



# Village Action Group Program Manual



Child Aid ZAMFAM South Central





## Introduction

The Zambia Family South-Central Activity (ZAMFAM South Central) is a five-year project being implemented by Development Aid from People to People in Zambia (DAPP) with the sub-partners Creative, KAFHI and NZP+ and with funding and technical support from the American People through USAID/Zambia.

The overall goal of the project is to improve the care and resilience of vulnerable children in Southern and Central Provinces by supporting, protecting and strengthening the capacity of children, families and communities. The goal will be reached by directly involving the children, youth, families, caregivers, community groups and government structures. Activities for children and adolescents living with, affected by and/or vulnerable to HIV, are aligned to the following 4 results:

- Resilience of households to care for children and adolescents increased.
- Child wellbeing status improved due to provision and accessing of quality care and support services.
- Capacity of government and community structures to care for and support children and adolescents increased.
- Strengthen shared learning.

Activities will be implemented in close cooperation with Government Line Ministries and Institutions, Civil Society Organizations, Faith Based Organization and community structures such as Community Welfare Assistant Committees, Village Action Groups, Support Groups for People living with HIV and Youth Clubs.

ZAMFAM South Central will demonstrate the power of Zambians to create change for themselves.

**This guide has been designed for the Village Action Groups to carry out the 11 months program. The guide is also for Community Action Groups situated in Sub-urban areas.**

The booklet contains monthly headlines and content for each of the weekly meetings or actions.

It has been designed to be easy to use for the Village Action Groups/ Community Action Groups, the Village/ Community Action Group coordinators and the project staff who are assisting the groups.

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# Village Action Groups – The year at a glance

## MONTH 1

### I am a Village Action Group Member



#### *Lessons & Actions*

Welcome to the Village Action Group  
The needs of orphans and vulnerable children  
A model home  
Action and Household visit

## MONTH 2

### Give the children the best start in life



#### *Lessons & Actions*

Each child is unique  
Making a development plan for every child  
Improving nutrition for the children  
Action and Household visit

## MONTH 3

### Keeping the home clean and healthy



#### *Lessons & Actions*

We continue to make improvements at home  
The 10 basic rules of health and hygiene  
Establish Sub-groups  
Action and Household visit

## MONTH 4

### Producing and using a healthy vegetables



#### *Lessons & Actions*

What is healthy soil?  
How to solve 5 problems of gardening  
Sowing and planting  
Action and Household visit

## MONTH 5

### Child care and HIV



#### *Lessons & Actions*

Awareness of the AIDS epidemic  
Parents take control of HIV in the family  
Live long and positively with HIV  
Action and Household visit

## MONTH 6

### Good parenting



#### *Lessons & Actions*

The first 1000 days of a child's life  
What small children need in order to develop  
Understanding the reality of child abuse  
Action and Household visit

## MONTH 7

### Common and preventable diseases



#### *Lessons & Actions*

No to malaria – get rid of mosquitoes  
How to take care of a sick child  
Diarrhea, bilharzias, coughs and colds..  
Action and Household visit

## MONTH 8

### Child Protection and Gender Equality



#### *Lessons & Actions*

Child Protection  
In-equalities for boys and girls  
Reality of violence against women & children  
Action and Household visit

## MONTH 9

### Planning for a manageable family



#### *Lessons & Actions*

Family planning and contraception  
When and how to say no to unprotected sex  
Early marriage and early pregnancy  
Action and Household visit

## MONTH 10

### Strengthening the family economy



#### *Lessons & Actions*

How to use the resources we have  
Family budgeting and planning  
Keeping livestock – goats and chicken  
Action and Household visit



## MONTH 11

### Securing the future of the family



#### *Lessons & Actions*

Securing the children's future  
The health system is here to be used  
The continuation of the Village Action Group  
Action and Household visit



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# **Welcome to the Program Manual for Village Action Groups**

## **Introduction**

Dear members of the Village Action Group.

Zambia has one million four hundred thousand orphaned children. This is a huge number in a total population of 15.8 million people.

Your own family, or your neighboring families are among those who are caring for a number of these orphans, and the Village Action Groups are formed for you to be able to help each other with the task.

**If you live in an urban setting substitute the word Village with Community throughout this manual.**

The Program Manual for the Village Action Group will assist you in getting more knowledge on how to take good care of children, and give you ideas of how to improve your family income.

While working through the Program Manual, you will make plans for how to improve the life of orphans and vulnerable children in many ways.

You will aim at ensuring that each of the orphaned children has a good home, gets enough food, is enrolled in school, is tested for HIV and knows the result, is healthy and has access to health care when it is needed, and is protected from abuse and violence.

You will learn about nutrition and how much impact healthy food can have on the entire life of a person, how to recognize malnutrition and what to do about it and how avoid common diseases.

The Village Action Group will form Saving Groups among its members, and all the families in the group will take part in a “Pass on the Gift Action Group” with the aim to improve the income of all the families through adding chickens or goats to the homestead, and improving agricultural production and garden farming.

And not least important, the families in the Village Action Group will work together for 5 years and initiate many actions to involve the village or the community in improving the conditions for everybody.

The Village Action Group Program Manual covers the activities of the group for 11 months. Each month has its headline and plans for three “Lessons”, one “Action” and a “Household visit”. For each lesson and action, there is an “Introduction”, an “Instruction” in how to go about it, and some pages with “More knowledge” on the issue.

## **The life and work of a Village Action Group**

Each village forms its Village Action Group with 15-25 members, one or two from each family. The people in the Village Action Group will stick together over a 5-year period, meeting weekly for lessons, discussions and actions. The Village Action Group selects two coordinators, a woman and a man. The Village Action Group Coordinators are trained in the topics the Village Action Group will work with, and they lead the weekly meetings and conduct the lessons. The Child Care Volunteer is also a member of the Village Action Group.

There will be a meeting every week for 3 to 4 hours, with a lesson or an action to make improvements at the homes and sometimes in the community. The families will also visit each other each month to follow up on the progress.

In the weekly meetings, the group will use the Village Action Group Program Manual to get introduction to the weeks' topic, and the actions to take.

The two coordinators will prepare the monthly lessons with assistance from the Community Mobilizer or the Project leader.

Once a month, the Village Action Group will have a visit from the project staff, - either the Community Mobilizer or the Project leader. He or she will give the lesson of the week, and assist the club coordinators on how to prepare the lessons and actions for the next 3 weeks.

As a member of a Village Action Group, you will take part in:

- Creating better conditions for the orphaned children and your own children to grow up, by making sure that they eat well, do not get sick, and are supported in their social, intellectual and emotional development.
- Making a common vegetable garden, and establish backyard gardens with each family to secure healthy foods.
- Supporting each other in the clubs.
- Sharing knowledge from the lessons on health and hygiene with your neighbors, and other people in your community.
- Taking actions with the other families and in the community to improve nutrition, teaching, health, hygiene and sanitation.



# Month 1

## I am a Village Action Group member

### Week 1 – Welcome to the Village Action Group

#### Lesson: Presentation of the program

##### **Introduction**

You have formed this Village Action Group (Community Action Group if situated in town) because you have agreed to work together about improving the conditions for orphans and vulnerable children in the village/ community.

As Village Action Group members, you will work together, not only for the benefit of your own families and the children you take care of, but also for the benefit of the rest of the local community. You will make improvements and you will take an important part in building a good future for all the growing children in the community.

This manual has been developed to help you get more knowledge on issues that concern children and the life of the family. During the weekly lessons you will learn and discuss a variety of themes that concern the family and the community. Among these are knowing how diseases spread, how to prevent and treat common diseases, how to secure the basic water, sanitation and hygiene needs, how to improve the education for the children, how to improve production and the economy of the family.



Maybe you will also be inspired to turn your own family and home into a role model for others to see. You can also ensure that you live in an environment free of diseases.

You can expect to learn more about what it means to be a good parent, and what young children need in order to develop to their full potential.

You will work as a group to learn together, learn from one another, visit each other's homes and carry out actions together. Actions may include: fighting early marriages and to repair the water points in the community.

### **Instruction**

- 1) The Coordinator introduces the idea of joining the Village Action Group and reads aloud the introduction for the lesson.
- 2) The coordinator should get into more detailed reading by reading aloud the text in the "More knowledge" section. Allow for discussion and questions.
- 3) You agree on the day and time for the weekly meeting, and discuss and how to stick together about succeeding to improve the life of the children.
- 4) Discuss the situation of each of the orphans and vulnerable child belonging to your group members. The secretary writes a list of all children registered in ZAMFAM in a hard cover note book
- 5) Discuss the 9 points on the list "The improvements to strive for". Come up with examples of improvements for your children that you can think about under each point, and discuss how you may carry them out.

### **More knowledge**

The idea of the Village Action Groups is to train and organise the members of ZAMFAM South Central to improve the living conditions, health and education for the children registered in ZAMFAM.

Each family must assign one to two person(s) to participate in weekly meetings in the Village Action Group. If the person assigned is not able to participate any other member of the family ought to participate in the meeting. After the meeting / lesson, the person(s) who participated must go home and share all information with the entire family and must take action to carry out the activities discussed in the group such as improved sanitation, growing vegetables, improving cooking methods, improving livestock rearing and much more.

Families who are not registered in ZAMFAM can join a Village Action Group if they want to support vulnerable children. However they cannot directly benefit from any material support given out. Each VAG should preferably have between 10 and 35 members. If membership exceeds 35, it would be better to form two groups.

The Village Action Group elects two group coordinators (male and female) to spearhead activities; a secretary to keep records and a treasurer to keep track of funds and material managed by the group.

To be able to work together on improving the conditions for the orphans and the vulnerable children, your Village Action Group has agreed to follow this program, which means:

- To meet weekly for lessons and actions in order to learn more about important issues of taking good care and improving the life of children in your families. The actions will include the following and much more;
  - Making individual improvement plans for each child
  - Growth monitoring of all children aged 0-15 years of age.
  - Getting all children who could have been infected with HIV tested.
  - Working with Community Health Workers to ensure HIV+ children get treatment.
  - Conduct HIV prevention campaigns.
  - Conduct cooking demonstrations.
  - Establish common gardens for multiplication of nutritious crops
- To give tasks and support to the Child Care Volunteers.
- To follow up on the progress of every single orphan or vulnerable child in the village every month.
- To discuss and give advice on how to deal with difficult situations in the families.
- Establish and follow up on the progress of Saving Groups, Pass on the Gift Action Groups and other subgroups such as nutrition and garden groups.
- To work together with and involve the Community Welfare Assistant Committees (CWACS) in your plans and actions in the village.
- To start a common vegetable garden to produce healthy food for children in need.

The members will support each other to ensure that the lessons learned are practiced through discussions, home visits, field days and through working together to solve problems.

The Coordinators will lead the sessions. However, the intention is to allow more people to be involved in leading and teaching. The member with the best vegetable garden can, for example, lead the session on vegetable gardening.

The Village Action Groups/ Community Meetings will work closely with and get services from the local Health facility. ZAMFAM South Central will train Community Welfare Assistant Committees to provide services to your Village Action Group. Community Health

Workers will further provide guidance and lessons on safe guarding Children's needs. Agriculture Camp Extension Officers can also be invited to give guidance on agriculture related topics.

These tasks will be a part of the 4 monthly lessons and actions. In between weekly lessons, each member will carry out actions, that have been discussed in the group, within their home and family. Many things can be improved with little or no extra resources by following the lessons and suggestions from the fellow group members.

**This is how the 4 meetings of a month will look like:**

- Week 1:
- Lesson 1.
  - Follow up on all the children in the program together with the Child Care Volunteers, and make plans for what shall happen for them during the coming month. Remember to invite the Child Care Volunteers for these meetings.
- Week 2:
- Lesson 2.
- Week 3:
- Lesson 3.
  - Follow up with the sub groups to see the progress being made in each.
- Week 4:
- An "Action" and a "Household Visit" to families with children registered in the program.

The project leader or the community mobilizer will take part in one of the monthly meetings. You will make a schedule that fits into the project leader or community mobilizers' plan.

You also inform the CWAC on your dates for the meetings and invite a representative. The people from the project and the members of the CWAC are there to help you.

**The improvements to strive for in the program are:**

1. All children have a relationship with an adult whom the child trusts.
2. All children have sufficient food to grow and to be able to learn.
3. All children have a safe place to live with good health and hygiene conditions.
4. All children are healthy, and they have access to health services when needed.
5. All eligible children go to school.
6. All school children are members of "Kid's Clubs" or "Youth Clubs" connected to the schools.
7. All out of school youth are enrolled in "Youth Self Help Groups" and/or are active in improving the economy and the living condition in the home.
8. All children are protected against mentally, physically and sexually abuse.
9. All children are tested for HIV and are supported accordingly.

It is your task to know every single orphan or vulnerable child living in the village – know how he/she lives and what he/she lacks. On this background you make the plan for improving the conditions for each child.



## **Month 1**

I am a Village Action Group Member

### **Week 2 – The needs of orphans and vulnerable children**

#### **Lesson: Helping orphans and vulnerable children**

##### **Introduction**

The HIV pandemic has left over 1 million children orphaned and vulnerable in Zambia. The main problems facing Orphans and Vulnerable Children include the following: their families are poor, no food security, poor health, HIV infections, child abuse, children not finishing primary school or not proceeding to secondary school, psychosocial needs due to losing parents or parents/guardians being sick or too old to take good care of them.

The said challenges are usually known to the communities, but they are difficult to reduce without the families working together and finding solutions for how to take care of the children.

So, the Village Action Group is formed to help taking care for the orphaned and vulnerable children. The Village Action Group mobilizes and strengthens each other; they find solutions, and they take action together.

Some improvements need money, others do not.

The Village Action Group works tirelessly to find ways and means to support the families who are taking care of orphaned children.

To strengthen the economy of all the families in the group, the Village Action Group can establish a Saving Group and a Pass on of the Gift Action Group with support from the project.

The Village Action Group will administer the “Pass on gifts” and ensure that the most needing families registered in ZAMFAM receive a gift. The gifts are small animals like chickens or goats, and agricultural inputs. The families who receive the first gifts must agree to pass on some of the animal offspring and some seeds and plants derived from the agricultural inputs.

##### **Instruction**

- 1) The Village Action Group coordinator introduces the lesson by reading aloud the introduction.
- 2) The coordinator should get into more detailed reading by reading aloud the text in the “More Knowledge” section. This is to broaden the understanding of what orphans and vulnerable children need and how to

address these needs. Group members can also share some experiences. Allow for discussion and questions.

- 3) Discuss which needs can be addressed without extra money, and which needs demand solutions in the form of extra income to be generated.
- 4) Review the list of the 9 point to improve the welfare of children you discussed on the last meeting to decide, which improvements you will carry out this month for each child. Write your plans in a notebook with a page for each child.
- 5) Each family explains how the improvements can be made. Help each other to improve on the plans. Prepare to hear the results on the first meeting next month.
- 6) Agree where the next meeting will take place, and make it fit with the lesson "A model home in the village". Chose a home you think is the closest to be called "A model Home".
- 7) After the meetings/ lessons, the person(s) who were present must go home and share all information with the entire family and must take action to carry out the activities discussed during the meeting.

## **More Knowledge**

### **Helping children cope with loss**

To overcome the shock of losing a parent, a child needs to connect to another person he or she can trust and talk to about the experience. A close and trustful friendship with an adult, and a healthy environment among other children can give the orphaned child opportunity to express its feelings and to share experiences with children in similar situations.

So each child must be connected to an adult who likes and trust the child. And the child must be engaged in activities such as sports and arts programs, which allow the child to play again. In this way we create opportunities for information sharing and support. Two or three families can organize to meet with their children where the children can share their experiences. By this occasion the families tell the children what they can expect will happen in their new families, and what the new families expect from them.

Children are small human beings, so apart from their size they are not different from adults. Each child has already his or her own ideas, based on the experiences in life. When children feel that they are respected, you can share opinions and ideas, problems and solutions with them.

Each family must share their plan for improvements with the children, and the children must agree to the plan and work together about carrying it out. A child may also express a wish for something that is not in the plan.

### **Educational support to children in school**

One of the most distressing effects of HIV and AIDS is the increasing number of children

leaving school, because their parents or caregivers cannot pay school fees. The Village Action Group can do different things to solve such problems:

- Form a Saving Group to raise money for the school fees, uniforms and books.
- Negotiate with schools to cut off or reduce the school fees.
- Organize “Pass on uniforms and books”.
- Improve production through improved farming methods.
- Improve budgeting and fundraising skills.

