at the same time promote a culture of respect for each other's rights within any domestic relationship As such the legislation does not look at conviction as a first form of punishment
- Rather it provides redress to victims through Orders that are issued by a Court, which would include a **Protection Order, a Tenancy Order and an Occupation Order**
- The imposition of a sentence of imprisonment or a fine may only come as a way of enforcing these orders, if the abuser deliberately chooses not to obey any Order that has been issued against him or her

PROTECTION ORDER

- This order can be temporary or final and it is granted to the complainant against the abuser if the Court is convinced that the complainant has suffered domestic violence. The Protection Order may prohibit the abuser from
 - Committing any further acts of domestic violence
 - Entering or remaining in a specified household
 - Entering the place of work, business or education of the complainant
 - Entering and remaining in any place where the complainant happens to be
- The Protection Order may also direct that the abuser
 - Be of good behavior
 - Returns to the complainant any specified property that is in his/her possession or control
 - Pay compensation for any loss of money that has resulted from the act of domestic violence (i.e. loss of earnings, medical and dental expenses, moving and accommodation expenses and reasonable legal costs .The compensation shall not exceed K1,000,000=00
 - Pays monetary relief to the complainant to support a child or dependant if there is no order of maintenance
 - Vacate any place of residence for a specified period, regardless of who owns or leases such residence. Where necessary, the Police may be required to help
 - Continue to make payments for rent or mortgage for a house occupied by the complainant
 - Surrender to Police any fire arm licence, fire arm or weapon which he/she has his/her possession or control
 - Ensures that reasonable care is provided in respect of a child or dependent
 - The applicant or both receive professional counseling or therapy from any person or agency from a programme recognized by the Ministry of Women
 - Prohibiting a person from molesting the complainant/victim
 - Following, stalking, using abusive language

WHO CAN APPLY FOR A PROTECTION ORDER?

- An application for the Order can be made by:-
 - A spouse who is facing acts of domestic violence
 - A person who has a child with the abuser
 - A parent or guardian of a child who are, or their child/dependant is facing acts of domestic violence
 - A dependant who is of good sound mind
 - A parent or sibling (by blood or marriage) of either the complainant or abuser
 - A police officer
 - A service provider
 - A person who has been in an intimate relationship with the abuser for more than 12 months

OCCUPATION ORDER

- An application may be made to the court for an Occupation order granting the complainant the exclusive right of living in the household residence or any other premises forming part of the household residence. The court grants this order when it is satisfied that:-
 - The order is necessary for the protection of the complainant
 - Is in the best interest of a child or dependent

TENANCY ORDER

- This order can be temporary or final, and it is granted if the court finds that (a) it is necessary for the protection of a complainant; or (b) it is in the best interest of a child or a dependent
- This order gives the complainant the exclusive right to occupy premises or a house that both the abuser and the complainant resides which is being rented in the name of the abuser, or both the complainant and abuser
- Once the order is made, the complainant becomes the tenant of the house and the abuser ceases to be the tenant
- A final Tenancy Order can only be made if notice has been given to any person who has an interest in the property and who would be affected by such an order

WHO CAN APPLY FOR A TENANCY ORDER?

- An application for the Order can be made by:-
 - A spouse who is facing acts of domestic violence or
 - A parent or guardian of a child/dependent may be suffering. This will only happen if the spouse of the abuser is not willing to make the application
 - If the abuser rents the house, he can be ordered to continue paying the rent

REPORTING DOMESTIC VIOLENCE

- Further the act places a duty on the public to report domestic violence. In this regard, the Act states as follows:-
 - Any person who

- Witnesses that the commission of domestic violence or has reason that an act of Domestic Violence has been, is being or is likely to be committed, may report to the police or give information to an enforcement officer who shall then report the matter to the police
- The act also gives service providers the power to assist victims of domestic violence with provisions of shelter, access to information, medical and or legal aid
- A service provider is defined as any person or body of persons approved by the Minister by order published in the gazette to provide assistance to victims of Domestic violence and includes the police, community policing forums, faith based organisations, government institutions, non-governmental voluntary or charitable organisations

DUTIES OF THE POLICE

- Every police officer has a duty of responding to every complaint or report of domestic violence
- Every police officer responding to reports of domestic violence shall have the duty of completing a domestic violence report which is supposed to form part of a national domestic violence register and shall be maintained by the Commissioner of Police for each region

ISSUE OF WARRANT

- A court may issue a warrant of arrest which gives authority to a police officer to enter premises in the following situations:-
 - When there are reasonable grounds to suspect that a person has suffered or is in danger of physical injury at the hands of another person and that he/she needs assistance
 - When a Police Officer has been refused permission to enter premises in order to assist a person who is experiencing or is in danger of experiencing violence

POLICE POWERS OF ENTRY OF WITHOUT WARRANT

- A police officer can also enter premises where domestic violence is taking place or is likely to take place without a warrant
- But when the police officer does this, he/she will be required to submit a written report to the Officer In Charge of the area where the incident occurred
- The report is supposed to contain the following:-
 - The reasons for entering the premises without a warrant
 - The offence committed or about to be committed
 - The manner in which the investigation was conducted and the measures taken to ensure the protection and safety of the person at risk
- The report shall further be submitted by the Officer in Charge of the area to the Commissioner of Police of the region within 7 days

WHAT THE POLICE ARE SUPPOSED TO DO WHEN THEY ENTER PREMISES WITH OR WITHOUT WARRANT

- Give assistance to the person who has suffered injury
- Ensure the welfare and safety of a child, dependant or other vulnerable persons at the premises
- Prevent any violation of the law
- If there is already a court order and the police believe that it has been breached, the respondent can be detained or arrested without a warrant in order to protect the complainant
- When arresting a police officer shall take into account the following:-
 - The seriousness of the act which constituted the breach
 - The time that has elapsed since the alleged breach
 - The restraining effect of other persons or circumstances on the respondent
 - The need for cooling off period
- When that arrest has been done, the person shall be entitled to the following:-
 - Making a telephone call to one person of his/her choice but not the complainant
 - Be informed by the Police officer who has made the arrest of the right mentioned in the first bullet

GROUP WORKS

Participants divided into groups for group exercise on Domestic Violence case study. Role plays of domestic violence cases are also acceptable here.

TRAINING MODULE 2

Rights Education and Leadership Skills

Duration- 1 day

Introduction and Welcome: The Coordinator of the workshop (in this case the Country Director of THP-Ghana or a representative) will welcome all the participants. The expectations of the participants and the objectives of the workshop are then discussed after the resource person(s) have been introduced.

Workshop Objectives

The five-day follow up workshop has several objectives. These include the following;

- To provide the participants with the second chance of gathering information or knowledge that was impacted during the 1st workshop.
- To build the confidence level of participants to carry out their educational and leadership roles without any fear.
- To sharpen their organizational skills in their quest to mobilize their fellow women and men in their communities towards development.
- To equip participants with group decision-making and group problem solving skills for the communities.

Workshop Norms

The workshop coordinator ensures that guidelines are put in place because the success of the workshop is dependent on the active participation of all and it should be every one's responsibility to make this happen. The following norms are put in place:

- Involvement of all in keeping the room clean
- Respect for each other's views
- Listening when someone is talking and not all talking at the same time. Here anyone who wants to make a contribution should raise the hands for her turn.
- Respect for time
- Not dosing when workshop is in session etc.

Contents of Training Workshop

The second WEP workshop is divided into 2 major parts,

- Recap of the basic legal education that participants went through in the first workshop.
- Leadership Skills and Empowerment training.

Recap of Knowledge from First Workshop

The recap of knowledge acquired from the 1st workshop is divided into two parts:

- Reports from participants on what they have been able to do either as individuals or in group in their communities.

They are also expected to inform the workshop about the reactions of their community people, the chiefs and elders to what they have learnt and how it was going to benefit them.

(Bear in mind however that the participants were not supposed to start education in their communities and beyond after the first workshop, they only report to their chiefs and leaders).

- The resource person should guide the participants to discuss most of the topics including the laws that were treated at the first workshop to ensure that participant have clear understanding of the issues raised. The resource person is required to explain further issues that were not clearly understood by the participants.

Leadership Skills

Introduction

- **Brainstorming session** on who a **leader** is
- Participants' views are captured on a Flip Chart and later clarified through discussions

Definition

A leader is a person who is able to do what the situation demands/requires, exercises imagination and has effective leadership skills. A leader is expected to mobilize, give direction, influence and help to facilitate the achievement of the goals of the group.

