

The development of a psychosocial educational programme to facilitate the reintegration of incarcerated women who had dumped babies and / or committed infanticide

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Abstract

This paper focused process followed on the development of a psychosocial educational programme to facilitate the reintegration process of women who had dumped their babies and / or committed infanticide.

The development of the educational programme established was based on the survey guide suggested by Dickoff et al. (1968) namely agent, recipient, dynamic and terminus. According to the data analysis, the women who had dumped babies and / or committed infanticides were experiencing psychological and socioeconomic challenges, as well as reintegration, legal, and ethical challenges. The researcher decided to develop a psychosocial educational programme to address those challenges. The educational programme was also designed to meet the needs of women who had dumped babies and / or committed infanticide and to equip them with competencies; such as skills, knowledge, attitudes, and values to manage the psycho-social aspects and to facilitate their reintegration.

The educational programme comprises, the aim of educational, objectives, contents of an educational programme educational approaches, programme development process, evaluation of an educational programme.

Keywords: Development; Psychosocial; Educational Programme; Facilitate; Reintegration; Incarcerated; Women; Dumped Babies Committed; Infanticide.

1. Introduction

The Ministry of Gender Equality and Child Welfare (2009) also opines that baby dumping has become a social phenomenon with grave consequences that is drawing nationwide attention and condemnation in Namibia. Unwanted pregnancies have been on the increase in Namibia and is a major cause of infanticide and baby dumping. Other causes of baby dumping to include factors; such as the use of alcohol and drugs among teenagers, stigma, ignorance, and peer pressure. Attitudinal problems such as rebellion and poor self-esteem and the increased likelihood of irresponsible sex exacerbate this phenomenon (MGECW, 2009).

The Baby Dumping Prevention Awareness Campaign (2014) reports that over the years, Namibia has seen numerous reports of baby dumping that is on the increase. The first case of baby dumping and infanticide was reported in either 1938 or 1939 during the colonial period (Hubbard, 2008). Lewis Kim (2013) also reports that about 40 babies and foetuse are dumped or flushed down toilets every month in Windhoek, the capital of Namibia. In the same vein, the 2010 United Nations Children's Fund Report on children and adolescents in Namibia reveals that thirteen dead babies are found every month at the sewage works in Windhoek. According to the Baby Dumping Prevention Awareness Campaign (2014), Namibia is forced to recognized baby dumping and infanticide not only as a criminal act, but also as a social and public health problem that has an impact on the child mortality rate in Namibia, which currently stands at 45.64 deaths per one 000 live births. That places Namibia in the 47th position of the 2014 World Infant Mortality Rate.

Ojedokun and Atoi (2012) mention that baby dumping is one of the most common forms of child abuse in Nigeria. They further opine that although this practice is not new, its current frequent occurrence and the negative implications, it has on the babies concerned, however, makes it a serious social problem that requires urgent attention. The worrisome nature of this social problem is exemplified by the large array of media reports about cases of dumped babies recorded in different parts of the country (Ajewole, 2011).

In Nigeria, babies dumping and infanticide are an intensive social problem as it is in Kampala, Uganda. In Kampala, many women also decide to abandon their new-born babies at hospitals or at the gates of children homes while some women discard these babies on the streets or in pit-toilets leaving them to die. Some of these babies die and a few lucky ones, who are found in time, live in Kampala (Ssendi, 2012).

In Zimbabwe, the Harare City Council (2009) reveals shocking statistics that at least 20 new-born babies and foetuses are dumped in the Harare sewage system every week. Government and police have vowed to end the social ill of baby dumping while emphasizing that baby dumping is illegal in Zimbabwe (Bentu, 2013). Baby dumping in Zimbabwe is considered as a form of genocide; genocide in the most brutal manner. Bentu (2013) deliberates that the mothers who decide that it is not obligatory to nurse a child are without a doubt mass murderers. Bentu (2013) calls them mass murderers because despite the lack of statistics, the undocumented reality is that thousands of babies lose their lives by being thrown away like garbage. These mothers may argue that they do so to protect the babies from a miserable life but that does not take

away the fact that every baby who is dumped is human and has rights.

