



Malawi Violence Against Women and Girls Prevention and Response Programme

MOYO OLEMEKEZEKA, Living with Dignity

Part 1: Social Empowerment Manual

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The views expressed in this manual take into account the collective inputs from the authors informed by their institutional knowledge and experience.

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¹ Jewkes, R., Nduna, M., Jama, PN. (2002). Stepping Stones, South African Adaptation Pretoria, South African Medical Research Council

Contents

Introduction	5
What is Moyo Olemekzekaka?	5
How is Moyo Olemekzekaka different from other methodologies?	5
Using Moyo Olemekzekaka.....	6
1. Session 1: Let's communicate	11
Exercise 1: Introducing ourselves.....	12
Exercise 2: Hopes and fears	13
Exercise 3: Ground rules	14
Exercise 4: Trust and confidentiality.....	15
Exercise 5: Listening skills.....	16
Exercise 6: Body language.....	17
Exercise 7: Building self-esteem	18
Exercise 8: Closing circle	19
2. Session 2: Men and women – Expectations versus reality	20
Exercise 1: Introduction	21
Exercise 2: Mime a lie	22
Exercise 3: Men and women, young and old – The ideal and the reality.....	23
Exercise 4: Closing circle and song	27
3. Session 3: Relationships	28
Exercise 1: Introduction	29
Exercise 2: Hopes for and expectations of marriage and family relations	30
Exercise 3: Joys of and problems in relationships	32
Exercise 4: Relationships – Happy or unhappy?.....	33
Exercise 5: Closing circle	34
4. Session 4: Peer group meeting	35
5. Session 5: Family health	36
Exercise 1: Introduction	37
Exercise 2: Preparing for intimate relationships	38
Exercise 3: Pregnancy care.....	39
Exercise 4: Fertility	42
Exercise 5: Closing circle	45
6. Session 6: Violence in relationships	46
Exercise 1: Introduction	47
Exercise 2: Positive and negative uses of power	48
Exercise 3: Abuse in intimate relationships.....	49
Exercise 4: Consequences of violence	51

Exercise 5: Closing circle and song	52
7. Session 7: Supporting women experiencing violence in relationships	53
Exercise 1: Introduction	54
Exercise 2: Supporting abused women	55
Exercise 3: Support for abused women from family and neighbours	57
Exercise 4: Closing circle	59
8. Session 8: Changing behaviours	60
Exercise 1: Introduction	61
Exercise 2: Understanding power	62
Exercise 3: How we deal with conflict – Attack, avoid and manipulate	64
Exercise 4: ‘I’ statements	66
Exercise 5: Taking control	68
Exercise 6: Closing circle	69
9. Session 9: Being assertive and showing appreciation	70
Exercise 1: Introduction	71
Exercise 2: Saying “no”	72
Exercise 3: Developing persuasion skills	74
Exercise 4: Expressing appreciation	75
Exercise 5: Assertive responses	76
Exercise 6: Closing circle	77
Exercise 7: Imaginary gifts	78
10. Session 10: Final peer group meeting	79
11. Appendices	80

Introduction

What is Moyo Olemekezeka?

Moyo Olemekezeka is a workshop series designed to help promote harmony, reduce violence and improve the economic conditions of women within families. By considering wider family dynamics when working with local communities, it aims to create a socio-economic environment that enables women to enjoy greater protection from sexual and gender-based violence, with a focus on violence against women and girls. The workshop comprises two parts:

- 1) Social empowerment;
- 2) Economic empowerment and livelihoods.

The workshops address questions of gender, relationships, family conflict, violence and communication. When family members are in conflict or a family member is abused, this can affect all members of that family. In the workshops, participants are encouraged to recognise that relationships between husbands and wives are embedded in the broader context of the family and the community in which they live. These strongly influence how they act, the existing possibilities and our ability to lead lives that are safe and happy. Knowledge is important, but to make changes in our lives, we need to understand what affects our behaviour and that of the people around us, and we need certain skills to be able to better communicate with our families and the community.

Moyo Olemekezeka workshops provide opportunities for participants to examine their values and attitudes towards gender and relationships within the family, to build their knowledge on health and to develop skills to help them communicate effectively. The workshops are based on participatory learning approaches, which take into account that people learn better when they are able to discuss and decide independently, rather than just being lectured. The workshops are designed for men and women, for the young and elderly. Each session has been designed to build on previous sessions, so this manual is intended to be used in its entirety with a group of participants who work through all the sessions.

How is Moyo Olemekezeka different from other methodologies?

Moyo Olemekezeka is unique in that it:

- Focuses on skills building: the workshops help to build participants' critical reflection, communication, relationship and negotiation skills;
- Employs participatory learning approaches: no didactic teaching (classroom style); participants' existing knowledge is explored, affirmed and supplemented;
- Is flexible: many of the exercises have been used successfully in other countries and regions and with all age groups; participants themselves determine the focus of each exercise and tailor it to their lives and culture;
- Focuses on gender: the workshops are designed to be a gender transformative intervention, enabling participants to reflect on who they are as men and women, their existing ideas and expectations around how men and women should act, how they relate to the other gender and how fair this relationship is; the **Moyo Olemekezeka** programme promotes gender equity and helps participants explore how their relationships could be more fair and equitable;
- Focuses on communication: communication about sensitive matters is often difficult; therefore, the workshops attempt to equip participants with the skills they need to help express what they want to say, even in relation to difficult subjects, in a way that is assertive but not threatening to others; and,
- Places an emphasis on empowerment: the workshops show participants how to decide for themselves what they can do to improve their relationships and their lives. In this way, it gives participants skills that can be applied in areas of life far beyond the scope of the material discussed in the programme.
- Deliberately aims to include women and men with disabilities as both facilitators and participants.

Using Moyo Olemekezeka

The manual

This manual outlines the **Moyo Olemekezeka** programme, and each session is intended to build on the previous ones. It is important to follow the sequence of the exercises in the sessions, rather than picking and choosing exercises. This is because earlier exercises are designed to provide the foundations to working through some more difficult issues, therefore skipping earlier exercises might make it challenging for participants to handle subsequent, more confronting exercises. Similarly, omitting later exercises would lead to participants possibly missing out on acquiring key skills to help them put their knowledge and ideas into practice.

The programme aims to enable individuals, their families and their communities to change their behaviour through the exercises. The manual is based on the assumption that family and community-wide change is best achieved through a personal commitment from each of its members. This demands some effort from each participant involved in the workshops and, as explained below, participants are strongly encouraged to make a commitment to attend all the sessions.

Facilitating Moyo Olemekezeka

Conducting **Moyo Olemekezeka** training requires a number of skills, including: experience in participatory learning approaches, facilitation, communication and counselling skills, gender and sexuality awareness, open-mindedness, creativity, imagination and humour and the ability to be inclusive and work with a range of participants, including those with disabilities. This manual was written for people who have these skills and who work with local groups. These skills are important, but in order to run the **Moyo Olemekezeka** workshops successfully, it is also crucial that facilitators have the time – and institutional support – to run the workshops over a period of a few weeks.

Active facilitation of **Moyo Olemekezeka** is vital. Facilitators must summarise and draw conclusions from each exercise and enable participants to summarise what they learned in each session, whilst also being able to challenge the participants. The key to building participants' knowledge through a participatory approach is the ability to question what is said in a way that makes participants think, rather than just contradict them by saying they are wrong. It is very important to do this, otherwise the group environment can potentially reinforce unhelpful attitudes or popular myths. The order of the exercises is designed to facilitate this process, recognising the importance to draw on the ideas and principles discussed in earlier sessions to help participants question what is raised in the later sessions.

Ideally, before using this manual, facilitators should attend a training course. If this is not possible, it is important to work through the material even if it seems familiar. For instance, as facilitator, begin by reading the entire manual, together with the colleagues running these workshops. Then try out the exercises among yourselves, going through the sequence that the manual suggests.

Moyo Olemekezeka is designed to challenge people's (including our own) attitudes and behaviours towards themselves and others. You are likely to find this rather confronting. You may also feel nervous about things going wrong or not going according to plan. Going through the manual beforehand will therefore help you work through some of your worries, and also alert you to any areas that might be difficult for the community and any challenges that may arise. Practising the exercises as if you were a participant will give you the opportunity to experience the exercises first-hand, which should make you a more effective facilitator.

Training facilitators

It is recommended to train facilitators to conduct the **Moyo Olemekezeka** workshops. An ideal training programme should last about 10 days and should be structured as follows:

Days 1–3: Facilitators to go through the entire **Moyo Olemekezeka** programme as participants.

Days 4–7: Background information on the core areas covered by the programme should be provided so that facilitators can gain the relevant expertise for authoritatively facilitating the sessions and answering any questions that may arise. During this time:

- 1) Have further discussions on gender inequity and gender relations to build understanding of gender-based violence, related laws/or social norms, services and sources of help;
- 2) Build knowledge on the health issues covered in the workshops;
- 3) Encourage non-judgmental attitudes among facilitators (it may be useful to invite guest speakers to talk about difficult issues such as becoming divorced, living as a divorced woman, being a widow, abandonment by a husband or infertility); and
- 4) Build participatory facilitation skills.
- 5) Discuss and build knowledge about how best to include all participants including those with disabilities.

Days 7–10: Facilitators should go through the programme again and each take turns to be the facilitator of different sessions with their colleagues. They should be given feedback and guidance on their facilitation skills and they should use this time as a chance to discuss how the work will be organised and the sources of information required to support problem solving in the groups.

Participants and groups

Groups

Moyo Olemekezeka is designed to be used for small groups of peers, not for open meetings. As good practice shows, people share and learn best from talking first with those who are most similar to them. Talking about families and relationships is often difficult, and even more so in large, mixed groups. Peer groups provide a safer space to express views and feelings that might be difficult to talk about with people of other generations or the opposite sex. It is also easier to build trust and confidentiality in a small peer group. Therefore, we strongly recommend that you use this training material for small, single sex peer groups only, and not for open meetings.

Size

The ideal size for a peer group is 15–20 people. This is large enough to work with and small enough to encourage everyone's individual involvement. The total number of participants will be determined by the number of families involved, and the availability of workshop space to accommodate groups in keeping with the COVID-19 prevention regulations. We suggest not to work with more than 20 people (meaning working with 10 families) at a time. Due to the COVID-19 pandemic, the number of families needs to be smaller, such that people can be grouped into two or more groups and each session has to be conducted separately with each group. This is particularly important when peer groups are meeting, and where possible, facilitators should ensure there is enough space to allow for the workshops to run while adhering to physical distances of 1.5 metres between participants. This can be achieved if facilitators are able to find a big hall or run the big workshop outside.

Selection

There are no rules for selecting groups, however bearing in mind that people generally talk more freely with people like themselves. We recommend four separate groups: younger women, older women (those who have married children), younger men and older men. Apart from during the mixed peer group meetings, groups are always single sex and generally it is best to select people in the same age group who are likely to have similar life experiences. We also make room for separate sessions with women and girls or men and boys with disabilities and these will run in separate age/sex groups to enable them to freely discuss issues that are of particular concern to them. The role of the facilitator is to make the participants with disabilities aware of this option and arrange it if the participants want them. It is important to ensure that peer group members are comfortable with each other. Peer group work highlights the power of the **Moyo Olemekezeka** approach: *if peers as a group make a decision (or pledge) to change their behaviour in a particular way, they can help each other adhere to this commitment*. Sometimes behaviour change is most difficult when we try to do it ourselves, because it gives way to the perception of being the only ones losing out on the benefits of a common yet harmful practice. If we make decisions to change with our peers, it can feel easier.

If you want to have the most impact on families and a community, we recommend that you work with different age groups – younger and older. This is important because younger people are greatly influenced by the behaviour of elders and

elders may be very influential for young people who have not attended the workshops. If people of all ages are trained, they are better able to reinforce the use of these skills in daily life and it is much easier to ensure changes are sustainable beyond the period of the programme. There is no age limit on the ability to benefit from **Moyo Olemekezeka**.

Moyo Olemekezeka aims to be inclusive, so you should try and consider including not only participants from different age groups, but also women and men with disabilities. If there are a number of participants with disabilities participating in the workshops, you can ask them at the start of the workshop sessions whether they would like an additional separate peer group session, either single sex or mixed, to be able to discuss particular issues that they face.

It is preferable for couples to both participate in the workshops, but it is not always possible where one partner works in another community or in the city. The absent participant should be encouraged to attend the workshop whenever possible. If both partners participate, it is much easier to put into practice the ideas about relationships that come out of the workshops.

Meetings of peer groups

Ideally, **Moyo Olemekezeka** will be provided to different peer groups in a community (or other settings) and these will run in parallel so that the different groups are doing the sessions at about the same time. Where possible, it is ideal to schedule meetings, so that peer groups can come together and have an opportunity to communicate with one another about their feelings and views on matters that have been explored in the sessions. This promotes communication between the different peer groups, gives people a chance to practice assertive communication, and provides an opportunity to build understanding across sex and age divides.

Location

Privacy

It is a good idea to find a private place to conduct the workshops, as adults are not likely to want to have children around during the sessions.

Size

You also need to choose a location that is small enough for groups to feel comfortable but that at the same time has enough space for people to move around. The space must enable participants to maintain the required physical distance as per the COVID-19 prevention protocols. If you choose a large hall as the location, you can make it feel smaller by organising participants to sit in a circle.

Accessibility

You will need to choose a location that is easily accessible to any participants with disabilities and that any necessary support is provided to facilitate their participation.

Timing

Time of year

The timings of the workshops should take into account seasons and holiday periods or busy periods on farms. If a workshop clashes with other activities in the community, attendance is likely to be very low. Plan ahead to avoid this happening. Unexpected events, such as inclement weather or transport breakdown, can interrupt your schedule. It is therefore always a good idea to allow extra time in the schedule so that you do not run out of time.

Time of day

At what time of day you train can be just as important as where you train. It is best to ask different groups in the community what would be the best times for them to meet. You can then arrange a number of different session times to fit in with each peer group.

Duration of workshops

We suggest that you run the workshops over a few weeks on a one- to two-session-per-week basis. We recommend that you do it over this length of time so that people can put what they are learning into practice in their day-to-day lives between each session. If the sessions are too far apart, however, people can forget what they did in the last session.

Duration of each session

Each session lasts around two to three hours, depending on the participants. Some participants may want to explore issues in more depth, and some may work through the material more quickly. For this reason, we have only given guidelines about how long each exercise should take. We have, however, designed the sessions so that they take on average two to three hours.

In each session, we suggest you spend around:

- 1) 10 minutes on the introduction
- 2) 10 minutes on each of the warm-up and wind-down exercises
- 3) 40–60 minutes on each longer exercise

If any of the groups feel that they need more time, we suggest they should be allowed the flexibility to spend more than one meeting on each session.

Pace

Each group will have its own starting point and perspective. It is important that groups are given the time and space to work through the sessions and develop their understanding of all the issues at their own pace. If a group needs more time, you may need to arrange extra sessions.

How the sessions are structured

The rest of this manual presents the sequence of sessions. At the end of some sessions and at the end of the manual (Appendices), additional information is provided to help you run the sessions. Below is a summary of a few basic principles upon which all the workshop sessions are designed.

Aims

The aims of each session are outlined for facilitators. At the start of an exercise, facilitators should not say what the aims are as this may constraint the discussions. You can explain what the aims were when you sum up at the end of a session.

Emphasis on 'we' and 'us', not 'they' and 'them'

Throughout the text, we have used the words 'we', 'us' and 'our' and have tried to avoid 'they', 'them' and 'their' when talking about concerns and dilemmas in order to make the point that we all benefit from listening and understanding ourselves and others. If you use the words 'we', 'us' and 'our' during your sessions, you will find that participants will quickly develop confidence in you as someone who is willing to reflect and to share.

No note taking

Please strongly discourage note taking during the sessions. Nobody needs any pen or paper, except when you provide it for particular exercises. Note taking can be very unsettling for the other members of the group, particularly when people are talking about sensitive or private issues. It also signals that the person who takes notes is not involving him or herself fully in the group's activities.

Use of games

Many of the sessions include games, which some participants might object to as being childish. Sometimes facilitators who are unfamiliar with participatory techniques prefer to have a discussion instead and find conducting a game or another interactive exercise a bit daunting. But a discussion is rarely as productive as an analysis of a game or interactive exercise. Once people see how useful these techniques can be, they feel more prepared to continue with them in further sessions. If you have participants with a disability you will need to carefully plan games and physical exercises to include them.