Types of Leadership style:

- **Laissez Faire:** In a group where with a laissez-faire leader, there is no direction and if group members do not know what to do, things may be left undone or even done wrongly. Sometimes in a group, a leader emerges to see to the accomplishment of the task, that is, potential leaders may emerge in times of crisis thus giving way to others to become leaders.
- **Autocratic:** Autocratic leaders use their position to dominate. Such a leader may sometimes be able to accomplish a task on time when the task is time-bound. She may be useful if she knows what to do and how to do it. If she is smart, she can make use of people who have the know-how to accomplish the task.
- **Democratic:** This leader allows every member the freedom to participate. Here, there is a lot of time wasting in the sense that the leader listens to everybody's views and considers everybody's proposal. Members are however happy because their views are heard and the merits of every suggestion is discussed and factored into the decision-making process which may take a lot of time.

Qualities of a good leader:

- Energetic and active
- Respectful and respectable
- Has time for people
- Knowledgeable
- Patient
- Eloquent
- Polite - how to talk to people / not harsh
- Well groomed
- Kind and compassionate
- Devoted to work
- Honest
- Not a drunkard

- Good counselor and listener
- Non-judgmental, transparent
- Exemplary leadership, confident, courageous, braveness
- Visionary, concern for others
- Well behaved, not boastful, matured, accountable
- Selfless etc.

Group Work

Participants are put into three different groups and each group is given pieces of straw to construct houses. Each group is assigned a leader who is asked to behave in a manner that depicts one of the leadership styles mentioned above. Two members of the group are selected to be observers who report later on the performance of the group and the leader. The following are typical findings within the groups

1. Group with a Democratic Leader: the leader inspired and encouraged all to participate and group members did so enthusiastically. She allowed members to offer suggestions and she listened and incorporated the suggestions into the work. She asked how the group members felt and they said they were encouraged to participate actively.
2. Group with Autocratic Leader: the leader did not take any suggestions from members of the group. Even when she was going wrong and was corrected, she said she had noticed the mistake already and was going to correct it. At a point she said only two people should help her to put the house together. Responding to how they felt as group members, they said they were frustrated because they made useful suggestions that were not considered. Others said they were prepared to help but were not allowed to do so.
3. Group with Laissez faire Leader: The leader was indifferent and offered no help. At a point when members were arguing, she pretended she had not heard or seen what was going on. The group members said they were annoyed and wanted to strip her of the leadership position. Others remarked during the exercise that if they did not change the leader, they would not respond to any call for communal labour. The leader said she was uncomfortable because the people were angry with her.

Group Problem Solving

Introduction

- Participants are put into 3 -5 groups with an observer each.
- Each group is given 15 pieces of paper cut into various shapes to form five squares.
- Each of the 5 persons takes 3 pieces and put them together to form a square.

Some ground rules are provided:

- No one in the group is expected to talk as the work progress
- No one should take the friends working material if she is not given
- Give out a working material that you do not need etc

After the exercise, participants are asked about their observations and impressions. The results of the group work are analyzed and pertinent issues in the exercise discussed.

The observers in the various groups are also given the opportunity to explain their observation. Typical observations include the following:

Group One:

The observation was that some tried to forcefully take from others and others were not willing to give out to others. Some of the participants said they felt frustrated and at some points tried using more than the three, some even used six to form the square. The group was thus unable to get the five squares required.

Group Two:

The group reported that three members had it easy as they laid their hands on the right pieces. The other two, however, struggled and one tried using four pieces and not passing on to the other. They were finally able to get the right pieces together and the group members were happy. Members said they were frustrated and anxious when the two couldn't put their pieces together.

Group Three:

It was observed that three members were watching each other and quickly passed on pieces that could fit into their partner's square. The three finished quickly and one of the two left was not willing to give out and gambled with the three she had for a very long time before realizing she could get the square out of them. She then passed one on to the other member and that helped them to finish up. Members of the group said they were very happy to have completed the task. They however felt uneasy when one of them was not getting the square and continued to hold onto the pieces she had.

Team Building

Introduction

- Brainstorming on what a Team is
- Participants' views are captured on a Flip Chart
- A formal definition provided

Characteristics of a Team:

Participants are asked to come up with some characteristics of TEAMS:

Facilitator indicates that every team must have the following characteristics:

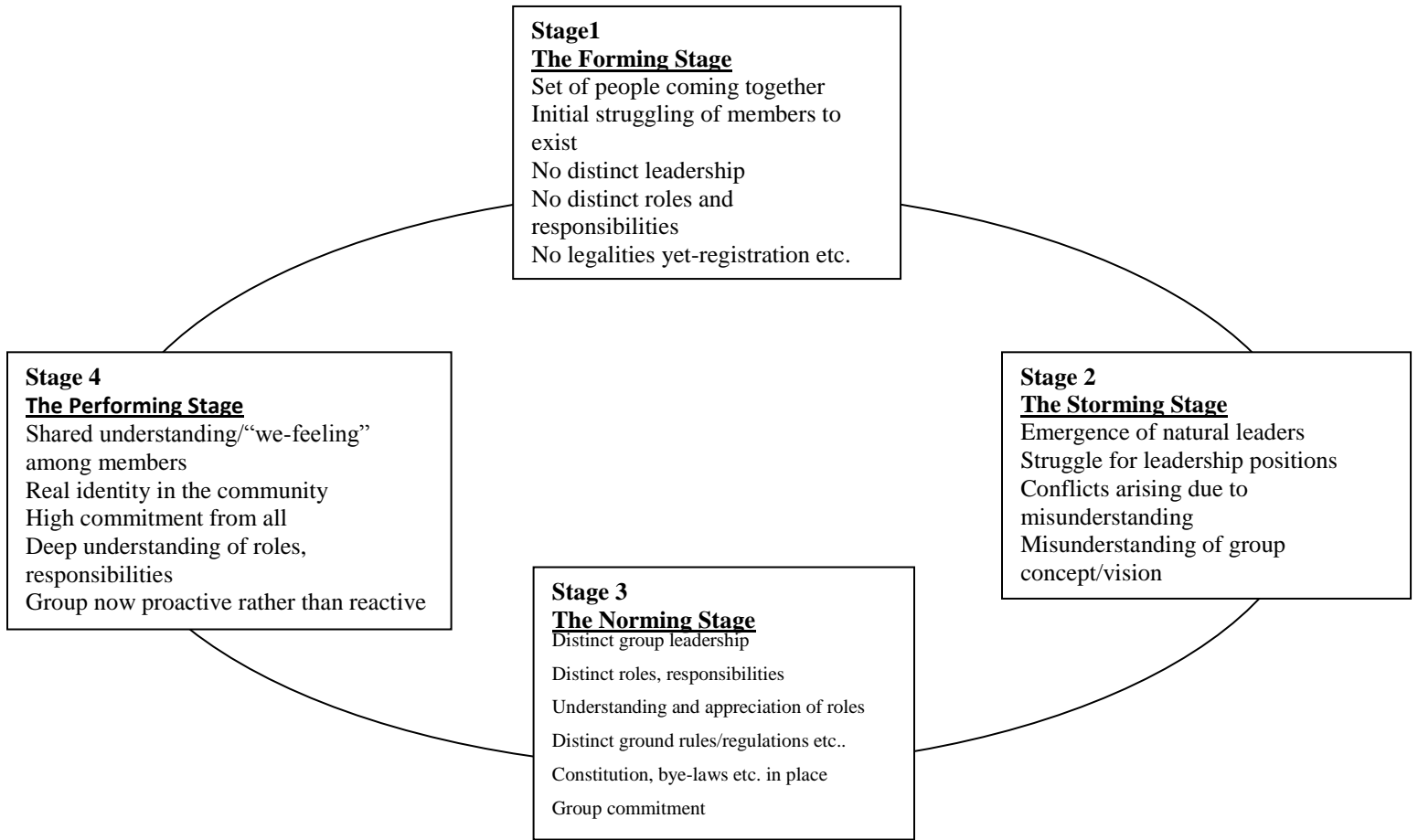
- (a) Identity
- (b) Objective
- (c) Common interest
- (d) Co-operation (members must assist each other) and
- (e) Equal access to opportunity in terms of development in society

Features of a team:

- Everybody plays a part
- Members have different skills and work towards the achievement of collective goals
- Each member plays important role
- Everybody knows the rules and plays according to the rules
- Other members fill the gap for those who are absent

Stages of team formation:

This is diagrammatically shown below, with both the Stages and the associated features:



Group Work: Application of the *group stages concept* in the Epicenters

Group Stage	Basic Features of Stage	Examples of THP Groups in the Epicenter at this stage	Facilitation Roles by Partners at this stage
<i>Forming</i>			
<i>Storming</i>			
<i>Norming</i>			
<i>Performing</i>			

Decision Making

- **Brainstorming** by participants on need for Decision Making
- Participants' views are captured on Flip Chart and clarified

Definition: The process of making specific choices or reaching conclusions, especially on important matters. Decision-making process enables people to make informed choices and definitive decisions.