In Botswana, the situation of baby dumping is as catastrophic as in Zimbabwe. It continues to make news with glaring headlines like "New-born baby dumped in a drain miraculously rescued" and "Miracle baby rescued after being dumped in sewer". The Botswana government believes that it can actively search for alternative methods to protect new-born babies by paying attention to the factors that skew the experiences of poor mothers toward unmoderated vulnerability (Shabani, 2013). Social workers in Botswana reveal that dumping or abandoning babies is increasingly becoming common. They are of the opinion that not only does it corrode the moral fabric of society; the practice – if not stopped – may breed a generation of desolate and bitter youth. Although it is cumbersome to establish the frequency of baby dumping, more often a result of birth concealment, cases reported in the media are enough to draw attention to even the deafest of all human beings. Social workers generally attribute baby dumping to mainly social and cultural factors that are the result of poverty and teenage pregnancy (Shabani, 2013).

There are different main stakeholders according to researchers of baby dumping and infanticide of whom the girl or the woman who commits the act is the leading stakeholder who shares the parental responsibility with the partner who has denied paternity. The Social Work Department at the University of Botswana explains that it has been discovered that young children in Botswana become sexually active at the tender age of 10 years and these children cannot manage themselves without parental care. An unwed mother is the black sheep of the family and society treats her like a social leper. Unwanted, rejected, frowned upon, and reviled by many; an unwed mother opts to dump the baby in the hope that family and society will accept her again (Bentu, 2013).

In Cape Town, South Africa, baby dumping has reached crisis proportions. While the act of abandoning a new-born baby seems heartless and cruel, baby dumping is the end result of various issues that are affecting young mothers who feel they have no alternative (Koopman, 2013). Koopman (2013) reports that 500 babies have been dumped by their mothers in 2013, however, most of them have survived. He states that a recent survey by Child Welfare has found that it is mostly young mothers who abandon their babies. Ramklass (2010) states that it is sad to see how many babies are dumped while the long waiting list of many couples who want to adopt children may provide a solution. He further mentions that mothers could take their babies to any adoption agency where there are good homes and families for their babies. He provides five reasons that could possibly be the main causes for the dumping of babies, which include teen pregnancies, drugs, rape, poverty, and women expecting immigrants' babies.

In the western part of Africa, Gambia is also experiencing the scourge of baby dumping exactly like most other African countries, which is becoming unbearably frustrating in spite of the fact that women who fall into this trap are prosecuted for committing such an inhumane crime (Bah, 2010). Mwita (2013), in Tanzania, refers to baby dumping as a heinous atrocity. She discourses that twins are believed to be a rare gift from the Almighty God but they are still murdered by women and adds that recent research has shown that most baby dumping is done by women.

In Asia, an increase in the number of abandoned baby cases has been acknowledged by the Kuala Lumpur police. Sixty-five baby dumping cases were reported during the first eight months of 2009. The statistics showed that from 2005 - 2010, 472 babies were abandoned throughout the country; 258 of those babies had died while 214 were still alive (Salam, 2013). In a survey on the seven main causes that influence baby dumping among teenagers in Kuala Lumpur, Salam (2013) provides the following statistics about baby dumping: 6.71% of teenagers dump babies because they are feeling ashamed and 29% of them were afraid of their parents' disapproval. When respondents were asked whether it was fair to dump a baby because you were forced to have sex, 17.6% of the respondents said it was fair while 82.4% of respondents said it was not fair. Another 20 respondents showed that there

was lack of religious upbringing which was the highest factor responsible for baby dumping among teenagers in Kuala Lumpur. Meanwhile, 17 respondents showed that there was poor application of religious knowledge and 11 respondents indicated the lack of parental supervision.

Baby dumping in Nebraska, a midwestern state in the United States of America, has become a controversial topic. On the one hand, some states in North America want to prevent the abandonment of babies and on the other hand, other states recognize that some mothers may be so desperate to get rid of their unwanted infants that they might resort to injuring their babies. As a result, some states have passed safe haven laws. Safe haven laws, known in some states as the Baby Moses law, allow parents to leave their uninjured infants in certain designated places, such as hospitals or police stations without fearing or suffering any criminal consequences. Parents remain anonymous and cannot be arrested or sued for child abandonment (Searcey, 2009).

In an attempt to determine the underlying causes of baby dumping, the Ministry of Gender Equality and Child Welfare in collaboration with the Ministry of Youth, National Service, Sport, and Culture and with the financial and technical support of UNICEF conducted a multiple choice text message survey in 2011 to gauge the public attitudes towards baby dumping. That survey revealed that baby dumping and infanticide were the most likely response to an unwanted pregnancy and the top three reasons were fathers who denied paternity, mothers who were still students, and mothers who were unaware of alternatives; such as foster care and adoption (Ministry of Gender Equality and Child Welfare, 2009).