Use of role play

Moyo Olemekzeke includes a number of exercises in which participants are asked to perform a role play. Role plays are an incredibly powerful learning tool because they require the actors to process, and therefore really think through, their ideas and not just repeat them. Participants remember lessons they learn through role play long after they would have forgotten facts they were taught in lectures. Acting can feel daunting for people who are not used to it, but it is amazing how quickly participants can settle into different roles. We do not provide scripts for role plays and do not specify exactly the situation that is to be performed. This is because role plays must reflect the real-life situations of participants and they are the best people to know what those are. Try to avoid telling them what to role play, although you can help them decide if they are too shy to come forward with an idea. Remind them there are no prizes for good or bad acting.

Sitting together in a circle

To encourage people to feel part of the group, as well as to participate fully, we would strongly encourage groups to sit in a circle rather than in rows. This way, people are able to make eye contact, and everyone is on the same level.

Other things to keep in mind

Counselling and giving advice

People may want to ask your advice about their situation. As a facilitator, you should not give advice to participants. You can give information and ask relevant questions to help a participant decide what to do for him/herself (e.g. What do you think would be best? Have you considered if there are other options? Have you thought about talking to your family about the matter?). Depending on the problem, it may also be appropriate to refer the participant to a service, such as a health clinic, for assistance. A few sessions on health and violence will require the involvement of a health worker or a counsellor. Approach them to join the sessions and prepare them to address some issues that are locally relevant but explain the delivery approach of this intervention is participatory so information giving will be provided as the session progresses or at the end.

Working in a small community

Before you start planning the workshops, we recommend that you first meet with the people who are regarded as community leaders to explain what you want to do. Remember to think of women's leaders, as well as the religious leaders, political leaders or leaders of other groups in the community. You may need to conduct several small preparatory meetings to ensure that you have contacted everyone concerned. The more the leaders of the community are supportive from the beginning, the higher the chance of conducting a successful workshop without these people feeling worried or threatened. Do not underestimate the importance of this first step. It is especially important if this workshop series is the first involvement that you are going to have with the community.

Informal contacts can also greatly help. Go and sit in a tea shop and chat with whomever is there. Find teachers at schools to let them know what is going on and to see if any of them want to attend. Talk to the shopkeepers or traders to gain their interest, and so on. Find out about venues and appointment times. Communities have different needs. Make sure you do not promise what you will not be able to deliver.

1. Session 1: Let's communicate

Purpose:

The purpose of the first session is to help a peer group form itself, and to help participants develop skills around listening, analysing communication and cooperation. There are many exercises in this session, but most of them are very short and some may take less time than we have allocated for them.

Materials:

Flip chart, pens, markers, sweets.

Time:

2.5-3 hours

Contents		Duration
Exercise 1	Introducing ourselves	10 minutes
Exercise 2	Hopes and fears	15 minutes
Exercise 3	Ground rules	15 minutes
Exercise 4	Trust and confidentiality	40 minutes
Exercise 5	Listening skills	20 minutes
Exercise 6	Body language	15 minutes
Exercise 7	Building self-esteem	30 minutes
Exercise 8	Closing circle	10 minutes

Exercise 1: Introducing ourselves

(10 minutes)

Aim:

For the facilitator to learn the names of the participants, for everyone to have a go at speaking and to have fun.

Description:

Participants introduce themselves to others.

Directions:

- 1) Organise everyone to sit in a circle so they can see each other at the same level, including you. Ensure everyone sanitises their hands well and is wearing their masks correctly. If any of the participants has a disability, ensure that they are provided with any support necessary to make them feel comfortable and able to participate alongside other participants.
- 2) Thank everyone for coming and explain that if people want to do this programme, they must make a real commitment to come to every group meeting. This is because new topics will be discussed at each meeting, which build on what is discussed in previous sessions. Therefore, it becomes very difficult for the whole group if members miss sessions or only attend few sessions.
- 3) Explain that you would like to learn everyone's names, as you are going to be working together for several sessions. You would also like to learn something special about each participant.
- 4) Start off by asking each participant to think of something interesting about themselves. Ask them to share in the group going around the circle until everyone had a chance to introduce themselves. For example, "I am Tikondwe and I like gardening" or "I am Lusungu and I am good at knitting".
- 5) Go around the circle in an anti-clockwise direction, with each group member introducing her/ himself to the rest of the group.
- 6) When everyone has introduced themselves, return to the participant who first introduced themselves and ask that participant to start the next round by saying another fact about him/herself.
- 7) Continue going around one more round encouraging people to find something else about themselves to share with the group as a way of getting to know one another.



If someone cannot think of anything to say about him or herself, it may be because they are shy. Bear this in mind, as these participants may need some help in the other exercises. Some participants may also find it embarrassing to say something they like about themselves. Give a lot of praise and encouragement to the shyer people during the duration of the workshops to encourage and motivate them.

Exercise 2: Hopes and fears

(10 minutes)

Aim:

A chance for each participant to voice their feelings about the workshops, which enables you to gauge their understanding of the programme and adjust any misconceptions.

Description:

Each participant voices one expectation and one concern they have about the workshops.

Materials:

Flip chart, marker or pen.

Directions:

- 1) Explain to the group that it is always a good idea for the facilitator to find out what participants are thinking about the workshops and that it is useful to keep a record of this to look back on at the end.
- 2) Go around the circle and ask each group member to express one thing they want (or hope for) and one they do not want (or fear) to get out of the workshops. Encourage them to say: "I want..." and then "I don't want...". Finish with your own statements.
- 3) Do not make any comments about the participants' wants and concerns as you go around the circle but record their comments on the flip chart.
- 4) Once everyone has stated a hope and a fear, you should provide further information about the workshops. If any hopes are beyond the scope of the workshop, you should explain this now. You could also try to reassure people about their fears.
- 5) Ask participants to remember what they said so that you can all review this together at the end of the workshops.

Exercise 3: Ground rules

(10 minutes)

Aim:

To agree on a set of rules for the duration of the workshops.

Description:

Participants identify a set of rules to follow in the workshops.

Materials:

Flip chart, marker or pen.

Directions:

- 1) Explain to the participants that they will be spending a bit of time together for the duration of the workshops and that in order for them to make the best of this time, it is useful to agree on some rules. What should these ground rules be? Encourage any participants who have an idea for a rule to suggest it. Write it on the flip chart. Encourage anyone suggesting a rule to explain it to the group. *Does everyone else agree with this rule?*
 - If there are any obvious gaps or silences, suggest rules that group members may like to include, such as: we should not judge others for their opinions or abilities; we should respect what others say; we should not gossip outside of the group; we should not interrupt people who are talking; we should participate fully; we should be punctual and not leave early; we should give each person a turn to speak; we should not tell other group members' stories as people should tell their own stories and we should respect the right of someone who decides not to share.
- 2) Once all the rules identified by the group have been written on the flip chart, ask the group to go through them again so that everyone is clear what each rule entails.
- 3) Encourage group members to try to stick to the rules. Ask them to remind you and one another if you or any of them err from the rules.
- 4) Ask one group member to take responsibility for the flip chart. Ask her/him to bring it to each of the sessions so that it can always be referred to if needed.

Exercise 4: Trust and confidentiality

(30 minutes)

Aim:

To understand what is meant by the words 'trust' and 'confidentiality'; to increase awareness about the value of trust, confidentiality and not judging; to think about how we can ensure safety when we discuss personal things in the workshops and in our relationships.

Description:

Participants work in small groups, also ensuring physical distancing, followed by a presentation of the plenary.

Directions:

- 1) Ask the group to split into small groups of four members each. Assign each group a character with a problem (see the box on the right for examples). The character needs advice from someone, perhaps a relative, a neighbour or a health worker. Ask the small groups to discuss among themselves who this character is going to tell about their problem and why he/she would tell that person specifically and not someone else.
- 2) Call everyone back to re-form the whole group and ask them to describe what they have discussed. Consider the different responses and emphasise the similarities. Talk about how we all have secrets or embarrassing feelings that we would like to share with someone whom we feel could reassure or help us. Mention that trust, confidentiality and being non-judgmental are crucial. This exercise shows that people discuss different problems with different people.
- 3) Ask participants to think about themselves: *Do they behave in a way that helps people trust them?* Do not discuss this – it is just a question for participants to reflect on privately.
- 4) Ask the group: *What is good about telling personal stories?* Explain that we learn a lot from talking about our real-life experiences. It can help us understand our lives, solve problems, feel better about ourselves and gain strength from one another.
- 5) Ask the group: *What are the risks of telling personal stories?* Explain that we cannot be sure that all participants will not discuss our stories with other people. If a participant tells someone a secret outside the group, a member of the group might be angry or hurt or may get into trouble with a parent or spouse.
- 6) Ask the group: *What can we do to enjoy the benefits and reduce the risks associated with telling each other our problems?* Explain that we have learned about trust and confidentiality, and now understand the benefits of sharing. If people say that they still feel uncomfortable sharing certain things, you can tell them that they can still share their story by pretending they heard about someone with the same problem (for example, by saying "my friend's husband is cheating on her" instead of saying "my husband is cheating on me"). We must care for each other and not tell private stories outside the group. We should always talk about problems in a considerate way without judging or joking.
- 7) Ask the group what they thought the aim of the exercise was and discuss this.

Examples of problems:

- A 25-year-old with an alcohol problem
- A 36-year-old whose wife/husband wants a divorce
- A 45-year-old man or woman who has tested HIV positive
- A 55-year-old who is severely depressed

Exercise 5: Listening skills

(20 minutes)

Aim:

To help people to realise the importance of listening skills in all life situations including in relationships.

Description:

Participants work in pairs, with a group discussion to follow.

Directions:

- 1) Tell the participants that they will need to do a lot of listening during this workshop. Explain that this exercise will help develop good listening skills.
- 2) Explain to the participants that they need to divide into pairs and maintain a metre and a half from each other (and preferably meeting outside). One of them should describe an event in their life, something that is not deeply personal. The listener should concentrate hard, encourage their peer and show interest in what is being said. After a couple of minutes, the listener should stop listening completely, however, the speaker should continue talking.
- 3) Start the pairs off and after a couple of minutes clap your hands, at which point the listener should stop listening. This person could yawn, look elsewhere, turn around, whistle or walk away – the important thing is that they should no longer listen, while the speaker continues to talk.
- 4) After another minute, clap your hands to signal to the speaker to stop talking. Ask the speaker and listener to change roles. Then, each pair should repeat the two stages of this exercise so that each participant has a chance to speak and listen.
- 5) Call the group to come back together. Ask participants how they showed that they were interested and listening in the first phase and how they showed that they were no longer listening in the second phase.
- 6) Ask the participants how they felt when they were talking and being listened to. *How did they feel when the listener was not paying attention? Did they manage to continue with their story?*
- 7) Recap how people can show they are good listeners. Ask participants about the ways in which we communicate with one another, apart from using spoken language. If someone mentions body language, explain that if we are aware of it, we can often change it to communicate in a different way. This is what the next exercise looks at.

Exercise 6: Body language

(15 minutes)

Aim:

To help participants understand the role body language plays in communication.

Description:

Through role playing, participants are asked to demonstrate how body language can help onlookers understand what is happening, without hearing any words. Participants should not remove the masks as it is possible to tell their demeanour or expression without taking masks off. If there are participants with disabilities consider or check with them before you facilitate this exercise whether there are likely to be any barriers to them communicating with their bodies or faces and how they can be best supported to participate in this exercise.

Materials:

Flip chart, marker or pen.

Directions:

- 1) Ask the participants what kinds of emotions we can communicate with our bodies and make a list on the flip chart. These may include: love, happiness, sadness, anger, submission, strength, weakness and so on.
- 2) Ask participants to split into pairs. Each pair should agree on an emotion to communicate with one another. Without saying anything out loud, they should execute their emotion using only their bodies and faces, and no words. Remind them they still need to keep a distance and not touch each other.
- 3) Give the pairs two minutes to work on their performance and then ask everyone to return to the circle. Each pair then performs their scene to the others. For each performance, ask members of the audience to decipher what is going on. What emotion is each pair trying to convey?
- 4) Now, ask the pairs if the audience was right. If the audience did not guess the emotion, ask someone to show how else you could convey that particular emotion without talking.
- 5) Finish by asking participants to think about the ways in which they can use their bodies to communicate with one another over the next few days and weeks. Encourage them to think how they might use their bodies differently in different contexts in order to convey different messages.



Encourage participants to be aware that people communicate and listen as much with their bodies as they do with their words. Explain how some body language can appear very powerful and aggressive, some friendly and warm, and some weak and submissive.

Exercise 7: Building self-esteem

(30 minutes)

Aim:

To build self-esteem by helping participants understand that they are all special people; to make participants realise that parts of our lives make us happy and we need to remember these, especially when faced with problems.

Description:

Participants complete exercise on their own and then discuss as a group.

Materials:

Paper, pens, crayons. Ensure that the materials and surfaces are sanitised.

Directions:

- 1) Spread out the crayons, pens and paper on a sanitised surface and invite each participant to pick a pen and paper. Ask them to first work alone and write down three things that they like about themselves. Encourage participants who cannot write to draw images or symbols that will represent the three things they like about themselves. Mention that these can centre around their personality, their achievements, appearance or anything that comes to mind, but try to avoid suggesting specific things as it is important for participants to come up with the ideas on their own.
- 2) When everyone has a list, ask participants to share what is on it with the others. Ask the other participants if they have similar things listed.
- 3) Give participants a second piece of paper and ask them to make a list of three things that are important to them. Mention that these can be people, relationships, values, ways they are treated or material things. Again, do not make specific suggestions.
- 4) When everyone has a list, ask the participants to share what is on it. Ask the others if they have similar things listed.
- 5) Give participants a third piece of paper and ask them to make a list of three things that make them feel good or happy.
- 6) When everyone has a list, ask the participants to share what is on it.
- 7) If there are people with a disability in the room, acknowledge that we are all different with different abilities, and that it is very important that we all appreciate that.
- 8) Mention that it is very important to think about what we value and what makes us happy, as we often accept situations that make us unhappy.



In Moyo Olemkezeka, we will explore ways and develop skills for communicating that can help us change situations in which we are unhappy. The path to happiness and having better relationships must start with an understanding that we are all special and by recognising what makes us unhappy. Only then can we determine the route we should follow to make our lives happier. Suggest that participants take their papers home and look at them occasionally to remind themselves that they are special and about what makes them happy in life.

Exercise 8: Closing circle

(10 minutes)

Aim:

To wind down the session and bring it to an end.

Description:

Final exercise to conclude what was learned and to share the positives and negatives about the session, and to solidify the bond of the group.

Directions:

- 1) Explain that this session is now coming to an end and that to finish up, there will be a closing circle to review.
- 2) Ask the first person to your left to say something they found difficult about the session and then something that they found good about the session. Ask her/him to use the phrases “I didn’t like it when...”, followed by “I liked it when...”.
- 3) Then, ask the next person to also say one thing they found difficult and one thing they found good about the session, and one thing they will share with someone before the next session.
- 4) Continue going around until all participants have shared their positives and negatives about the session.
- 5) Finish by thanking everyone for attending and encourage them to come back for the next session where we will be discussing how we interact with one another as women and men and family members.

2. Session 2: Men and women – Expectations versus reality

Purpose:

The second session aims to help participants explore constructed images and realities of the ideal man and woman, as well as how these are shaped and what implications they can have on individuals.

Materials:

Flip chart paper, markers or pens.

Time:

2 hours

Contents		Duration
Exercise 1	Introduction	10 minutes
Exercise 2	Mime a lie	10 minutes
Exercise 3	Men and women, young and old – The ideal and the reality	90 minutes
Exercise 4	Closing circle and song	10 minutes

Exercise 1: Introduction

(10 minutes)

Aim:

To warm participants up and make them feel able to be actively involved in the session.

Description:

Welcome participants, recall what was discussed in the first session and introduce the new topic.

Directions:

- 1) Sit in a socially distanced circle with the group. Everyone should be at the same level, including yourself.
- 2) Welcome everyone back to the new session. Thank everyone for coming. Enquire about late comers or non-attenders.
- 3) Ask everyone to recount very quickly one good thing that has happened to him or her since the last session and one thing they like about themselves.
- 4) Review the first session. Ask participants to recall what we learned together. Remind them if they have forgotten.
- 5) Explain what we are going to discuss in this session.

Exercise 2: Mime a lie

(10 minutes)

Aim:

A warm-up game that seeks to demonstrate that what people say they are doing is not necessarily what they are actually doing.