### **Involve children and youth**

Poverty often prevents families from taking care of the needs of children in need. This situation makes youth vulnerable to prostitution and labor exploitation, as they struggle to support themselves. The Village Action Group will facilitate involvement and active participation of children and youths in different actions. Children will be enrolled in Kids/ School Youth Club’s from which they will learn a variety of skills and activities. Other children will be enrolled in Youth Self Help Groups for in and out of School Cubs. “Youth Self Help Group” will study a “Small Business Course” to learn how to start a small business.

### **Material support to households caring for orphans or vulnerable children**

Many caregivers have problems providing for orphaned children or youth. Especially elderly or ill caregivers need assistance. The Village Action Group can organize ways of sharing food, getting supplies of second hand clothes and seeking economic assistance from various government offices.

### **HIV and AIDS information to the orphan children and youth**

Every new HIV infection puts an increased number of children at risk. Knowledge is the most important key to prevention, so knowing the facts about HIV and AIDS is the best way for a person to stay free of HIV or to live a positive life with HIV. Therefore, lessons about HIV and AIDS are a part of the program for the Village Action Groups, the Youth Clubs and the Kid’s Clubs. The Village Action Group will strive to make testing an “of course” for all in the family. It will also engage the schools as well as the youth and the children in the village to go against stigma created by lack of knowledge.



## Month 1

### I am a Village Action Group Member

#### Week 3 – A model home

##### Lesson: What is a model home – how to create one

###### **Introduction**

A model home is a good home with the basic conditions for a family to live a healthy life. A good home is important for *children's happiness, growth and development*. It is the frame around a child and a family.

The home must provide shelter, safety, hygiene and nice surroundings, which pleases the eye and gives good inspiration for the mind.

A Model home should have:

1. A well-built and safe house.
2. A clean kitchen with hygienic facilities.
3. Clean and safe drinking water.
4. A latrine/ toilet, bathroom and hand washing facility.
5. Garbage system (Refuse pit/ compost pit/ garbage collection system).

The Village Action Group has an important task in the community to create model homes for its members, so that all the children can grow up in a good environment. This is not a question about money, but about keeping the home clean and orderly, and establishing good low cost, healthy systems.

###### **Instruction**

- 1) The Village Action Group members already agreed last week to meet at the home of one of its members.
- 2) The family shows the members around in and outside the home.
- 3) Read the "More knowledge" text together.
- 4) Discuss what you have seen, and what you have read. If the home should be perfect, what are missing? For example, there may be missing a good storage system for grains, a good system in the kitchen etc.
- 5) Member mentions how they will improve their home in the coming month.
- 6) Discuss and decide what to do in the coming action week. You could for example decide to improve the community water points, cleaning up the market place in the township, supporting elderly in the community to improve their homes.



## **More Knowledge**

Many diseases, especially diarrhoea, come from germs found in faeces. People can swallow the germs if these germs get into water, onto food, onto the hands or on kitchen utensils like pots and plates. Good hygiene will improve your health.

- ✓ Always drink clean water.
- ✓ Always use a latrine/ toilet.
- ✓ Always wash hands after using the latrine/ toilet, before handling food and before eating.
- ✓ Bury or throw into the latrine/ toilet faeces from babies and small children.
- ✓ Always keep faeces from animals away from the homes and water sources.
- ✓ Keep animals out of the house and kitchen.

**Germs are so small that you cannot see them with your bare eyes**



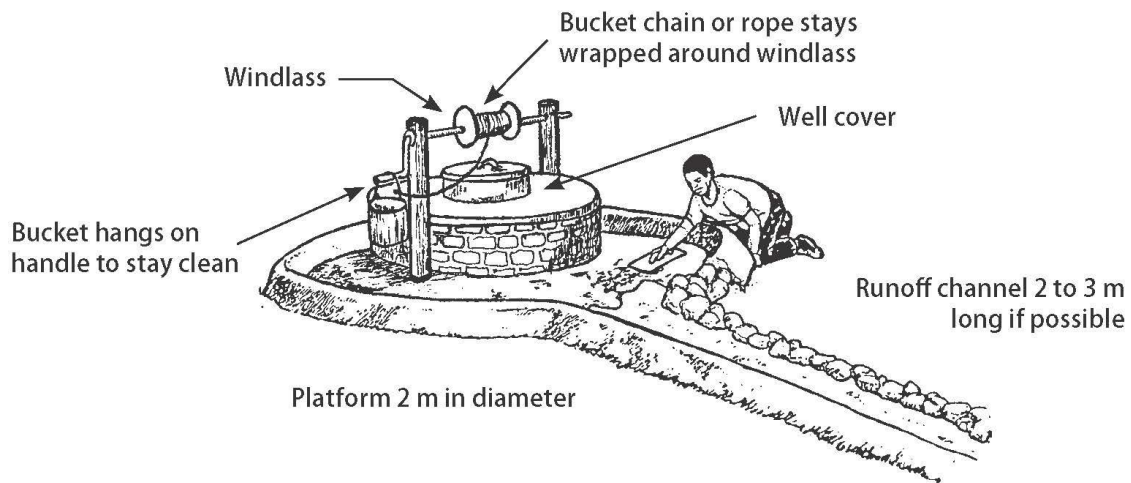
## **Prevent diseases by using clean drinking water**

- The best is to get drinking water from a safe source for example from a borehole with a pump or from a protected well with a pump or a windlass.
- The community members must get organized to ensure the water point is well maintained and repaired if it breaks down.
- If the water comes from an unsafe source like an unprotected well, a river or a dam – it must always be boiled, chlorinated or treated in other ways to kill the germs before drinking. Even water that looks very clean can contain bacteria and if you are not sure it is always better to treat water especially for small children and for children and adults that easy get sick. You will learn more about this later in the manual.
- It is important to store the water safely at home:
  - a) Store drinking water in a clean and covered container, bucket or jar.
  - b) Always use a clean cup when taking water from the container.
  - c) Don not allow anybody to put their hands into the water container, or to drink directly from the container.



## A protected well

The drainage platform carries runoff away from the well to a drainage area. This prevents the area around the well from getting muddy, and breeding germs and insects. Germs can grow in cracks, so it is important that the platform is well made.



Pour concrete to a depth of 75 mm, with a raised outer rim 150 mm high. The entire platform and rim should be reinforced with 3 mm wire to prevent it from cracking.

## Prevent diseases by using latrines

### Where to construct a pit latrine

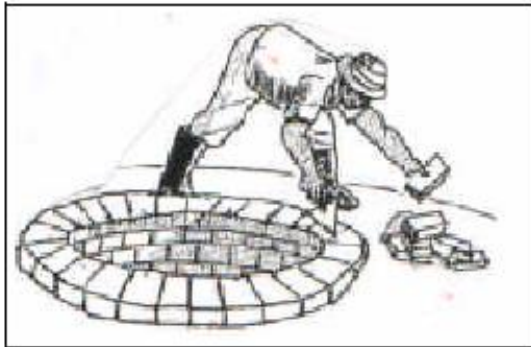
Pit latrines should be constructed in the backyard of the house on a slight mound so that it is placed higher than the surrounding ground. In this way water at the surface will flow away from the hole. It should not be nearer than 6 m or farther than 50 m from the house. The direction of the wind should be away from the main house. The latrine should be located at least 80 m away from a water point on the downhill side, to avoid possible seeping and contamination of groundwater.

### What a standard latrine should have:

- Dig the pit 3 meter deep and about 90 cm wide.
- Pit line the latrine to the bottom if the soil is loose. You can for example use bamboo.
- Pit line the top part (half meter) if the soil is firm (see illustration below).
- The floor in the latrine must be made in such a way that it can be cleaned. It can be made of cement and iron bars or it can be made from local materials and smeared and shined well.
- Put a lid over the squatting hole.



- Good ventilation and nicely constructed
- The opening (door way) should be 60 centimetres wide and 2 metres tall so that it is comfortable for people to enter
- A functioning hand wash facility with soap or ash near the toilet



A good raised pit lining made with clay bricks



A cement slab with lid and raised foot rests. Ready for construction of the latrine walls

## The hand washing facility – Tippy tap

A tippy tap is a very efficient method for washing hands. Make one in front of your latrine if you do not have running water. This type of hand washing system is low cost, user friendly and does not leave dirt on the container after somebody has used the facility.

### ***Materials and tools needed to make a tippy tap:***

- Two Poles of 1.8 meter with Y-Shapes on one of their ends
- Two straight sticks of 1 meter in length
- Two lengths of rope (0.5m and 1m)
- A 5 or 2 litre container
- Some soap or a small plastic container with ash
- A 3 to 4 inch nail to make the hole in the container and in the lid



### ***Building the tippy tap***

- Dig the two Y-shaped sticks into the ground near your latrine
- Put one straight stick horizontally over the Y-shaped sticks
- Heat the nail and make a hole in the container about 12 cm from the top and in the lid
- Tie the rope to the holed lid in one end and to one of the straight sticks in the other
- Hang the container with water on the horizontally placed stick
- Make a hole in the soap and tie it on the stick as well or hang a small container for ash



### **Prevent diseases by using refuse pits**

- Germs can be spread by flies. Flies like to breed in refuse like food leftovers or peelings from vegetables and fruits.
- The family should have a refuse pit where household refuse is buried or burned regularly.
- The refuse pit should be dug 2 meters deep and situated 20 meters from the house in order to keep flies away from the home.
- Have two refuse pits: One refuse pit for things, which can decompose such as food, ashes, grass and plants. Compost derived from such pits can be used in the vegetable garden or in the field as manure; another refuse pit for garbage, which cannot decompose like plastics, metal and glass.

### **Prevent diseases by using dish racks.**

Make a dish rack in two parts: Part one for the basins you use to wash the kitchen utensils; part two for drying the utensils.

When the utensils are cleaned and dried well, they do not attract flies and other insects.

It is more hygienic to let them dry in the air than to use a cloth that often is not kept clean.

Put the utensils on shelves or in basins in the kitchen after drying them.



## How diseases spread through poor sanitation

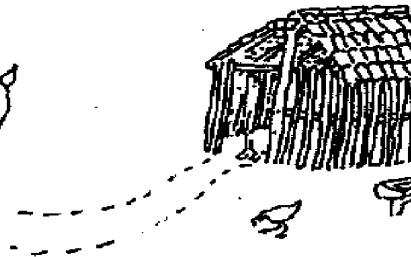
Harmful organisms, not visible to the naked eye, are transmitted to people through unclean drinking water, unwashed vegetables, dirty hands and insects such as flies and cockroaches. These germs bring diseases such as diarrhoea, dysentery, cholera, typhoid, paratyphoid, polio, hepatitis and intestinal worms to people.



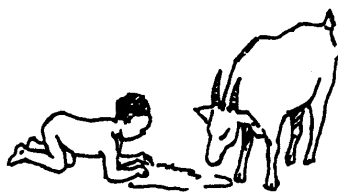
1. A man with diarrhoea of worms has a bowel movement behind his house



2. A goat steps in the stool dirtying the nose and feet



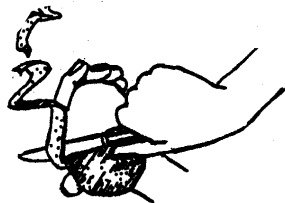
3. Then the goat goes into the house



4. In the house a child is playing on the floor  
5. The child crawls over some of the faeces



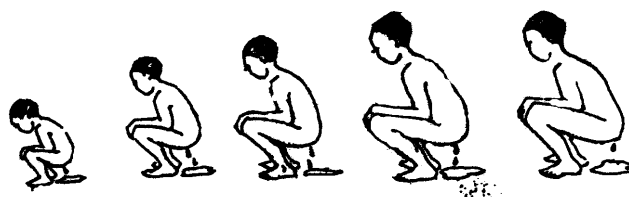
6. Later the child starts to cry and the mother takes him into her arms



7. Then the mother prepares food, forgetting to wash her hands after handling the child



8. The family eats the food

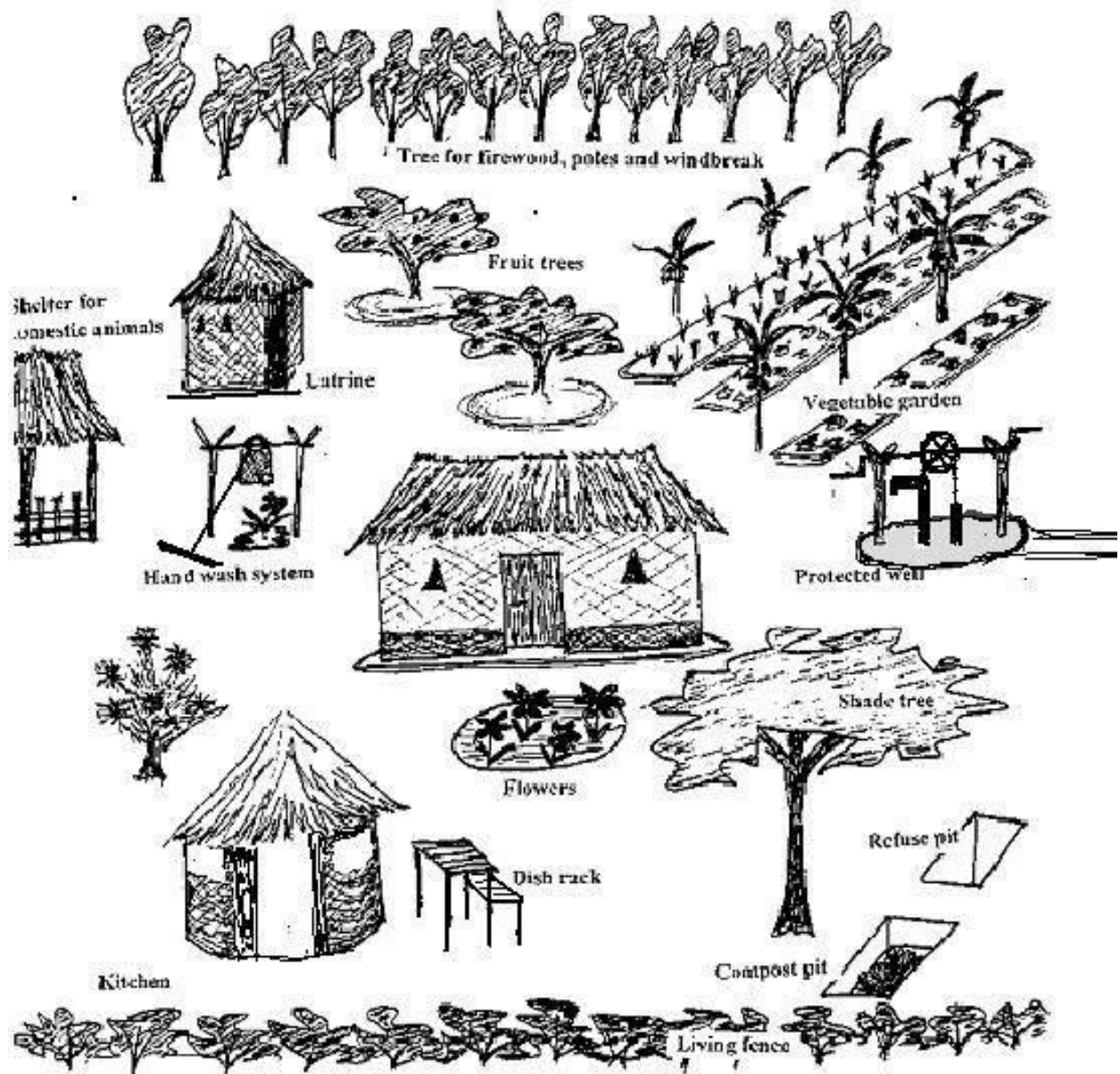


9. The whole family then has diarrhoea of worms



## Example of a “MODEL HOME”

A good home gives a good foundation for a happy and healthy life. This home has got a living fence around it; it has trees for firewood, windbreak, shade and fruits. It has a vegetable garden, a well, latrine, hand wash system, refuse and compost pits, a good kitchen with firewood-saving stove, shelves and dish rack outside. It has a good shelter for domestic animals and flowers to make the home beautiful.



**URBAN MODEL HOME:** A model home in a township would have many of the same facilities. Probably an indoor kitchen which must have good shelves, there must be a garbage system, the little land if any can be utilized for nutritious vegetables, the hedge around the homestead could be planted with Moringa which provide privacy as well as nutrition. Most water in towns need to be treated especially if coming from wells which very often are contaminated

## **Month 1**

### **I am a Village Action Group Member**

#### **Week 4 – Action and Household visit**

##### **Action: Securing the basic conditions at home**

###### **Introduction**

The Village Action Group has gone through the first month of the Village Action Group program manual. You have read and discussed the needs of the orphans and vulnerable children and how to help them.