Guides for Decision-Making

To make major decisions, you must consider using the following process:

- **Assess the Current Situation**
What do you want and what are your resources? How much change is involved?
- **Explore Relevant Alternatives**
Are there different ways of bringing about the desired change? What are the risks involved?
- **Consider the Decision**
Is the decision yours or does it depend upon or affect someone else? If it is a partial or tentative decision what is the larger, more important decision?
- **Strategies for Carrying out Decision**
What do you do first? What are your alternatives if the outcome of the decision is not satisfactory?

Group work:

Participants are put into groups to complete decision making worksheet.

1. State the problem clearly. (Hint: Most problems can be written a 'I want and I want' Statements.
2. Think of as many possible solutions to your problem as you can. (including ones that seem impossible and undesirable at the moment).
3. Evaluate the alternatives. Use additional paper if necessary.

Alternative Solution # 1:

State it:

Possible positive outcomes

Possible Negative Outcomes

Alternative Solution # 2:

State it:

Possible positive outcomes

Possible Negative Outcomes

4. Decide on one (or more) of the solution (s)
5. How will you put your decision into action?

Value Clarification

Introduction:

- A Case Story given by Resource Person
- Participants are asked questions that bring out some specific values in the characters mentioned

Definition:

It is the norms, principles and standards by which people in a community operate. Things which people in a society cherish and failure to do so implies being a deviant. Such values become part or indispensable of the lives of the people. Values allow us to assess what people believe in.

Value clarification refers to things we believe in life which pave way for ranking of characters of people in terms of good behaviour.

Self Esteem

Introduction

Participants views on women's self esteem in society through participatory discussion. Views collected captured on flip-chart.

Definition

It is putting someone at a high status in terms of respect in society.

In this context, what position does women place themselves, in society?

- What do society thinks about women?
- What do women think about themselves?
- Effects of what society thinks about women

People with high self-esteem are likely to show the following attributes:

- Learn better if they correct themselves.
- Able to take certain decisions for own personal good.
- Not be vulnerable to people's opinion.
- Respect people's talents and achievements.
- Normally feel friendly towards people (sociable).
- Willingly accept consequences of their own actions.
- Let people know their temperament.

- Do not belittle others.
- Have self-confidence and positive change.
- Do not try to please everybody since they have no control over what people think about them.
- Speak up their mind on issues.

Assignments

A set of positive statements are given to participants to read. They are also given a set of statements to complete positively.

ASSERTIVENESS

Definition

Someone who can speak his/her mind on issues in a polite manner

Characteristic of Assertive persons

- Speak their mind on things that affect them
- They set goals for themselves in order to sustain their comfort
- Negotiates their way out with others
- Wants each party to survive
- Assertive person collaborates with others to achieve result

Characteristic of a Passive Person

- Always accepts other peoples ideas
- Does not want to win over others always, rather gives all out
- Do not want to suppress anyone's liberty
- Always timid

Characteristics of Aggressive Persons

- Always promote themselves at the expenses of others.
- See themselves as better than others
- They take things with force from others
- They always demand from others
- They always look for a fight from others for their own gain

Comparing the three types of characters

ASSERTIVENESS	PASSIVENESS	AGGRESSIVENESS
<ul style="list-style-type: none"> ▪ Strong self-esteem ▪ Happy with oneself ▪ Achieves goal ▪ Negotiates ▪ Win-win situation ▪ Does not feel guilty ▪ Both survives ▪ Goal oriented ▪ Always assert self and collaborates 	<ul style="list-style-type: none"> ▪ Self-denial ▪ Afraid (conscious) ▪ Doesn't achieve goal ▪ Compromise ▪ Gives away ▪ Feel guilty ▪ Won't hurt anyone ▪ Others goals are more important ▪ Will run or escape to avoid speaking mind. 	<ul style="list-style-type: none"> ▪ Egoistic ▪ Happy at someone expense ▪ Choose goal for others ▪ Imposes/forces on others ▪ Takes away ▪ intentionally hurts others feelings ▪ Very demanding ▪ Goal oriented but dominates others to achieve it. ▪ Itches for a fight.

- The advantages and disadvantages of the three characters must be discussed.

ADVOCACY

Definition

Advocacy is the processes of talking on behalf of others. Example is where few educated women talk on behalf of the majority of women in our societies.

Why should we advocate?

Advocacy is important because not everyone in our communities have the requisite knowledge and the courage (especially women) to speak their mind.

Who qualifies as an Advocate?

The following are some of the qualities that an advocate must have.

- Knowledgeable in the said field
- Able to deliver for the understanding of others
- Must be a good speaker
- Must be courageous
- Must be respectful
- Must be Assertive etc

For anyone to succeed as an advocate he/she must win the following people to his/her side.

- The chiefs and elders
- The Assemblyman/woman

- The unit committee members
- The youth and
- Other groups and Associations

Strategies of Advocacy

- Problem identification
- Deciding on your goals, through
- Awareness creation
- Collaboration with pressure groups
- Exchange of knowledge etc.

PRESENTATION SKILLS

It is very important that people who are trained as advocates should be able to talk in public effectively. It is only when a message is well packaged and delivered that the audience will accept it.

The following are some of the procedures that guide us in our public speaking.

- Consider the purpose of the speech
 - To inform the people
 - To change attitude of the people
- Consider the audience. Look at your audience and think of what to say.
 - Carefully plan the content of your message
 - Consider the methodology (is it going to be drama, Video show, lecture, etc)
 - Language; the choice of language depends on the audience.

COMMUNICATION SKILLS

Definition

Communication is the act of sending and receiving information.

- Elements of Communication
 - Sender
 - Receiver
 - Message
 - Medium
 - Feedback

- Forms or mediums of communication

- Telephone
 - Gong-gong
 - Television
 - Radio
 - Print media
- Techniques of Communication
 - What is the purpose
 - Audience
 - Message
 - Senders credibility
 - Channels to be used etc.
 - Barriers of Communication
 - Sender's behaviour and appearance may detract the attention of audience
 - Lack of clarity of message from the sender
 - Interruptions
 - The channel used by the sender
 - Value judgment of what is being presented
 - The content of message etc.

ADULT LEARNING STRATEGIES

Methods and techniques of teaching adults.

- Through role-plays (Adults learn better through role plays)
- Ask questions (Through brain storming on the topic) because adults have previous experience and knowledge that may be relevant to the said topic.
- Adults have many responsibilities on their minds hence there is no need to engage them for long time.
- Adults learn through the sharing of experiences and ideas about a subject matter.
- Adults learning demands respect and patience.

COUNSELING SKILLS

Definition

It is carried out when a person who is more knowledgeable and experienced in a field gives guidelines to another person(s) who needs it.

- Qualities of a Good Counselor
 - A good Counselor must be: -
 - Knowledgeable
 - Patient
 - Trustworthy
 - Respectable and Respectful
 - Supportive
 - Friendly
 - Open minded
 - Non-judgmental
 - Empathic and not sympathetic
 - Understanding
 - Good listener
 - Non- judgmental
 - Empathetic and not sympathetic
 - Understanding
 - Good listener
- Techniques of Counseling
 - Listening skills (maintain eye contact, be focused)
 - Responding skills (Nodding of head, mouth response – oh, what! is that so, I see etc)
 - Ask probing questions (ask questions that will provide deeper understanding of issues being discussed)
 - Clarification (Seek clear understanding of issues)
 - Reflection (Guide the client to recollect everything that he/she needs to talk about)
 - Continuation Responses (responses that urges the client to continue with story)

Role play

The participants should be guided to act the counseling process.

GROUP FACILITATION

Definition

It is the process where a group of people based on their specialties or skills educate others on what they need to do to avert a problem(s).