Description:

Each person mimes an action and, when asked, says they are doing something else. The next person has to mime what the previous person said they were doing.

Directions:

- 1) Stand in a circle with everyone 1.5 metres apart from the next person. Go into the middle of the circle and mime an action, for example, sleeping or eating. Ask the person who is next to you in the circle to ask you: "What are you doing?" You reply by saying a different action to what you were doing, for example, "I am digging". Everyone will laugh!
- 2) Next, ask the person who asked you what you were doing to take your place in the middle of the circle and to mime what you said you were doing.
- 3) Then, the person next to that person asks what they are doing, and that person also lies about what they mimed.
- 4) The game continues until everyone in the circle has had a go twice.
- 5) At the end, ask the group: What does this game teach us about how we relate to others? We often say we are doing one thing, whereas in fact we are doing something different. This secrecy makes it more difficult to have open and honest relationships with the people in our lives.

Exercise 3: Men and women, young and old – The ideal and the reality

(90 minutes)

Aim:

To explore our perceptions of the ideal younger and older man and woman, and how different young and old men and women can be/are in reality. We are particularly keen to unpack the relationships between a young married woman and her husband, a daughter-in-law and mother-in-law and father-in-law, a son and his mother, including young unmarried women and their intimate partners so please emphasise this in the small group work and discussion. In addition to this, we are also interested in unpacking what some of the expectations and perceptions are of men and women with disabilities in Malawi.

Description:

Small group work and group discussion.

Materials:

Flip chart paper, markers or pens.

Directions:

- 1) Explain that participants will be exploring how different people in society are expected to behave.
- 2) Ask the participants to break into groups of three or four, to take some flip chart paper and markers, and select one participant who will take notes, someone who will be able to write down the ideas coming out of each group (you should have identified the writing skills of participants during Session 1).
- 3) Ask the groups to divide the paper into two columns. The first column should have the heading 'Ideal' and the second column should be named 'Reality'. Then, ask the groups to divide each column into two rows and head one 'Husband/wife and family' and the other 'Friends and the community'.

Example:

<i>People of our age and gender</i>	
<i>IDEAL</i>	<i>REALITY</i>
<i>Spouse and family</i>	<i>Spouse and family</i>
<i>Friends and community</i>	<i>Friends and community</i>

- 4) Ask the group to discuss how people of their own age and gender are expected to behave towards their wife/husband and family, and with friends and the community, and list this in the 'Ideal' column. The question to answer is: *How are people of this age and gender expected to behave?* They should also consider whether people with disabilities are expected to behave in the same way or differently.
- 5) After a few minutes, ask the small groups to discuss what is the reality for people of their own age and gender in the family and in the community or with friends. Make notes in the corresponding column.
- 6) After another few minutes, give the groups another piece of flip chart paper and ask them to think about people of the same age but of the other gender and then repeat the exercise. The question to answer is: *What is the ideal way for this age group and gender to behave in society and what is the reality?* They should also consider whether people with disabilities are expected to behave in the same way or differently.

Example:

<i>People of our age but the other gender</i>	
<i>IDEAL</i>	<i>REALITY</i>
<i>Spouse and family</i>	<i>Spouse and family</i>
<i>Friends and community</i>	<i>Friends and community</i>

- 7) Call everyone back to re-form the whole group. Choose one small group and ask them to share their notes. First, the 'Ideal' column should be looked at. The questions to answer are: *Did the other groups have the same points on their charts? Was there anything different?*
- 8) Choose another group's flip chart and ask the group what they listed in the 'Reality' column. The questions to answer are: *Does everyone agree? Is anything missing?*
- 9) Then, discuss what the main differences between the ideal and the reality are. The questions for the participants to answer are: *How easy is it for people of your age and gender to live up to what their families and the society expects? What are the main difficulties encountered?*
- 10) Now, tell the participants that the other gender will be considered. Choose one small group and ask them to share their notes looking first at the 'Ideal' column. The questions to answer are: *Did the other groups have the same points on their charts? Was there anything different?*
- 11) Choose another small group's flip chart and ask the group what they listed in the 'Reality' column. The questions to answer are: *Does everyone agree? Is anything missing?*
- 12) Then, discuss what the main differences between the ideal and reality are. The questions to answer are: *How easy is it for people of your age but of the other gender to live up to what their families and society expects? What are the main difficulties encountered?*
- 13) Now, tell the participants that the other age group will be considered. If younger people were considered first, now turn your attention to older people, and vice versa.
- 14) Ask the participants to break into their small groups again and to take some flip chart paper. Divide the paper into two columns, as before, with one headed 'Ideal' and the other 'Reality'. Then divide each column into two rows and head one 'Husband/wife and family' and the other 'Friends and the community'.
- 15) Ask the groups to discuss how people of the other age group, but of their own gender, are expected to behave to their wife/husband and family, and with friends or the community, and list this in the 'Ideal' column. The question to answer is: *How are people of the other age group but the same gender expected to behave?*

Example:

<i>People of our gender but of different age group</i>	
<i>IDEAL</i>	<i>REALITY</i>
<i>Spouse and family</i>	<i>Spouse and family</i>
<i>Friends and community</i>	<i>Friends and community</i>

- 16) After a few minutes, ask the groups to discuss what is the reality of life for people of their own gender but the other age group in the family and in the community or with friends. Make notes in the corresponding column.
- 17) After a few minutes, give the groups another piece of flip chart paper and ask them to think about people in the other age group and of the other gender, and to repeat the exercise. The question to answer is: *What is the ideal way for this age group and gender to behave in society and what is the reality?*

Example:

People of the other gender and different age group	
IDEAL	REALITY
Spouse and family	Spouse and family
Friends and community	Friends and community

- 18) Call everyone back to re-form the whole group again. Choose one small group and ask them to share what they listed on their flip chart. Look first at the 'Ideal' column. The questions to answer are: *Did the other groups have the same points on their charts? Is anything different?*
- 19) Choose another group's flip chart and ask the group what they listed in the 'Reality' column. The questions to answer are: *Does everyone agree? Is anything missing?*
- 20) Ask the participants to discuss what the main differences between the ideal and reality are. The questions to answer are: *How easy is it for people of your age but of the other/ different gender to live up to what their families and society expects? What are the main difficulties encountered?*
- 21) Now tell the participants that the other gender will be considered. Choose one small group and ask them to share what they listed on their flip chart, looking first at the 'Ideal' column. The questions to answer are: *Did the other groups have the same things on their charts? Is anything different?*
- 22) Choose another flip chart and ask the group what they listed in the 'Reality' column. The questions to answer are: *Does everyone agree? Is anything missing?*
- 23) Now ask the participants to discuss what the main differences between the ideal and reality are: *How easy is it for people in the other age group and of the other gender to live up to what their families and society expects? What are the main difficulties encountered?*
- 24) Ask the participants:
 - Is it easier to live as a man or woman in the community? Are the differences fair?
 - In what ways are our cultural and religious beliefs and practices making it difficult to be a man or a woman in the community?
- 25) Explore with the group what is expected of women and men with disability: record on a flipchart comparing what is expected of women versus men regardless of the type of disability they have.
- 26) Conclude by explaining that the idea of this exercise is to help people appreciate that there are expectations in our families, among peers and in the community, around how people of different genders, ages and marital statuses should behave. These expectations place different pressures on people, but also provide people with different opportunities. Sometimes we are under pressure to behave in ways which we do not want to, which do not make us happy and may undermine our ability to achieve our goals. Unfair expectations can be placed on us regardless of our cultural background or practices.



Young married women in Malawi often find it very difficult to do what is expected of them and the burden of having to do different tasks can make them unhappy. Women are often advised to tolerate their lives, but this does not help them to solve their problems or become happier. Some of these women are not allowed by their husbands or in-laws to find work but find themselves without the financial resources they need, and this makes their lives difficult. Those young married women who are abandoned have an even more difficult time trying to fend for themselves and their children with little or no help from the absconded husband's family. Some of the young married women have to leave their in-laws' home to find work and face more challenges to earn the income that will enable them to meet their household needs.

Married men may also be highly stressed as they are expected to provide financially for their household and also contribute to the broader family, but yet there are very few work opportunities in Malawi. Married men may also be drawn

into conflict between their mother and their wife, which creates difficulties. Although men also face problems, in general they have more control over many areas of their lives than women do.

Older men and women are often expected to no longer have intimate marital relationships: do such expectations apply in Malawi? This may also place a burden on them. Women often become depressed as they become older and experience changes in their bodies that they find distressing. This can lead to further tension at home. We hope to come back to many of these topics during the course of the workshops.

Men and women with disabilities in Malawi are also expected to behave in specific ways. It may be assumed that they are unable to work and have to be provided for by their families. They and in particular, women and girls with disabilities may find it difficult to access sexual and reproductive health care information and services. According to studies, women and girls with disabilities are 5 times more likely to experience high levels of violence in the home and outside and generally be discriminated against by their families, communities and society at large. Cultural and religious beliefs and practices also contribute to the challenges of being a woman or a man of any age group and can lead to more problems that women in particular face in society.

Tell participants that there will soon be a meeting with all the peer groups and that all participants should present the ideal and reality for their age group and gender. Each group should choose the flip chart they will use for the presentation – it should have everyone's ideas on it – and nominate two people to present.

Exercise 4: Closing circle and song

(10 minutes)

Aim:

To wind down the session and bring it to an end.

Description:

Final exercise to conclude what was learned and to share the positives and negatives about the session, and to solidify the bond of the group.

Directions:

- 1) Explain that this session is now coming to an end and that to finish up, there will be a closing circle to review.
- 2) Explain that one volunteer is needed to present a flip chart showing the ideal and reality of the lives of people of the same age and sex as the peer group. Clarify what is on the chart, drawing on the discussions of the day.
- 3) Next ask everyone to stand in a tight circle with you. Ask the first person to your left to say something they found difficult about the session and then something that they found good about the session. Ask her/him to use the phrases "I didn't like it when...", followed by "I liked it when..."
- 4) Then, ask the person to your left to also say one thing they found difficult and one thing they found good about the session, and one thing they will share with someone before the next session.
- 5) When everyone has shared their positives and negatives about the session, wish everyone goodbye and remind them of the next date for the next session.

3. Session 3: Relationships

Purpose:

Discuss relationships in family, encourage participants to think about happy and unhappy relationships through group work and promote good family relations.

Materials:

Many small pieces of paper (around 5cm x 5cm each), pens or pencils, flip chart paper, markers, sticky tape, Blu-Tack or Prestik.

Time:

3 hours.

Contents		Duration
Exercise 1	Introduction	10 minutes
Exercise 2	Hopes for and expectations of marriage	40 minutes
Exercise 3	Joys and problems in relationships	60 minutes
Exercise 4	Relationships – Happy or unhappy	30 minutes
Exercise 5	Closing circle	20 minutes

Exercise 1: Introduction

(10 minutes)

Aim:

To warm up participants and make them feel able to be actively involved in the session.

Description:

Welcome participants and recall what was discussed in the last session and introduce the new topic.

Directions:

- 1) Sit in a circle with the group. Everyone should be at the same level, including you.
- 2) Welcome everyone to the new session. Thank everyone for coming. Enquire about the latecomers and/or non-attenders.
- 3) Ask the participants to recount very quickly one positive thing that has happened to them since the last session and one thing they like about themselves.
- 4) Review the last session. Ask the participants to recall what was learned – images and reality of men and women, how much we influence how others act, etc. Remind them of anything they have forgotten.
- 5) Explain that relationships will be discussed in this session.

Exercise 2: Hopes for and expectations of marriage and family relations

(40 minutes)

Aim:

To explore what it means to be married, including for people with disabilities.

Description:

Pair work, followed by a group discussion.

Materials:

Flip chart paper, markers or pens.

Directions:

- 1) Explain that we are now going to talk about marriage. In Malawi, some men and women are able to choose a partner they are in love with and get their family's permission to marry that person. In other cases, girls are married to men while they are very young and often without their explicit agreement to the marriages. In this exercise, we will explore what different people (whether the married couple or people related to them) hope to get from a marriage.
- 2) Ask the group to divide into four small groups, select a notetaker for their groups and give each a piece of flip chart paper. Label each section as follows: wife, husband, parents of husband and parents of wife.
- 3) Ask the groups to discuss among themselves and note down what they think a wife hopes to get from the marriage, a husband hopes to get from the marriage, the parents of the wife hope to get from (or achieve through) the marriage and the parents of the husband hope to get from (or achieve through) the marriage in the corresponding columns.
- 4) Groups should also discuss how hopes and expectations differ in relation to women and men with disabilities. What are the hopes and expectations of the women and men with disabilities themselves and what are the expectations of their family members? What is known about the practice of child marriage amongst children with disabilities in Malawi?



Sometimes gains from a marriage are material (e.g. dowry or not having to feed the bride any more), sometimes it will be a work contribution (e.g. housework, gardening, etc.) and sometimes it will be an emotional or symbolic gain such as love or having children to extend the family. Explain these may differ according to a matrilineal or patrilineal culture followed by the woman's family.

*In a **matrilineal marriage system**, the husbands come to live with their wives' families and are expected to get land and build a house for their wives. But this land remains the property of their wives even if they separate or divorce. When husbands fail to acquire land or buy a house for their wives, this can stress the relationships and cause conflict in the marriage. On the other hand, when the husband does acquire the land, it indirectly belongs to her as her maternal uncle has the authority over the family and possessions.*

*In a **patrilineal marriage system**, the wives come to live with their husbands' families and are expected to play a significant role in domestic work and are not entitled to land; the land and other possessions are believed to belong to the men's families and are linked to husband's ancestors. If wives become separated or divorced, they are expected to go back to their natal families without a claim to the land they may have contributed towards acquiring. If the husbands die, the wives may be forced to leave their property, especially if they marry another man.*

- 5) Call the groups together and ask one to share what they listed in the 'Wife' column. Ask the entire group if anyone has anything different.
- 6) Then ask another group to share what they listed in the 'Husband' column and ask all participants whether anyone has anything different.

- 7) Then ask another group to share what they listed in the 'Husband's parents' column. Ask all participants if anyone has anything different. Then ask another group to share what they listed in the 'Wife's parents' column. Ask all participants if anyone has anything different.
- 8) Ask the groups to share what they listed in relation to women and men with disabilities.
- 9) Ask the group: *What are differences in what these various people want to gain from a marriage? How have these gains changed over time?* You might want to look at whether the differences are associated with hopes and expectations related to material, work or emotional and symbolic gains.
- 10) Ask the group, and give time for the participants to reflect on these questions:
 - *How often do people get what they want from a marriage?*
 - *Does the way one is married contribute to whether they are happy in the marriage or not? (Here explain that we are talking about having the choice to marry, marrying because of circumstances like poverty or culture or societal expectations or arranged marriage)*
 - *Does it matter how one gets married?*
- 11) Assess and point out how many groups have discussed child marriage and further ask participants: *What do young girls who are forced into marriage hope to gain from the marriage?*
- 12) Discuss the issue of child marriage with participants:
 - *Is it common for young girls to be married in our community?*
 - *Why do families do it?*
 - *What power do young girls have to disagree to the marriage?*
 - *Under what circumstances is it acceptable to disagree to the marriage?*
 - *What happens when they refuse to get married?*
 - *What are the effects of marrying at a very young age on the young girls? What does the family lose, that they cannot get if they do not marry their girls young?*
- 13) Conclude the discussion by highlighting that this exercise has shown us that different people want to achieve different things from the marriage. It is no wonder then that marriages are often seen as unhappy and that there is ensuing conflict. Acknowledge that in some marriages, young women and girls are not able to choose their husband or decide whether they want to get married, and that this contributes to unhappiness.



Getting married young may also undermine their physical development and could cause reproductive health problems like miscarriages. Those having children at a young age may not have the material support or skills to ensure the health of the child. Marrying young, coupled with no access to education or having access to opportunities to earn a livelihood like a job or business, can also worsen a girl's socioeconomic situation, particularly because they usually do not have control over resources in the household because of unbalanced power dynamics in the family. This is mainly so if the girl is married to an older man, which is usually the case.

Marrying girls at a younger age was a way of life some decades ago, but the world and the laws have shifted because of the current problems that accompany child marriages and because it is a violation of the girls' rights. Families need to think about the effects of child marriage on their daughter, or the other family's daughter. The laws have changed to protect girls and young women and where laws contradict each other, there is on-going work to correct this including development of community by-laws whose enforcement are at times more effective than national laws, awareness programmes and other community level work like mother groups who act as whistle blowers on child marriages and support young brides. . National leaders are beginning to recognize the harmful effects of child marriage.