The perpetrators of this gruesome act are facing pressure and rejection from the community. Instead of rejecting or stigmatising them, the community should understand the anxiety they go through and provide them with love and compassion, information, and moral support. Social support can assist the young mother to be more rational while increasing the likelihood that she will not abandon the innocent baby (Ciccarelli, 2009). Therefore, De Bruyn & Parker (2005) state that the consequences of baby dumping and infanticide are imprisonment and these consequences lead to many psychological and psychosocial problems for the ones who commit such atrocities. Young women and girls are likely to deny that they are pregnant due to fear and shame. It is this denial that causes them to risk their lives in an attempt to end the unplanned pregnancy by instituting abortion or committing infanticide and / or baby dumping. Ideally, any young woman who faces an unwanted pregnancy should be able to count on her parents or guardians for support. It will be easier for an adolescent to confide in the adults who care for her when they have an open, loving, and non-judgmental relationship and when she does not fear negative repercussions; such as scorn, punishment, abandonment, or coercion when seeking a solution to her problem.

Currently, there is no study in Namibia that has interrogated the development of a psychosocial training programme that facilitates the reintegration of women who have dumped babies and / or committed infanticide. Therefore, the general goal of this study is to gain insight into the experiences of women who have been incarcerated as a result of dumping babies and / or committing infanticide. The goal of the study is to develop programmes and services that will enable the women who have dumped babies and / or committed infanticide to be successfully reintegrated into their families and their respective communities or society. This goal indirectly relates mainly to the Millennium Development Goals as one of the policies that Namibia conform to as an initiative aimed at reducing the infant or child mortality rate in adherence to the Namibian constitution that guarantees every person in Namibia the right to life, even the right to life of the unborn baby.

2. Methodology

The educational programme was developed according to the themes that had been extracted from the interviews and from the field notes. Since the population of women who dumped babies

and / or committed infanticide consisted only of eleven women, the researcher with the permission of the supervisor decided to conduct focus group discussions with parents, pastors, male partners, and correctional officers. This was done to give weight to the content of the educational programme that was going to be developed. The implementation was designed to cover topics that assisted women who had dumped babies and / or committed infanticide during their reintegration period. The implementation was in the format of a workshop, conducted over three days to include the orientation, working, and terminal phases.

The development of the educational programme established in Phase 3 of this study was based on the survey guide suggested by Dickoff et al. (1968). The researcher was guided by its six survey components). According to the data analysis, the women who had dumped babies and / or committed infanticide were experiencing psychological and socioeconomic challenges, as well as reintegration, legal, and ethical challenges. The researcher decided to develop a psychosocial educational programme to address those challenges. The needs assessment done during Phase 1 (situation analysis) provided the basis for the development of this psychosocial educational programme.

The researcher further realised that there was no programme of such a nature in Namibia that catered for the psychosocial aspects of women who had dumped babies and / or committed infanticide. Therefore, the researcher was inspired to assist women who had dumped babies and / or committed infanticide by developing this programme. The researcher as a facilitator of the educational programme should be an inspiration and a motivator of the recipients to encourage them through the educational programme to reintegrate successfully and without fear into the society.

The educational programme was also designed to meet the needs of women who had dumped babies and / or committed infanticide and to equip them with competencies; such as skills, knowledge, attitudes, and values to manage the psycho-social aspects and to facilitate their reintegration. These competencies are outlined in the themes and sub-themes of the study findings.

The educational programme was planned to educate women about issues in relation to interpersonal relationships and to build their decision making skills and life choices, thus improving their self-esteem and building their confidence, including their ability to communicate, to feel more positive about themselves.

3. Results

The aim of the educational programme approach

The aim of the educational programme was to facilitate the reintegration of incarcerated women who had dumped babies and / or committed infanticide. That was accomplished by conducting educational sessions based on the data collected during Phase 1 (situational analysis) of the study.

3.1. Objectives of the educational programme

The educational programme needed to be informed by the programme objectives that were formulated to address the content of the educational programme. The objectives were derived from the challenges to achieve the aim of the educational programme and sought to enhance the knowledge and skills to understand:

- Manage psychological challenges affecting women who had dumped babies and / or committed infanticide;
- Manage socioeconomic challenges of women who had dumped babies and / or committed infanticide by bolstering support from family, male partners and the community;
- Manage the reintegration process challenges that women were experiencing who had dumped babies and / or committed infanticide and counteracting those challenges through well planned interventions / programmes;
- Manage legal and ethical framework challenges and their implications for women who had dumped babies and / or committed infanticide.