You also learnt about the basic conditions for a healthy home, and what it takes to create one. You got inspiration from visiting a nice home in the community and you have discussed how to make it better. Now it's time for action.

###### **Instruction**

- 1) The Village Action Group meets to organize the action.

At the last meeting you decided what to do during this action, and the coordinators and the families have prepared the action with tools and instructions.

- 2) The "Village Action Group" forms smaller groups according to the work to be done; it can be repair of walls or roofs, repair of floors, making dish racks, tippy taps, refuse pits or compost pits ....
- 3) At the agreed time for the end of the action, the whole group meets again and shares the results.

##### **Household visit: Visiting the orphans and vulnerable children**

###### **Introduction**

To get a better understanding of the needs for each of the orphan and vulnerable children in your Village Action Group, you will organize to meet with the children in smaller groups.

The aim of the meetings is to show the children that the members of the Village Action Group care about them and count on their cooperation when finding ways and means for becoming a part of their new family. The adults meet the children with seriousness and respect; they demand their participation in developing the points for improvements; they ask them about

things they would like to discuss; they see that they are healthy, that they have a place in the family, and that they are going to school.

You can ask the children to describe improvements that have taken place the past month, to present their school books, to show where they are sleeping etc. Focus on the facts.

The smaller group of adult Village Action Group members and children from 3 households discuss and list actions and changes needed to improve the life for each of the children and discuss how to achieve such improvements.

Some issues can be demands to the child to keep clean, be timely in school, help with the household work. Some issues can be demands to the family to take the child to the clinic, improve hygiene etc. Some issues will need long term planning such as improving food security and income. The children must agree in and understand the listed actions suggested.

In the first meeting in the Village Action Group next month, the groups share their experiences; they follow up on what has already happened to the points on the list for each child, and they add the proposed new points.

### **Instruction**

- 1) The members of the Village Action Group divide in groups of three, and each group has a meeting with the children belonging to the three families.
- 2) The meetings follow the guidelines in the introduction. During the meetings you must be open to listen to the children, but also be able to notice if a child takes advantage of the situation and makes complains for no good reasons.
- 3) The secretary takes notes of the meetings and improvements promised by members. Follow up on these improvement when you in the Village Action Group next week.





## Month 2

### Give the children the best start in life

#### Week 1 – Each child is unique

#### Lesson: Seeing the qualities in each child and helping them to develop to their full potential

##### Introduction

A child is not an adult. The child is not a copy of his family. The child is a human being. The child has a will; this will is baptized and blessed by its genetic code and its lifelong experiences. Each child has known or hidden skills and talents, and each child has his own approach towards the people living around him.

Like adults, all children experience feelings of joy, fear, anger, sadness, helplessness, even guilt and all children have wishes and abilities. However, their behaviors are different from yours and they vary from child to child based on their unique life-story.

A child is born with its' own personality, which stays with it throughout its lifetime. Personality can be cared for and developed and challenged to near perfection. This happens through the participation of the child, when he is respected and included. However, many see children as someone to be formed and shaped by the adults around them. Children are expected to listen and obey adults who have their own image of who the children are, and what they should become. These perceptions of children cannot stop children from developing their own personalities, but they disrupt and suppress the development of the child as a unique and genius human being. Each child is special, and each child is born with an unlimited potential to learn, create, be passionate and take a part in building better communities.

##### Instruction

- 1) The Coordinator introduces the lesson and read aloud the “More knowledge”.
- 2) Work in smaller groups. Think about your own childhood, and think of adults who respected and supported you, and whom you also respected, and think of adults who ridiculed you and made you lose confidence.
- 3) Share your best examples with the whole group and discuss what you yourself learned from them. Discuss what it means to respect children.

- 4) Read the guidelines for the Preschool Of the Future (POF) school children on page 21 aloud again. Consider sharing and discussing them with your own children.
- 5) Use the last part of the meeting to follow up on the plans for improvements for the children discussed during the past meeting as well as improvements in the homes. Hear one improvement made in the home and one improvement made for an individual child from each family

## **More knowledge**

### ***Look at children as small human beings***

Parents and teachers should lay a sound foundation for a child to develop as a curious, courageous, outgoing, conscious and knowledgeable human being, capable of advanced interaction with other human beings and the material world.

The attitude of a teacher must be dedication to the children, and to his teaching profession. A teacher shall not have attitudes like ridiculing, threatening or forcing children to abide to his norms, but shall free these small human beings by paving the way for the children in their wish for discovery and experiment.

### ***Treat children with respect***

Many parents and teachers have no bad intentions behinds forcing children to perform a task, but one-sided decisions can discourage the children. Adults taking decisions on behalf of a child, without his or her consent, hurts the self-esteem of the child. He starts to feel alone and separated from his struggle for learning. Decisions made by elders are not always 'better' than the decisions made by children. While elders are older and hopefully wiser, and probably have more experiences than children about life, children are more open-minded and can challenge status quo.

Remember that our children will grow up in a world very different from the world of our ancestors, and even from the world we know today.

Many teachers and parents are ignorant about the importance of respecting and including children when taking decisions in the family, in the school, and in the community. They think that treating children with respect can spoil them. Some look down at children and make them understand that they are not good enough, or good for nothing, if they do not comply with a narrow view on how "good" children behave. In this way they crush the personality of children and give birth to a feeling of inferiority.

### ***Children need to be loved and valued***

When parents and teachers treat children in an uncompassionate manner it can create bitterness. Sooner or later children turn hostile while struggling with a desperate need for love and security.

### ***Give it a try***

If you, as adult, treat children with respect, then the children will also learn to respect themselves and to respect you and try to understand your opinions. The children will get the

understanding that everyone is important. They will grow up believing in themselves, learn to think independently, and learn to express themselves and to work with others. They will grow up and treat others with respect and will learn to take action together with others. They will be guided in life by a healthy attitude and conscience towards what is wrong and what is right. They will take charge of living healthy lives benefiting themselves and their families and they might become the future leaders in their communities.

The following are the guidelines the teachers in the “Preschools of the Future”, or the “POF schools” of DAPP Zambia, shares with the young children to help them develop and become whole and proud human beings.

- \* **Do not compete. Do symbiotic things.**
- \* **Do not do evil. Do good things like good people do.**
- \* **Do not make war. Make peace. Love peace. Keep the peace.**
- \* **Make the Solidary Humanism your –ism.**

Try to share these guidelines with your children, and you can be sure to have an interesting discussion on what they actually mean.



## Month 2

Give the children the best start in life

### Week 2 – Making a development plan for every single child

#### Lesson: The orphans and vulnerable children in the program

##### Introduction

Children registered in the ZAMFAM project are below 18 years of age and are either infected by HIV or affected by HIV. Some children are living with HIV, some have lost one of both parents due to HIV while others live in families headed by a guardian living with HIV.

Children who become orphans might lack parental care and love. They might need help to cover their basic needs such as education, nutritional food, shelter, health care and social needs. We must also not leave out protection against violence, abuse, exploitation and discrimination, since orphans are very vulnerable to most kinds of abuse.

You, as members of the ZAMFAM Village Action Group will work with the community to secure the life, dignity and a good future for all the children registered in ZAMFAM. They deserve the attention of everyone in the community.

The responsibility should not just be left to those who accidentally have been left with orphan children, as they cannot shoulder the task alone. Caring for vulnerable children is a joint task for the entire community and it also needs attention from the community leaders

##### Instruction

- 1) The Coordinator introduces the lesson, and read the text in the “More knowledge” aloud.
- 2) Read the plan suggested for Irene again. Discuss why it is good to make such plan.
- 3) Divide in groups of 3 and start to make similar plans for the children belonging to the families represented in the small group.
- 4) Introduce the exercise to make “Care and Development Plans” with the Child Care Volunteers.

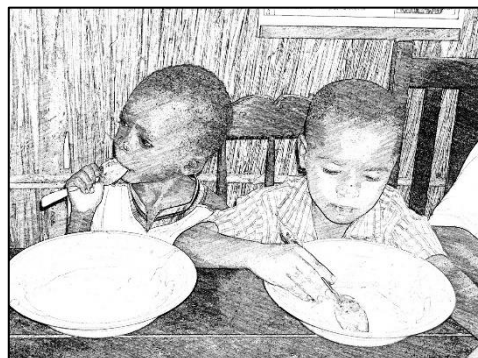
## More knowledge

In the Village Action Group, you have already started to make plans for improvements for the orphans and vulnerable children.

The idea is that over the 5 years of the ZAMFAM program, the daily life and the future of the orphans are secured by the help of these improvements as well as through all the other activities that you will carry out in the program.

Here is a repetition of the areas to consider when you plan for improvements:

- **The children eat healthy and nutritious food.**  
Improvements will include increased and improved vegetable gardening and growing of fruit trees. Improved menu planning, improved feeding practices of small children and improved cooking methods for the whole family. The children are also involved in the growing of vegetables.



- **The children go to school.**  
The Village Action Group organizes actions for enrolling out of school children whenever a new school year starts. They follow up on the children's attendance and performance together with the teachers during the year. They also organize back to school and continue in school actions – by solving all problems that are stopping the children from going to school –as well as working together to ensure that more children progress from primary to secondary school with focus on girls who often drop out of school early.
- **Each child has proper accommodation and a proper place to sleep.**  
At the monthly 'Family visits' you see how the children live and where they sleep. You see if the home is clean, have good sanitation facilities, if the child sleeps under a mosquito net, has a blanket to protect against cold weather etc.
- **Each child is protected.**  
Children need to be protected against any form for abuse including child labour. The Village Action Group will look for signs of abuse, discuss protection and take action against neglect and abuse as well as supporting children to get birth certificate.
- **Each child is healthy and has access to medical aid if needed.**  
The Village Action Group works together with the health authorities to ensure that each child is checked and treated for any serious disease. It is also a good idea to organize monthly health checks for all children in the village with the help of the Community Health Workers and/ or with staff from the local clinic.
- **Each child knows his or her HIV status and is supported accordingly**  
All children with unknown HIV status must get tested. Community Health Workers will support the children tested HIV positive to ensure the child get treatment. Ideally the whole family must know their HIV status and share the results with each other. HIV positive children and adolescents need treatment and support from the guardians and from the community including the Village Action Group and the Child Care Volunteers.

***A plan for improvements for an orphan child could look like this:***

**Name: Irene**

**Age: 8 years**

	Issue	Yes	No	Action plan
1	Healthy food	x		
2	Enrolled in school		x	<b>Irene is afraid of going to school because she is made fun of.</b> Persuade her to go to school. Find a 'Best Buddy' among her classmates to accompany her. Agree with the teacher how to avoid that she is bullied. Organize help with homework.
3	Safe accommodation	x		
4	Protection		x	<b>Irene has no documents at all.</b> Make an action to get documents for all the children who needs them.
5	Health status	x		
6	Tested for HIV	x		<b>Irene is HIV positive, she was infected from birth.</b> Talk with Irene about what it means to be HIV positive, what AIDS is, and how she can live a positive life if she starts on ARV. Explain to the other children why they do not need to be afraid of attracting HIV. Agree with the clinic to get ARV. Make a control system for remembering to take the medicine together with Irene. Ask the clinic for additional supplements. Ensure together with Irene that she does not run out of medication.
7	Enrolled in club	x		<b>Irene is enrolled in the Kid's Club but she often avoids to go to the meetings.</b> Discuss with the teacher how the other kids can be more welcoming. Follow her to the club a couple of times and talk with her about what she has been doing. Remind her of when to go.
8	Other issue	x		<b>Irene's younger sister is living with another family in the village.</b> Agree with the other family that the girls visit each other regularly. Tell the girls when they can meet, and ensure to keep the promise.
9	Other issue			
10	Other issue			

You cannot make everything happen immediately but you should decide to start with issues that are most essential for the welfare of the child. Make a plan for when to do the other points over some time. Write the whole plan / or some points for you to remember in a notebook.

You will once a year make care plans for your children in a preprinted form together with the Child Care Volunteer, and will together review and update these plans quarterly.

## Month 2

Give the children the best start in life

### Week 3 – Improving nutrition for the children in our village

#### Lesson: What we need to eat to stay healthy

##### Introduction

We need vitamins and minerals to make our bodies work properly. These substances are also called micronutrients. Our bodies do not produce vitamins or minerals by themselves, so to make sure that we get all the different micronutrients we need, we have to eat a variety of foods that contain them. But too many people around the world do not get enough micronutrients, and actually suffer from a kind of “hidden hunger”.

The World Health Organization (WHO), for example, estimates that 250 million preschool children lack vitamin A and because of this, between a quarter and half a million children become blind every year. Death from other diseases can be reduced by about a quarter if children get enough vitamin A, because eating food with vitamin A strengthens the immune system.

Vitamins and minerals boost our immune system, support normal growth and help out organs and billions of body cells to do their job.

Vitamins are produced in plants and animals, while minerals come from soil eaten by animals or absorbed by plants and water.

Minerals are needed for growth and maintenance of our body structures. They also maintain our digestive juices and the fluids in and around our cells.

We get our micronutrients from the food we eat.

Micronutrients are necessary for millions of processes in our bodies every day. Therefore it is important to eat a good variety of foods.

There are two forms of malnutrition.

The first one is known to most of us. It happens when a person does not get sufficient food from the main food groups: proteins, carbohydrates, fats and fiber – and the body and limbs become thin or the stomach becomes bloated.

The second form of malnutrition is more hidden. It happens when specific vitamins and minerals are missing in the food. Then some functions in the body do not work, as they should.

Any form of malnutrition compromises the health, growth and development of children. We need to spread knowledge about the importance of eating foods rich in micronutrients like vegetables and fruits. Making gardens with at least 8 different types of vegetables is a good start. In many areas it is also possible to

obtain many micronutrients from green leaves, berries and mushrooms collected in the wild.

A miracle plant for good health is Moringa leaves and seeds. This plant provides nearly all the micronutrients the body needs. If Moringa is added to two daily meals per day it will boost the health of children and their family. If the community do not already grow and use Moringa as part of a daily diet it would be good to find out how you could introduce it in the community.

Sufficient vitamins and minerals keep the body functioning at its best and prevent many diseases. We can start with a common effort in our area that focuses on everyone getting nutritious food containing the needed micronutrients, helping the body fight diseases and allowing it to grow and develop optimally.

### **Instruction**

- 1) The Coordinator introduces the lesson, and read aloud the text: More knowledge.
- 2) In the Village Action Group write down the types of food you are missing locally.
- 3) In smaller groups, discuss and list 5 ideas for improving nutrition in the community with special focus on children under 10 years.
- 4) Share your ideas.
- 5) Decide which ideas to carry out and how to do it.

### **More knowledge**

#### **Eating Enough**

Everyone needs **enough** food. Eating enough gives the energy and strength our bodies and minds need each day.

Lack of food over weeks or months leads to serious and long-lasting health problems.

Children, old people, sick people, people with HIV, and pregnant women suffer more (and more quickly) from a lack of food.

#### **Why especially children need enough food?**

The brain is one of the fastest growing organs in early childhood, and lack of food causes the brain to under-develop making it difficult for the child to learn in school. It also causes less growth of the entire body, which can make the child smaller than average children. And it weakens the immune system and makes the child vulnerable to diseases.

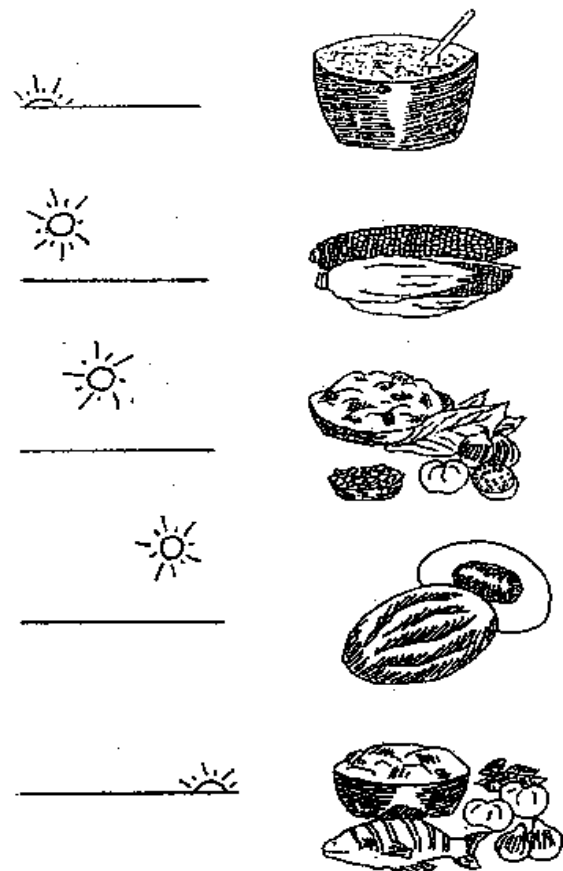
To ensure children get enough food:

- Give only breast milk and no other food or liquid until the first teeth come. This is after about 6 months.