- Requirements for group facilitation
 - The need to have knowledge & skills on the subject matter
 - The need to know the audience
 - The need to ensure that the audience participates
 - The need to motivate audience through rewards and other means

COMMUNITY MOBILIZATION

Definition

Community mobilization is the process of bringing resources together to produce results.

These resources can be

- Material
- Human and
- Financial

In addition to the three main resources mentioned above, there is the need to access special skills that will help mobilize these resources for the development of the community.

FIELD DEMONSTRATION

Participants should perform a role-play that borders on the various laws studied at the workshop in one of the communities in the District. After the role-play, participants should take turns to explain the salient issues in the drama in relation to the laws to the gathering.

TRAINING MODULE 3

SEXUAL AND REPRODUCTIVE HEALTH RIGHTS EDUCATION

Duration- 2 days

Introduction

The focus for this workshop is mainly to equip the educators with the requisite skills to counsel their people especially women on basic health education and the various health opportunities available to them. They are not to act as health professionals but only assist the people to access their health needs.

The participants are taken through the components of “Sexual and Reproductive Health Rights”, action plan and report writing.

TOPIC: Overview of the Workshop

TIME: 1 hour and thirty minutes

TIME	METHODOLOGY	SUB TOPIC	ACTIVITY
30 min	Individual introduction	Introduction	<ul style="list-style-type: none">• Welcome statement by the course coordinator and introduction of resource person(s) and other supporting staff to the participants.• participants should do self-introduction (indicating their community and epicenter)• Explain the administrative and logistics arrangements to the participants. These should include arrangement for accommodation, meals, payment of Transport fares and other allowances if any.
10 min	Discussion	Election of course prefects	<ul style="list-style-type: none">• Participants should be guided to elect leaders for the workshop
15 min	Discussion	Expectations of participants	<ul style="list-style-type: none">• List the expectations of the participants on the flip chart.
15 min	Mini lecture	Workshop objectives	<ul style="list-style-type: none">• Explain the objectives of the workshop to the participants

20 min		Pretesting exercise	<ul style="list-style-type: none"> • Explain to participants that this pretesting exercise is to help reduce anxieties and not an examination. • Distribute the pretesting questions to participants to complete. • Encourage participants to respond to the questions at the best of their knowledge and call for further clarifications. • The completed forms should be collected and analyzed quickly.
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TRAINERS NOTE

Introduction

The Coordinator of the workshop should introduce him/herself and also talk briefly about THP's Principles, and Programs. The resource person(s) should also introduce themselves by saying few things about themselves; mention their name, profession, work experience and their family. Then allow the participants to introduce themselves to one another.

One good way to do this is to play a game such as asking participants sitting next to one another to interview each other. Give them a few minutes to talk to one another. Ask participants to introduce their neighbours to the rest of the class.

Expectations of participants

Once the introduction has been completed, the participant should be asked state their expectations thus the knowledge they would like to gain at the end of the workshop and how the knowledge gained will benefit them and others.

The following are some of the common expectations of participants:

- To learn about family planning
- To learn about personal development
- To be able to guide community members about Sexual and Reproductive Health Rights.
- To learn about causes of infertility
- To educate community members about how to prevent teenage pregnancy.
- To be able to educate the youth about their reproductive health.
- To learn about menopause.
- To learn about sexual and reproductive organs.
- To learn about birth disorders
- To learn about the menstrual cycle etc.

Follow the expectations with the overall objectives for the workshop. They include the following:

- To increase the knowledge of participants on Sexual and Reproductive Rights.
- To equip participants with Sexual Reproductive Health Rights Skills.

- Create awareness in the participants the need to take their health needs seriously and sensitize their people to do likewise.

Workshop Objectives

The best way to evaluate how much participant has learned is to use the pre and post test. The pretest will help you to know how much knowledge participants have.

The posttest is conducted after the workshop. Subtract the out come of the pretest score from the posttest score and divide this number by the total number of questions. Multiply this by 100 and this will give the percentage gain in knowledge.

Eg Participant	Pretest	Posttest	Difference
Millicent	20	70	50
Rose	15	50	35
Total	35	120	85

To calculate the percentage increase in knowledge for Millicent, divide 50 by 100. $(50/100 = 0.5 \times 100 = 50\%$ increase in knowledge.

To calculate the total knowledge gained, total all the participants' scores and subtract the pretest from the posttest. Divide the number by the total number of questions. Multiply the number of participants by 200.

Eg; Divide 85 by 200: $85/200 = 0.425 \times 100 = 42.5\%$

Reproductive Health Training for WEP Animators

Pre/Post Test

Participants should provide answers to the following questions:

1. HIV stands for...
 - a. Human Immune Virus
 - b. Human Immunodeficiency Virus
 - c. Heat Immune Virus
2. Which of the following cannot transmit HIV?
 - a. Blood
 - b. Water
 - c. Breast milk
3. What is the difference between HIV and AIDS?
 - a. They are the same
 - b. HIV is the Virus that causes AIDS
 - c. HIV causes gonorrhoea

4. The following are all Sexually Transmitted Infections (STIs) except...
 - a. Gonorrhoea
 - b. Bilharzias
 - c. Herpes

5. The anopheles type of mosquito has the ability to transmit HIV.
 - a. True
 - b. False?

6. Menstruation is the monthly flow of blood from the female reproductive system.
 - a. True
 - b. false

7. Ovulation usually occurs on the.....
 - a. 14th day from the onset of menstruation
 - b. 20th day from the onset of menstruation
 - c. 1st day a woman starts menstruating

8. That part of the female reproductive system that produces and stores eggs/ova is called...
 - a. Fallopian tube
 - b. Scrotum
 - d. Ovary

9. Which of the following is not a male organ?
 - a. Scrotum
 - b. Testis
 - c. womb

10. There is no condition in the laws of Ghana which permits you to have safe abortion
 - a. True
 - b. False

11. The following are Reproductive Health Rights except...
 - a. The right to decide whether or when to have children
 - b. The right to privacy
 - c. The right to force your wife or husband to submit to you.
 - d. The right to choose whether or not to marry and to found and plan a family

12. The only way a person can know his HIV status is by taking an/a.....
 - a. Nursing Test
 - b. Pregnancy Test
 - c. HIV Test

13. E.C.P stands for.....

- a. Emergency Contractors Pills
- b. Emergency Contraceptive Pills
- c. Emergency Contribution Pills

14. What does the acronym FGM stand for?

- a. Female Genital Mutilation
- b. Female Gender Mutilation
- d. Family Genital Mutilation

15. Which of the following statements best describes **Counseling?**

- a. Advising People on what to do with their problems
- b. Preaching the Gospel to your clients
- c. Listening to your clients and guiding them to make good decisions on their own

16. After a woman has had two children, she is experienced enough and does not need to seek Antenatal services during her third pregnancy

- a. True
- b. False

TOPIC: CONCEPT OF REPRODUCTIVE HEALTH

TIME: 1 hour and fifteen minutes

TIME	METHODOLOGY	SUB TOPIC	ACTIVITY
10 min	Brainstorm	Definition of basic terms	<ul style="list-style-type: none"> • Let participants explain what the following terms mean; Sex, Reproduction, Health etc.
20 min	Mini lecture	Components of Reproductive Health	<ul style="list-style-type: none"> • Explain the components of Reproductive Health to participants
45 min	Facilitator led Discussion	Reproductive Health Rights	<ul style="list-style-type: none"> • Ask participants to mention some human right laws that they know • Explain the Reproductive Health Rights to participants.

TRAINERS NOTE

Definitions:

Sex - Refers to the biological differences existing between men and women (human species). That is, the make-up of an individual.

Reproduction - Ability to bring forth for replacement. That is, ability to make one's own kind.

Health - It is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.

"Reproductive Health (RH) is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity in all matters related to the reproductive system and its functions and processes. RH therefore implies that people are able to have satisfying and safe sex life and that they have the capability to reproduce and the freedom to decide if, when and how often to do so".

Components of RH are:

- Safe motherhood including antenatal, safe delivery and post-natal care especially breastfeeding, infant health and women's health
- Family Planning
- Prevention and management of unsafe abortion and post-abortion care
- Prevention and treatment of STIs, STDs and HIV& AIDS
- Prevention and treatment of infertility
- Prevention and management of cancers of reproductive system including breast, testicular, prostatic and cervical cancers
- Responding to concerns on menopause
- Discouragement of harmful traditional practices that affects the reproductive system
- Information and counselling on human sexuality, responsible sexual behaviour, responsible parenthood, preconception care and sexual health.