3.2. Content of the educational programme

The learning content of the programme was derived from empirical data, i.e. the themes and sub-themes that had emerged during the data analysis of the study and that were substantiated by the verbatim quotation of the participants' responses support the findings. The learning content for women who had dumped babies and / or committed infanticide was presented in the format of a two and half days workshop.

This workshop was conducted at that Oluno Correctional Facility in Ondangwa, Oshana Region in Namibia within two and a half days. The content of the developed programme entailed the aspects that had been derived from the findings of the data analysis (Chapter 3); namely psychological aspects such as psychosocial challenges, socioeconomic challenges, the reintegration process challenges as well as the legal and ethical challenges.

To address the psychological aspects, the researcher had to design activities that would enhance the knowledge and skills of women who had dumped babies and / or committed infanticide to understand and manage psychological challenges.

The researcher, furthermore, had to bear the factors in mind the characteristics of those people affected by psychosocial challenges, the consequences of psychosocial challenges, the general management of psychosocial challenges, therapy and counselling for psychological problems (Help Guide), and conquering psychological and emotional challenges or trauma (Smith & Segal, 2015).

The researcher included another activity that addressed the socioeconomic challenges of women who had dumped babies and / or committed infanticide. These activities included a module about support by families, male partners, and the community. The activities included types of different socioeconomic situations that led to issues, such as alcohol and drug abuse. The activities sought to empower the women with tools to mitigate the effects of the socioeconomic challenges they were facing. It provided educational and psychological interventions to deal with the causes, prevention, and effects of multiple sexual partners and promiscuity. The educational programme addressed poverty with activities; such as poverty reduction strategies, the poverty reduction programme by the MGECW, and risk factors of poverty. The activities included HIV and AIDS and the drivers of the disease; for example, behavioural, social, and cultural beliefs and customs, as well as the socioeconomic consequences of HIV and AIDS. This part of the programme also dealt with the empowerment of women by means of behaviour modification strategies, a life options approach, and life skills.

The programme included activities to facilitate the reintegration process that involved different level of interventions; for example, the definition of reintegration; the processes of reintegration; the risk, need, and responsibility model; the through care service delivery model; stakeholders of the reintegration process; reintegration activities, and the importance of reintegration.

The last activity dealt with the legal and ethical frameworks for women to understand such frameworks and their implications.

Table 1 illustrates the development of the educational programme.

3.3. Description of the content of the educational programme

The objectives were divided into tables with their corresponding content that the researcher created on the basis of data analysis. All the reflected content in the tables below were the activities the researcher had to carry out in order to facilitate the preparation for reintegration by women who had dumped babies and / or committed infanticide.

Objective 1: To enhance the knowledge and skills to understand and manage psychological challenges of women who had dumped babies and / or committed infanticide

Table 1: A Psychosocial Educational Programme to Enhance the Reintegration of Incarcerated Women who had Dumped Babies and / or Committed Infanticide in Namibia

Aspect	Description
Programme objectives	To enhance the knowledge and skills of women to understand: <ul style="list-style-type: none"> • Manage psychological challenges affecting women who had dumped babies and / or committed infanticide; • Manage socioeconomic challenges of women who had dumped babies and / or committed infanticide by enhancing support from family, male partners, and the community; • Manage the reintegration process challenges experienced by women who had dumped babies and / or committed infanticide and counteracting those challenges through well planned interventions; and • Legal and ethical frameworks challenges and their implications for women who had dumped babies and / or committed infanticide.
Programme structure	The programme was developed to be implemented in the format of a workshop.
Programme approaches	Kolb's learning theory and adult learning approach.
Programme phases	Orientation phase, working phase, and termination phase.

Table 2: Illustration of the Content of Objective 1

Content
Factors that contribute psychological challenges: <ul style="list-style-type: none"> • Denial • Influence of denial on decision-making • How to overcome denial • Rejection • How rejection influences a person • Practical strategies to recover from rejection • Fear • Description of the term fear • Types of fear • How to overcome fear • Anger • Types of anger • How to overcome anger • Evil thoughts • How evil thoughts affect one's thinking • Management of evil thoughts • Despair (hopelessness and helplessness) • Types of hopelessness • Management of despair • Lack of support by families, male partners, and the community • Types of support • Family as the foundation of support • Male partners' responsibility and accountability for paternity • The role of the community in support to women • Consequences of psychological challenges on: <ul style="list-style-type: none"> • An individual • Families • The Community • General management of psychological challenges with regard to: <ul style="list-style-type: none"> • Self-efficacy • Locus of control • Counselling and therapy for psychological problems – Help Guide (Smith & Segal, 2015) <ul style="list-style-type: none"> • How can therapy or counselling help you? • Why therapy or counselling and not medication? • Common types of therapy. • What to expect during therapy or counselling. • Making the most of therapy or counselling. • Overcoming psychological and emotional challenges or trauma. • What is psychological and emotional trauma? • Causes of psychological and emotional trauma. • Risk factors that increase vulnerability to trauma. • Symptoms of psychological and emotional trauma.