- Even when you start to give food at about the age of 6 months, continue to breastfeed. The best is to breastfeed for 2 years or even longer. Giving breast milk **and** food ensures the child never lacks what she needs to grow and thrive.
- When you start to give food, offer a little bit a few times a day. Then increase to more foods, in greater amounts. A 2-year-old should eat at least 4 times a day. A baby who has stopped breastfeeding needs more meals than one who is still nursing.
- Give smaller children food in their own bowls. Then check that each child has eaten her share.
- Give girls just as much food as boys. Girls and boys need the same.
- Treat diarrhea right away with rehydration drink and other fluids.
- Treat children with mebendazole when they have worms. If many children have worms, give mebendazole to all children in your community every 6 months to prevent infection.

Small children have small stomachs and need to eat often as shown on this illustration.

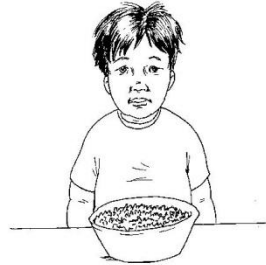


### Under Five Clinics

All children under the age of 5 years should regularly attend Under Five Clinics. Here, the children will be weighed, receive vaccinations and the health personnel will safeguard the health of these children. It is important to monitor the child's weight as the loss of weight or failure to gain weight is often the first indications of other problems. The child might be sick if it does not eat enough - or does not eat enough of the right foods. Regular monitoring of the child's weight and progress can help to detect ill health or malnutrition in time to prevent death.

## Eating a Variety

Many people in the world eat one main low-cost type of food with almost every meal. This main type of food provides energy to get through the day. But the main type of food alone is not enough to keep a person healthy. To grow, to have strength and energy, and to fight infections we must eat a variety of foods.

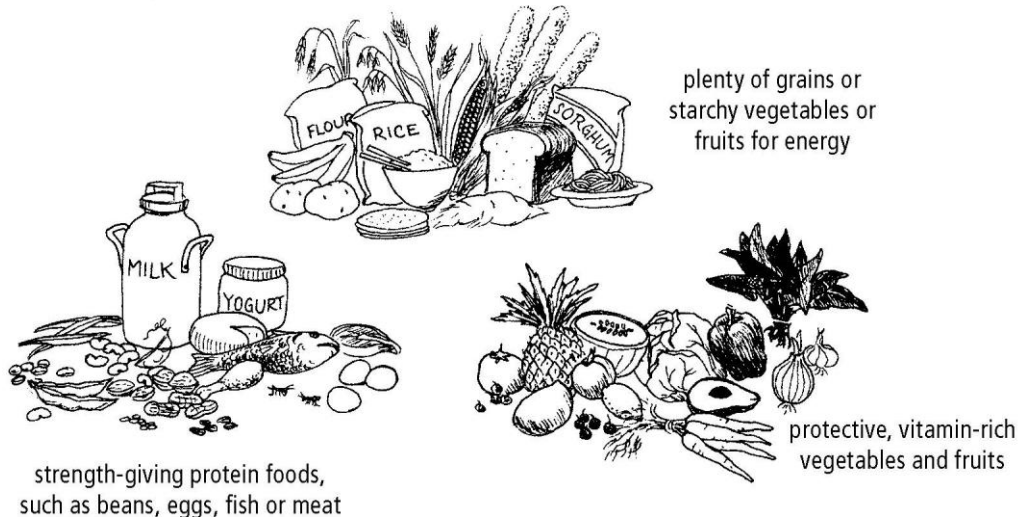


Plain porridge is not enough.



Add beans, meat, dairy, eggs, vegetables, or fruit.

For health, we need:



## Starchy foods give us energy

Our main type of food, called starch, gives us most of the energy we need to work and to care for our families and ourselves. Depending on where you live, the main type of food may be:

- rice
- breadfruit
- millet
- maize
- potato
- or some other grain, root vegetable, or starchy fruit
- wheat
- cassava

These starchy foods are cooked into porridges, baked into tortillas and breads, pounded or ground into pastes.

## Factory breads and noodles are not as good

Packaged white breads, biscuits, and noodles lack the nutrition found in home-cooked main types of foods (like porridges and grains). And they often have too much fat, salt, and sugar.

### **Sugars and oils**

Sugars and oils also give energy, and small amounts of these are needed for the health. Be sure children get a little oil in each meal — especially if they eat mostly a main starchy food and little of something else.

Usually, factory-made foods contain much more sugar and fat than we need. People who rely on factory food get too much sugar and oil, which causes a lot of health problems,

### **Protein foods make us strong**

Everyone needs protein for strength, for growth, and to recover from diseases or injury.

Protein foods include:

- Beans, soya beans, pigeon peas, or other pulses.
- Ground nuts and seeds.
- Eggs.
- Any kind of meat that is available where you live: large or small animals, birds, fish, shellfish, or insects.
- Milk, cheese, and yogurt.

Whole grains without the bran or germ removed, such as brown rice and whole wheat, also contain some protein. So do many edible mushrooms.

You can be just as healthy eating beans, nuts, and other protein foods from plants as you can by eating meat. And plant proteins often cost less than meat to grow or buy.

We need to eat protein regularly. Pregnant women, children, old people, and those recovering from injury or diseases need protein foods every day. Be sure to give some of these strength-giving foods to the people who need them most.

Some people cannot digest milk well. If you get stomach cramps from eating dairy products, you may be lactose intolerant and should eat other proteins instead.

### **Vegetables and fruit protect our bodies**

Try to eat fruits and vegetables every day. They contain different vitamins and minerals that:

- Protect the organs inside our bodies.
- Keep our eyes, skin, teeth, and hair healthy.
- Keep our digestion working well and help us to have normal stool.
- Protect us from infection and disease.

The fruits and vegetables that grow where you live are as healthy as imported ones. And they usually cost less or are free. Eat a variety of fruits and vegetables.

A mix of different colored vegetables and fruits gives a better variety of vitamins and minerals.

### **Sprouting seeds and beans**

Sprout seeds and beans to get more vitamins and minerals.

Soak a handful of beans, grains, or seeds overnight at the bottom of a bowl or jar of water.

The next day, rinse the seeds well through a sieve or clean cloth. Drain out all the water.

Cover the seeds with a moist clean cloth such as Chitenga or napkin to keep them clean and moist. Keep jar/ basket in a dark place – never in the sun.

Rinse and drain them well at least twice each day so they do not dry out or start to go bad.

Soon, white sprouts will grow. In a few days, when tiny green leaves are visible, the sprouts are ready to eat raw or lightly cooked.



## Month 2

Give the children the best start in life

### Week 4 – Action and household visit

#### Action: Growth monitoring

##### **Introduction**

We need to know if the children are growing healthy according to their age through child growth monitoring.

Growth monitoring is the regular measurement of a child's size in order to document growth. The child's size measurements must then be plotted on a growth chart. This is extremely important as it can detect early changes in a child's growth. Both growing too slowly or too fast may indicate a nutritional or other health problem. Therefore, growth monitoring is an essential part of primary health care in children.

For new born babies we will ensure that all the children who are normal weight at birth continue within the normal range, and those who are low weight at birth are brought swiftly into a healthy growth range.

In order to carry out this exercise we have to mobilize everybody in the Village Action Group with children from 0 – 15 years to participate.

##### **Instruction**

- 1) The Coordinator has in advance organized the MUAC tape and ensured that the Child Care Volunteer has studied the instruction of how to carry out the measurement. All families in the group are encouraged to bring all their children under 15 years of age.
- 2) The Child Care Volunteer shows how to use the MUAC tape and explain how to interpret the result. A member of the group is selected to fill in the registration form.
- 3) After measuring all children make plans for how to support children found underweight. For example organize that volunteers bring nutritious food to the child / that it is taken to the health facility and so on.

## More knowledge

### Interpretation of Mid-Upper Arm Circumference (MUAC) indicators

MUAC less than 110mm (11.0cm), RED COLOUR, indicates Severe Acute Malnutrition (SAM). The child should be immediately referred for treatment



MUAC of between 110mm (11.0cm) and 125mm (12.5cm), RED COLOUR (3-colour Tape) or ORANGE COLOUR (4-colour Tape), indicates Moderate Acute Malnutrition (MAM). The child should be immediately referred for supplementation.



MUAC of between 125mm (12.5cm) and 135mm (13.5cm), YELLOW COLOUR, indicates that the child is at risk for acute malnutrition and should be counselled and followed-up for Growth (GPM).



MUAC over 135mm (13.5cm), GREEN COLOUR, indicates that the child is well nourished.





Each time when we have such actions it is important to keep records so that you can make follow ups especially to those children who are malnourished. And as a community you can come up with some actions on how best you can improve children's health.

Below is an example of a form which can be developed to help keep track of our children's growth

Name of Child	Sex	Age	Year : 2016 Month : November			Year : 2017 Month : June			Year : 2017 Month : March		
			Green	Orange	Red	Green	Orange	Red	Green	Orange	Red
Annie	F	3months			✓		✓		✓		
Josh	M	5 years	✓			✓			✓		
Peter	M	14 years	✓			✓			✓		

**If you identify any child red (malnutrition), the group can consider the following options in order to assist the child.**

- Take the child to the health facility. Require if available food supplement from the facility.
- If the facility does not have supplementary food, organize as a Village Action Group to collect some food for the child such as eggs, milk, vegetables, groundnuts, beans etc.
- Teach the parents procedures and menu for improved feeding
- Discuss and teach the group members good eating habits

*Remember a **Healthy** child is a **Happy** child.*



## **Household visit: Solving back to school problems**

### **Introduction**

All children must complete at least 7 years of education and preferably 9 years or more. Some children especially girls drop out even before they have finalized grade 7. Reasons include early pregnancy and marriages, the child lack interest in school, the child is given other domestic and other work, the guardians cannot afford uniform or proper clothing for the children to wear, educational materials and for grade 8 upwards school fees.

It is the work of the Village Action Group, the family and the child to find solutions to the problems. Education is the key for a future in prosperity for the child.

The ZAMFAM project assist children through giving “Block Grants” to schools. These grants assist the school to improve infra structure and improve teaching material. The schools shall in return provide support to selected vulnerable children.

### **Instruction**

- 1) Carry out the household visits in the same groups of 3 as during the household visits in the past month. Visit the homes of the children in school age, who are not attending school. Discuss with the parents why the children do not attend school.
- 2) Agree with the guardians that the children should go to school, and discuss how the different problems can be solved for getting children who dropped out of school to get back in school. Discuss how to support progression of children in the school system in the coming school year.
- 3) Take notes of unsolved questions and good ideas to share in the Village Action Group in the coming meeting including prioritizing of children to be supported through the School Block Grants.
- 4) The Village Action Group Coordinators start to allay with the teachers and PTA in the nearby school to make good use of the School Block Grants where applicable.

This include taking active part to improve infra structure at the school as well as prioritizing children to be supported individually by the school.





## Month 3

### Keeping the home and community clean and healthy

#### **Week 1: We continue to make improvements at home**

#### Lesson: Decide the goals the Village Action Group will join forces to achieve

##### **Introduction**

This Village Action Group is formed with the aim to improve the conditions surrounding orphans and vulnerable children in the village. You already started to look at the conditions at the homes where the children are living, and you have discussed what a model home would look like.

The Village Action Group works for the benefit of your own families and for the benefit of all the other families in the village. A good way to improve the conditions is to show good examples. Some families have already improved their homes and we hear about this and encourage others to move forward as well.

In this lesson, you will look at the list you made defining what a model home would look like. Then you look at the home of each of your families, and each family makes a proposal for what should be improved at home to make their homes model homes.

##### **Instruction**

- 1) The Coordinator presents the Lesson for this week by reading aloud the introduction and the text 'More knowledge'.
- 2) You look at your list for how a 'Model Home' should look like. Maybe you want to add more to the list.
- 3) Share with each other which improvements you have made since the lesson 2 months ago.
- 4) Divide into smaller groups of 3. Each family makes a list of improvements planned in their note book.
- 5) Discuss, which improvement you can just make, and which will need more effort or money than you have available.
- 6) Keep your lists, and make a plan for how to get started with improvements you can just make, helping each other in the families.

- 7) Use the last part of the meeting to follow up on the improvements for the orphans and vulnerable children that were planned to happen this month.
- 8) Make the plans for what shall happen in the coming month and write them in the notebook under each child.

## More knowledge



The Village Action Group is where the people in your village come together to change conditions of their lives through organizing own forces.

The Village Action Group has the vital role to take care of all orphans and vulnerable children in the village.

In this lesson you will concentrate on discussing how to create a healthy environment where the children are living.

With a healthy environment, many diseases can be avoided. Diarrhea is one example of a disease that easily spreads where systems for good hygiene are not in place. Diarrhea kills more children under the age of 5 years than HIV and AIDS, malaria and measles combined in the world, because diarrhea quickly drains the body of liquid.

In connection with a model home, these are some of the first issues to look into:

- Access to clean drinking water, either from a clean water source or by use of a reliable method for cleaning water.
- Access to latrine or toilet
- A safe environment, with good facilities and systems for bathing, washing hands, for cooking and cleaning.
- A safe house, that protects against wind and rain.
- A good kitchen which is well ventilated to reduce smoke and which keep food and household utensils hygienic.
- Good structures and systems for domestic animals too keep them healthy and at the same time ensuring a safe environment for people.

In the coming Lessons you will learn more about how these systems can be established by use of local materials and by helping each other, and you will discuss ways to find money for the parts that have to be paid for.

## Month 3

### Keeping the home and community clean and healthy

#### Week 2 - The 10 basic rules of health and hygiene

Lesson: Taking a closer look on how to improve health and hygiene at home.

##### Introduction

The 10 basic rules of health and hygiene are made to remind us on what is necessary to keep our surroundings clean.

The rules go like this:

1. Hand washing prevents the spread of diseases.
2. Wash and clean your hands more often when caring for a sick person.
3. A clean latrine for every family.
4. No dirty or stagnant water.
5. Keep food clean and covered to avoid insects and rodents.
6. Keep control of garbage.
7. Clean means CLEAN.
8. Know your water, know how to clean it, and know why.
9. Keep animals and people separated.
10. Avoid contamination of feces.

##### Instruction

- 1) The Coordinator reads the “10 basic rules of health and hygiene” and you go through the explanations in the text “More knowledge”.

The methods described here are not costly to implement, but they may demand some work.

- 2) Discuss for each of the points how this is usually taken care of in the homes, and decide if any improvements are needed.
- 3) In each family, decide what you want to improve, and discuss how the work can be done, and how to help each other to do it.
- 4) Discuss how you can share the “10 basic rules of health and hygiene” with the other families in the village.

## More knowledge

Let us look at the rules one by one:

### 1. Hand washing prevents the spread of diseases.

You use your hand for many different things during a day. You work in the garden, you cook, you change the diaper of a baby, and you give money to someone.....

In each of these situations you get different germs on your hands. Most germs on your hands carry diseases. To avoid spreading diseases, it is necessary to wash hands often.

You need to wash hands every time you have defecated or shifted diapers and before you start working in the kitchen.

When you are washing hands you need to scrub your hands with ash or soap. Ash and soap kill germs. The water is mainly used to moist the hands before scrubbing, and to clean away the ash or soap, when you have finished.



Wash and clean your hands more often when caring for a sick person.

A person who is sick might have a bacterial infection. If you do not clean your hands after attending the person, you can easily spread the bacteria to other people.

### 2. A clean latrine / toilet for every family.

Each family must construct a good latrine/ or toilet – as discussed in the first month. Use local material for construction or invest in an improved latrine by buying a cement platform. If you are in town and have a flush toilet – always ensure water is available.