*The Malawi **Marriage, Divorce, and Family Relations Act** on marriage stipulates the rightful age for marriage to be 18 years and this applies to all people regardless of sex, disability, ethnicity and sexual orientation. This act was passed in 2015. The constitution was also amended in 2017 to raise the minimum age of marriage from 15 to 18. Whilst these laws are passed, Malawi remains one of the countries with the highest child marriage rates, at 42%. Parents have an important role to play in protecting girls from this harmful practice.*

Exercise 3: Joys of and problems in relationships

(60 minutes)

Aim:

To help us acknowledge and discuss the problems we face in our relationships and with our families. Although joys are also discussed, it is important that we use this exercise, first and foremost, to explore problems in relationships.

Description:

Individual work.

Materials:

Small pieces of paper, crayons, pens or pencils, flip chart paper, marker.

Facilitator's note:

Many issues raised here may conflict with your values. It is important to remain non-judgmental throughout the exercise.

Directions:

- 1) Explain that we are now going to talk about our intimate relationships. First, lay out and ask participants to pick a sanitised pen or pencil and five small pieces of paper each. Then ask them to write or draw anything that comes to mind when they think of relationships between husbands and wives. Explain that these things can be good or bad, funny, and happy or sad.
- 2) While they are doing this, write the words 'Joys' and 'Problems' on two separate pieces of flip chart paper. Write a few things yourself to add onto the participants' pile in case they do not mention these: such as living with a disability, not bearing children.
- 3) Collect the small pieces of paper into a large pile and explain that you will go through each one and ask the group to identify if it is a joy or a problem. You will not be writing anything on the flipchart but will be pasting the pieces of paper with either joys or problems on the flipchart.
- 4) Take the first piece of paper and ask: "Is this a joy or a problem?" Ask if everyone agrees.



Sometimes what will be written on the paper will obviously be a joy and there is no need to discuss it. It may also be a duplicate of a previous paper so again no need to discuss it. If what is written is unclear, ask the group "How does this happen in relationships?". Then everyone can decide if it is a joy or problem together. Sometimes there will be disagreement so create a third pile, on which you put papers that describe both a joy and a problem. Make sure the group discusses when something can be both a joy and a problem. It is particularly important that each of the problems is explained and everyone understands that they are problems.

- 5) After you have finished this part of the exercise, ask participants to pick more paper and ask everyone to think about relationships between a mother-in-law and a daughter-in-law and write what comes to mind.
- 6) Now, repeat what you did before by collecting the papers into piles and sorting them into joys and problems with the group.
- 7) Now, repeat the same exercise for relationship between a daughter-in-law and other in-laws, ask them to write what comes to mind about that relationship and sort into joys and problems. Encourage the group to include examples relevant for women with disabilities.
- 8) Conclude the exercise by saying that we often find it hard to talk about difficulties we have in relationships between a husband and wife and between a mother-in-law and a daughter-in-law and a daughter-in-law and other in-laws. This exercise has shown that there are many joys in these relationships but also many problems. We hope we will be able to show how through Moyo Olemekezeka we can find ways of changing how we live and reduce our problems.

Exercise 4: Relationships – Happy or unhappy?

(30 minutes)

Aim:

To explore how family relationships can be happy or unhappy.

Description:

Role play – ensuring physical distancing.

Directions:

- 1) Explain that in this exercise, we will delve deeper into the relationships in the family. Divide the group into three smaller groups. Ask one group to prepare a role play that shows a happy marital and family relationship. Two of the group members will act as the husband and wife and the others will act as the other family members or neighbours. All members of the group should discuss and agree how they will demonstrate a happy marital relationship within a happy wider family.



Encourage participants to use real-life experiences in this exercise. Happy relationships should be respectful, cooperative, show support and love, and be non-violent.

- 2) Ask the other two groups to prepare a role play that shows an unhappy intimate relationship within an unhappy family. For example, two group members will act as the husband and wife, while the others will act as the other family members or neighbours. All members of the group should discuss and agree how they will show the unhappiness of the husband and wife, and the wider family.



There are many different ways in which families can be unhappy. Some reasons include no support for the wife, the children may be neglected, there may be alcohol or substance abuse problems, there may be violence against the wife, and there might be gossiping, shouting and possibly pressure to divorce. In other situations, one partner may have mental health problems, others may have no income, no place to stay or no food in the home.

- 3) Call everyone back together and ask the groups to act out the role plays. Discuss: How were the happy and unhappy couples and families portrayed?
- 4) Ask the whole group: For the unhappy role plays, *what could be done to make the relationship better and resolve conflicts? How can people act differently?*
- 5) If none of the roleplays involved experiences of women with disabilities, ask participants to adjust the storyline to involve experiences of women with disabilities. Give them a chance to demonstrate it before point 6.
- 6) Ask the unhappy role play actors to follow this advice and change their role play so that the family situation becomes happy. The characters acting as the husband and wife and the parents-in-law should remain the same, but you may want to change some of the other characters in order to introduce any new people into the story (e.g. a helpful neighbour).
- 7) End by asking five people in the group to state one thing they have learned about families and relationships from this exercise. *Are there any noteworthy differences in the experiences of women with or without disabilities in intimate and family relationships?* Sum up by saying that this exercise has taught us that we all play a part in whether our household is happy or not and may contribute to creating situations of unhappiness.

Exercise 5: Closing circle

(20 minutes)

Aim:

To wind down the session and bring it to an end.

Description:

Final exercise to conclude what was learned, what will be shared with others and to give participants the opportunity to ask questions.

Directions:

- 1) Explain that as we come to a close, we will be talking about the role of power in the kinds of relationships (happy, joyful, unhappy) we have described.
- 2) Write the word 'power' in the middle of a flip chart.
- 3) Ask participants to take turns contributing words and expressions that mean "power" in relation to what happens in the context of intimate relationships or marriage.
- 4) Write their suggestions on the flipchart, around the word "power." Keep this process at the pace of a fast brainstorm. (Suggestions could include strength, ability, authority, violence, force, prestige, control, money, energy, etc.)
- 5) Thank participants for their contributions.
- 6) Ask and discuss:
 - *Would you consider power as positive or negative? Why?*
- 7) Explain that there are many types of power, it can be used positively or negatively. Invite participants to think about the role of positive power in keeping relationships happy and the role of negative power in making relationships unhappy. Explain that in a few weeks we will return to the issue of power once again.
- 8) Thank everyone for coming. Ask each member of the group to say one thing that they have learned today, one thing they will share with someone else and one thing that they are looking forward to doing before the next meeting.
- 9) Ask if anyone has any questions about today's session.
- 10) Explain that the next session will be a peer group meeting and that participants will have to present a flip chart with a summary of the main problems that people of the same age and sex as them have in relationships. Ask for the group to suggest the 6–8 problems to include on the flip chart. Ask for a volunteer to present it at the next peer group meeting.
- 11) Remind everyone of the time and place for the next session and say you look forward to seeing them all again.

4. Session 4: Peer group meeting

Purpose:

To explore how family relationships can be happy or unhappy.

Participants:

Group discussions among the four peer groups: young women, young men, older women and older men. If groups are recruited by marital status, try to keep the married men and women separated during the breakout sessions, as they will come together as part of the peer group sessions.

Materials:

Flip charts made during the previous exercise. Find a bigger open space for this meeting.

Time:

Maximum 2 hours.

Directions:

- 1) Each peer group first presents the ideal and then the reality for the way people like themselves (age and gender) should behave in society, based on the discussions they had in Exercise 3 of Session 2. They can use the flip charts they made.
- 2) Then all participants should discuss whether they agree with the ideals that have been presented. The questions to answer are: *Does our society think there is only one way of being an old man or woman, and a young man or woman (the ideal)? Can anyone think of examples of people who are considered role models in our society who are different?*
- 3) This exercise shows us that most people struggle to live up to society's ideals. However, there are different ways of being a man and a woman and we do not always have to follow the 'ideal'. Sometimes we have to compromise in some areas and accept that we cannot fulfil ideal roles, but instead we can offer something different. For example, a young man may struggle to earn money but can help his wife with her domestic duties, so she has more time for income generating activities.
- 4) Invite each peer group to present their flip chart from Exercise 3 of Session 3, on the main problems that people of their peer group have in relationships.
- 5) Discuss: *What can we all do to help each other reduce our problems?*
- 6) Discuss: *If we can make a request to other peer groups for something that would help us reduce our problems, what would we ask for?*
- 7) Ask for volunteers to share what they have learned today.
- 8) Sum up the main points and encourage everyone to continue coming to meetings. Explain that all the issues raised will be discussed in the later sessions.



Remember to invite a health expert from the local community centre for the next session and explain their role will be to provide information about sexual and reproductive health and to advise parents on how to discuss sex and sexuality with their children, fertility and other health related issues. Ask them to remain open and non-judgmental towards the participants as participants could be restrained by the power they sense health workers have over their clients. Remind them that these sessions are participatory and put value in learning from the experiences of participants. Make sure that participants are aware of this visitor to the next session. The health expert should be someone that is inclusive of people with disabilities and does not replicate harmful attitudes of myths about sex and sexuality of people with disabilities, particularly adolescent girls with disabilities.

5. Session 5: Family health

Purpose:

The purpose of this session is to understand the important aspects pertaining to family health.

Materials:

Flip chart paper, pens, markers, hat, small pieces of paper.

NB: Before commencing this session, identify health workers and invite them to participate in this session to provide information on sexual and reproductive health, adolescent development and fertility.

Time:

2.5-3 hours

Contents		Duration
Exercise 1	Introduction	10 minutes
Exercise 2	Preparing for intimate relationships	40 minutes
Exercise 3	Pregnancy care	40 minutes
Exercise 4	Protecting fertility	50 minutes
Exercise 5	Closing circle	10 minutes

Exercise 1: Introduction

(10 minutes)

Aim:

To warm participants up and make them feel able to be actively involved in the session.

Description:

Welcome participants and recall what was discussed in the last session and introduce the new topic.

Directions:

- 1) The health expert from the local community centre should join you for this session. Introduce them to the participants and take them through the ground rules of the group, explain their role, that they are expected to provide information, ensure that they do not express judgement so that the participants feel free as they may sense the power of the role of health workers over their clients at the health centre. It is important that the information that the health workers provide on sexual and reproductive health for adolescents is appropriate, relevant and inclusive of people with disabilities, particularly adolescent girls.
- 2) Sit in a circle with the group. Everyone should be at the same level, including you.
- 3) Welcome everyone to the new session. Thank everyone for coming. Enquire about the latecomers and/or non-attenders.
- 4) Give participants a chance to share how they have been since the last session, acknowledge any issues that may come up related to Covid-19. Explain that if any of them need one-on-one support or information related to Covid-19, they can consult with the facilitator during break or at the end of the session.
- 5) Ask each participant to quickly recount something positive that has happened to them since the last session.
- 6) Review the last session. Ask participants to talk about what they learned.
- 7) Explain that we are going to discuss family health in this session.

Exercise 2: Preparing for intimate relationships

(40 minutes)

Aim:

To look at what participants look for in a new relationship, how people prepare for relationships and how some of the preparations may be unfair or harmful.

Description:

Group discussion.

Materials:

Small pieces of paper, pens or pencils.

Directions:

- 1) Divide participants into groups of 3-4 and ask them to think about the kind of preparation women and men are taken through to get married and record these on flipcharts:
 - *What kind of preparation are women taken through before they get married?*
 - *Who participates in these activities or rituals?*
 - *What is said to the woman getting married? What is said to the man getting married?*
 - *Are there activities or rituals the same for women with disabilities?*
- 2) After 5 minutes bring participants back into the bigger group and allow each group to present. Place all flipcharts or post them on the wall. Ask participants to look at other groups' flipcharts as you take them through the following questions:
- 3) Now take another flip chart and draw a table and divide it into two columns titled women and men and lead participants through these sets of questions while recording their responses:
 - *Are women taken through the same preparations as men before marriage?*
 - *What are the similarities? What are the differences between these preparations for women and men?*
 - *Are there health related rituals or activities either of them are expected to go through? What are those?*
 - *What is the meaning of the activities that women are taken through compared to men?*
 - *Are there any differences for men and women with disabilities?*
 - *Are there any harmful activities that either are taken through?*
- 4) Reflect on all flipcharts overall. Are there more advantages for women or men? Are there more disadvantages for women or men? What does this tell us about gender privileges in Malawi? What does this tell us about the harm that can be done to women?
- 5) Conclude by saying that there are some ways that women are prepared for intimate relationships like marriage which may differ to how men are prepared if they are prepared at all. This tells us of the double standards in our society because some of the expectations on women are applied differently when it comes to men, and often in ways that are unfair to women. Also add how sometimes this can be even more unfair on women with disabilities. For example, often women are expected to be virgins or to not have had a sexual partner before marriage. Is the same expectation expressed towards men? Actually, it would be a good thing for a man or woman who has had sex with a person other than their future wife or husband to get checked for sexually transmitted infections (STIs) before marriage so that they can get treated.

Exercise 3: Pregnancy care

(40 minutes)

Aim:

To build knowledge on how families can support a pregnancy and what roles a mother and father of the child can play.

Description:

Interactive discussion.

Directions:

- 1) Explain that we are now going to learn about how families can care for pregnant women.
- 2) Ask the group to break into 3-4 small groups and give some flip chart paper to each. Remind the health worker that they should observe the session as you will ask them to contribute during group discussions, but you will give the participants an opportunity to discuss based on their experience and knowledge first.
- 3) On the paper, the groups should draw two women: one in early pregnancy and one in late pregnancy and one when she had given birth.
- 4) The first question for the group is: How does a person recognise a pregnancy? What are the early signs? Ask the groups to mark these on the picture of the woman who is in early pregnancy.



Women's experiences of pregnancy differ and some women cannot even tell when they are pregnant but other women do experience these signs such as: menstruation stopping, breasts getting sore and then bigger, nipples becoming darker, nausea or vomiting in the morning, getting tired, changed food preferences (e.g. wanting fruit or meat); sometimes mood changes.

- 5) Ask the groups to compare their signs of early pregnancy. If anyone mentions a woman's stomach getting bigger, you should clarify that this is something that usually happens later in pregnancy though not all women go through these signs. If it is not her first pregnancy, the stomach can get bigger much earlier.



***You should also mention that:** some women have some of these signs but not all of them. Other women may continue to see menstruation for a few months although they are pregnant and often this happens in early pregnancy. There are also women who experience pain or start bleeding and that can be a sign of a threat of a miscarriage. It is advisable for a woman to confirm the pregnancy at a clinic or by using an over-the-counter pregnancy test early so that she can get the right care from the start. Doing so early can help women pick up any problems early on and if there is a threat to her own life, the law in Malawi allows a woman to terminate the pregnancy to save her life. Pregnant women also need a good support system and the father of the child has an important role to play here even though society may not think this is for the husband or boyfriend to be involved; when fathers-to-be are present and participating in a pregnant woman's life, this increases the chances of an easy pregnancy.*

- 6) The next question for the group is: What *changes are expected* as the pregnancy advances? Ask the groups to mark these on the picture of the woman who is in late pregnancy.



***Signs include:** stomach getting bigger; at around 18–20 weeks the woman will start feeling fluttering in her stomach as the baby moves and later this will feel like kicking; there may be swelling of the fingers, hands and ankles; tiredness; her breasts will continue to get bigger; some pregnant women develop haemorrhoids (blood vessels and tissue in the anus); some get a thick white discharge from their vagina that can be itchy, which is called thrush (treatment for these two latter problems can be sought at pharmacies). Add that these signs may vary depending on the woman of course.*

- 7) The next question for the group is: What are the danger signs in pregnancy, that is the things that may happen to a woman that signal she should go to a health facility without delay?