Objective 2: To enhance the knowledge and skills to understand and manage socioeconomic challenges of women who had dumped babies and / or committed infanticide.

Table 3: Illustration of the Content of Objective 2

Content
Types of socioeconomic challenges: <ul style="list-style-type: none"> • Alcohol and drug abuse • Causes • Family origin • Prevention strategies • Consequences or effects • Educational and psychological interventions • Role of families, male partners and the community in prevention of socioeconomic challenges • Multiple sexual partners / promiscuity • Causes • Prevention • Effects • Poverty • Poverty reduction strategies • Poverty reduction programme by the Ministry of Gender Equality and Child Welfare • Risk factors of poverty • HIV and AIDS • Drivers of the disease • Behavioural issues • Social challenges • Cultural beliefs and customs • Influence • Women empowerment • Active training and sensitisation • Behavioural modification strategies • Life options approach • Life skills

Objective 3: To enhance knowledge and skills to understand and manage the reintegration process challenges of women who had dumped babies and / or committed infanticide

Table 4: Illustration of the Content of Objective 3

Content
Reintegration process: <ul style="list-style-type: none"> • Processes within the reintegration experience • Pre-release phase • Cognitive behavioural programmes • Transition and re-entry programme • Anger management programmes • Family reunification programmes • Sport and recreational activities • Religious activities • Institutional counselling • Challenges • Suggestions by incarcerated women • Collateral effects of incarceration • Institutional based education • Reintegration phase • Preparation of the community • Collaboration of stakeholders • Risk-need-responsivity model • Post-release phase • Stakeholders at community level • Through care service delivery model • Principles contributing to prisoner reintegration • Importance of reintegration

Objective 4: To enhance knowledge and skills to understand and manage the legal and ethical framework challenges of women who had dumped babies and / or committed infanticide

Table 5: Illustration of the Content of Objective 4

Content
Types of legal and ethical frameworks and their implications:
<ul style="list-style-type: none"> • Namibian Constitution • Respect for human dignity (Article 8) • Fair trial (Article 12) • Child Care and Protection Bill • Different sections of the Bill • Alternatives to baby dumping • Establishment of “safe havens” • Criminal Procedure Act 25 of 2004 • Legal representation of an accused • Maintenance Act 9 of 2003 • Provisions of the Act with regard to maintenance of a child • Human Rights Law • Legal and ethical guidance • Ethical principles • Principle of respect for persons • Principle of beneficence • Principle of non-maleficence • Principle of justice • Principle of veracity • Principle of fidelity

3.4. The educational approaches

The structure of the educational programme developed for women who had dumped babies and / or committed infanticide was based on Kolb's experiential learning theory (Kolb, 1984).

Kolb's experiential learning theory (ELT)

Experiential learning is a well-known model in education. Kolb's ELT (Kolb, 1984) defines experiential learning as "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience".

The ELT provides a holistic model of the learning process and a multilinear model of adult development; both elements are consistent with what we know about how people learn, grow, and develop. The theory is called “experiential learning” to emphasise the central role that experience plays in the learning process; an emphasis that distinguishes ELT from other learning theories (Kolb, 1984). The philosophy of experiential learning focuses on experience as the most important tool for learning. The premise of experiential learning is that individuals create knowledge through the transformation of their lived experiences into existing cognitive frameworks, thus causing individuals to change the way they think and behave (Kolb, 1984). The researcher is of the opinion that the point of departure that facilitates learning should be from direct experience through active participation in the learning process and by continual reflection on what has been learnt during group work.

The researcher is convinced that the knowledge and skills that are learnt everyday form an integral part of human development. The researcher in this study also trusts that it is possible for women who have dumped their babies and / or committed infanticide to change their mode of thinking as far as their experience of successful reintegration is concerned as a result of what they might have learnt about reintegration. Therefore, the researcher agrees with the definition of Kolb (1984) that “learning is the process whereby knowledge is created through the transformation of experience”. It is vital that all the steps in the cycle are implemented for the learning to take place successfully. The steps are depicted in Figure 5.1.