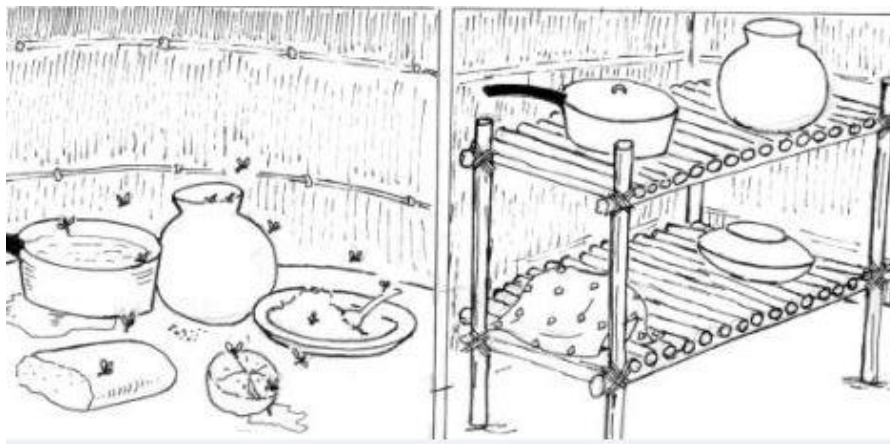
### 3. No dirty or stagnant water.

Water in small pools around the house is good breeding grounds for bacteria and insects. Mosquitoes breed in stagnant water, even in a pit of water left in the bottom of an empty tin or a piece of plastic.

If water collects at specific places after rain, e.g. around the house when it runs from the roof, you can dig a hole or a ditch and fill it up with gravel to make it easier for the water to run into the ground. It is a good idea to clean away all waste material around the house, where water can collect.

#### 4. Keep food clean and covered to avoid insects and rodents.

Food left in a bowl or on a table will always attract flies. The flies might come into the house just after having visited the excrement of a dog or another dirty place. Even though a fly is very small, it can carry germs and leave them in your food. Some flies like to lay their eggs in your food. When you cover the leftover food with a clean lid or a clean cloth, it is protected from flies and other insects.



#### 5. Keep control of garbage.

Garbage also attracts many insects and rodents like mice and rats. That is why garbage has to be placed in a pit and covered or burned.

Use food scraps as a fodder for animals. Place vegetable and fruit cuts off in a compost heap.

Put the rest in a garbage pit or if in town use the government organised waste collectors/ systems.

To make a garbage pit, chose a place at least 10 m away from your house and your water source. Dig a hole of 1 m x 1 m, and keep a pile of soil near the hole.

Once or twice a week, make a fire and burn as much of the garbage as possible. Cover the remains with soil. When the pit is filled up, make a new.



#### 6. Clean means CLEAN.

Take a stand to every place in and around your house.

- ✓ Is the table washed after eating, so no leftover food attracts flies?

- ✓ Is the bedding material kept clean, so no lice or ticks move in?
- ✓ Are the clothes washed regularly?
- ✓ Is the floor, the windows, the doors clean?
- ✓ No cobwebs in the corners

You can go on with the list and identify all the places where more cleaning and more hygiene systems are needed.

You can engage the whole family in making the rules for cleaning and decide how to share the work of doing it.

## 7. Know your water, know how to clean it, and know why.

Water that comes from a borehole or a protected well is usually clean if it is not contaminated after it has been drawn up. It is important that water is kept clean as shown on the drawing to the right by covering the containers and always using a clean cup/ ladle to take up the water.



Water collected from a pond or a river is not clean. Even water from taps in town are often not clean – especially to give babies and people with low immune system.

Dirty water can be cleaned in various ways:

- 1) Boiling the water
- 2) Using chlorine
- 3) By letting it run through a filter
- 4) Using solar radiation

### You can use rays from the sun to clean water

The ultraviolet rays in sunlight are capable of destroying micro-organisms. These rays can go through glass or clear plastic bottles. Solar radiation does not kill all bacteria, but it inactivates the bacteria causing diarrhea, cholera and typhus. If the temperature gets to over 50 degrees Celsius for just one hour, many other parasites like worms and amoebae are also killed.

1. Wash the bottle well
2. Fill it  $\frac{3}{4}$  full of water
3. Shake it for 20 seconds
4. Fill up the bottle fully and close the lid
5. Place the bottles on a corrugated iron sheet, or on the roof
6. Leave the bottle in the sun for at least 6 hours



## 7. The water is ready to drink

To check if the water is clear enough you can place a paper with some text 3 cm under the standing bottle. If you can read the text through the top of the bottle, the water is good.



## 9. Keep animals and people separated.

Animals are often carrying flies and insects in their fur, and definitely in their feces. They should not stay inside the house, or be allowed to roam near small children.



## 10. Avoid contamination of feces.

If you have a pit latrine, it is important to keep it clean by washing the floor with ash or soap.

When you dispose of children's feces, throw it in the latrine.

If you do not have a latrine, dig a pit away from the house and cover it with sand every time you have used it.





## Month 3

### Keeping the home and community clean and healthy

#### **Week 3: Establish sub-groups within the Village Action Group**

##### Lesson: Presenting the Saving Group, the Pass on the Gift Action Group, the Garden Club and the Nutrition Group.

##### **Introduction**

Members of the Village Action Group can agree to join smaller specialist groups. Note that only those registered in ZAMFAM can be direct beneficiaries of any support such as pass on gifts.

The Saving Group can be joined by families interested in starting a common saving that can give loans to the families in turns, and in this way make it easier to invest in an additional production or business.

The Pass on the Gift Action Group will be formed by the 8-10 families who are most in need of improving their income. The Village Action Group discusses and decides, which families should be the first to receive “a gift” in the form of either 3 goats, 4 chickens or agricultural inputs like seeds and plants. After a year, the families in the Pass on the Gift Action Group will pass on some of the produce derived from the gifts (offspring or grains) to other families in the Village Action Group

The Garden Club is for people who are interested in taking their gardening to an advanced level.

The Nutrition group is very beneficial for families with young children (babies)

##### **Instruction**

- 1) The Project Leader or the Community Mobilizer introduces the idea of forming a Saving Group, a Pass on the Gift Action Group, a Garden Group or a Nutrition Group depending on the interest.
- 2) Discuss the advantages of having these groups, and express your own interest in joining.
- 3) The secretary of the Village Action Group writes the name of those who are interested. You will later be contacted and get needed manuals and other instructions from your Project Leader or Community Mobilizer.



## Month 3

### Keeping the home and community clean and healthy

#### Week 4 – Action and Household visit

#### Community Action

##### **Introduction**

The idea of this month's action is for the Village Action Group to organize an action in the community. Good to invite other members of the community especially to involve the local leaders. Remember also to involve the children and youth in the action.

Discuss in the Village Action Group in advance what is your priority. It could be repairing and improving the Community Water Point, if in town there is often a need to make a cleaning action to clear drainages and to clean around the market place.

The action could also be to assist the elderly in the community to construct pit latrines or to establish raised goat houses if they have been selected to receive goats.

##### **Instruction**

- 1) The Village Action Group Coordinators have started to discuss this action earlier in the month and the action has been agreed upon and prepared:
  - a. Organising of smaller groups with a group leader in each taking different responsibilities.
  - b. Organising of tools – mainly ensuring that people bring the needed tools from home.
  - c. Organising of materials
  - d. Invitation of people from outside the Village Action Group including informing authorities where applicable.
- 2) Meet on the agreed upon time and start in common introducing the activities and goals for the day.
- 3) Work in groups with agreed upon tasks
- 4) Meet in common and go through what was achieved in each group. Give an applause for the achievements and if needed make a plan to complete what was not finalized.

## **More knowledge**

### **Water Point Committees**

In order to maintain a water point, it is important that the community forms a water point committee. This committee should consist of a chairman, secretary, treasurer and a few active members. The responsibility of the committee is to maintain and safeguard the water point (protecting it against vandalism and theft and keeping the area clean). The committee must collect contributions (user fee) from the families every month or year in order to be able to buy spares, cement and other items for maintenance and repair of the water point.

### **Major rules of how to maintain a well**

- Slash grass around the well
- Keep the drainage and the surrounding area clean by sweeping regularly
- Keep animals away from the well by constructing a fence with locally available material
- Keep the bucket and rope/chain clean - it should never be put on the ground
- Close the opening with a lid after use
- Take the windlass, chain and bucket in at night or lock them up.

### **Major rules of how to maintain a borehole**

- Slash grass around the borehole
- Keep the drainage and the area clean by sweeping
- Fence the borehole to prevent animals like cattle from destroying the pump
- Ensure that children never play with the pump
- The handle must be operated smoothly
- The pump should be greased and bolts tightened frequently
- The well committee should call for trained assistance if the pump breaks down, buy spares and pay the plumber for work done.

There are pumps in Zambia which broke down about 3 years ago and community members have resorted to unsafe water sources because they have not teamed up to maintain the pumps by themselves. Better, however, for the welfare of the community to ensure that the pump is repaired by the community members other than wait for someone or the government to come and repair it for you. The government might have a system for repairing the hand pumps, but it might take a long time to do so and the communities could be the ones to suffer.

### **Create a good environment around the water point**

The community should make a nice environment around the water point. This can include:

- Creating a living fence using Euphorbia for example. A living fence works well to keep out animals if planted correctly, it looks beautiful and at the same time the community does not need to always renew a pole fence continuously
- Planting shade trees and flowers

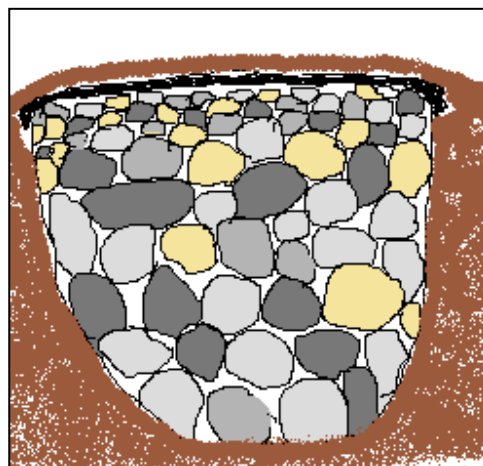
### **How to make a good soak-away**

Wells and boreholes must have a good drainage and a good soak-away to avoid stagnant water that can attract bacteria and provide a fertile place for mosquitoes to breed. To construct a soak-away:

- Dig a hole of about 60cm in diameter and 1 metre deep.
- Fill the hole with a stones (big stones down, smaller on top)

To ensure that the hole is not filled with soil during the rainy season you can use two methods:

1. Cover with a plastic sheet and put soil on top to protect it (see illustration) and then leave an opening where water can run into the pit from the drainage
2. Build an apron around the soak-away using some few layers of bricks and a little bit of cement.



### Improvements of private wells

Where the water table is not very deep and where the ground allows for digging down to the water table, establish a private water source at the home premises. The water point needs to have minimum protection to ensure the water from it is safe for drinking.

*Minimum protection includes:*

1. Ensure that the well is above ground level to prevent dirty runoff water from getting into the well in the rainy season.
2. Make a simple lining of the well – it can be from a second hand tyre or a half drum – and cover the opening.
3. Place the rope and the bucket used to draw water on a stand / platform made for this purpose so it does not get dirty on the ground and contaminate the water in the well.

The above measures will improve the water quality but not make it totally safe. You still have to treat the water by boiling it or adding chlorine before drinking.

*Standard protection includes:*

1. Mould and burn bricks for pit lining. Make a partial lining – or a full lining where the soil is loose and there is danger of the well collapsing. A partial lining shall include lining of 1 metre at the bottom to protect the well from collapsing and 3 metres at the top.
2. Make an apron above the well. The type of apron will depend on whether you want to install a rope pump or use a windlass/ bucket. The apron ensures that there is no water running back into the well.
3. Cover the well with a lid.

## Household Visit: Taking stock of what is missing

### **Introduction**

The idea of this month's household visit is to find out what is missing for each of the homes of the families of the Village Action Group to be model homes. You have already made your definitions of a model home. But there can be many ways to fulfill the points on the list. You visit each other's homes and discuss what is ok and what should be improved.

### **Instruction**

- 1) Form the groups that should visit each other. It can be three families who go together from one home to the next until all the three homes have been visited, or two families who visit each other's homes, or...
- 2) Bring the lists the families have already made and use them to discuss priorities.
- 3) Decide how you can help each other. Some points are smart to do together because they are too big for a family to do alone for example a water cleaning system can be established in one home after the other. Other points can be done by the family members alone.



## Month 4

### Producing and using healthy vegetables

#### Week 1 – What is healthy soil?

Lesson: How to make the soil in our gardens and fields healthy

##### Introduction

Growing our own vegetables, crops and trees is very beneficial for our children. Healthy foods will improve health and add joy to our lives. You might think that you have very little space for gardening. Perhaps you have little or no soil at all around your home if living in an urban areas. Even if that is the case, there are ways to enjoy gardening using, for example, sacks.

The foundation for production of vegetables is to have healthy soil. If the soil is already unhealthy and unfertile, there are ways to improve the soil. Important measures to improve and maintain soil fertility include production and use of compost, use of animal manure if available, crop rotation with legumes at least every 4<sup>th</sup> year, use of minimum tillage (permanent beds in the garden), mulching, adding lime and more. A healthy soil produces healthy and productive plants.

Don't place you garden next to the river as it in the long run will destroy the river bed and course siltation. Place the garden at least 50 m from the river. If you are making the garden in a hilly area make terraces or protect the soil with contour bounds. You can also plant vetiver grass along the contours.

##### Instructions

- 1) The Coordinator reads the introduction aloud and the text "More knowledge". She shows the pictures around.
- 2) Ask each other questions, and learn from each other's experiences. Give examples from your own experiences with soil.
- 3) Discuss where to place the common garden. If you need to go and discuss with the owner of the land, assign one member of the group to do so.

Make plans of how you will start to prepare the land for this common garden.

- 4) Follow up on the care and development plans for children in your group. Have the planned improvements happened? Give good examples. Go through the notes you made earlier in the month or the plans made by the families and the Child Care Volunteers and write OK where the situation is improved.
- 5) Make your plans for the coming month and write them in your notebook.

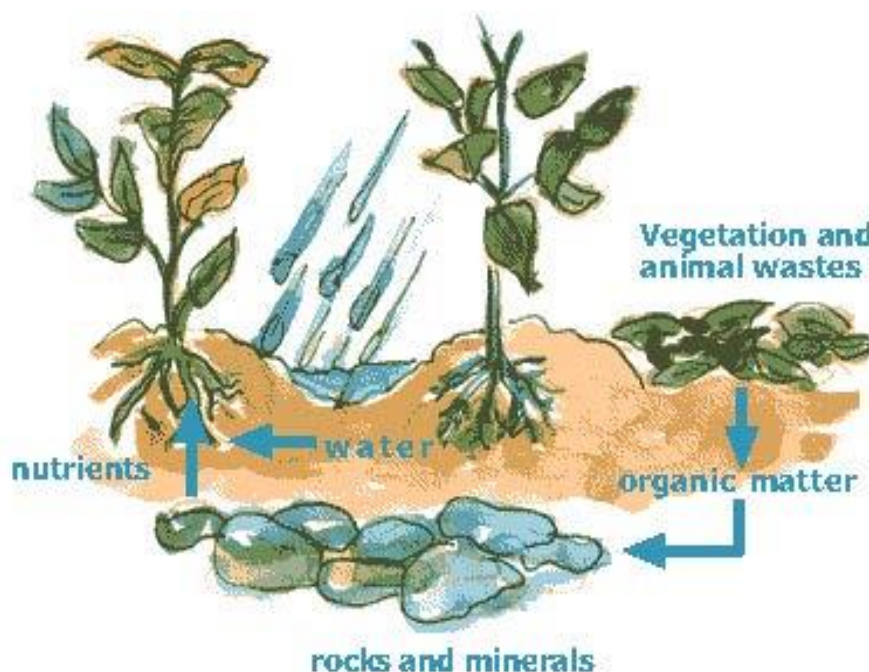
## More knowledge

### Healthy Soil

In the soil, you will find microorganisms which are very small and not visible to the human eye. There are millions of animals and plants living in the soil. They live off the plant residues that fall from trees, bushes, flowers and crops, and from dead animals. They tear it apart until it becomes very small. Soil consists of all these small parts. And new plants get nutrients from them. Take a look at the bottom of a forest or thick bush. Here are lots of branches, leaves and grasses in the process of being broken down in this manner. If the microorganisms die, the soil also "dies" and will not be able to feed the plants.