Danger signs: *There are six main dangerous situations in pregnancy that require immediate care:*

- *Vaginal bleeding:* In early pregnancy this is usually a sign that a woman is at risk of miscarrying. A woman who starts bleeding in early pregnancy should rest until she can be taken to a clinic or hospital for a check-up. If she has severe pain alongside the bleeding, she needs to go to the emergency room as she may have an ectopic pregnancy, which can be fatal.
- *Vaginal bleeding later in pregnancy:* This is a very serious problem as it may be due to the placenta that feeds the baby separating from the woman's womb. If this happens, the baby can die and if there is a lot of blood, the woman can die. A woman who bleeds about 20 weeks into her pregnancy or later should go to a clinic or hospital immediately.
- *Baby stops moving:* All women with healthy advanced pregnancies feel their babies kick and move around inside them. This can happen as often as 10 or more times in an hour. Sometimes women do not notice this as much when they are busy but when they sit down or lie quietly their babies get very active. If babies get stressed, they stop moving or do not move as often. If a woman feels her active baby has stopped moving, she should lie down on her side for a couple of hours and see if the baby starts moving again. If she does not feel 10 movements in two hours, she should immediately go to a clinic.
- *Very rapid weight gain, severe headaches and visual disturbances:* It is normal in pregnancy for women to gain weight gradually and to have mild swelling of their hands and feet. If a woman gains weight very rapidly (e.g. a big change is seen in one or two weeks) and her legs and face are swelling, she may have a condition called pre-eclampsia, which is dangerous and requires treatment. Other signs may be severe headaches and visual disturbances (e.g. seeing flashing lights).
- *Epileptic fit:* A pregnant woman who has an epileptic fit must go to the hospital immediately. This may be caused by high blood pressure and indicate a condition called eclampsia, which can be fatal.
- *Sudden gush of fluid from the vagina:* This is usually a sign that a woman's water has broken. She needs to go to the hospital. Normally this is the first sign that a woman is going into labour, but sometimes contractions do not follow and the woman may need help to go into labour. It is also important to check all is well with the baby at this stage.

8) Now ask: *What other care does a woman need in pregnancy?* Brainstorm as a group and make a list.

9) Ask participants: *Are there different concerns for women with disabilities when they are pregnant?* Explain that all pregnant women may experience challenges during pregnancy and share similar concerns to women with disabilities, however women with disabilities often experience additional barriers and challenges in relation to pregnancy care. Negative attitudes of health workers towards women with disabilities can be a barriers and they often lack emotional support compared with women without disabilities. It is important to consult health workers to learn of personal risks depending on the woman's health.



Care for women in pregnancy:

- *Healthy diet: Pregnant women need to eat fruit and vegetables, and meat and milk so that their babies are born strong.*
- *Rest: Pregnant women get tired and they need to have plenty of rest so their babies can develop. Many women find that doing hard physical work is more difficult during pregnancy, as changes in their bodies make it easier for them to get aches and pains.*
- *Light exercise: It's also unadvisable for women to rest completely in pregnancy so light exercise is good. Heavy lifting and hard work is not good.*
- *Emotional support: Pregnancy is a very emotional time and many women worry that their bodies are ugly when they are pregnant. It is important that their husbands and family show them that they love them.*
- *Alcohol and tobacco: Pregnant women should not drink alcohol or smoke as these drugs may harm the baby.*

- 10) Ask the groups: *What kind of problems do women experiences for a few days, weeks of months after they have given birth?*
- *Vaginal discharge:* a woman may have a vaginal discharge after birth, and this is the way of the body getting rid of the blood and tissue that was inside the womb during pregnancy. This can happen even after the after-birth (placenta) has been removed during the birth. The discharge could have blood clots, but it changes to a lighter colour over time. Women are often advised to wear sanitary pads or cloth for a few weeks after giving birth.
 - *Mental health:* women do not respond the same way after giving birth. Many women experience the joy of having the child but sometimes their minds may not be able to connect with the joy they feel. Some women may feel depressed or weepy or have a generalised feeling of unhappiness after giving birth, and this may become worse when they do not get the support they need to adjust to the chemical changes in their body and the demands of having a small baby. This kind of depression after giving birth is nothing to be ashamed of and when going through it, women need to talk with their health worker and a trusted friend so that they may find ways that allow them rest during the early months as this state of depression can make the new mother feel unhappy about themselves and could do harm to herself or the baby.
 - *Nipple swelling:* not all women are able to breastfeed after giving birth, as some nipples could get cracks or swelling that makes it very painful to breastfeed. Commencing to breastfeed is a process and should be done with care. Health workers can assist with the kind of nipple and breast care women can apply, including a warm cloth, applying salve. The help women get during antenatal care also helps them to prepare for this kind of problem.
- 11) Conclude by saying that we all want pregnant women to be healthy so that they can deliver healthy babies into our families and societies. We all have an important role in supporting and protecting women who are pregnant.

Exercise 4: Fertility

(40 minutes)

Aim:

To examine the causes and consequences of infertility, ways of protecting fertility and options for those who cannot have children.

Description:

Group discussion.

Materials:

A hat, small pieces of paper with the quiz statements written on them, flip chart paper, pens.

Make sure that a sanitiser is made available to participants after the exercise.

Directions:

- 1) Explain that now we are going to learn about infertility.
- 2) Explain that in Malawi, fertility is one of the issues that are discussed in families. In this exercise, we are going to do a quiz about fertility and infertility. Explain that we will pass around a hat and each person will take a piece of paper from the hat and read it out loud.
- 3) The participant should say whether they think the statement is true or false and explain why to the group. After, ask all participants: *Is he/she right?*
- 4) Allow the group to discuss each statement but provide the correct information if anything is incorrect.
- 5) Ask the health worker to help you provide the correct information and provide some more details that may be needed. Invite the health worker to come to the next session.
- 6) Ask the health worker to address the challenges that women with disabilities may experience with getting pregnant and what they can do to understand the impact of pregnancy on their health and the choices available to them.

Quiz statements to write on pieces of paper:

- Men who drink and smoke too much are less fertile.
- The best time for a woman to get pregnant is during her menstruation.
- The best time to have sex to conceive is one week after the end of a woman's menstruation (12–14 days after the first day of menstruation).
- Women are the cause of infertility.
- A woman can get pregnant in her 40s if she is still menstruating.
- A woman with disability should not have children.
- A woman who is breastfeeding cannot get pregnant.
- It is a woman's fault if her child is a girl.
- Women who are very thin find it harder to get pregnant.
- A man can make a woman infertile if he gives her a STI.
- A woman or a man with disabilities will have children with disabilities.
- Healthy couples can have difficulties conceiving.

- If a woman has not conceived in 2–3 years, she will never get pregnant.
- Medical doctors can provide treatment for infertility.
- It is possible for one partner or both partners not to want to have a child.

Answers:

- **Men who drink and smoke too much are less fertile: TRUE**

Alcohol and tobacco reduce sperm production and lower its mobility. This makes the sperm less effective. Women whose partner smokes or drinks often can get pregnant after their partner has stopped or reduced smoking and drinking for a few months.

- **The best time for a woman to get pregnant is during her menstruation: FALSE**

This is a period when a woman will not get pregnant as she is shedding the inner lining of her womb and does not have eggs.

- **The best time to have sex to conceive is one week after the end of a woman's menstruation (12–14 days after the first day of menstruation): TRUE**

A woman can get pregnant 12–14 days after the first day that she menstruates, as this is when she is most likely to release an egg.

- **Women are the cause of infertility: FALSE**

There are many reasons why a couple may be infertile – some of these lie with the woman and some with the man.

- **A woman can get pregnant in her 40s if she is still menstruating: TRUE**

A woman may get pregnant at any time from her first period until her menstruation stops. Most women menstruate until their mid-40s or early 50s and could still get pregnant at these ages.

- **A woman who is breastfeeding cannot get pregnant: FALSE**

A breastfeeding woman can get pregnant, but many women do not get pregnant when they breastfeed because of the impact of breastfeeding on their hormones.

- **A woman with disability should not have children: FALSE**

Everyone has a right to have children. Some cases may be complicated and require consultation with a medical practitioner, such as when a woman has cerebral palsy, which is a condition that can make it very difficult to carry a pregnancy to full term. Explain that it is important not to perpetuate any myths and misinformation about women with disabilities and pregnancy as that is misleading and may make it difficult for women to make informed choices about pregnancy.

- **It is a woman's fault if her child is a girl: FALSE**

The sex of a child is determined by the genes given to the child by its father.

- **Women who are very thin find it harder to get pregnant: TRUE**

Very thin and obese women find it more difficult to get pregnant. If a woman or her family wants her to get pregnant, it is important she has a healthy, balanced diet.

- **A man can make a woman infertile if he gives her a STI: TRUE**

A man who has had sexual relations with another person can acquire a STI and pass it to his wife. The infection can cause a woman's tubes that allow the eggs to pass down to the womb to become blocked. If a couple has a problem with infertility and the man has had sexual relations with another person, it is very important that he and his wife are both checked for STIs. These can be treated and often fertility will be restored. Not all STIs cause infertility and consulting health practitioners about this can help to clarify what is causing the infertility.

- **A woman or a man with disabilities will have children with disabilities: FALSE**

Disability is not always hereditary. A person could get an accident that might cause a disability. However, there are certain disabilities that can be passed on to children such as albinism. It is therefore very important for everyone to consult a medical practitioner when planning a pregnancy and during the pregnancy in order to be informed about any possible disability that could affect the foetus or baby.

- **Healthy couples can have difficulties conceiving: TRUE**

Many healthy couples have difficulties with conception. On average, it can take up to a year for a couple to get pregnant.

- **If a woman has not conceived in 2–3 years, she will never get pregnant: FALSE**

Some couples with fertility problems can still conceive after many years of trying.

- **Medical doctors can provide treatment for infertility: TRUE**

Many gynaecologists can do tests and provide treatment for infertility. Some of the treatment and advice they give is quite simple. It is not true that all treatment for infertility is very expensive.

- **It is possible for one partner or both partners not to want to have a child: TRUE**

Some people do not want to have a child by choice and that is alright. The challenge is if people get married and they have not spoken with their partner before about their choice not to have a child. When one makes that decision, like with other decisions, they need to make sure that they disclose their choices from the beginning or at least when they start discussing to live together or get married. Discovering this decision after marriage can be devastating for the one who wants children. Many people do not believe it when they are told that a person does not want a child and can underestimate this decision hoping the person will change their minds over time. It is important to respect a person's choice and to even get counsel of a counsellor, health worker or a religious leader so the couple can reach a mutually agreed decision.

Exercise 5: Closing circle

(10 minutes)

Aim:

To wind down the session and bring it to an end.

Description:

Final exercise to conclude what was learned, what will be shared with others and to give participants the opportunity to ask questions.

Directions:

- 1) Thank everyone for coming. Ask each member of the group to say one thing that they have learned today, one thing they will share with someone else and one thing that they are looking forward to doing before the next meeting.
- 2) Ask if anyone has any questions about today's session.
- 3) Remind everyone of the time and place for the next session and say you look forward to seeing them all again.

6. Session 6: Violence in relationships

Purpose:

This session seeks to explore violence in relationships, highlight intimate partner violence and its consequences and look at ways to provide support to those who are victimised.

Materials:

Flip chart paper, pens or markers.

Special information:

Before commencing this session, find out if there are any women's organisations or non-governmental organisations (NGOs) that provide services for abused women in your area. If so, find out their contact details.

* Please read the appendix on supporting participants who might be experiencing problems before commencing this session.

Time:

2–2.5 hours

Contents		Duration
Exercise 1	Introduction	10 minutes
Exercise 2	Positive and negative uses of power	35 minutes
Exercise 3	Abuse in marital relationships	35 minutes
Exercise 4	Consequences of violence	40 minutes
Exercise 5	Closing circle and song	10 minutes

Exercise 1: Introduction

(10 minutes)

Aim:

To warm participants up and make them feel able to be actively involved in the session.

Description:

Welcome participants and recall what was discussed in the last session and introduce/ discuss the new topic.

Directions:

- 1) Sit in a circle with the group. Welcome everyone to the new session. Thank everyone for coming. Enquire about the latecomers and/or non-attenders.
- 2) Ask each participant to share with the group something positive that has happened to them since the last session. If any participants want to discuss challenges, let them do so.
- 3) Explain that power and abuse in relationships will be discussed in this session.

Exercise 2: Positive and negative uses of power

(35 minutes)

Aim:

To remind ourselves how we can show power and that there are different types of power, which affect us in different ways.

Description:

A physical exercise conducted in pairs. Ensure they maintain physical distance, not touching each other.

Directions:

- 1) Divide the group into pairs. Ask each pair to think of an image, which they will act out, such as a photograph. They may speak but not move. The image will show one person in a position of power and another person in a submissive position. Give the pairs a few minutes to prepare, then ask them to swap (so that the powerful figure becomes the powerless and vice versa) to show how a person can exert power over another person in a different way.
- 2) Each pair should perform one of their scenarios to the rest of the group.
- 3) For each performance, ask the group: *What type of power is being shown here?* Ask the two actors to summarise in one or two words how it feels to have power and how it feels to be powerless.
- 4) Conclude by saying that we often think about power as exerting strength and sometimes violence, but there are also positive ways of showing power.
 - Power comes from having knowledge and wisdom, there is power in being able to resolve disputes and there is power in being able to nurture and support a family.
 - When we use power over someone in a negative way, we may feel good, but the receiving person may feel bad, scared or neglected, which are all negative emotions.
 - If we use power in a positive way, then the receiving person also gets a positive emotion out of it.
 - If none of the pairs showed power as something that can be positive, ask them to act out a scenario of power again, but this time to show that it can be positive – the power to do good.

Exercise 3: Abuse in intimate relationships

(35 minutes)

Aim:

To enable participants to think about abuse in marital relationships and to distinguish between the use of physical force and other forms of abuse.

Description:

Group discussion followed by role play.

Materials:

Flip chart paper, pens or markers.

Directions:

- 1) Explain that in this session, abuse in marital relationships will be discussed, as we have all seen or heard about this either in our own families and/or neighbourhoods and communities.
- 2) As a whole group, think about all the different forms of abuse in relationships. Make a list on a piece of flip chart paper.
- 3) Encourage the group to suggest non-physical and physical forms, and make sure that at least one example from each of the categories listed below has been suggested.



Emotional and psychological abuse: *insults (“you’re so ugly” or “you’re so useless” or about the wife having some form of disability); a husband humiliating his wife in front of others; control e.g. a husband forbidding his wife to go beyond the yard of the home or stopping her from seeing family and friends; offering no help with domestic duties; a husband depriving his wife of access to food; a husband preventing his wife from using contraception or forcing her to have an abortion; a husband abandoning his wife and children; a husband hurting something or someone she loves to punish and scare her; a husband not treating his wife as a proper family member; a husband telling his wife that he is considering marrying a new wife or having another partner; yelling, throwing things and threatening violence.*

Financial abuse: *refusing to give support to your child; a husband taking a wife’s earnings; not sharing money in the home fairly; a husband not sending remittances home.*

Physical and sexual violence may include: *slapping, beating, pinching, hair pulling, threatening or attacking with a weapon; a husband forcing a wife to have sex or do something sexual she does not want to do; sexual violence against the wife from other family members.*

If a man in the group says that he experiences abuse *when his wife does not cook well, you should ask him how this hurts him. The forms of violence and abuse we are talking about from men (and sometimes their families) against women are hurtful and unfair.*

If a participant raises the abuse of men by women, *explain that abuse of men does take place in intimate relationships, but it is not as common as abuse of women and girls that is more often committed by men and boys. We are going to compare these forms of abuse of partners. However, the **Moyo Olemekezeka manual** has been developed to address the abuse of women and girls.*

- 4) When the list of abuses is complete, discuss each point asking: Is this something that wives only experience from their husbands or may they also experience this from their mother-in-law or other members of the husband’s family?
- 5) Divide the group into small groups of three or four and ask them to come up with a short role play showing the ways in which partners may hurt each other. You may suggest that besides depicting the wife and the husband, one participant portrays the mother-in-law.
- 6) The small groups should present their role plays to the whole group. After each role play, ask the characters to stay in their roles for a few minutes and invite the rest of the group to ask the characters questions. The sorts of questions that might be asked are:

- *How does the wife feel when the husband abuses her?*
- *Why does the husband abuse his wife? How does he feel?*
- *What is the role of the other people present? Who are they and how do they feel?*



Many women find it particularly difficult to talk about the ways in which their partner abuses them as they feel that they are to blame. Encourage people to think about the situations of others if it is easier than talking about their own lives.