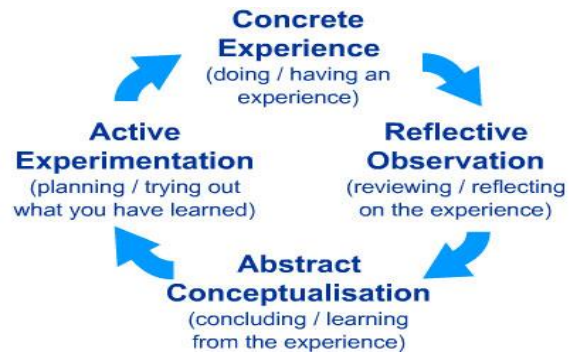


Fig. 1: Steps in the Experiential Learning Cycle Based on Women who had Dumped Babies and / or Committed Infanticide as Adapted from Kolb Et Al. (1984)

The steps in the experiential learning cycle are discussed in detail in relation to women who had dumped babies and / or committed infanticide.

- Concrete experiences of women who had dumped babies and / or committed infanticide

A concrete experience refers to a situation where women are involved in a new experience. The women who have dumped babies and / or committed infanticide would encounter concrete experiences of situations in terms of what they are going through. The new knowledge that women experience causes them to openly describe their concrete experiences by making use of their existing experiences. Kolb (1984) views learning as an integrated process, therefore, experiential learning values and honours the existing knowledge and competencies that participants bring to a learning process (Willis & Ricketts, 2004). The goal of experiential learning – or for learning to be truly experiential – is to involve something personally significant or meaningful to participants, for example the women who have dumped babies and / or committed infanticide (Andresen, Boud& Cohen, 2000). For that to happen, participants have to be personally engaged in their learning.

Furthermore, the women who had dumped babies and / or committed infanticide had a chance through the training programme to share their concrete experiences of fear to be reintegrated into society and that process enabled them to comprehend that fear could be overcome in the presence of strong caring support. The women developed an appreciation for the training programme, since they had experienced the new knowledge in a unique way while also becoming aware of the role they had to play in re-establishing the relationships with their families and society in general. Conversely, the training programme provided the women with an opportunity to reflect on and review their experiences while allowing them to bond with the rest of the women who were experiencing similar issues. The women who had dumped babies and / or committed infanticide shared their experiences with one another; therefore, learning became a new experience for all them. Reflective observation for women who had dumped babies and / or committed infanticide.

Reflective observation involves either watching other people, or developing observations about one's own experiences. In this training programme, women who had dumped babies and / or committed infanticide were expected to be wholeheartedly involved in the learning process while reflecting on their own experiences. Since these experiences were new, the learning experience did not only involve the women's intellect but also their senses, their feelings, and their personalities. Of particular importance in reflective observation is to take cognisance any inconsistencies between experience and understanding. Therefore, it is imperative that the researcher as a facilitator should be observant to see whether the new experiences are well written or understood. In this study, women who had dumped babies and / or committed infanticide exposed their psychological and social thoughts and shared what had happened during the process of dumping their babies. In reflective observation, participants get the opportunity to write or discuss their experiences and this should continue throughout the learning process. Reflective observation is other-

wise termed as the stage during which learners are watching and listening, viewing issues from different points of view, and discovering meaning in the learning material.

In this study, the process of reflection caused women who had dumped babies and / or committed infanticide to work through their previous experiences and they matured to such an extent that transformation in behaviour became possible. The women who had dumped babies and / or committed infanticide described their experiences of new found knowledge as a tool that empowered them to make the necessary plans in terms of their learning and that those experiences contributed immensely to the positive changes in their lives. Many participants considered reflective observation as a new way of reviewing their own lives with an obligation to make real changes. That motivated them to become actively involved in the learning process and increased their self-awareness, since they were reflecting on their emotional feelings of rejection, anger, and evil thoughts. The learning experience enabled them to make serious resolutions to change and face the reintegration process with positive attitude. Reflecting on their experiences, women who had dumped babies and / or committed infanticide were empowered to accomplish and evaluate their own learning and incorporate the new experiences or knowledge into their existing knowledge. The process of reflection also facilitated the need to establish a sense of trust, respect, openness, and concern for the well-being of the participants while they were being encouraged to become law abiding citizens. The experience added value to their lives in the sense of considering job opportunities and the positive influence education would have on their gainful employment.