Reproductive Health Rights

Sexual and Reproductive Health Right (SRHR) are rights and freedoms pertaining to individuals and couples. They are rights recognized by international human right laws. The following are some of the rights that should be discussed:

- Rights to Life
- Rights to Liberty and Security
- Rights to Equality and to be free from all forms of discrimination
- Rights to Privacy
- Rights to Freedom of thought
- Rights to Information and Education
- Rights to choose whether or not to marry
- Rights to decide whether or when to have children
- Rights to Health Care and Health Protection

- Rights to the benefit of Scientific Progress
- Rights to accessibility
- Rights to choice
- Rights of confidentiality
- Rights of dignity
- Rights to comfort, etc.

TOPIC: HUMAN ANATOMY

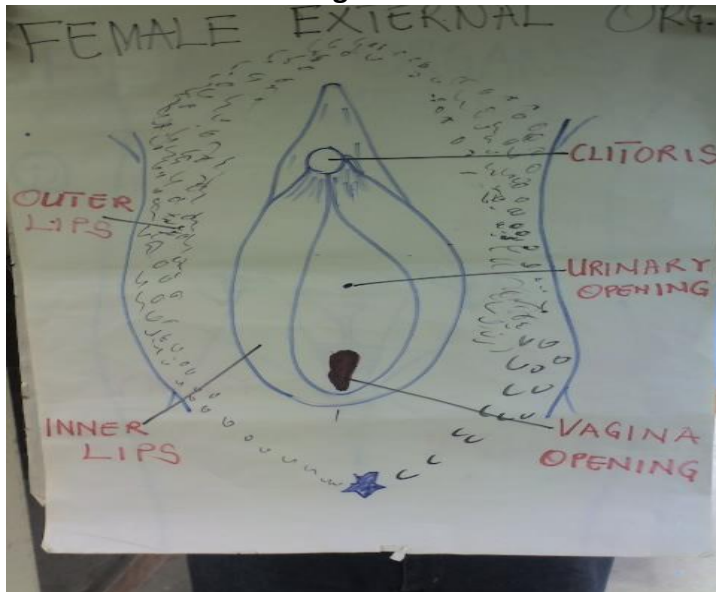
TIME: Two hours and five minutes

TIME	METHODOLOGY	SUB TOPIC	ACTIVITY
5 min	Brainstorming	Introduction	<ul style="list-style-type: none"> • Let participants mention organs that are involve in reproduction
40 min	Illustrations	Female reproductive organs	<ul style="list-style-type: none"> • List the female reproductive organs. • Draw the female reproductive organs • Differentiate between external and internal female reproductive organs. • Explain the functions of the female reproductive organs.
30 min	Discussion	Menstrual cycle	<ul style="list-style-type: none"> • Let participants tell what the monthly blood flow in women is about. • Explain the process to participants • Let participants know the need for every woman to go through this process.
30 min	Illustrations	male reproductive organs	<ul style="list-style-type: none"> • List the male reproductive organs. • Draw the male reproductive organs. • Explain the functions of the male reproductive organs.
20 min	Interraction	Group work	<ul style="list-style-type: none"> • Put participants in two groups to discuss the functions of the reproductive organs.

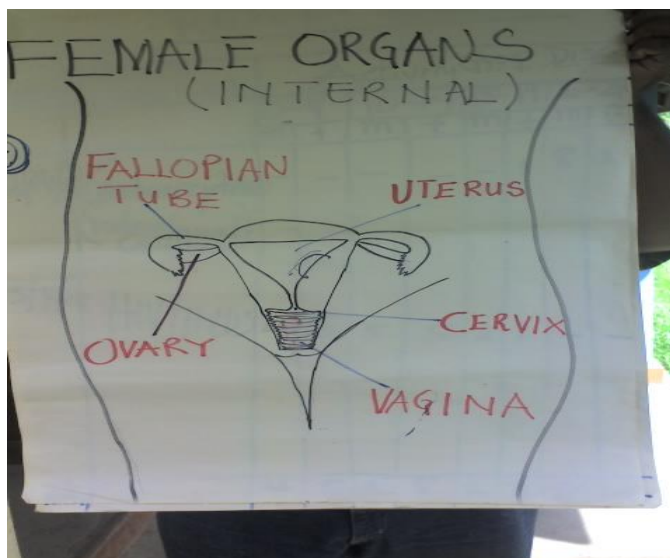
TRAINER'S NOTE

The female reproductive organs are in two parts. Thus the external and the internal organs. The external organs are those that we can see if a woman is naked. They includes, Vulva, Clitoris, Labia majora, Labia minora, Urethra opening and Vaginal opening.

Female External Organs



Female Internal Organs



Vagina
Cervix
Ovary
Uterus (womb)
Fallopian tube

During sexual intercourse, the sperm is introduced into the vagina. The sperm cells travels through the cervix into the fallopian tube. Every woman has two ovaries that produce all the

eggs she needs in her life time. In each month the ovaries release one egg or two in the case of non-identical twins. The egg is fertilized in the fallopian tube and deposited in the uterus to grow until the baby is delivered.

Menstrual cycle

All women menstruate unless they are pregnant, nursing baby or ill. A woman usually starts menstruation between the age of 9 and 18. This is called MENARCHE. She continues to have monthly blood flow until she reaches age 45 – 50. Menstruation comes every 21-35 days. Some women are regular (28 days) and others are irregular. Around day 14, the ripened egg breaks its follicle and rises to the surface of the ovary. This is called **Ovulation**. The egg is swept into the fallopian tube and at this time the broken follicle begins to produce more progesterone which causes the uterine lining to build up. If the egg is not fertilized, it breaks apart. The hormones signal to the uterus to grow weaker and by day 24 the uterus lining begins to break apart. By day 28 it becomes weak so that it has to break off and pass out through the cervix and vagina as **menstruation**. What comes out is the mixture of blood, tissue and mucus.

Male Reproductive Organs

The male reproductive organs are also in two parts. Thus the external and internal organs.

External organs: Penis, Scrotum

Internal organs: Sperm, Testicles, Seminal vesicle, Bladder, Prostrate gland and Urethra.



The male external reproductive organs are the penis and scrotum. Inside the penis is the passage through which a man urinates and passes sperm during sexual intercourse. The scrotum houses the testicle. Its function is to keep the testicle at the right place of temperature for sperm production. When the sperm reaches the seminal vesicle, tiny sacks releases semen that mix with the sperm and aid it to move faster. Before the semen reaches the urethra the prostrate gland release a substance to clean urine particles in the urethra. During sexual intercourse, sperm is released from the testicles through the urethra into the woman's vagina.

TOPIC: Adolescent Reproductive Health

TIME: 1 hour

TIME	METHODOLOGY	SUB TOPIC	ACTIVITY
10 min	Brainstorming	Who is an adolescent	<ul style="list-style-type: none"> Let participants describe who adolescent is. Explain the age group of adolescents
15 min	Discussion	Changes in female adolescents	<ul style="list-style-type: none"> Let participants describe changes that they see in their female adolescent children. Explain the changes that takes place in girls

15 min	Discussion	Changes in male adolescents	<ul style="list-style-type: none"> Let participants describe changes that they see in their male adolescent children. Explain the changes that takes place in boys
10 min	Discussion	Similarities in adolescent boys and girls	<ul style="list-style-type: none"> Discuss the similarities in adolescent boys and girls with the participants.
10 min	Discussion	Social and Emotional needs of adolescent	<ul style="list-style-type: none"> Discuss the Social and Emotional needs of adolescent boys and girls with the participants.

TRAINRE'S NOTE

Definition

Adolescence is a stage of growing up. It is the transition from childhood to adulthood. During this period, physical and emotional changes occur very rapidly in both boys and girls. This period which ranging between 10 to 15 years is also called puberty. As their bodies change, boys and girls begin to experience a variety of physical and emotional changes.