- 7) End the role play. Emphasise that although this kind of role play can evoke strong emotions, it is important to remember that it is just acting. Go around the group and have everyone say, for example, “My name is Chibale and I am not the abusive husband in this story”.
- 8) Ask participants to think about other ways that women are abused by people other than their husbands: *what are the emotional, financial, physical, sexual ways that women are mistreated by other people apart from their husbands?*
 - a) Ask participants to think about the following possible perpetrators and share the kinds of ways they may abuse daughters-in-law in particular: *family members, community members, strangers.*
 - *How does the woman feel being treated in these ways?*
 - *Why do these people abuse these women? How do they feel when they do these things?*
 - *What is the role of other people in this abuse?*
 - b) Ask participants to discuss ways women with disabilities could be mistreated:
 - *In what ways are young married women with disabilities treated by husbands or their in-laws?*
 - *In what ways are old married women with disabilities treated by husbands or their in-laws?*
 - *In what way are young and old women with disabilities treated by other family members, community members and strangers?*
 - *How do the women feel when they are treated in these ways? What does the law say about the rights of women with disabilities? How does the way in which they are treated by their communities affect their ability to report any abuse experienced at home?*
- 9) End the session by saying that women are the most likely people to face abuse in intimate relationships and in the family. It is important to understand how this happens and why so that we can do something about it. Hand out the referral list of support services for women who are abused and explain that participants can use the list by visiting or calling the different sources. Explain each one to indicate what kind of help is offered and the opening and closing times, if applicable. Then offer that if anyone is affected by the issues discussed today, they can also speak to the facilitator for more information about services available. Leave one list on a wall or toilet door or on sanitiser bottles as well.

Exercise 4: Consequences of violence

(40 minutes)

Aim:

To encourage participants to think about the consequences of violence.

Description:

Critical reflection.

Materials:

Flip chart paper, pens or markers.

Directions:

- 1) In this exercise, we are going to reflect on the consequences of violence for sufferers and perpetrators. Ask participants to divide into four groups and give each a piece of flip chart paper and pen or marker. Explain that we will start by considering violence by husbands against their wives.
- 2) Ask the small groups to divide the page into two columns. In one column, the groups should record all the consequences for women as people who experience violence and in the other column, they should write down the possible consequences men may face if they harm their wives.
- 3) Ask for the plenary to regroup. Ask one of the small groups to report what they listed in the column summarising consequences of violence for wives. *Does everyone agree? Did the other groups have anything else? Make sure participants consider the immediate consequences in terms of the wife's feelings, her health, impact on the couple's children, impact on the relationship and impact on the whole family.*



Consequences of violence for women (wives) may include: *physical injuries that may even be fatal, depression, anxiety, fear, difficulty sleeping, being frightened of it happening again, hatred towards their husbands, divorce, suicide, reporting abuse to the police, shaming the family, losing a pregnancy, needing a hysterectomy.*

Consequences of violence for men (husbands) may include: *feeling guilty, feeling bad about themselves, depression, alcohol abuse, experiencing gossip, fear they will get punished, being arrested and possibly jailed and then not being able to earn money for the family, divorce, losing the wife's love, being shunned by friends or family.*

- 4) Ask the group what the consequences for children in families in which their mother is abused.



Consequences for children: *Children may become depressed and act out with aggression at home and/or school, may do poorly at school and may struggle to communicate with other children. Boys who witness violence at home might grow up to use violence themselves and girls are more likely to experience violence when they grow up. Children can also be hurt emotionally and financially if their parents get divorced.*

- 5) Ask the group what the consequences for families who abuse women: *What does the law say about women's rights to land and property and assets? What happens to families who break the law?*
- 6) Ask the group: *What are the consequences for women with disabilities who are abused?*



Consequences for women with disabilities: *women with disabilities are even more vulnerable because of the stigma and discrimination in our society. So, the consequences of violence for women in general may become even worse for women with disability.*

- 10) Conclude that there are many consequences of violence. When there is violence, everyone in the family suffers and therefore it is very important to prevent it.

Exercise 5: Closing circle and song

(10 minutes)

Aim:

To wind down the session and bring it to an end.

Description:

Final exercise to conclude what was learned, what will be shared with others and to give participants the opportunity to ask questions.

Directions:

- 1) Explain that this session is now coming to an end and we have a closing circle.
- 2) Ask everyone to stand in a circle with people standing a distance apart in tight circle with you. Ask the first person to your left to put their right hand on their heart and say something they found difficult about the session and then something that they found good about the session. Ask her/him to use the phrases "I didn't like it when...", followed by "I liked it when...".
- 3) Once everyone has spoken, go around the circle starting with the person to your left to place their left hand on their own hearts and also say one thing they found difficult and one thing they found good about the session, and one thing they will share with someone before the next session.
- 4) Next, explain that we will talk more about how to support and help women experiencing violence and how we can stop violence in the next session. It would be good for everyone to think about what can be done before the next meeting.
- 5) Wish everyone well and mention that you will see them at the next session.

7. Session 7: Supporting women experiencing violence in relationships

Purpose:

This session seeks to explore how women in abusive relationships can be helped.

Materials:

Flip chart paper, pens or markers.

Special Information:

Before commencing this session, find the contact details of women's organisations or (NGOs) that provide services for abused women in your area, identify places of shelter for abused women including women with disabilities and invite professionals offering psychosocial care services to victims of violence and abuse, such as a psychologist/ therapist/ social worker to participate in the session and advice participants on what to do when they face violence.

* Please read **Appendix 11.2** on supporting participants who might be experiencing problems before commencing this session.

Time:

1.5 hours

Contents		Duration
Exercise 1	Introduction	10 minutes
Exercise 2	Supporting abused women	30 minutes
Exercise 3	Support for abused women from family and neighbours	30 minutes
Exercise 4	Closing circle	10 minutes

Exercise 1: Introduction

(10 minutes)

Aim:

To warm participants up and make them feel able to be actively involved in the session.

Description:

Welcome participants and recall what was discussed in the last session and introduce/ discuss the new topic.

Directions:

- 1) Ensure that the psychologist, therapist or social worker is available before starting the sessions. Review the ground rules with them and encourage them to be open and non-judgemental to allow participants to feel free to share with and learn from them.
- 2) Sit in a circle with the group. Welcome everyone to the new session. Thank everyone for coming. Enquire about the latecomers and/or non-attenders.
- 3) Ask each participant to share with the group something positive that has happened to them since the last session.
- 4) Explain that power and abuse in relationships will be further discussed in this session, as well as how abused women in the community can be helped.

Exercise 2: Supporting abused women

(30 minutes)

Aim:

To develop ideas on how to support abused women in the community.

Description:

Brainstorming.

Directions:

- 1) Explain that in this exercise we are going to consider how abused women and their children can get help in the community, including how people like us can help when we see a woman being mistreated. We will also consider particular barriers for women with disabilities seeking help.
- 2) Split the participants into three or four groups and give each a flip chart paper and a pen or marker, as before each should use their own pen. Ask them to make a list of places and people from whom a woman can get help if she is experiencing abuse from her husband or a member of her family. Ask them if they know of places where abused women with disabilities can go to seek help or shelter. Ask them to also think about where women with disabilities can seek help and any additional barriers that they may face in receiving help and/ or shelter.



Sources of support may be formal (police, crisis centre) or informal (mother-in-law, father-in-law, neighbours, friends, wife's own family, trusted women village leaders).

- 3) For each source of support, ask each group to discuss among itself what the advantages of seeking this type of help are and what may be the associated difficulties a woman could encounter.



This is a very important discussion as there is a law on domestic violence in Malawi and women can get help from the police and crisis centres. However, doing so may bring about gossip and shame and therefore it may be difficult for a woman to stay in the marriage relationship after seeking help. Some women experience severe violence and fear their husbands will kill them. In these cases, they might conclude that they will need to divorce their husband to be safe and will need support from a crisis centre or the police.



Sources of support are likely to be harder to access for women with disabilities, as often perpetrators of violence are known to service providers and authorities such as the police who do not take them seriously or listen to them.

- 4) Call the group together and ask one of the small groups to share its discussion on sources of support.
 - Does everyone else agree?
 - Are there any other suggestions?
 - Do women with disabilities face additional difficulties in accessing sources of support?
- 5) Ask the psychologist, social worker or therapist to provide more details about available services for women who are experiencing abuse, including services to support women's mental health, and discuss why it is important to use mental health services.
- 6) Explain that this session has focused a lot on violence that women experience. This is because in many cases in Malawi and other countries in Africa and around the world, men are the most common abusers and women and children especially girls are the usual victims of violence in the home and in relationships with men.
- 7) Now ask participants what kind of support men need in relation to abuse and record this on the flip chart, and go through everyone's contributions

- 8) Ask participants: *Are these needs of men similar to the needs of women in relation to abuse in relationships?*
- If participants report men being shouted at by their wives, explain that is not good communication and it is wrong to shout at anyone. That being said, it is very rare for women who do so to get away without being punished by their husband or boyfriend.
- 9) Explain that violence against women is very common in our society due to the social order that values men more than women and gives them control and dominance often at the expense of women and even their children.
- 10) Ask participants: *what services are made available to support abusive men or men with relationship or marital problems?*
- Invite the psychologist, social worker or therapist to add any other comments to indicate perhaps the extent to which they receive complaints of abuse of men compared to women.
 - Add that programmes such as Moyo Olemekhezeka, SASA Together! And other programmes are very important to help people who experience any form of abuse to know that violence is unacceptable and should come to an end, and to get the support they need. Men should be part of these programmes and services are being made available to allow them to receive the help they need, otherwise they may be jailed for their behaviour if they do not change. Services for men who are abusive are scarce, but these programmes are good in that they provide the guidance needed for people to find the help they need.

Exercise 3: Support for abused women from family and neighbours

(30 minutes)

Aim:

To develop skills to support women experiencing violence from members of her family or neighbors.

Description:

Role play.

Directions:

- 1) Explain that in this exercise we are going to go one step further and learn how we can best support women and children experiencing violence from members of their family or neighbours. Advise the psychosocial care professional to observe first and listen for topics participants might need clarifications on at the end of the session.
- 2) Draw an ear on the flip chart. Ask participants to guess what this means. Explain that most women and children who experience violence find it very difficult to talk about it.

Being unable to speak about the abuse may be explained by fear that no one will believe her, that she is to blame, that she will be seen as a failure, or because she believes that the abuse is a private matter that should stay between her and her partner. Others may be afraid to speak up because their trust was broken by someone else when she shared an equally sensitive experience before.

You can help a woman by offering to **LISTEN** to her. Ask the group: *What are the characteristics of a good listener?* Remind everyone of the listening skills exercise in Session 1 and mention that it is very important to not be judgemental when listening to people's stories and experiences.

- 3) Then write '**DO NOT BLAME HER**' on the flip chart and say that you cannot support a person experiencing violence if you tell them it was their fault. Violence is the fault of the perpetrator and never the fault of the sufferer.
- 4) Write '**NO ONE EVER DESERVES VIOLENCE**' on the flip chart. In any instance of disagreement or conflict, it is necessary to have a conversation and ask why this has happened and how it can be prevented from happening again. This is the correct way to solve a problem, not through violence.
- 5) Write '**DO NOT TELL HER WHAT TO DO**' on the flip chart. It is very important that a person who listens to another person who has experienced abuse does not tell that person what to do. Abused women should be asked what they think might make their situation better. They need to find the solutions themselves.
- 6) Write '**WHO CAN HELP?**' on the flip chart. People providing support should ask the abused woman who she can try to get help from.
- 7) Write '**ASK ABOUT SAFETY**' on the flip chart. As some men might severely injure or even kill their wives, it is important to ask women the degree to which they feel unsafe and if there is a sign of the violence escalating.



Women are often worried about being unable to leave as they may lose their home and not have their belongings. Some women worry about being perceived to be a failure and not feeling comfortable to go back home since a woman's marital home is seen as being for her entire lifetime. It does happen that women are rejected by their natal families if they return. It is always best to explain what has happened and to find a way for the family to assist without forcing her to go back immediately. A woman in this situation can use the time to recuperate, find a job or means of earning an income. She can even negotiate with a trusted friend to support her the day she is ready to leave. Having savings for when the time comes can be helpful to some women and savings are possible if one gets to earn the smallest amount of money.

Abused women can prepare for the day when they may have to leave the abusive situation and will need to identify a place of help where they can go. These ideas are important whether a woman is married or not. Women who experience violence from their husbands are always at risk. If they stay in the marriage or relationship, they may experience more

violence. The situation may become even worse for women with disabilities as they could be abandoned by their husband while leaving them with children and with very little support from the community. Some men become especially violent when their wives try to leave them so there are also risks attached to leaving. For many women in Malawi being divorced is very difficult because of the social pressure to maintain a married status to fit in with other women, or at least to be perceived to fit in. As a result, being divorced also carries a stigma. A divorced woman may struggle to make ends meet in the beginning, especially if she does not have a job. Many women choose to stay in a bad relationship because they think it is better than being divorced or because they love their husband. These are very difficult decisions and women need to make them for themselves.

- 8) Invite the psychosocial care professional to provide more information that will be useful to participants to better understand or clarify certain concepts that participants may have not understood correctly.
- 9) Explain that now we will do a role play. Ask the participants to break into four groups and to develop a role play in which one participant acts as an abused wife and one as a family member who gives her support. It is very important that the family member asks the woman what has happened and offers good support.
- 10) The other members of the group should listen. After a few minutes they should discuss if they agree that the support given was the right support and whether all the possible ways to show support (see the flip chart above) were included.
- 11) Now ask the other members of the group to role play. One should be the husband and the others should be people who could help to mediate problems in the relationship to try to stop the violence.
- 12) Now call everyone back together and ask each group to perform their role play.
- 13) Ask all the participants: *Does everyone think this level of support will help?*
- 14) Conclude by saying that violence against women hurts all of us especially women and children, and very few men are in the kinds of challenging situations as we have discussed in the past 2 sessions. But we all have the power to try to stop it, if we all convey the message that it is wrong and that no woman deserves it. We have the power to stop violence against women!
- 15) Ask everyone to de-role.

Exercise 4: Closing circle

(10 minutes)

Aim:

To wind down the session and bring it to an end.

Description:

Final exercise to conclude what was learned, what will be shared with others and to give participants the opportunity to ask questions.

Directions:

- 1) Explain that this session has covered a lot of areas which people find very difficult to discuss. Say that you would now like to bring the session to a close with a reminder of how much knowledge and experience we already have to share among ourselves.
- 2) Ask the participant to your right to share with the group one new thing he/she has learned today. Then, ask the next person to speak. Go around the circle so that everyone has contributed. Ask each person to identify one thing from this session that they will share with someone else.
- 3) Finish by thanking everyone for coming. Arrange a mutually convenient time and place for the next session.

8. Session 8: Changing behaviours

Purpose:

The purpose of this session is to develop new skills for changing the ways in which we behave.

Materials:

Flip chart, pens or markers.

Time:

2.5-3 hours

Contents		Duration
Exercise 1	Introduction	10 minutes
Exercise 2	Understanding power	30 minutes
Exercise 3	How we deal with conflict – Attack, avoid and manipulate	40 minutes
Exercise 4	'I' statements	40 minutes
Exercise 5	Taking control	30 minutes
Exercise 6	Closing circle	10 minutes

Exercise 1: Introduction

(10 minutes)

Aim:

To warm participants up and make them feel able to be actively involved in the session.

Description:

Welcome participants and recall what was discussed in the last session and introduce/discuss the new topic.

Directions:

- 1) Sit in a circle with the group. Everyone should be at the same level, including you. Ensure that this is also possible for any participants with a disability.
- 2) Welcome everyone back to the new session. Thank everyone for coming. Enquire about the late-comers and/or non-attenders.
- 3) Ask each participant to share with the group something positive that has happened to them since the last session. If people want to share something that troubles them, let them and provide the acknowledgement needed, and referral if it is related to violence.
- 4) Ask the participants what we learned during the last session.
- 5) Explain that we are going to develop new skills for changing the ways in which we behave in this session and will start with a game.

Exercise 2: Understanding power

(30 minutes)

Aim:

To guide participants in situations in which they felt less powerful and how they dealt with it.

Description:

Self-reflection and ideation.

Directions:

- 1) Start by saying: At some point in our lives, we all have had an experience in which someone had power over us. We are going to do an exercise that will help each of us remember how it feels when someone uses their power over us. In this exercise, you will be asked to remember an experience from your past. You will later be asked to share that experience with others, so choose a memory that you feel comfortable sharing.
- 2) Ask participants to get comfortable, close their eyes and listen carefully to what you will read to them. Ask them to create pictures in their minds of their personal experiences, as you read.

Once everyone's eyes are closed, read the following guided imagery. Read it very slowly so that participants have time to imagine many details. When you see the word "pause" take a deep breath and silently count to five to let a few seconds pass. Do not rush.