3.5. Abstract conceptualisation

Abstract conceptualisation comprises the application of thought and logic to the learning situation as opposed to informing experience by feelings alone. That meant that the women who had dumped babies and / or committed infanticide were expected to reflect on their thinking or to review their thoughts with the purpose of putting them into logical patterns where those thoughts made sense to them and to other people they were engaging with. Feelings and emotions – especially negative ones – were excluded from the learning situation because they had the potential to influence learning negatively. However, women who had dumped babies and / or committed infanticide were expected to analyse those feelings and emotions and then decide whether they were worth pursuing. They were afforded the opportunity to express these feelings and emotions and suggest how to cope and identify fruitful and useful changes or replacements. Therefore, the training programme enabled those women to mature and develop a keen interest to make plans for their future, since reflection gave rise to new ideas or a modification of an existing abstract concept that created ideas to explain observations.

3.6. Active experimentation

In active experimentation, women who had dumped babies and / or committed infanticide were encouraged to test what they learnt through concrete experience and make necessary conclusions from their learning experience. That was the last stage of the learning cycle and involved analysing ideas; therefore, whatever the women who had dumped babies and / or committed infanticide planned to do was carried out by sharing what they had gone through and how they were managing their situations.

Active experimentation allowed women who had dumped babies to put into practice what they had learnt. That empowered them to make individual judgment about the experiences and / or their effects in relation to the intended action. They had to work diligently and were actively involved in their plans in order to enhance their learning through their experience. That increased their interest in self-discovery while the women were becoming enthusiastic, as well as more flexible about learning new things. An expected outcome of this study was that women who had dumped

babies and / or committed infanticide would be put into practice what they had learnt about reintegration during this workshop in their existing social relationships, thus becoming the initiators of change in their interpersonal relationships.

3.7. Knowles' adult learning theory

Adult learning is a theory that holds a set of assumptions about how adults learn. According to Knowles two key differences in the ways that adults and children approach learning are that adults desire to be self-directed and want to take responsibility for decisions. Courses for adult learners are sensitive to these desires and designed to permit some autonomy of participants to approach and schedule their learning activities. Other key characteristics of adult learners are a task or problem-centred orientation to learning, internal motivation, life experience is a rich source for learning, and a readiness to learn and develop from life tasks and problems.

The researcher assumed that for the implementation and evaluation of the educational programme, an adult learning theory was appropriate for setting and achieving goals. Graig (1996) describes the important aspects of Knowles andragogic learning theory that should be considered when the programme was presented. This theory was part of the theoretical point of departure that the researcher used to develop a psychosocial training programme for women who had dumped babies and / or committed infanticide.

The researcher acknowledged that adult learners wanted to know about what would be useful for them because before attending the training they had asked themselves whether the training would be worth attending or whether it would be a waste of time. The psycho-social educational programme addressed the needs of women who had dumped a baby and / or committed infanticide based on the themes that had emerged from the data analysis of the participants' experiences. The experiences of the women who had dumped babies and / or committed infanticide were considered during training, since adult learners embarked upon a learning event on the basis of previous experiences and knowledge.

Women were expected to solve problems through problem solving learning during the implementation of any learning programme. In this learning programme, women who had dumped babies and / or committed infanticide were given an opportunity to work in groups while actively participating in their own learning.

The participants were ready to learn provided that the aspects of learning were closely related to the skills that would assist them during the reintegration process. The psycho-social educational programme was developed at a time that it was needed by women who had dumped babies and / or committed to improve their skills in interpersonal relationships and communication.

The educational programme was expected to be problem-based for women to use the information in their learning environment. In the educational programme, the problem-based scenarios were formulated to assist women who had dumped babies and / or committed infanticide to solve relationship problems related to their actual real situations. The agent had to provide the information that would assist the participants with problem-solving.

The women depended on extrinsic and intrinsic motivators that empowered them to learn with more curiosity. The learning activities intended to clearly demonstrate to the learners how it would benefit them in their relationships.

3.8. Problem-based learning approach

Problem-based learning (PBL) is an approach that challenges students to learn through engagement in a real problem. It is a format that simultaneously develops both problem solving strategies and disciplinary knowledge bases and skills by placing students in the active role of problem solvers confronted with an ill-structured situation that simulates the kind of problems they are likely to face in future.