When we burn a field to clear it for planting, we kill all the microorganisms in the topsoil. When we do not take good care of the soil, we destroy in a very short time, what took nature millions of years to create. It is important to learn to take care of the soil, and to give it back the nutrients we removed with the harvest.

The microorganisms need water to live, and the plants need water to grow. The plants absorb the nutrients in the soil through water.



*The microorganisms in the soil are almost always very busy breaking down plants and mineral waste.*

*They prepare the soil nutrients for the plants to use. This is called humus.*



## How can we prepare healthy soil for our vegetables & crops?

One of the most important jobs in the garden is to feed the microorganisms by adding organic matter to the soil.

There are many different ways of adding organic matter to the soil:

- Cover the soil with dead plants and let the microorganisms do the job of changing them to humus. This is called mulching.
- Mix dung from animals with plant material, and leave it in a pile to make the breaking down process. After 2-3 months, you have compost that you add to the soil.
- Plant “cover crops” between the vegetables to make sure that the soil is not left bare to dry in the sun. The more plants there are on the soil, the more plant material will be left for the microorganisms to eat.
- Add microorganisms by adding “good soil” from a wood or a fertile field.

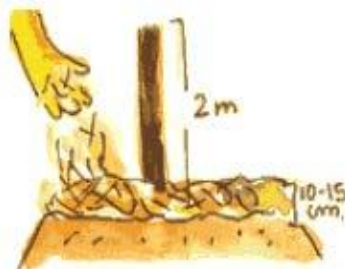
When you add organic material to the soil, water from rain or watering will stay around the plants, as if they were planted in a sponge.

### How to make compost

Go through the pictures, one by one, by reading the text and remembering the details.



Choose a dry place in the garden with a little shade; loosen the soil 30 to 60 cm deep, without turning it.



Bury a 2m high stick in the center. First place a layer of dry straw or stems on the loose soil.



Without flattening the under layer, add a layer of kitchen and vegetable scraps.



Sprinkle a small amount of ash or lime to avoid bad odors when the decomposition starts.



The following layer is made with manure.



Then another layer with soil. It has to be watered daily.

1.50 m



*Stop the pile, when it is 1.5 m high*

Continue to add new layers following the same pattern. When the pile has many layers and has reached a height of 1.5 m:

- ✓ Cover the pile with 3 cm of soil, or with a layer of straw to cover everything.
- ✓ Water the pile, and remove the stick, leaving the hole for ventilation.
- ✓ If you have more material, continue adding. Make a new pile.

After 3 days: Stick a hand into the pile to feel if it still has moisture, not too wet and not too dry.

- ✓ If dry, give more water.
- ✓ In summer, you might need to water it every day.
- ✓ In heavy rain, cover the pile with plastic.

After 3 weeks, turn the pile with a rake or shovel to air it.

Hereafter turn it every 10 days.

After 3 months, the compost will be ready: All the material is changed; it smells of soil, it has a dark color.



*Stick a hand into the pile to feel its moisture content*

## **Before you start**

Check that you have all the materials:

1. Animal manure from cows, pigs or goats.
2. Organic kitchen waste.
3. Dried straw or dead plant material.
4. A bucket of ash.
5. Make the compost pile as described.



## When you are finished

6. Agree on who will check it and give water.
7. Make more heaps.



## The urban garden

Urban gardens are convenient for the urban townships with no adequate space to grow vegetables, herbs or plants. Apartment's balconies, rooftop garden, windowsills, town homes, and other areas with little to no land are places where an urban garden can be made. Used sacks, containers and hanging baskets are examples of items people can use to create a garden in a confined space.



*An urban herbal garden in sacks*

Having an urban garden is an option for households to produce their own vegetables and plants.

## How to make urban gardens

Requirements: An empty sack, fertile or loamy soil, humus/manure/compost, a 2 liter container, knife, seeds/seedlings of different vegetables and water.

1. The first step is to produce compost to use or to get hold of fertile soil and manure. It is a good idea to visit a farmer rearing chickens which always has good manure. Never use fresh manure.
2. Mix the fertile soil and manure/or compost, then fill the mixture in 25 kg sacks.
3. Cut 4 to 6 holes on one side of the 25kg sack (see picture)
4. Cut the edges of the container for easy water refilling. Firmly place the two liters container in



*An urban vegetable garden in sacks*



the center of the bag.

5. Plant the various vegetable seedlings into the sack holes made/ or sow the seeds. Plant in the late afternoon / early morning. Ensure that the roots of the plants are not bend and that soil is pressed firmly around the roots.
6. Make sure to position the sack in its final position to avoid moving it. Ideally, it should be positioned in a spot where it will receive as much sunlight as possible.
7. Water thoroughly. The seedlings may look a bit withered to begin with but they will soon begin to bloom.
8. Continue to water in the water bottle – ensure that it never runs dry.

### **The Moringa Tree**

Moringa is widely known as the miracle tree. Growing Moringa is like growing multivitamins at your door step, as it contains all needed vitamins and minerals such as Vitamin A, B and D, Iron and much more. It even contains proteins.

The plant is used for human and livestock consumption, and as medicine and can provide you and your family with nutritious food all year round. The leaves are tasty served as relish, tea or powder mixed into baby porridge.

Moringa is a fast-growing tree. It can reach a height of 12 meters and the trunk can reach a diameter of 45 cm. However the best is never to let the tree grow tall. Prune it all the time so that it is easy to harvest and so that all the time, it produces fresh, tender and tasteful leaves.

#### How to grow Moringa in townships in containers

Requirements: Empty 20 liter containers or buckets, fertile soil/ compost, Moringa seeds/ seedlings.

1. Soak the seeds for 24 hours in water.
2. Cut away the top and make a hole in the bottom of the container to drain excess water.
3. Mix the soil/ compost in the container.
4. Plant the seeds about three-quarter inch deep. Water the soil and mulch with grass or similar.
5. Keep container in the sun and continue watering
6. Keep the container in the sun and continue watering it.
7. When the tree is about half meter tall cut the top about 1 feet from soil in the container to allow many fresh shoots. Prune the tree regularly – never allow it to become tall (max. 2 meters) and you will have plenty of healthy leaves to eat.



A pruned Moringa tree with new shoots and fresh leaves



A newly planted Moringa tree in a 20 liters container

## **Month 4**

### **Producing and using healthy vegetables**

#### **Week 2 – How to manage a good vegetable garden**

##### Lesson: Starting up the common garden

##### **Introduction**

Many of you have already started your vegetable gardens, so you already understand some of the common problems, and how to solve them. Your success depends very much on your ability to solve these common problems, and how you systematically learn from your mistakes.

One way to tackle the problems could be to befriend one of the local vegetable growers, because they may know most of the tricks.

Today, we will discuss some of the most common problems in vegetable gardening:

1. To have enough water.
2. To fence the vegetable garden from stray animals.
3. To have good soil and plant nutrients.
4. To use good methods for controlling diseases and pests in the plants.

##### **Instruction**

- 1) The Coordinator reads aloud the introduction and the text: More knowledge.
- 2) Discuss your experiences with growing vegetables in our home garden: What problems did you have? How did you solve them?
- 3) Prepare questions on what you want to know from a local productive vegetable producer.
- 4) Pay a visit to the local vegetable producer to learn more about growing vegetables.



## More Knowledge

### 1. To have enough water

To secure enough water is one of the determining factors of where to place the common vegetable garden for your group, as well as your personal gardens. If you have little water available, it is good to make a small garden. Better with few healthy plants instead of many that will get sick and unproductive due to water stress. Always mulch, which means you cover the soil with plant materials such as grass to reduce evaporation.

You might be lucky to have a perennial stream nearby. Remember never to put your garden closer than 50 meter from the riverbed to protect the river. You might have a borehole or well and can make your gardens around that water point. You might have limited water from taps in town and you should consider how to reuse waste water such as after bathing (however avoid much soap as it will destroy the soil).

### 2. To fence the vegetable garden from stray animals

You need to make a fence around your garden to keep stray animals away. Initially, you can make a fence by placing dried, sticky branches around the garden. At the same, time it is a good idea to plant a living fence, but it will take some time to grow.

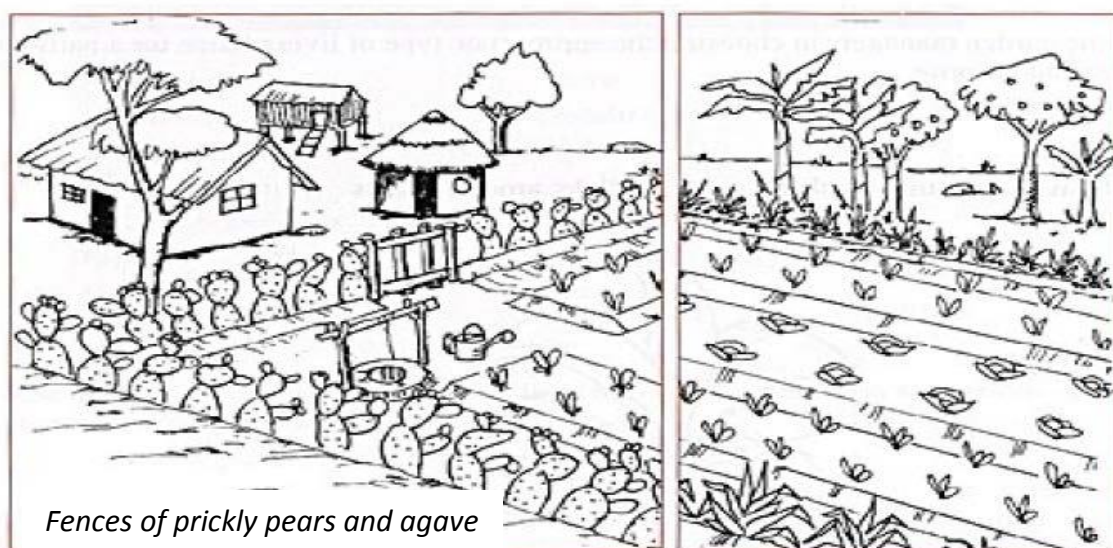
A fence with live fencing posts: Acacias varieties can be used for live fencing posts. They will need protection to grow to a height where the animals cannot eat them. Between the trees, you place a mesh made of bamboo strips, tree branches, palm leaves or grass. Wire can also be used.

Living fences: Agave, with its big pointy leaves, makes a tightly sealed fence. It is easy to grow from sprouts. It dies after 10-15 years. Normally new shoots will come up. Otherwise replanting is needed.

Jatropha is often used for living fences. It grows very fast, is easy to develop from cuttings, and animals do not like the smell of it. Plant a double row with 30 cm between the cuttings to make a very strong fence which even goats cannot by-pass. After 2 years it is possible to collect the seeds, and use their oil as lamp oil (not for eating as they are poisonous).

Espinbosa is a plant often used for living fences because of its long thorns. It is easy to propagate from cuttings. It grows well in sandy soil.

Look out for local fast growing trees and bushes usually used as fences.



### **3. To have good soil and plant nutrients**

Good soil: Fertile soil is the foundation for healthy plants. Improving and maintaining soil fertility include crop rotation, use of compost etc. as detailed described in previous week.

Soil preparation: Proper soil preparation is another secret to all good vegetable production. You can choose to have beds, trenches or pits. The important thing is to make these permanent so that all the time, you can improve soil structure. The best is to start with double digging. This means that you dig 40 cm deep, move the unfertile sub soil and instead put leaves, grass, etc., down in the bottom of the bed/ pit.

If you choose to make beds, they should be 80 cm to 1 metre wide. The distance between the beds should be at least two feet (60 cm). Trenches can be 40 to 60 cm wide.

When you start the garden add 6 cm of manure or compost; dig it into the soil to a depth of around 20 cm. Before every new crop you should add manure or compost (at least 1 inch).

Fertiliser: If the soil is infertile and you have not yet produced sufficient compost, you can apply fertiliser. Mix basal dressing into the soil before planting. Give top dressing when the plants are growing well. Top dressing can be applied every two weeks. Make a small hole in the ground a few centimetres away from the plant to apply the top dressing. However, in order to secure a good soil structure needed for the vegetables to grow well, manure/ compost must be applied.

### **4. To use good methods for controlling diseases and pests in the plants.**

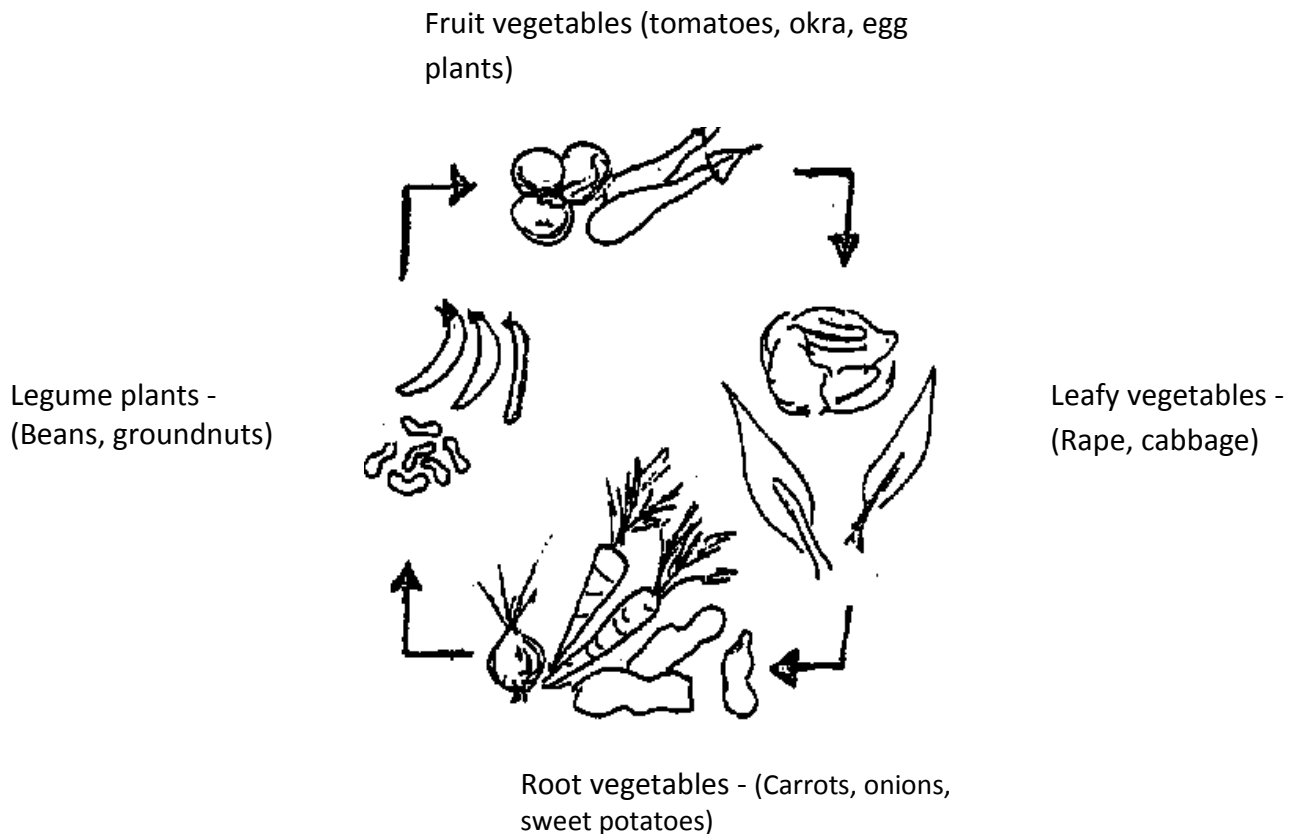
Vegetables are often attacked by various pests such as aphids, fungus, worms, etc. Check the vegetable every day for pests and take action immediately when you notice pests. Learn from the agriculture extension officer the differences in the main pests so that you spray with the correct pesticides. You must read instructions on the package carefully so as to learn how much time it takes to consume crops after spraying with a particular chemical. You can also use natural pesticides such as tobacco, leaves, Neem trees, etc. The advantage of natural pest management is that the vegetable are healthier to eat than when using pesticides. Find a farmer who has experience in natural pest management and start to practice. Weather using natural or chemical pesticides, it is very important to follow the advice below to improve plant health:

#### Methods to increase the health of plants and reduce pest attacks

- Growing protecting plants: Some plants protect others against disease and pests. Mainly these are plants with a strong smell such as Lantana, Garlic, Onions, Chilli and the Marigold flower. These plants can be planted between cabbages, rape, etc.
- Garden hygiene: Burn diseased plants – take care not to put these in the compost.
- Crop rotation: Ensure to rotate the vegetable within the main categories (described later)
- Increase soil fertility using compost, manure and mulching
- Ensure sufficient irrigation to keep the plants healthy
- Make strong plants through good nursery practices, correct distance and regular weeding.