"Think of a time when you were in a situation in which you felt you had no power. (pause) It could be a time when you were younger or an adolescent or maybe you were an adult. (pause) Maybe it was years ago or maybe it happened quite recently. (pause) It is a time when you felt powerless. (pause) Someone else was using their power over you. (pause) It could have been a friend, a parent, a sibling, another community member, a boss. She or he could have been older or younger, female or male, or even a group of people. Think about what she, he or they were doing to use power over you. (pause) What happened? (pause) What was the situation? (pause) Try to picture yourself in that situation. Where were you? (pause) Try to imagine the person or people who were using their power over you. (pause) Remember the details of that interaction. Remember what happened. What words were said? (pause) What were the expressions on people's faces? (pause) On your face? (pause) How did it feel to have someone use power over you? (pause) Try to remember your feelings specifically. What were your emotions? Did you feel angry, sad, ashamed, not able to react, something else? (pause) Now, when you are ready, open your eyes."

- 3) Ask participants to turn to their neighbour and share the experience in which they felt a lack of power and describe the situation briefly, explaining how it made them feel when someone had power over them. They must take turns sharing using at least three minutes. Indicate when they can start, with one being the teller and the other the listener for three minutes. You will indicate for them to switch three minutes later asking the first listener to be the teller and vice versa. Ensure there are no questions, then tell the participants to begin.
- 4) After three minutes ask the pairs to switch roles of teller and listener. After another 3 minutes have passed, ask participants to turn back to the large circle.
- 5) In the bigger group now ask participants the following:
 - "You have just remembered what it is like to have someone use their power over you. How did it make you feel to be in that situation?" List contributions on the flip chart.
 - "Think about our community. Is there one group of people who is typically allowed to use their power over another group? Who?"
 - "Are men as a group typically allowed to use more power than women?"
 - "Do you think women in our community feel the same emotions you had in the situation you have imagined?"

- 6) Explain that using one's power over another person creates negative feelings, such as resentment, hopelessness and anger. Using one's power over another person is abusive. It is a violation of that person's rights. That men are usually allowed to use their power over women in our families and community. It is important to be aware of and question this power imbalance between women and men.
- 7) Finally explore whether participants responded by pushing back or by giving in or doing something else during their encounter. *Did they feel they had any power to push back, why?* Is that how you respond when going through conflict situations, for example, in your relationships? (ask a few to respond and do not judge) The question to answer is: *When someone pushes you, do you give up or fight back?* There are no right or wrong answers, however, our relationships are often influenced by how we respond in and to conflict.

Exercise 3: How we deal with conflict – Attack, avoid and manipulate

(40 minutes)

Aim:

To gain an understanding of aggressive, manipulative and passive behaviour.

Description:

Group exercise.

Materials:

Flip chart, pen or marker.

Directions:

- 1) Explain that this exercise will help us develop more skills for improving our communication and, consequently, relationships. There are many different ways to communicate and sometimes we do so in ways that are not helpful for influencing the behaviour of others. We would all like to be able to say what we feel and have the other person listen to us. However, sometimes in a conflict or disagreement, we attack the other person, sometimes we avoid conflict and sometimes we become manipulative. Most of us have used some of these strategies at one point or another. In this exercise, we are going to discuss how we can influence the behaviour of others or the ways in which we respond when others try to influence us.
- 2) Begin by asking participants whether they are familiar with attacking, avoidance or manipulative behaviours, and to consider what types of behaviours can be categorised as each of these types. Add these as headings on a flip chart and brainstorm these types of behaviours with the group. List all the behaviours under their corresponding headings.

Types of attacking, avoidance and manipulative behaviour		
Attacking	Avoidance	Manipulative
Shouting	Withdrawing	Threatening to leave or kill
Interrupting	Sulking in silence	Begging or pleading
Exploding	Avoiding conflict at all costs	Guilt trips
Threatening (“If you don’t do this...”)	Talking behind someone’s back	Emotional blackmail
Revenge (“I’ll get you back for this...”)	Trying to forget about the problem	Crying
	Not being honest	Offering something
	Not saying what you think or feel	
	Pretending to agree	
	Being polite but feeling sad or hurt	

- 3) Remind the group that we all use some of these approaches sometimes. Often, they may be the easiest way of dealing with a situation in the short term but in the long term they can create problems.
- 4) Remind the group that in a disagreement or when a difficult decision has to be made, we want the other person/people involved to understand our position and vice versa in order to come to an agreement that all parties are comfortable with and can stick to. These are the three elements of a good agreement (see table below).

Three elements of a good agreement
All parties’ positions are understood
All parties feel comfortable with the agreement/solution
All parties can stick with the agreement

- 5) Now demonstrate with one of the participants how you could use all three types of behaviours when faced with a problem or conflict. Ask someone to read out the first part and you read the response.

Mother: “I don’t want you to go to college in Blantyre. You need to stay at home and get married. No one wants to marry a woman who is too clever.”

Daughter: “You are just jealous because you never had the chance to get an education. Do you want me to end up useless like you? You can forget it if you think I’m staying here one day longer.”

Ask the group whether this response was aggressive, passive or manipulative.

Mother: “I don’t want you to go to college in Blantyre. You need to stay at home and get married. No one wants to marry a woman who is too clever.”

Daughter: “You are my mother and I must obey you.”

Ask the group whether this response was aggressive, passive or manipulative.

Mother: “I don’t want you to go to college in Blantyre. You need to stay at home and get married. No one wants to marry a woman who is too clever.”

Daughter: “Ok I won’t go but then I will end up poor like all my cousins. In 2–3 years, my husband will be in South Africa and will leave me for a South African woman and then I won’t have anything to support the family with. It will be your fault that I will not have been able to get an education and a job.”

Ask the group whether this response was aggressive, passive or manipulative.

- 6) Ask the group: Does attacking behaviour lead to a good solution? If not, why not?
- 7) Ask: Does passive or avoidance behaviour lead to a good solution? If not, why not?
- 8) Ask: Does manipulative behaviour lead to a good solution? If not, why not?



The discussion should cover that in attacking behaviour, the attacker may impose his/her view, but the problem is unlikely to be solved. Just as in a battle, if the person attacked has more power than the attacker, they will win and the attacker will not achieve his/her goal. Passive behaviour does not address the underlying problems and leaves people unhappy. The use of manipulative tactics can result in a short-term solution, but usually makes people unhappy and people tend to dislike and/or avoid manipulative people.

- 9) Now explain that there is a better way of solving conflicts by acting out the below scenario with a participant.

Mother: “I don’t want you to go to college in Blantyre. You need to stay at home and get married. No one wants to marry a woman who is too clever.”

Daughter: “I understand you worry about me being able to get a husband, but I think I should go. It’s only for two years and then I will be able to get a job and earn money. These days many people get married later and women who bring money into their home are more respected. I will also be able to help you when you are old.”

- 10) Ask the group what they think of this way of responding. *Is it not more effective?* Explain that in the next exercise, we will learn how we can communicate assertively. It is not just about what we say but also how we say it. Remind participants of the exercise in the first session that looked at how our body language plays a big part.

Exercise 4: 'I' statements

(40 minutes)

Aim:

To show how it is possible to deal with problems without antagonising the other party or withdrawing; to demonstrate an assertive but non-aggressive way of expressing feelings; to practice making non-judgmental statements and using a structure that can encourage rather than discourage difficult discussions.

Description:

Group discussion and pair work.

Materials:

Flip chart paper, pen or marker.

Directions:

- 1) Explain that we are going to learn about assertive communication using 'I' statements.
- 2) Explain that there are four key elements in an 'I' statement. Write these on a piece of flip chart paper.

'I' – The first element is 'I'. We have to be specific and make it clear that we are talking about ourselves.

Feel – The second element is a feeling or an emotion that you feel pertaining to the situation you want to change.

[The action or reason] – The third element is the reason why you are feeling this way. This description should not feature blame of the other person.

[Solution] – The fourth element is a suggested solution. It should not be a demand but a statement of what you would like.

- 3) Write a couple of examples and ask participants to identify the four elements.

Examples:

"I felt worried yesterday because you were planning with your friends to buy those expensive clothes. If you want to spend money on big things, I would like us to discuss this beforehand as we do not have a lot of money and I do not want to be embarrassed when your friends find out that I cannot buy it for you."

"I feel sad and concerned when you come home every night after drinking with your friends. I would like to see more of you and I would like us to have more money for the family. I would like it if we could agree on an amount of money that you can use with your friends so that we have enough money for expenses at home."

"I feel pressured when you ask me to pay for expenses right in the middle of the month when I do not have money to give you and you do not tell me early so that I can plan it in the upcoming months' budget. I would like us to plan our month's budget together so that anything that I am aware of all the expenses and can plan how to pay them. This will help us to plan for other things we have been wanting to do such as painting the house."

"I feel that just because I use a wheelchair you overprotect me and think I am not able to look after myself. I would like us to discuss how you will allow me more freedom to do more for myself and to go places without you."

These statements carry no blame and are phrased in a way that does not seek to annoy the listener. The expectations are presented in a non-judgemental manner (there is no "You must do so and so") and they do not accuse the listener. They state the speaker's expectations or hopes, but they do not demand that they be met.

- 4) Ask the participants to work in pairs and to first identify one aspect of their relationship with their husband or wife, or with someone else at home that they would like to change. Ask them to prepare one 'I' statement that they could use to address this difficulty. Partners can help each other make their statements clear.
- 5) Call the group back together and ask the participants to share their statements. Give everyone else an opportunity to comment on them and offer suggestions on how they might be improved.
- 6) Ask all participants to commit themselves to making one 'I' statement to somebody before the next session. You may suggest that they first try to make it in a simple context, for example, with a friend over a small problem. They can begin by saying "I feel happy when..."and see how this pans out.

'I' statements are a useful way of separating feelings from facts in order to clarify what the problem really entails. The formula may seem strange and unfamiliar, but with practice it can become an unconscious reaction rather than a laboured response.



It is worth pointing out that 'I' statements can be used at work, the market or shops, with friends, on public transport or at any time when a person feels that their needs are not being met. They are not just to be used with partners.

Exercise 5: Taking control

(30 minutes)

Aim:

To explore ways of taking control or feeling in control, rehearsing these ideas in front of a group, increasing confidence and finding more appropriate ways of presenting oneself.

Description:

A group exercise looking at the ways we can use our own power in social situations.

Directions:

- 1) Ask participants to lie on the ground. If there is someone with a disability who is not able to lie on the ground, then you could just ask everyone to stay sitting on their chairs or adapt the exercise so as to appropriately include that participant.
- 2) Ask them to imagine that they are feeling completely useless, with no resources, no confidence and no control. Then, slowly, they should rise and start to feel better about themselves and gradually take control until they can act as someone who has complete power over their life and confidence. They move up a sliding scale from 1 (feeling completely useless, no control) to 10 (confident and totally in control).
- 3) Everyone walks around the training area, slowly changing their behaviour and actions as they move up their scale. When everyone has reached 10, they should stop walking.
- 4) You could ask a few participants to demonstrate their movements from 1 to 5, others from 5 to 10. *How often do the participants feel they do this exercise in everyday life? What do they feel as they move up or down the scale? How can we apply this to our daily lives?*

Exercise 6: Closing circle

(10 minutes)

Aim:

To wind down the session and bring it to an end.

Description:

Final exercise to conclude what was learned, what will be shared with others and to give participants the opportunity to ask questions; remind participants to practise making 'I' statements.

Directions:

- 1) Thank everyone for coming. Ask each participant to say one thing that they have learned from this session, one thing that they are looking forward to doing before the next session and one thing that they intend to share with another person before the next session.
- 2) Ask if there are any questions about today's session.
- 3) Remind participants to think about the four-point plan ('I' statements) for taking responsibility for our own actions and encourage them to make use of it at least once before the next session.
- 4) Remind everyone of the time and place for the next meeting and say you look forward to seeing them all again.

9. Session 9: Being assertive and showing appreciation

Purpose:

This session helps with building or improving assertiveness.

Time:

2.5 hours

Contents		Duration
Exercise 1	Introduction	10 minutes
Exercise 2	Saying “no”	30 minutes
Exercise 3	Developing persuasion skills	30 minutes
Exercise 4	Expressing appreciation	30 minutes
Exercise 5	Assertive responses	30 minutes
Exercise 6	Closing circle	10 minutes
Exercise 7	Imaginary gifts	10 minutes

Exercise 1: Introduction

(10 minutes)

Aim:

To warm participants up and make them feel able to be actively involved in the session.

Description:

Welcome participants, recall what was discussed in the last session and introduce/discuss the new topic.

Directions:

- 1) Sit in a circle with the group. Welcome everyone to the new session. Thank everyone for coming. Enquire about the latecomers and/or non-attenders.
- 2) Ask each participant to share with the group something positive that has happened to them since the last session.
- 3) Remind participants that in the last session we learned how to communicate assertively using 'I' statements. Ask how many people have tried out these statements since the last session.
- 4) Explain that we are going to discuss assertiveness in this session and will start with learning how to say "no".

Exercise 2: Saying “no”

(30 minutes)

Aim:

To help participants find effective ways of saying “no” to situations which they are being forced into.

Description:

Role play.

Directions:

- 1) Start by explaining that it is often difficult to clearly say/ask for what we want. Sometimes we agree to things even if we do not want to, because the other person expects that saying no is too difficult. Saying no is not just difficult because the other person expects us not to say no but we may also have a sense of responsibility/ commitment/ peer pressure/ social expectations – existing or perceived. In this exercise, we are going to share our experiences of saying “no” and practice saying “no” in different ways to make it clear how we feel and what we want to say without offending the other person.
- 2) Ask each person to share an experience of a time in their life when they have said “no”. *Who did they say it to? What did they say no to? What happened?*
- 3) Explain that even though women are often expected not to say “no” in Malawian society, everyone often has to say “no” to different things in their lives.
- 4) Explain to the group that they will be doing role plays of two different kinds of situations: In the first, one person will say “No, not now” in a way that doesn’t hurt or offend the other person, but helps them to listen and understand the person’s needs. In the second situation, the person saying “no” really means “no”.
- 5) Divide the group into pairs and suggest that one should act as a mother and the other as her son. The mother should request something from the son, and he should say “no” or “no, not now”. Give pairs 2–3 minutes to rehearse their scenarios.
- 6) Call everyone back into a circle and ask each pair to share their scenario. Afterwards, ask: *Does everyone agree that the son said “no” in a way that was effective and assertive? How can a son say “no” to his mother without being disrespectful?* Ask the participants who acted as the mothers how it felt when the sons said “no” to them.
- 7) Ask the participants to re-group in their pairs and suggest that one person should now act as a mother-in-law and the other as her daughter-in-law. The mother-in-law should request something from the daughter-in-law and the daughter-in-law should say “no” or “no, not now”. Give pairs 2–3 minutes to rehearse their scenarios.
- 8) Call everyone back into a circle and ask each pair to share their scenario. *Does everyone agree that the daughter-in-law was able to say “no” in a way that was effective and assertive? How can a daughter-in-law say “no” to her mother-in-law without being disrespectful?* Ask the mothers-in-law how it felt when the daughter-in-law said “no” to them.
- 9) Ask the participants to re-group in their pairs and suggest that one should now act as a wife and the other as her husband. The husband should request something from the wife, and she should say “no” or “no, not now”. Give pairs 2–3 minutes to rehearse their scenarios.
- 10) Then call everyone into a circle and ask each pair to share. *Does everyone agree that the wife was able to say “no” in a way that was effective and assertive? How can a wife say “no” to her husband without being disrespectful?* Ask the husbands how it felt when the wife said “no” to them.
- 11) Ask the group: *In which other ways can these characters say “no” without showing disrespect?*

There are many different ways of saying “no”. It is generally important that we do it in a way that is respectful. This means we can:

- Use persuasion;

- Offer alternatives;
- Explore the consequences and suggest a different course of action; and
- Show a gap in the other person's argument, but in a respectful way.

Exercise 3: Developing persuasion skills

(30 minutes)

Aim:

A quick game to change the pace and challenge the participants.

Description:

Pair work.

Directions:

- 1) Explain the following to the participants, acting it out as you go along:

"We have seen how our body language can influence other people's responses to us. For instance, if someone is acting aggressively towards us, they may be leaning forward, with clenched fists. By changing our body language, we can improve/change situations. For instance, if we are sitting, we can relax our shoulders, uncross our arms, open our palms upwards, uncross our legs, hold our heads straight, look straight at the aggressor...all these things can create a more measured response in the aggressor!"