The problem-based approach was used in the programme because it would encourage the participants to engage in problem solving of relationship related problems while developing their thinking

and reasoning skills. It would further assist them in analysing a situation, applying existing knowledge to new situations, and making objective judgment during their encounters with family and the community (Killen, 2007). Problem-based learning was chosen as an instructional method for the educational programme because it placed the participants in an active role amongst people who knew all about the identified problems related to their reintegration; those commonly identified problems would need their initiative to be solved. According to Harrison (2007), PBL aims at creating a learning environment that stimulates learners' attitude to learn and allows them to practise and refine behaviour and skills they would need in real situations. The approach further complements self-directed learning because participants are expected to control aspects as stipulated by Ellis (2007); such as setting own goals based on the identified problem, identifying the expected outcomes for the activity, selecting learning materials from a variety of sources, employing preferred learning strategies, selecting documentation methods for reporting the applied processes, and structuring the learning environment.

3.9. Programme development process

In this study, the researcher followed the programme process to develop a psycho-social educational programme. Programme development is a continual and systematic process that a researcher follows to plan, implement, and evaluate an educational programme. Educational programme development requires a three-phase process, consisting of an orientation phase, a working phase, and a termination phase. Table 5.6 illustrates the three programme phases.

Table 6: Illustration of the Three Programme Phases

Phase	Description
Orientation phase	<ul style="list-style-type: none"> • Welcoming and introduction to the workshop. • Purpose and objectives of the workshop. • Ground rules and expectations of workshop. • Activities to enhance skills and knowledge to understand and to manage psychological aspects for women who had dumped babies and / or committed infanticide.
Working phase	<ul style="list-style-type: none"> • Activities to enhance knowledge and skills to understand and to manage socioeconomic aspects of women who had dumped babies and / or committed infanticide. • Activities that enhance knowledge and skills to understand and to manage the facilitation of the reintegration process for women who had dumped babies and / or committed infanticide. • Activities to enhance knowledge and skills to understand and to manage a legal and ethical framework for women who had dumped babies and / or committed infanticide.
Termination phase	<ul style="list-style-type: none"> • Evaluation to assess the effectiveness of the workshop. • Evaluation of the entire workshop.

3.10. Evaluation of the educational programme

The programme was assessed by conducting an evaluation of the proceedings at the end to determine whether the content that had been offered was well understood and integrated. The programme was also evaluated in accordance with the criteria for theory generation of Chinn and Kramer (1991) by answering these questions: How clear is the programme? The concepts used in programme development were explored and described using the protocols and steps described by Dickoff et al. (1968). Furthermore, an intensive literature control served the purpose of relating the findings to the context of the existing body of knowledge and current trends about the phenomenon under study in order to observe either a confirmation, or a contradiction of existing literature. A literature control also allowed the researcher to describe new insights from a new study that contributed to the existing literature (De Vos et al.,

2007). The major concepts were identified, defined, and to enhance the clarity of the programme.

The concepts in the educational programme to facilitate the reintegration of incarcerated women who had dumped babies and / or committed infanticide were systematic implemented, for example the researcher commenced with an exploration and description of the empirical data using different research methods and techniques. That process was followed by formulating themes and sub-themes. Dickoff et al.'s (1968) survey list was used as a reasoning map to develop the conceptual framework.

The researcher identified the concepts and familiarised herself with existing literature relating to the topic of interest. That involved not only reading the literature but also critiquing the level and usefulness of the existing concepts in the literature. Others fields of study were examined for new ways of looking at the topic of interest. The researcher read widely in order to identify relatedness and dissimilarities to the concepts identified and then chose parent concepts or sets of concepts from other fields to use in the derivation process. Finally, the researcher redefined the concepts or sets of concepts from the parent field in terms of the topic of interest.

How simple is the programme?: There was evidence of simplicity in the programme, for example the programme was easy to understand and to implement because it indicated, firstly, the context in which the programme should take place, namely the Oluno Correctional Facility. Secondly, it described the agent or the facilitator of the programme and, thirdly, the recipients and the procedures to follow while activities were taking place

How accessible is the programme?: There was evidence of empirical accessibility in the programme due to the fact that the descriptions generated for the programme were specific. Related concepts had been defined; therefore, it created conceptual meaning.

4. Conclusion

The educational programme was developed based on the study results that had emerged from data analysis using Tesch's qualitative data analysis approach (De Vos et al. (2002). It was evident from the study results that women who had dumped babies and / or committed infanticide needed to be successfully reintegrated into society. For that to happen, they had to take part in a psycho-social educational programme that sought to assist them with their relationships with their families and the community. The programme had specific outcomes to empower the women who had dumped babies and / or committed with knowledge and skills to manage the reintegration process activities that were provided in the programme.

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