### Crop rotation

Crop rotation is important in order to ensure healthy plants and good production. Most pests only feed on a specific crop. With crop rotation the pests left in the soil will not find any food and will die. Different plants don't feed on the same nutrients. With crop rotation the nutrients in the soil are not easily exhausted. Therefore, you should never plant the same kind of vegetable in the beds repeatedly.



### Aromatic (strong smelling) plants

Leaves from any strong smelling plant, such as ginger, lantana, tomato, garlic or pepper, can keep most insects away. You can use one strong smelling plant or mix several together. Dry the plant material and grind it into a powder. Mix the powder with boiling water and allow it to cool. You can test how much powder it will take per liter of water to work. Spray it on the plants when you see insects. Spray more often in the wet season, because rain washes the substance off the plants.

### Ash

Soft-bodied insects such as aphids, caterpillars, roundworms, grasshoppers, termites, stalk borers, cutworm and others, as well as mildew and fungal diseases can be killed by dehydration when dusted with ash. Ash can also be placed thickly around the plants, but it should not touch the stem of the plant.

### Collecting

Insects can be collected from the plants. When you pick them up, drop them in a bag so they do not just return to the plants.

## Month 4

### Producing and using healthy vegetables

#### Week 3 – Sowing and planting your vegetables

##### Lesson: Sowing and planting in the garden

##### **Introduction**

Sowing and planting of seeds requires that you do it correctly so that the seeds/plants start to germinate as soon as possible and that seeds/plants do not die off and rot. If you plant a seed too shallow, it won't have enough soil cover to support the germinating top growth. If you plant a seed too deep, it will not get enough sunlight to germinate.

In this lesson you will learn about how to prepare a seed nursery, how to sow seeds and plant vegetable and you will be give some example of some nutritious foods that you can plant in your gardens.

##### **Instructions**

- 1) The Coordinator introduces the lesson and reads aloud the text: “More knowledge”.
- 2) Comment on the proposed vegetables to sow and plant. If you prefer other plants, you will have to get the information on how to sow or plant them from someone who knows how to do it. Choose among the healthiest vegetables, including beans.
- 3) Start by making the nursery ready for seeds to be sown. While your compost gets ready and your seedlings grow, you can prepare the garden.

##### **More knowledge**

##### **Nursery beds**

Prepare a seedbed to be used as a nursery. Mix the soil with compost / rotten manure. Till the soil and break all lumps. Sow the seeds in lines. NEVER sow the seeds too close because the plants will not be healthy. Plan well when you prepare the nursery. Keep some of the seeds for later sowing. If you plan well and make a new nursery every month, you will always have fresh vegetables.



### **Sowing**

Cover the seeds lightly with fine soil (1 cm). Mulch the seeds with grass. When the seeds germinate, lift the grass to a small shade of about 30 cm in height. The shade should be removed gradually so that the seedlings slowly get used to hot weather or else they would not survive when transplanted. Irrigate the nursery daily. Use a watering can with a nozzle or a tin / container with holes. The seedlings are ready for transplanting when they have four leaves and will be roughly about 5 cm high.

### **Prepare the permanent beds:**

Prepare beds to transplant the vegetables as discussed in the previous week.

If your common garden is 10 m x 15 m, you should be able to make about 15 beds with a width of 80 cm, and a length of 10 meters each.

### **Transplanting**

Before transplanting irrigate both the prepared bed and the nursery. Transplant seedlings in the evenings. It is very important to follow the correct distance. Too close a distance will lead to competition between plants and they will not grow healthily. Too big a distance is a waste of land, water and energy. We must keep the plants healthy by providing them with the correct amount of water, nutrition, space and plant them at the correct time. Make the hole for planting as big as the roots since it is very unhealthy for the plants if the roots are folded during transplanting. Press the soil firmly around the seedlings when planting. If the soil is loose around the plants, they will dry out easily.

### **Spacing**

The following distances are recommended

<b>Variety</b>	<b>Distance between rows</b>	<b>Distance between plants</b>
Rape	50 cm	25 cm
Cabbage	60 cm	50 cm
Tomato	60 cm	25 cm
Onion	15 cm	15 cm
Green Beans	30 cm	3 cm
Carrots	30 cm	1 cm

### **Mulching**


It is always good to put grass and other dry plant materials in the vegetable garden. The mulch should be around 5 cm thick. Use various plant materials such as dry grass, residues from groundnuts, sun-hemp, etc. Please note that you should use seedless material for mulching. Mulching:

- Minimizes evaporation and will therefore reduce labour on watering
- Makes vegetables grow healthier. This is because it adds manure to the soil and the microorganisms in the soil will develop well to make healthy soil
- Termites and other pests will be busy eating the mulch instead of damaging the vegetables
- There will be less weeds in the garden.
- There won't be soil erosion in the rainy season.



## Type of vegetables to grow

When you start a garden, it is a good idea to start with some common vegetables that are known to your area. Here is a proposal:

	Beans are among the helper foods for growth. They contain proteins, and if you do not have much meat, beans are almost as good. They can be dried and kept for a long time. Beans are also very good for building healthy soil.
	Sweet potatoes are among the helper foods for protection as well as a staple food. They are also called a 'Super Food' because they contain a lot of vitamin A and 12 other vitamins. Orange Fleshed Sweet potatoes is the most healthy variety as it has more Vitamin A.
	Rape is also a helper food for protection. Rape is very rich in vitamins and iron. It is easy to grow, and when the leaves are cut, others grow out. There should always be rape or other green, leafy vegetables in your garden and on your plate.
	Onion is another helper food for protection. It is a good source of what is called fibres, which helps with digestion. It has many vitamins and minerals and it is important for tasty meals. Onions can be stored for a long time and are easy to transport to the market.
	Tomatoes, again a helper food for protection, having a lot of vitamin A and C, potassium and foliate, all much needed to stay healthy. It helps the body's energy production and is good for keeping your bones healthy. Tomatoes are a good produce for selling and it is important for making tasty meals.
	Moringa is rich in vitamins, minerals, and Amino Acids. The leaves are found to prevent 300 different types of diseases. Modern scientific research confirms the fact that these leaves are a powerhouse of nutrition. Moringa is used as a food for human beings, used to feed animals and used in the field to improve the soil fertility.
	Amaranth (Bondwe) leaves are an excellent source of vitamin A, vitamin C, calcium, manganese and folate. The vegetable is good for anaemic patients, It improves digestion, Improves eyesight and strengthening the bones. The vegetable is well known by most people but mainly used when collected from the field in the rain seasons. It is however easy and fast to grow and manage.
	Herbs such as Lemon Grass, Mint, Thyme and Artemisia are rich in a range of vitamins and nutrients and can contribute to fight different ailments and can boost the immune system to reduce attack of diseases. They can be used in food or as tea. Some of the species such as lemon grass and mint is often grown as ornamental plants.

## How to Planting trees

### How to make holes for planting trees

**Fruit trees:** Dig a hole of 60 cm x 60 cm x 60 cm minimum or 1 m x 1 m x 1 m. When digging, put the top soil on one side and subsoil on the other side. When filling the hole, mix the soil as follows:

- i. Fill the top-soil back into the hole and thoroughly mix it with one bucket of kraal manure or compost, 1 cup of ashes and, if available, 1 handful of D-compound.
- ii. Fill up the hole with top soil from the surrounding area. Use the subsoil to make a basin for holding water and mulches.

**Other trees:** For non fruit trees make a hole which is 30 cm deep and 30 cm in diameter. You can also plough the lines for planting in trees. All trees will grow best if you mix manure, ashes and if possible a little fertilizer into the planting holes.

### Plant early and plant correctly:

Prepare the holes before the onset of rains - or just after the rains have started. Trees planted in the beginning of the rainy season do much better than those late in the rainy season. It is therefore important that you start the nursery early - so the seedlings are ready to be planted when the rains start. Measure the correct distance and place a small peg for every tree.

## How to plant trees

**Planting of seedling from a polythene pot:** Remove or cut the polythene pot carefully without disturbing the roots. It can best be removed by cutting with a razor blade. Plant the seedlings carefully without disturbing the soil around the roots. Plant the seedlings at the same level as the surrounding land. Make a basin out of the subsoil for watering the plants. Press the soil firmly around the plant. Irrigate the plant with at least 5 litres of water. Mulch the trees with dry grass or other plant materials. Make sure that the mulch does not touch the stem to avoid attracting termites.

**Planting of cuttings:** Prepare the cuttings from mature branches. A stem should be about 30 cm long. Place 15 cm down in the ground. Cuttings will easily make roots if the planting hole is prepared with manure. Water the cuttings regularly.

**Direct planting of tree seeds:** Mangoes are normally raised from seeds and planted directly without preparing nursery fields. Mango seeds easily germinate but for the future growth of the tree it is an advantage to prepare planting holes as described above. Most trees can be planted using the direct seed sowing method. You should always irrigate the germinating seedlings if it does not rain for a few days.

- **Planting site and spacing:** You must select a good place where to plant trees. You must not plant too close to the house or under big trees. Always think of how big the trees will grow and allow enough space between them. If you plant many trees, it is an advantage to use a planting string.

### **Recommended spacing:**

Guava	6m x 4m		Oranges	6m x 4m
Pawpaw	3m x 2m		Eucalyptus	2m x 3m
Avocado	6m x 12m		Cassia	2m x 3m
Mango	6m x 12m			

## **Month 4**

### **Producing and using healthy vegetables**

#### **Week 4 – Action and Household visit**

##### Action: Establishing a common garden

#### **Introduction**

Establishing a common garden is important for the Village Action Groups. It will be used to make a nursery for vegetables and perhaps later also for trees for the garden itself and as well to produce healthy seedlings for individual gardens. It will be used to multiply new crop varieties such as Orange Flesh Sweet Potatoes. It will be a teaching ground for all members to learn how to manage a garden well and to improve skills in pest control, weed management, how to transplant, water management etc.

#### **Instructions**

- 1) All the families, along with their children come together, so that the work can be done as fast as possible. Remember to remind everybody earlier to come with tools such as hoes and buckets.
- 2) Listen to the introduction together, before you start on the action.
- 3) Work on the various tasks including:
  - a. Leveling out the ground,
  - b. Making the compost heap. (Help each other to follow the instruction in this manual)
  - c. Fencing the garden with thorny bushes,
  - d. Measure out and dig the beds.

## Household visit: Collecting seeds and seedlings

### **Introduction**

Now that the garden area is prepared, you need to find the seeds to sow and the plants to plant.

Most people who have gardens can spare some seeds and plants. So you could ask people you know to help you to get started by providing some seeds, or some runners for sweet potatoes, and Lemon grass and Mint.

You can also ask for seeds at a low price or for free in the shops that sell them.

### **Instruction**

1. Discuss how to get hold of seeds and plants for the common garden.
2. Organize who will go where to ask for seeds and plants.
3. When you come back with runners or plants, make sure they are taken well care of until they can be planted. Ask the persons who give them how to take care of them.



## Month 5

### Child Care and HIV

#### Week 1 - Awareness in times of the AIDS epidemic

##### Lesson: Basic knowledge on HIV and AIDS

##### Introduction

The HIV burden among children has continued to increase. It is estimated that 12,000 children in Zambia became newly infected in 2013 representing about 18% of new infections (nearly one out of every 5 persons infected was below 18 years of age). Despite this, the number of children with access to treatment and care for HIV has remained low. Less than half (46% in 2015) received treatment while the % for adults was 63%. This is very wrong, because ALL children under the age of 15 diagnosed HIV positive, have the right to and ought to be on treatment.

In order to get treated, it is important that guardians know the HIV status of the child. In 2015 only 5% of all children below 15 years of age had been tested within the past one year and only about 35% of the adolescent from 15 to 19 years of age had been tested within the past one year. It is important that all children and adolescents born by HIV positive mothers, having any symptoms of HIV, having been sexually assaulted or are sexually active are tested.

The primary source of HIV infection among children aged between 0 to 5 years is mother to child transmission. Children also remain vulnerable to HIV infection through sexual abuse and practices such as early marriages. Children often become sexually active early and many are not using condoms consistently. About half of all youth about the age of 18 are sexually active and 16% of all boys and 12% of all girls had their sexual debut below the age of 15.

On average across the country, 1 to 2 children below 15 years of age out of 100 children live with HIV, while 5 adolescents out of 100 between 15 and 19 years of age live with HIV. The number rapidly increase and 11 out of 100 youth age 20 to 24 live with HIV. The number of girls living with HIV is much higher than that of boys.

The involvement of the community in both HIV prevention and support to the children and adolescents living with HIV is very important.

We need to stop myths and misconceptions on HIV infection, we need to identify all children who are living with HIV and get them on treatment. We must take action to avoid more children getting infected with HIV.

### **Instruction**

- 1) Read the introduction and the “more knowledge” section together. Stop after each section for possible questions, answers and discussion. You probably know much about HIV already but you might not be aware of certain details, for example, that 1 of every 11 children and youth are HIV infected before they are 24 years of age.
2. Discuss the importance of knowing your HIV status and the HIV status for your children. What are the causes of the low uptake of HIV testing among children? How can the Village Action Group promote and organize that all adults and children know their status?
- 2) Discuss some of the myths and misconceptions surrounding HIV transmission related to children? What can the Village Action Group do to change harmful practices and attitude?
- 3) Discuss how the families can be more involved in talking with their children in order to reduce new HIV infection among children and youth.
- 4) Invite the Community Health Worker to come and talk about the possibilities for treatment of children. Where to get the drugs, is the treatment the same as for adults etc. Discuss ways the Village Action Group can support HIV positive children and their families.
- 6) Follow up on your plans for making improvements for the children that you made with the Child Care Volunteers. How far did you reach with your plans?
- 7) Decide the improvements you want to make during this month, and write them in the notebook. Perhaps you can think of some improvements related to HIV, such as talking to your children about HIV or getting your children tested, if you are in doubt about their HIV status.

## More knowledge

Early access to antiretroviral therapy (ART) is particularly important for HIV-infected children, whose underdeveloped immune systems are more vulnerable to opportunistic infections, as well as common childhood illnesses. With pediatric and adult ART coverage rates at 26 and 84 percent, respectively, Zambia demonstrates the widest gap between adult and pediatric ART coverage in high prevalence countries. AIDSTAR-One with support from PEPFAR in 2011 conducted a rapid assessment of pediatric HIV treatment scale-up in Zambia to better understand the barriers to providing and/or expanding high quality pediatric HIV care and treatment services in a selected number of pediatric ART sites. The major barriers highlighted through this study can be categorized into two level; health facility and family/individual level barriers although some are cross cutting.

**Health Facility level barriers include;** lack of appropriate treatment for children, challenges in diagnosing treatment failure, human resources constraints and dysfunctional laboratory systems.

**Family/individual level barriers include;** lack of caregiver involvement, lack of disclosure and limited uptake of HIV counselling and testing involving children in families.

**Crosscutting barriers include;** Limited adolescent-specific HIV care and inadequate data management systems.

## How HIV infects

HIV can only live in human bodily fluids such as blood, semen and vaginal fluids. Infection can only take place when these bodily fluids come into contact with each other. HIV does not infect through air or water, like many other viruses do. HIV can only infect through: sexual contact, from mother to child during pregnancy, delivery and breastfeeding, through blood transfusion, through the use of contaminated needles and, in rare cases, through open wounds and sharing razor blades.

- Most people get infected with HIV during sexual intercourse.
- You can be infected by vaginal sex, anal sex or oral sex.
- You do not automatically get infected when you have sexual intercourse with a person infected with HIV, but the odds are very high that you will.
- The odds of getting infected increases when you or your partner has an STI - a Sexually Transmitted Infection - because sores on your sexual organs make it easier for the HIV virus to enter your body.
- The risk is also increased when you practice “dry sex”, or other sexual practices that cause small sores on your sexual organs during intercourse.

- There are many examples where people have become infected after having sexual intercourse only once with a person infected with HIV.
- The risk of having sexual intercourse with an HIV positive person without protection is never worth it.