Changes in males (boys)	Changes in females (girls)
<ul style="list-style-type: none"> - Developing pubic hair - Having wet dreams - Can impregnate - Developing beard - Muscular in nature - Developing Adam's apple - Development of reproductive organs - Development of feelings. - Developing pimples 	<ul style="list-style-type: none"> - Developing breast - Menstruate - Developing pubic hair - Can be pregnant - Development of feelings - Development of reproductive organs. - Developing pimples

Similarities in Adolescents

Changes in males (boys)	Changes in females (girls)
<ul style="list-style-type: none"> - Developing pubic hair - Having wet dreams - Can impregnate - Developing beard - Muscular in nature - Developing Adam's apple - Development of reproductive organs - Development of feelings. - Developing pimples 	<ul style="list-style-type: none"> - Developing breast - Menstruate - Developing pubic hair - Can be pregnant - Development of feelings - Development of reproductive organs. - Developing pimples

Adolescents social Development needs

- Neatness
- Outing
- Attracted to the opposite sex
- Follow fashion
- Peer Group (Friendship)

Emotional development needs

- Shyness/Pride
- Stubborn
- Independent
- Expression of opinion
- Rebellion

TOPIC: Abortion

TIME: 1 hour ten minutes

TIME	METHODOLOGY	SUB TOPIC	ACTIVITY
10 min	Brainstorming	What is abortion	<ul style="list-style-type: none"> • Let participants share their experience on the topic • Mention the types of abortion
45 min	Discussion	Unsafe abortion	<ul style="list-style-type: none"> • Explain unsafe abortion • Let participants mention local ways of causing abortion • Discuss the effects and complications of unsafe abortion with participants
15 min	Discussion	Abortion laws in Ghana	<ul style="list-style-type: none"> • Discuss the abortion laws in Ghana

TRAINER'S NOTE

Definition: It is the termination of a pregnancy before the 28th week.

Types of abortion

There are two types of abortion:

- *Spontaneous Abortion/ Miscarriages:* - This is mostly called miscarriage in our local parlance. The expectant mother has no idea of how it happens.
- *Induced Abortion (medical/Self):* - This type of abortion is consciously planned by the mother

(self). A medical officer can also determine it if the mother's health is in danger. Sometimes when pregnancies result from rape, incest and others, a team of medical experts can recommend that the pregnancy be aborted.

In the case of self induced, the mother may prescribe her own methods which in most cases include the following materials: Drugs, Herbs, Broken/grounded bottles, Washing Blue, Sticks inserted into the vagina etc.

Unsafe sex

Unsafe sex is any form of sexual intercourse that is not planned for and which is likely to bring problems to the partners in future.

Effects of Unsafe Sex:

- Unexpected/unwanted pregnancy
- Contraction of sexually transmitted Infections/Diseases
- Pregnancies resulting from such sexual relations are usually aborted and this has its negative consequences.

Unsafe Abortion

These are abortions that are carried out with either quack health practitioners or the use of local herbs to cause it.

Participants should be asked to mention materials or methods that women use in their communities to cause illegal abortion.

Drugs

Herbs

Broken/grounded bottles

Washing Blue

Sticks inserted into the vagina, etc.

Unsafe abortions can lead to some of the following complications:

- Perforated uterus
- Infertility/Sub fertility
- Deformities
- Bleeding and anaemia
- Emotional disturbances
- Severe pain during child birth
- Incomplete abortion
- Infections of reproductive organs
- Heavy bleeding
- Death

Abortion laws in Ghana

Abortion in general is illegal in Ghana but in some circumstances, it can be legal. It is legal in any of the following cases.

- If the mother’s health is in danger.
- If the baby is seriously deformed
- Pregnancies resulting from rape, incest and defilement

The above conditions have to be certified by at least two (2) qualified medical officers under the abortion guidelines. Anything outside this makes the abortion illegal. The reason why this type of abortion is declared legal is that, sometimes babies resulting from such unwanted pregnancies are not naturally loved by their mothers.

TOPIC: Safe Motherhood

TIME: One hour and twenty minutes

TIME	METHODOLOGY	SUB TOPIC	ACTIVITY
10 min	Discussion	Services under safe motherhood	<ul style="list-style-type: none"> • Explain the various services under safe motherhood.
20 min	Experience sharing/ Discussion	Antenatal care	<ul style="list-style-type: none"> • Let participants share their experience on the topic. • Discuss the need for antenatal care services for pregnant women.
25 min	Discussion	Post natal care	<ul style="list-style-type: none"> • Discuss the need for postnatal care services for mothers.
25 min	Discussion	Child welfare and Care	<ul style="list-style-type: none"> • Also discuss the various services and care the child needs to grow well.

TRAINER'S NOTE

Ante-natal Care

The aims of encouraging pregnant women to attend antenatal care are as follows;

- To promote and maintain the physical, mental and social health of mother and baby by providing education on nutrition, family planning, immunization, prevention of STIs, HIV&AIDS and danger signs of pregnancy.
- To educate the expectant mother on the need to practice good personal hygiene.
- To detect, treat, manage and refer high-risk condition arising during pregnancy to either surgical, medical or obstetrics.
- To ensure safe delivery of full term with minimal stress or injury to mother and baby.

Labour and delivery care

- To ensure safe delivery
- To ensure proper management of the stages of labour

Post-natal care

- To maintain physical/psychological well-being of baby and mother.
- To perform comprehensive screening and referrals of complication for baby and mother.
- To provide family planning services.

Child Care and Welfare

- Birth Registration
- Immunization
- Growth monitoring
- Exclusive breast feeding
- Nutrition
- Weaning diet.

TOPIC: Infertility

TIME: Fifty minutes

TIME	METHODOLOGY	SUB TOPIC	ACTIVITY
8 min	Discussion	What is infertility	<ul style="list-style-type: none">• Explain what infertility is about
20 min	Discussion	Types of infertility	<ul style="list-style-type: none">• Discuss the various types of infertility with participants.
27 min	Discussion	Causes of infertility	<ul style="list-style-type: none">• Discuss the causes of infertility in both women and men with participants.

TRAINER'S NOTE

Definition

It is when a couple is unable to achieve pregnancy after having sex at least three times a week for twelve months without using contraception. The general definition is “inability to reproduce”

Types of infertility

Primary infertility – refers to a situation where the couple never had a child after having unprotected sex for a year or more.

Secondary Infertility - refers to a situation where at least one of the partners had a child before but could not have any issue in the current relationship after having unprotected sex for a year or more.

Sub fertility - It is described as a situation where one of the couples has a difficulty to reproduce.

Causes of infertility

- Male causes
 - STI – Example, gonorrhoea, mumps (germ/bacteria)
 - Absence or low sperm count
 - Lifestyle – smoking and excessive drinking.
 - High blood pressure – diabetes, injury in the spinal cord, etc.

- Female causes
 - Unsafe abortion (using concoction can damage the womb)
 - Blocked fallopian tube (infection)
 - Inability of the ovary to produce eggs.
 - Abnormalities of the womb (fibroid).
 - A woman's fertility decreases with increasing age.

TOPIC: Menopause

TIME: 55 minutes

TIME	METHODOLOGY	SUB TOPIC	ACTIVITY
8 min	Discussion	What is Menopause	<ul style="list-style-type: none">● Explain what menopause is about● Discuss why it occur in women

20 min	Discussion	Types of infertility	<ul style="list-style-type: none"> • Discuss the various signs of menopause • Let participants share their experiences
27 min	Discussion	Causes of infertility	<ul style="list-style-type: none"> • Discuss how to manage it

TRAINER'S NOTE

Definition

It is the cessation of menstruation of women between the ages of 35 and 45. But the age limit varies from one person to another.

Why does Menopause Occur?

It occurs when the ovaries are not able to produce enough estrogen (a substance which helps the eggs to ripe and also prepares the uterus with the help of progesterone)

Signs of menopause

- Irregular menstruation
- Hot flashes
- Possibility of High Blood Pressure
- Increasing risk of heart disease
- Sweats
- Dryness of vagina
- Frequent headaches
- Forgetfulness
- Loss of sleep
- Porous bones due to reduction in calcium in the body etc

Management of Menopause

- Good diet with a lot of calcium, meat, fish and bones
- Undertaking a lot of exercises e.g. walking
- Not drinking too much alcohol
- Referring patient to specialist for attention
- If all the above measures cannot help, the patient will be put on Hormone Replacement Therapy (HRT)

TOPIC: Harmful Traditional Practices**TIME: 40 minutes**

TIME	METHODOLOGY	SUB TOPIC	ACTIVITY
10 min	Discussion	Practices that are harmful to people especially women	<ul style="list-style-type: none"> • Explain what the topic is about
30 min	Discussion	Group work & presentation	<ul style="list-style-type: none"> • Let participants discuss harmful traditional practices in their communities and what effect they have on them. • Suggest ways to reduce or eradicate those practices.