- 2) Now ask the participants to split into pairs. The first one will act as the aggressor and the other will act as the persuader; then they will swap roles. The aggressor must hold his/her hand up in a very tight fist to show he/she is feeling very angry. The persuader has to try to persuade the aggressor to undo his/her fist without touching the aggressor. The persuader should use all his/her skills to persuade the aggressor to calm down and open his/her fist. The persuader and aggressor must not touch each other, but the persuader can say or do anything that he/she thinks will work to calm down the aggressor and persuade him/her to open his/her fist. If the aggressor thinks that the persuader has done a good job at persuading him/her, he/she can open his/her fist. But they must not give in too easily! Give the pairs five minutes each way to try out their persuasion techniques on each other.
- 3) See by a show of hands how many people managed to persuade their partners to open their fists. Praise and encourage everyone. Ask the participants to discuss what they have just experienced in this exercise and how this applies to their own relationships.

Exercise 4: Expressing appreciation

(30 minutes)

Aim:

To practice expressing appreciation, to practice all the skills that we have developed in Moyo Olemekeseka.

Description:

An interactive group exercise.

Directions:

- 1) Ask the participants to split into pairs and to share with their partner two things that they really love about their husband or wife.
- 2) Now imagine that your partner is your husband/wife and verbally express how much you love or appreciate those two things about them.
- 3) Then, ask the pairs to think of two things that they really like and appreciate about their mother-in-law or father-in-law (or if they are older, about their daughter-in-law or son-in-law). Now imagine your partner is that person and express your appreciation.
- 4) Call everyone back together. Ask 2–3 people to share their statements.
- 5) Ask the group: *How did expressing your appreciation make you feel?*
- 6) Explain that it is very important that we express our feelings towards and appreciation of those around us. Our homework is to share these statements at home.

Exercise 5: Assertive responses

(30 minutes)

Aim:

To put everything we have learned together and use the skills to identify a conflict at home and find solutions.

Description:

An interactive session with role play.

Directions:

- 1) Explain that participants should recap the main skills and ideas learned during Moyo Olemekezeka, including:
 - Understanding the pressure we are under, due to how we live and what we expect of men and women;
 - Understanding what abuse is;
 - Understanding how we can help when there are problems at home and support women who experience violence;
 - Understanding how we can address problems assertively; and
 - Understanding how we can use 'I' statements and communicate better.
- 2) Ask participants to break into four groups and develop a role play. The role play should show a situation of unhappiness and violence at home. Give each group a few minutes to plan and rehearse this role play.
- 3) Next, ask the participants to each play a role that helps to solve problems and make the home happier.
- 4) Remind participants that the main sufferer of violence should also play a role in solving the problem. He or she should talk to someone about the problem and work out what he/she would like to change to make things better. This should be realistic. Then use an 'I' statement to have a conversation that seeks to help change the situation.
- 5) Call the groups together and ask each group to present their role play. For each one ask: *What are the types of abuse and violence that are demonstrated? Can you see good listening skills being used to help the abused person? What are some solutions? Can you identify the 'I' statement being used?*
- 6) Ask the participants to de-role and explain that this exercise has brought together all of our new skills. Our challenge is now to use these in our homes and in the community to build greater harmony. This exercise has demonstrate that everyone has a role in addressing and solving violence, even the people living with violence themselves.
- 7) Say that one of the plays developed in this exercise will be presented in the last peer group meeting. Agree with the group which one it should be.
- 8) Conclude by saying that in the next session there will be an opportunity to make one request to your husband or wife and the older men and women (or younger men and women). This request should be something very important, designed to help build family harmony. *What should the request be?* Participants need to agree on the request and agree who will be the spokesperson for the peer group.

Exercise 6: Closing circle

(10 minutes)

Aim:

To wind down the session and bring it to an end.

Description:

Final exercise to conclude what was learned, what will be shared with others and to give participants the opportunity to ask questions.

Directions:

- 1) Thank everyone for coming. Ask each person to say one thing that they have learned today and one thing that they are looking forward to doing before the next meeting. Ask each participant to identify one thing they will share with another person.
- 2) Ask if there are any questions about today's session.
- 3) Remind everyone of the time and place for the final meeting and say you look forward to seeing them all again there. Say that we will end with one last game.

Exercise 7: Imaginary gifts

(10 minutes)

Aim:

To give a sense of sharing and appreciation.

Description:

Group exercise in which each participant receives a 'gift'.

Directions:

- 1) Start off by pretending to hand a big present to the person on your left. Say his or her name, and then say that you would like to give them a present, which you know they would really like. For instance, if the person standing next to you is called Esnat and you know she likes chocolate, you could say, "Esnat, I would like to give you a year's supply of chocolate!" Then, pretend to pass this to her without touching each other.
- 2) Then, this person turns to the person on his/her left offering him/her an imaginary gift of something he/she really likes. This goes around the circle, until you end up being given a 'present' by the person on your right.
- 3) Finish by thanking everyone for attending the session. Check with everyone that they all know the time and location and can come to the final meeting of all the peer groups. Remind them to select a spokesperson for the final group meeting, explaining that the meeting will be attended by other people in addition to the groups we have been meeting with. We will use some of the material generated thus far.

10. Session 10: Final peer group meeting

Purpose:

To share peer group ideas and promote conversation and empathy.

Participants:

Members of all four peer groups.

Time:

Maximum 2 hours.

Directions:

- 1) Thank everyone for coming. Reintroduce yourself and let each of your co-facilitators reintroduce themselves. Allow for time to prepare the group before the session.
- 2) Explain that all peer groups have been performing role plays and that they have produced some great ideas. In this meeting, the peer groups will have a chance to see the work of all the groups. Explain that this is not a competition but an opportunity to share ideas. Explain that you know that some groups are feeling nervous about presenting their ideas in public and encourage them to be brave. Encourage the whole audience to support each presentation.
- 3) Peer groups should be asked to decide among themselves in which order they will perform.
- 4) Each peer group should perform a role play about family happiness and unhappiness. After each one, ask the entire group: *What was the source of unhappiness or mistreatment shown? Is this common in your community? Do you agree that it is a mistreatment?*
- 5) Discuss what the most important differences between happy and unhappy families are.
- 6) Discuss whether there are any differences between how the male and female peer groups and the older and younger groups showed mistreatment in the role plays. *Do these differences reflect different gender expectations and roles in society? In what way?*
- 7) Discuss: *What can be done in the unhappy families to make them happy?*
- 8) Explain that each of the peer groups was asked to make one special request to the groups of the other gender and age group for a change they would like to see that could help increase family harmony.
- 9) Ask the four spokespersons from the groups to come forward. They should stand together and take turns to make the special request and explain why it will improve family harmony.
- 10) Conclude by saying that each group has made a request and it is important that these are considered. Then invite any participant who would like to share their last thoughts about the Moyo Olemekezeka workshop.



This meeting is important because it allows participants to voice their concerns to the other community members. It also enables them to consider how they could work together to find solutions or strategies to help members in the community who are experiencing problems. This is valuable

groundwork for developing greater understanding between different groups of the community. However, it is also important for participants to work in their peer groups. Do not be tempted to abandon this. There is still a lot of sensitive material to be covered in further sessions, which require the privacy and safety of a peer group.

11. Appendices

11.1 Relevant legislation on discrimination, disability, marriage and divorce in Malawi

The Malawi Constitution

The Constitution implicitly and explicitly recognises the rights of people with disabilities. The government has committed to support persons with disability to have greater access to public places, fair opportunities in employment and to enjoy the fullest possible participation in all spheres of Malawian society. The Constitution also prohibits discrimination of all persons and guarantees equal and effective protection against discrimination on grounds of race, colour, sex, language, religion, political or other opinion, nationality, ethnic or social origin, disability, property, birth or other status.

Disability Act 2012

The law also recognises the human rights of persons with disability. The Malawi Disability Act of 2012 defines disability as: “a long-term physical, mental, intellectual or sensory impairment, which in interaction with various barriers may hinder the full and effective participation of a person on an equal basis with other persons”. This law is important as it promotes the idea that persons with any kind of disability should be able to enjoy human rights like other persons and not be treated as charity cases or be subject to stigma or discrimination.

United Nations Convention on the Rights of Persons with Disabilities

This policy ensures that persons with intellectual disabilities access appropriate technologies in Malawi. The Malawi government ratified this policy in 2007 and 2009.

Marriage, divorce and family relations

The 2015 Malawi law on the Marriage, Divorce and Family Relations pronounces on all marriage, divorce, and family relations as follows:

Forms of Marriage and Minimum Requirements

A key provision in the legislation recognises as valid and of the “same legal status” four different forms of marriage: civil marriage; customary marriage; religious marriage; and marriage by reputation or permanent cohabitation. However, the recognition of marriage by reputation is not automatic and requires a court action. Before it can recognise an alleged marriage by repute, a court must consider a number of factors, including the length of the relationship (which must be a minimum of five years), cohabitation, and the existence of children. This law however has inherent contradictions.

This law also sets a universal minimum marriage age at 18 years. But at present only statutory marriage imposes a minimum marriage age of 18 as under customary and religious rites puberty is used as a

marker to determine whether a person is ready for marriage. This explains the extent to which child marriages occur as half of all women in Malawi frequently get married before their 18th birthday.

However, the minimum age of marriage set under the legislation is not absolute. The legislation states that subject to section 22 of the Constitution, two persons of the opposite sex who are both not below the age of eighteen years, and are of sound mind, may enter into marriage with each other. Section 22 of the Constitution permits children between the ages of 15 and 18 to contract marriages with the consent of their parents and guardians.

Therefore, an absolute ban on marriage of children under the age of 18 still requires a constitutional amendment.

Polygamy

The penal code does not prohibit polygamy as such. The penal code prohibits bigamy, and this applies to parties to a marriage that contract a civil marriage registered with the registrar of marriages. Otherwise, the constitution in section 22, recognizes and gives legal sanction to four types of marriages, i.e. civil, marriage by repute, marriage by permanent cohabitation as well as customary marriages (and depending on which customs are involved, marriages contracted under customary law are potentially polygamous, where the applicable customs allow polygamy). Under the new legislation, bigamy is punishable on conviction, by a five-year prison term and a fine of MWK100 thousand (about US\$220).

Rights and Duties in Marriage

The legislation accords equal rights to parties to any form of marriage: each party to a marriage is entitled to equal rights as the other in their right to consortium. These include the right to consummation, companionship, care, maintenance and the rights and obligations commensurate with the status of marriage. In addition, parties to a marriage share a duty to maintain each other and any children of the marriage.

While the legislation requires that monetary contributions of the parties to the marriage be proportional to their income, it states that “non-monetary contributions” must be included in determining the contributions of a spouse. These include domestic work and management of the home, child-rearing, and companionship. Significantly, while most provisions of the legislation will take effect as of the date of its enactment and will only apply to marriages contracted afterwards, provisions stipulating the rights and duties of parties to any form of marriage will enjoy retroactive application and bind existing marriages.

11.2 Referral services for VAWG and mental health

LIST OF SUPPORT SERVICES FOR WOMEN AND GIRLS WHO HAVE EXPERIENCED SOME FORM OF VIOLENCE OR WHO ARE NEED OF PSYCHOSOCIAL CARE

Tithetse Nkhanza aims at advancing women and girls' rights and addressing issues that they face including the ones related to violence. It also aims at enhancing access of women and girls to formal and informal justice.

The Tithetse Nkhanza programme is working in with formal and informal service providers at community and district level. We are going to provide you with **a list of services** which has information of different services you can go to for support as well as their address. You can also contact us, and we can help you reach the services that you or a friend needs and support you during the process. You can also tell your friend of the services listed below if they need support.

There is no obligation for you to take this paper if you feel uncomfortable bringing it home. You can leave it with the enumerators or give it to someone else you trust.

- ✓ If you want to talk to someone in your community who can tell you where to find the services, you might need reach out to **Iponga - CVSU on 0999738485**
- ✓ If you need to access specialised health services, go to **Blessings Chirwa on 0995378866 or 0881233946**
- ✓ If you only want to talk to someone to help you dealing with any trauma you can reach out to **Martha Kalumbi (District Gender Officer on 0994012992 or the District Social Welfare Office - Atupele 0999054135 or 0888626164**
- ✓ If you feel at risk of harm, please contact **Songwe Police Unit- Michael Mwangomba on 0995234434 or 0884595990**

SURVIVOR SUPPORT FUND (SSF)

The survivor support fund was created to increase access to response services for VAWG survivors by addressing physical and cost barriers to justice, health and psychosocial support. The SSF provides small enabling funds to survivors to access the support. This is primarily from the justice and health services, but also from additional relevant response services as needed, such as shelter accommodation and psychosocial support. It is hoped that removing the financial barrier will increase engagement with, and trust in, service providers.

Specifically, the SSF covers the following:

- ✓ Transport costs to attend court or other justice services as well as other related services, e.g. counselling,

- ✓ Costs to enable a survivor to receive medical treatment or tests related to VAWG or psychosocial support, including transport costs to access such services.
- ✓ Costs related to temporary accommodation, including safe shelter and accommodation needed to attend court.
- ✓ Costs related to childcare and support to children (such as food, safe and secure temporary shelter or clothes, based on the rapid needs assessment).
- ✓ Adult accompaniment for vulnerable adults or girl survivors of violence, or other costs specific to girl's/children's needs.
- ✓ Incidental costs needed to support a survivor through the justice process, including comfort packs and food. There may be additional costs if the survivor has a disability depending on the type of disability
- ✓ Tithetse Nkhanza will also support accompaniment services for survivors in target areas. These will be strengthening through training and capacity building. The SSF will be closely linked to these, to enable survivors to access accompaniment services if they present to the SSF, as vice-versa.
- ✓ Costs relating to administrative processes for cases, e.g. court filing fees for protection orders or other

Please contact the following if you need to access the Survivor Support Fund:

- **Lilongwe Urban Women's Forum - 0888589866 or 0996510698**
- **Karonga Women's Forum - 0999471348**
- **Mangochi- Rights Advice Centre (RAC) - 0881676797**

REFERRAL LISTS FOR LILONGWE, KARONGA AND MANGOCHI

Name of the structure/group/agency	Traditional area	Type of service	Type of agency	Eligibility	Opening hours	Cost	Focal point person and contact details
Lilongwe District- (T/A Malili)							
Chinsapo Community Victim Support Unit		. Protection of children . Counselling . Temporary shelter . First Aid . Mediation . Referral	Community based organization	Minors and Adults	8.00 am - 4:00 pm	Free	Baxford Kafere 0991898493
Lilongwe Urban Women's Forum		Case management (SSF)	Local organisation	Minors and Adults	7:30 am - 4:30 pm	Free	Phone: 0888589866 or 0996510698
Chinsapo Police Unit (Victim Support)		. Protection of children . Counselling . Mediation . Referral	State service	Minors and Adults	Mon - Sun 24Hrs	Free	Sgt Chimuonenji 0884785262 or 0995230314
Karonga District- (T/A Mwakaboko)							
Songwe Police Unit		Domestic and sexual violence	State service	Minors and Adults	Mon – Sun 24hrs	Free	VSU Coordinator Michael Mwangomba 0995234434 or 0884595990
Iponga -CVSU		Case management	State service	Minors and Adults		Free	0999738485
Iponga Health Centre		Primary health care	State service	Minors and Adults	7:30 am - 4:30 pm	Free	Blessings Chirwa 0995378866 or 0881233946 Email: blessingschirwa9@gmail.com
Karonga Women Forum		Case management (Survivor Support Fund)	Local organisation	Minors and Adults	7:30 am - 4:30 pm	Free	0999471348
Ngana Health Centre		Primary health care	Community based organisation	Minors and Adults	7:30 am - 4:30 pm	Free	Josiah Saidi 0991921295
Mangochi District (T/A Makanjila)							
Binali CVSU	Makanjira	Case management	Community based organisation	Minors and Adults	Twice a week	Free	Bilato Maselino: 0886235629 or 0992021884
Makanjira H/C	Makanjira	Primary health care	State service	Minors and Adults	7:30 am - 4:30 pm	Free	Thom Kasambwe: 0881530013
Tiyende Pamodzi CBO	Makanjila	Case management	Community based organisation	Both minors and adults	7:30 am - 4:30 pm	Free	Mr Solomon Kuyenda: 0997650626
Mangochi- Rights Advice Centre (RAC)		Case management (Survivor Support Fund)	Local organisation	Minors and Adults	7:30 am - 4:30 pm	Free	0881676797