Harmful traditional practices are cultural beliefs and practices of people that does not only cause harm to the people but also retard their development.

TOPIC: Rationale for Family Planning**TIME: One hour and twenty minutes**

TIME	METHODOLOGY	SUB TOPIC	ACTIVITY
10 min	Discussion	What is Family Planning	<ul style="list-style-type: none"> • Let participants explain what they know about Family Planning
30 min	Discussion	Rational for Family Planning	<ul style="list-style-type: none"> • Explain the 4 rationales of Family Planning
40 min	Discussion	Benefits of Family Planning	<ul style="list-style-type: none"> • Discuss some of the benefits of Family Planning with participants

TRAINER'S NOTE*What is Family Planning?*

Family planning is a way of life whereby an individual/couples makes conscious decisions and choices about how many children to have, when to have them and how best to achieve this goal. It is a way to have the number of children that can be adequately cared for. Family Planning is not about stopping people (couples) from giving birth, rather in some cases family planning can help couples that could not have children go through prescribed treatment to become fertile.

The rationale for Family Planning can be categorised into 4 main areas; Health, Economic,

Demographic and Human rights.

Health:

Every family needs to have good health. The health of the family where children are well spaced enables these children to grow well and their mothers also have good health. If the womb continues to carry babies too often the mothers health begin to deteriorate and this can even lead to maternal death.

Family Planning can also help in the following areas:

- Help childless couples to have children
- Reduce maternal mortality by preventing high risk pregnancies (Four toos)
- Reduce infant mortality rate due to neonatal, prenatal deaths and premature delivery
- Prevent certain medical problems

Family Planning helps to avoid high risk pregnancies (The Four Toos) Pregnancies are dangerous for women and their children if any of the four 'toos' applies:

- Too Young (Early) – Mother under age 20
- Too Old (Late) – Mother over age 35
- Too Many Births – More than 4 births
- Too Close Together – Two years or less between births

Socio-Economic:

This talks about the amount of resources that the couple have. It is very important for couples to bring forth children that their pocket can help support effectively.

Demographic:

This is very important to developing countries where population is growing faster than what their resources can cater for. As population in the developing countries are growing above 3%, their rate of development is below 1%. For example in Japan, one (1) worker is able to cater for himself and 10 other people, whilst in developing countries like Ghana, 10 workers are only able to feed themselves and one additional person.

Human Rights:

Every body including women have the right to decide what is good for their health. And since childbirth bothers on health, it is crucial for every woman to protect her health. It is also the right for couples to decide whether or not to have children.

Benefits of Family Planning

The benefits of Family Planning have been coined in an acronym called "**FAMILY HEALTH**"

F – Food (availability of good and nutritious food helps to maintain good health.)

A – Anaemia (good nutrition prevents anaemia)

M – Maternal mortality (Less mothers are likely to die if their health is protected)

I – Infections (Family planning helps to reduce STIs like HIV/AIDS and others.)

L – Low birth rate (Fertility is reduced when one practice any of the family planning methods.)

Y – Young children are less likely to die if their health is protected.

H – Happy sexual and family life

E – Education (Opportunities are opened to both children and parents to pursue higher education when couples practice Family Planning.)

A – Abortion (Family Planning helps to prevent unwanted pregnancies that bring about abortion)

L – Lactation (mothers practicing exclusive breastfeeding from 6 – 9 months minimizes the risk of getting pregnant during lactation)

T – Teenage pregnancy (Adolescent reproductive health, education and services are to be promoted to prevent and control teenage pregnancies)

H – Health screening (Periodic health screening for STIs and STDs are to be encouraged)

TOPIC: Family Planning Methods

TIME: One hour and fifty-five minutes

TIME	METHODOLOGY	SUB TOPIC	ACTIVITY
15 min	Discussion	What are Family Planning methods	<ul style="list-style-type: none"> Let participants mention some of the Family Planning methods they know
45 min	Discussion	Categorize Family Planning methods in to short term, long term and permanent	<ul style="list-style-type: none"> Explain the Family Planning methods that fall into: <ul style="list-style-type: none"> <i>short term</i> (Condom, Oral pills, Diaphragm, Vagina tablets, Lactation Amenorrhoea, Withdrawal and calendar methods <i>Long term</i>: Injectables, Intra-Uterine Device (IUD), Norplant <i>Permanent</i>: Vasectomy, Tubal Ligation
20 min			
15 min			

20 min	Group work	Advantages and disadvantages of Family Planning methods	<ul style="list-style-type: none"> Participants should be put in groups to discuss and present the advantages and disadvantages of all the Family Planning methods
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TRAINER'S NOTE

Family Planning methods are methods for planning and preventing pregnancies. These methods are classified into 3 categories – short-term, long-term and permanent.

Short Term

- *Condom* - What is condom?

It is a tube like-rubber sheath worn over an erect penis (for men) or in the vagina (for women). It is used for the prevention of unwanted pregnancy, STIs including HIV.

Note: If your partner uses condom it does not mean that your partner does not love you. It rather means that your partner is concerned about your health and a risk free sexual relationship. The use of condom does not mean lack of trust.

Demonstration

The resource person is encouraged to guide the participants to demonstrate how the male and female condoms should be used as follows.

Demonstration of Male condom

1. Make sure that the condom is latex
2. Make sure the condom has not expired
3. Make sure the condom is not perforated or kept at a place where there is heat
4. Open the package at the rough edge with your hand and not your teeth or sharp edge instruments.
5. Hold the tip of the condom to remove air
6. Put the condom on the erect penis and roll it down the base of the penis
7. Remove penis immediately after ejaculation while the penis is still erect, holding onto the base of the penis
8. Hold tissue paper in your hand before removing the condom to avoid contact with vagina fluid
9. Make sure you do not tear the condom when taking it off
10. Tie the condom, wrap it and dispose it by:
 - Digging a hole and burying it
 - Dumping it in a dust bin
 - Putting it into a pit latrine and not water-closet etc

Demonstration of Female condom

1. Check if the condom is not expired (expiry date)
2. Then open package gently from where arrow is
3. Squat or place one leg on a chair/bed
4. Squeeze the inner ring and insert into the vagina
5. Put a finger inside the condom and push it into the vagina. Do **not** twist

6. Gently guide the penis into the vagina during sexual intercourse
7. After ejaculation, twist outer-ring and pull condom out of the vagina
8. Wrap in paper and put in dust bin or pit latrine



- *Oral Pills*

Oral pills are pills containing two or one synthetic hormones similar to those that are naturally present in the woman's body. They are taken to prevent pregnancy.

- *Diaphragm*

The Diaphragm is a dome-shaped flexible rubber device with a metal spring encased on the rubber rim. Before intercourse, the woman spreads spermicidal cream or jelly around the inside rim and insert it. It must be positioned well to cover the cervix. The diaphragm prevents sperm from entering the uterus.

- *Vagina tablets (Shampoo, Spermicides, jellies, and creams)*

They are small foaming tablets inserted into the vagina before sexual intercourse to prevent pregnancy. The tablets dissolve in the vagina to produce foam that kills sperm cells.

- *Lactation Amenorrhoea (LAM)*

It is a short term contraceptive method which can be initiated at the moment of birth and used for up to six months if the mother remains amenorrheic and practices exclusive breastfeeding.

- *Natural Family Planning (The calendar method)*

- *Withdrawal method*

This is practiced if the sperm is not introduced in the woman's vagina during sexual intercourse.

Long Term

- *Injectables*

There are two long-acting progestins commonly used, Depo Provera and Noristerat. One injection of Depo Provera protects the woman against pregnancy for 3 months. One injection on Noristerat protects the woman against pregnancy for 2 months.

- *Intra-Uterine Device (IUD)*

An Intra-Uterine Device (IUD) is a small piece of flexible plastic with or without copper wound around it. One or two thin strings are attached to the end. It is inserted into the uterus through the vagina and cervix by health personnel trained in IUD insertion. It can be removed using the same route. When the device is in place the strings hang down through the cervix into the vagina so that the client can check the string to be sure it is in place.

- *Norplant implant*

Implants are plastic tubes containing progestin (Levonogestrel) which is inserted under the skin through a minor surgical operation. When the Norplant implants are in the woman's arm, they slowly release these hormones into her blood. The Norplant implant last for 5 years.

Permanent

- *Vasectomy*

Vasectomy is a safe permanent method for men. It is done by cutting the two tubes that carry sperm from the testicles to the penis so that the semen does not contain sperm. It is a permanent surgical procedure that needs to be done by a trained doctor. **It does not lead to impotence.**

- *Tubal Ligation*

Tubal ligation is a permanent method of contraception for women. During a safe and simple operation, a small part of the fallopian tube are clamped and cut. After the operation, the eggs cannot meet the sperm and the woman can no longer bear children.

The following diagram shows some of the methods described above.

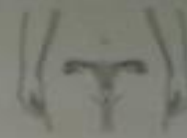
tive
cy per
year



Implants



IUD



Female
Sterilization



Vasectomy



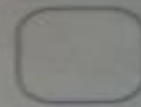
Injectables



LAM



Pills



Patch



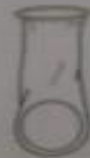
Vaginal
Ring



Male
Condoms



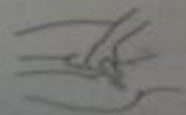
Diaphragm



Female
Condoms



Fertility Awareness
Methods



Withdrawal



Spermicides

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TOPIC: Rumours and Misconceptions of the Family Planning Methods

TIME: Thirty minutes

TIME	METHODOLOGY	SUB TOPIC	ACTIVITY
30 min	Discussion	Rumours of Family Planning methods	<ul style="list-style-type: none">• Let participants mention some rumours of Family Planning methods• Explain the rumours and guide the participants to refute them

TRAINER'S NOTE

Pills

It prolongs menstrual discharge
Kills the eggs in women
Causes heart disease
Causes anaemia
Causes infertility
Makes people fat (obesity)
Causes cancer of the breast
Causes painful maturation
The pills may pile up to cause a lump in the stomach
Causes abnormal babies
Causes women to give birth to twins. Etc.

2. *Intra-Uterine Device (IUD)*

It travels to other parts of the body
It gives cancer
It causes unexpected pregnancies
It causes infertility
Makes women promiscuous. etc.

3. *Injectables*

It causes weakness in women
It gives headache
It makes women grow fat or lean
It causes cancer
It causes infertility

4. *Condoms*

It travels into the womb or stomach

It gives no pleasure during sex
 Condoms are infected with HIV virus
 Condoms are perforated by the manufactures
 It causes abrasion
 It prevents women from getting blood and nutrient in the sperm. Etc.

5. *Foaming Tablets*

It gives irritation
 It smells
 Causes too much heat
 Caused too much vagina discharge etc.

6. *Vasectomy*

Makes men impotent
 It is the same as castration
 It causes erection problems etc.

TOPIC: COUNSELING

TIME: Forty minutes

TIME	METHODOLOGY	SUB TOPIC	ACTIVITY
8 min	Mini lecture	What is Counseling	<ul style="list-style-type: none"> • Explain what counseling is about
20 min	Mini lecture	Steps in Counseling	<ul style="list-style-type: none"> • Explain the steps in counseling
12 min	Discussion	Qualities of a good counselor	<ul style="list-style-type: none"> • Discuss the qualities of good counselor

Role play

The participants should be guided to act the counseling process in relation to family planning.

TRAINER'S NOTE

Counseling is a **face to face** communication in which one person helps another to make decisions.

Components of Counseling

Counseling can be divided into two major components, namely counseling **Skills** and **Process**

Skills: - The Skills are also divided into two parts. They are; Verbal and Non-verbal Skills

Verbal Skills: - They are made up of five skills (CLEAR)

C:- Clear – Allow the client adequate time to clarify his/her family planning needs

L:- Listen – listen carefully and respond with words and gestures like, aha, OK, etc

E:- Encourage the client to confide in you and show that you care

A:- Acknowledge how the client feel and show that you understand him/her

R:- Reflect and repeat what the client says to confirm you understand him/her.

Non-Verbal Skills (ROLES)

R:- Relax when you meet the client

O:- Open up and establish good rapport with the client

L:- Lean towards the client a bit to show your readiness to assist

E:- Establish a good eye contact and maintain attention

S:- Sit squarely in front of the client but at a respectable position

Steps in Counseling(Process)

There are six basic steps in the counseling process acronym as – GATHER

G – Greet and welcome client in a friendly way.

A – Ask clients about themselves and family and find out how much they already know by probing for further information whenever necessary.

T – Tell clients about available services.

H – Help clients to decide what action to take or services they want.

E – Explain how to use the method chosen

R – Return visit should be planned.

It should be noted that the counselling process is supported by the skills to ensure a good counselling.

Qualities of a good Counselor

- Understanding
- Respect
- Honest
- Observant
- Patient
- Trustworthy
- Knowledgeable
- Not easily shocked
- Not judgmental
- Good listener
- Ability to interpret

- Non-verbal message
- Show empathy
- Not arrogant
- Truthful etc.

TOPIC: SEXUALLY TRANSMITTED INFECTIONS (STI's)

TIME: One hour and ten minutes

TIME	METHODOLOGY	SUB TOPIC	ACTIVITY
7 min	Mini lecture	What is STI	<ul style="list-style-type: none"> • Explain Sexually Transmitted Infections (STIs)
40 min	Mini lecture	Types of STIs	<ul style="list-style-type: none"> • Discuss the type of STIs with participants • Show pictures of people infected with STIs
23 min	Discussion	Sign & symptoms of STIs	<ul style="list-style-type: none"> • Discuss some of the signs of STIs

TRAINER'S NOTE

Sexually Transmitted Infections (STI) are groups of infectious diseases that spread from one person to another mostly through sexual contacts (this can include vaginal, oral, or anal sex)

Types of STIs

1. Gonorrhoea
2. Syphilis
3. Chlamydia
4. Genital warts
5. HIV& AIDS
6. Candidiasis (white)
7. Herpes
8. Trichomoniasis
9. Bacterial vaginosis

All the above STI's are caused by either germs or viruses. It is easy to treat those caused by germs but those caused virus are difficult to treat. This explains why it is difficult to treat HIV&AIDS.

Signs/Symptoms of STI's

- Discharge from penis and vagina
- Itching around the genital area
- Lower abdominal pains
- Sores and rashes around the genital area.
- Growths on the sex organs etc

TOPIC: HIV & AIDS

TIME: One hour and Twenty minutes

TIME	METHODOLOGY	SUB TOPIC	ACTIVITY
15 min	Discussion	What is HIV & AIDS	<ul style="list-style-type: none">• Let participants share the knowledge they have on the disease.• Explain HIV and AIDS and let the people know that they are not the same
40 min	Mini lecture	Mode of transmission	<ul style="list-style-type: none">• Discuss the mode of transmission
25min	Discussion	Prevention	<ul style="list-style-type: none">• Discuss prevention methods

TRAINER'S NOTE

Definition

It is a sexually transmitted infectious disease caused by a germ (Virus) The virus harms and destroys immune system (the body's ability to fight off diseases and illnesses). The result is that other disease-causing germs affect the individual easily and makes the infected person sick.

HIV stands for:

- Human
- Immune deficiency
- Virus

AIDS

Acquired:

(It is passed from one person to another)

Immune:

It affects the body's defense system i.e., the white cells in the blood which fight and kill most

germs that enter our body.

Deficiency:

Lack of natural protection ie the body's defense system is weak

Syndrome:

A group of signs and symptoms that are found together in a person which represents two or more diseases.

Mode of Transmission

- Sex 80%
- Mother to Child 15%
- Blood (Vaginal, Semen, Breast milk, sharing of sharp instruments
E.g., needles for injections, knives, etc., 5%

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Protection against HIV & AIDS

- Abstinence (Say no to, premarital sex)
- Be faithful to ones partner if one is married
- Avoid using or sharing sharp instruments with other people. Do not share toothbrush with others

Use condoms consistently and correctly if you cannot abstain

ACTION PLAN

Definition

An action plan shows what an individual wants to do and how he/she will go about it to achieve a set target.

A typical Action Plan is provided below;

Name of Community

Name of Epicenter

Name of WEP Animators

Objectives:

Activity	Audience	Target	When	Who	Resources
Counseling	Adolescents and parents	80 people	Jan. 10th	WEP Animators	Models and Pictures
Role play	Youth and Adults	50 people	Feb. 20th	WEP Animators	Financial
Distribute condoms	Youth and Adults	150 people	March 15th	WEP & HIV Animators	Condoms, Penis models, Financial