### **How HIV is not transmitted**

HIV is not spread through ordinary human contact like:

- Hugging, kissing, shaking hands
- Sharing cups, plates, spoons, bed linen or clothes
- Sharing latrines or toilets
- Living with or sleeping in the same room
- Playing together
- Sneezing and coughing
- Mosquito bites
- Caring for somebody who has developed AIDS



Many children with HIV are being treated badly by other children and even adults because of misconceptions. It is important to fight misconceptions and stigmatizing of people living with HIV.

### **Practical ways of preventing and managing HIV**

- The first step in any prevention or management efforts is for individuals to know their HIV status. This requires that one does an HIV test either through door to door campaigns, or at the nearest health facility
- Knowledge of one's status enables access to appropriate intervention whether prevention or management of infection



### **Prevention interventions**

- Protection of vulnerable children from abuse and sexual exploitation
- Ensure that victims of sexual abuse receive medication to reduce the risk of HIV infection. The medication is called Post Exposure Prophylaxis (PEP) and it works better if it is provided earlier enough after the attack.
- Provision of comprehensive Sexual Education to children, especially adolescents. Parents should overcome barriers and talk with their children about sex and HIV. Children should be in contact with peer educators who can provide a positive role model and provide



correct information and discuss the danger of getting engaged in sexual activities while still very young.

- Delivery of accurate information on available options for HIV prevention, key of which are sexual abstinence, faithfulness to one sexual partner and the consistent and correct use of condoms.
- Elimination of mother to child transmission (EMTC) is important, through early antenatal booking for expectant mothers. We used to say prevention of mother to child transmission – but today we are going further, as we need totally to stop it.

### **Management interventions**

- Linkage to the nearest care and support service (ART Sites)
- Access to community/family support services
- Provision of services to ensure adherence
- Access to defaulter tracing services
- Access to treatment (ART)

### **Antiretroviral Therapy (ART)**

- ART are medications that treat HIV. The drugs do not kill or cure the virus. However, when taken in combination they can prevent the growth of the virus.
- Antiretroviral (ARV) drugs significantly delay the progression of HIV to AIDS, and thereby allow people living with HIV to live relatively normal, healthy lives.
- ARVs hugely reduce deaths and sickness due to HIV and related suffering.
- ARVs are the most effective available treatment for HIV infected persons.
- ARVs are readily available in Zambia, with a range of formulations specific for children and adults depending on the level of HIV in the body.
- ARVs can be accessed from the nearest ART health facility, which are now widespread across Zambia

A large number of services on HIV; both prevention and mitigation are being widely offered by various organizations in the community and at government health facilities. There is therefore need to encourage access to these services. ARVs are being offered at all ART sites throughout Zambia by the Zambian Government through Ministry of Health free of charge.

**Remember, it is very important that an infected child or a pregnant woman is assessed and commenced on ARVs in the early stages of infection by medical personnel.**

**Children have the right to life – by depriving them HIV medication, they might never live to adulthood.**

### **Involve adolescents in HIV prevention**

Too many young people are engaging themselves in risky sexual behavior. Starting sexual activities in a very young age without having sufficient life skills to understand the danger. Many youth lack knowledge of where to get condoms or don't want to go to the health facilities where these are available as they don't want their parent to know about their sexual activities.

Young people need good role models among adults and among their peers. Engaging youth in activities is important such as to train other youth in condom use, to increase self-esteem among young girls to say NO etc.



## Month 5

### Child Care and HIV

#### Week 2: Parents take control of HIV in the family

##### Lesson: HIV and You

##### **Introduction**

HIV and AIDS is a challenge in all families. Most families have a relative, a friend or a neighbor who died from AIDS related diseases. HIV does not discriminate. Both rich and poor families have suffered in one way or another because of HIV. It often affects and reduces productivity and family income.

It is possible for the whole family to take control of HIV and AIDS. The family plays an important role in the fight against HIV and AIDS, and when all are well informed, you can support each other. It starts with knowing the basic facts about HIV, getting tested and accepting the test results as a family. This is easier said than done, as there are many discussions and disagreements within families.

The decision to take an HIV test is a personal decision, but it is good to decide to take the test as a couple, and even better - as a family.

Children need to be tested if you can answer yes to any of the following:

- The child is born from an HIV positive mother.
- The child is often sick and has some AIDS symptoms such as losing weight, often having diarrhea, skin rashes, feeling tired and no appetite.
- The child was raped or in other way sexually abused.
- The child has been in situations where he/ she could have been in danger of contracting HIV.

All adolescents who are sexually active should be encouraged to be tested.

The advantage of sharing the test results with the family helps to provide good emotional and at times economic support, although sharing the results at times leads to stigma and discrimination.

You as members of the Village Action Group need to support each other in getting tested, as well as to ensure that those tested HIV positive get the best

possible treatment. This includes full support toward the children tested positive, including the adolescents. Never blame your child for being infected by HIV. Take part in fighting any stigma and discrimination against those who live with HIV. Ensure you link up with the Community Health Worker assigned to your Groups for support. In this way you are becoming role models for the other families in the village.

### **Instructions**

- 1) Discuss in smaller groups what you think about the whole family getting tested. What are your fears? What is the advantage of knowing the HIV status of everyone in the family?
- 2) Discuss in the groups how to overcome barriers that hinder families from taking control of HIV.
- 3) Share your discussions in the whole group.
- 4) Discuss how to organize testing as a group. Actions could include going to the local clinic/ organizing mobile testing visit from the clinic/ getting a counselor from the clinic to visit the families providing door to door testing. Find out the options available in your community from the Child Care Volunteer or Community Health Worker.
- 5) Conclude the discussions with action plans for what each of your families will do to take control of HIV in the family.



## Month 5

### Child Care and HIV

#### Week 3: Children living long and positively with HIV

##### Lesson: The 10 rules of survival

##### **Introduction**

Most people that test HIV positive think their life changes dramatically and they get emotions like fear, grief, depression, denial, anger and anxiety. But today, people testing HIV positive can get ARV treatment and live a relatively normal and long healthy life. So there is no need to despair.

Openness when faced with an HIV positive member in the family is the best, because then the family can support each other. Openness could ensure that anyone who tests HIV positive gets treatment as early as possible. As an HIV positive person, you need to follow the doctor's prescriptions.

It is important to take the ARV medication correctly because stopping, or being inconsistent will reduce the ability for the body to fight the virus.

Some people are afraid to tell their children about their HIV status because they fear their reactions. But what has been experienced over the years is that children are the most solid buddies to their parents in cases of sickness. Most children accept their parents' HIV status and can even take very good care of them, when they are sick and when they need help to remember to take their medication.

Some guardians are afraid of telling children that they have tested HIV positive. You need to sit calmly with the child and explain the situation. Let the child ask all the questions she/he has. If the child is an adolescent you need to take time to discuss personal issues such as marriage, and getting a child. You will not be able to attend to all these questions so encourage her/him to join a support group for adolescents if there is any or to meet with the Community Health Worker assigned to your Village Action Group for more support.

It is also a good idea to form "Trios" to support the children and adolescents tested positive. Talk with your Child Care Volunteer about this.

Living healthy with HIV includes ensuring good hygiene and good nutrition, avoiding alcohol consumption and using drugs not prescribed by the doctor, as well as avoiding common diseases such as malaria and getting early treatment. These rules are both for children and adults living with HIV.

### **Instruction**

- 1) The coordinator reads aloud the introduction and the text: “More knowledge” to the “Village Action Group”.
- 2) Discuss what you consider to be positive living with the HIV virus, according to your own understanding.
- 3) Discuss how you can follow each of the “10 Rules of Survival”. The “10 Rules of Survival” are good for HIV positive people, but also for everyone else.
- 4) Discuss how to support children/youths that are tested positive.

### **More knowledge**

The following are the “10 Rules of Survival”:

- 1.** Drink only clean water.
- 2.** Avoid worms - get regular treatment against them.
- 3.** Eat enough, and make sure that you get a variety of foods from all food groups.
- 4.** Eat a lot of food that provides vitamins. If possible, get vitamin supplements.
- 5.** Cotrimoxazole can help you to maintain your weight and strength. Ask your doctor about this.
- 6.** Be in control of tuberculosis (TB) by eating well and getting treatment if you have symptoms of the disease.
- 7.** Be in control of malaria – do everything in your power to avoid getting the disease. If you have high fever, ask for a malaria test.
- 8.** Be in control of HIV infection and re-infection. Even if you are already HIV-positive, another HIV infection will further weaken you, so don't get infected again. Avoid infecting anybody else, always use condoms.
- 9.** Maintain good personal hygiene and keep your home and surroundings clean.
- 10.** Comprehensive ARV treatment: Ask your doctor about the best treatment for you.
- 11.** No drinking of alcohol



## Month 5

### Child Care and HIV

#### Week 4 - Action and Household visit

Action: The whole family takes HIV tests at the local clinic

##### Introduction

Now that you know about HIV, how it is spread, and how you can prevent it, mobilize your whole family to go for an HIV test. Remember to invite anyone else in your family who do not know their HIV status.

##### Instruction

- 1) During the last lesson in the Village Action Group you learned from the Community Health Worker the options for getting an HIV Test – or you have assigned somebody in your group to find out the options for getting an HIV test.
- 2) Go together with your whole family for the HIV test at the clinic/ organize a counsellor from the clinic to come and carry out tests depending on the available options. Make an extra effort to include all men in the family: Husbands, sons, brothers, uncles, etc., as men are usually more reluctant than women to go for a test. Remember also to include any children in your family if you are not sure of their HIV status (as discussed earlier in the month).
- 3) Talk about how you shall share your test results as a family. The counselor at the clinic can assist you in doing this.

#### Household visit: Talking with the children about HIV

##### Introduction

You and your family have taken an HIV test. The results of the test can either be negative or positive.

Regardless of the HIV test result, provide counseling to the children so that they accept their own results and the results of the rest of the family. You can choose to ask for help from the Child Care Volunteer or the Community Health Worker.



## Instruction

- 1) Decide in which groups to visit the children. You might chose to do it family wise, or two families together, or any other way you find will be the best.
- 2) Talk to the children about HIV. Tell them about all the ways that a person can be infected and how you can live a positive life, even if you are infected.
- 3) Take up the challenge and talk with adolescents about sexuality and the danger of HIV infection. Remember to talk with them about alcohol and use of other type of drugs which can increase the risk of dangerous sexual behavior.
- 4) Children who have tested positive need to know their status. They also need to know, that you are there to support them all the way. Tell them about the medication they need to take, and what they need to do to stay as healthy as possible.
- 5) All children need to understand, that there is no reason for treating an HIV positive child differently from any other child. All children – regardless of their HIV status - needs respect, friendship and love.





## Month 6

### Good Parenting

#### Week 1: The First 1000 days of a child's life

Lesson: How to support your child to get a good start in life

##### Introduction

A lot of a child's possibilities in life are determined by what happens to the child during its first 1000 days, from the time the baby is conceived, until s/he is 2 years old. That is 270 days in the mother's womb and 730 days as a baby and a toddler.

Children need to get enough and healthy food, but also need: to feel the love of their parents and the people around them; to be involved in life around them; to learn from their own experiences, and from their siblings and parents.

A small child who has had enough healthy food and a positive experience of being loved, as well as and being included:

- Will grow up healthy.
- Will be confident and be able to learn many new things.
- Will be able to learn properly in school
- Will be able to build good relationship with other children and grown-ups.

Children, who have been malnourished in the first part of their life, will not develop physically as quickly children who have been well nourished. They will also fall sick more easily than other children.

Children, who have been left to themselves without anybody to communicate with, will not develop language and social skills as much as other children, who experienced communication and social contact from their birth.

We are the adults, and we have the responsibility to give every child the best possible start in life.

It is possible to do this. It is WHAT WE DO that makes the difference.

In today's lesson you will learn more about the ways and means to give your child the support to develop the best s/he can, during their first two years.

##### Instructions

- 1) The Coordinator introduces the lesson and uses the text "More information" to give a course on why the first 1000 days are important for a child's development. You also go through the pictures on the poster, to get more ideas on how to play with and teach a small child.

- 2) In smaller groups, come up with 5 different ways to show a baby or young child that you love her and is interested in how s/he is doing in life.
- 3) Discuss how you can play with a young child, and at the same time teach the child about things around him.
- 4) Come up with 5 examples of homemade toys that would be good for small children in your family.
- 5) Share your ideas with the rest of the “Village Action Group” members. Maybe make some of the toys together.
- 6) Discuss and understand that even with a tight economy, you can take good care of your child’s development.
- 7) Follow up on the improvements you had planned for the children during this last month. Discuss and solve any problems.
- 8) Make the plans for improvements to take place during the coming month, and write your decisions in your notebook.

### **More knowledge**

#### ***Why 1,000 days***

The fastest development in a child’s life takes place in the 1,000 days between the start of a women’s pregnancy and her child’s 2<sup>nd</sup> birthday. This period offers a unique opportunity to shape a healthier and more prosperous future for the child.



*In 1,000 days you shape your child’s future!*

### ***The right nutrition***

The right nutrition during these 1,000 days can have a profound impact on your child's ability to grow, learn and rise out of poverty.

Malnutrition is still a leading cause of death among young children throughout the world. For infants and children under the age of two, the consequences of malnutrition are particularly severe, often not repairable. The damage caused by early malnutrition can be lifelong.

- During pregnancy, malnutrition of the mother can have a devastating impact on the healthy growth and development of the baby. Babies who are malnourished in the womb have a higher risk of dying in infancy and are more likely to face lifelong learning problems, physical problems and get chronic health problems.
- For children under the age of two, malnutrition can be life-threatening. It can weaken a child's immune system and make him more susceptible to dying from common illnesses such as pneumonia, diarrhea and malaria.

### ***In 1,000 days you can change the future***

By focusing on improving nutrition for mothers and children in the first 1,000 days, we can help ensure that a child can live a healthy and productive life.

### ***Sufficient and healthy food***

Evidence shows that the right nutrition during the first 1,000 days can:

- Save lives.
- Significantly reduce the burden of diseases such as tuberculosis, malaria and HIV/AIDS.
- Reduce the risk for developing diseases such as diabetes and other chronic conditions.
- Improve an individual's educational achievement.

Solutions to improve nutrition in the first 1,000 days of a child's life are readily available and affordable. They include:

1. Ensuring that mothers and young children get the vitamins and minerals they need;
2. Promoting good nutritional practices, including breastfeeding and appropriate, healthy foods for infants;
3. Treating malnourished children with special, therapeutic foods.

Besides nutrition of the mother, her exposure to violence and fear also play an important role for the health of the child, as her feelings will be transferred to the child.

A woman who drinks alcohol, smokes cigarettes or chews tobacco during pregnancy can harm the developing baby. She should also not come into contact with pesticides, herbicides or factory chemicals, touch or work near them, or breathe in their fumes, as these can be transferred to the child through the mothers' blood and can cause development delays.

### ***A healthy learning environment***

Research on early brain development and school readiness suggests the following guidelines for creating a healthy learning environment for young children:

- Ensure health, safety, and good nutrition.

- Develop a warm, caring relationship with children: Show them that you care deeply about them.
- Express joy in who they are. Help them to feel safe and secure.
- Respond to children's cues and clues: Notice their rhythms and moods, even in the first days and weeks of their life.
- Respond to children when they are upset, as well as when they are happy.
- Try to understand what children are feeling, what they are telling you (in words or actions), and what they are trying to do. Hold and touch them; play with them in a way that lets you follow their lead. Move in when children want to play, and pull back when they seem to have had enough.
- Recognize that each child is unique: Keep in mind that from birth, children have different temperaments; that they grow at their own pace, and that this pace varies from child to child. At the same time, have positive expectations about what children can do, and hold on to the belief that every child can succeed.
- Talk, read and sing to children: Surround them with language. Maintain an ongoing conversation with them about what you and they are doing. Sing to them, play music, tell stories and read books. Play word games. Ask toddlers questions that require more than a yes or no answer, like "What do you think...?" Ask children to picture things that have happened in the past, or might happen in the future.
- Establish routines: Create routines and rituals for special times during the day like mealtime, nap time, and bedtime. Try to be predictable so the children know that they can count on you.





# Early Learning and Development Ideas for Parents and Caregivers



Your child is going through a journey of development that started at conception. This guide provides you with ideas on how to support your child's development. Remember, your child is unique and will follow her or his own journey, perhaps a bit slower or faster than other children of the same age.

## Birth to 3 months



- Always handle the baby gently, even when you are tired or upset.
- Support the baby's head when you hold the baby upright.



- Lay the baby on a clean, flat, safe surface so she or he can move freely and reach for objects.
- Continue to exclusively breastfeed on demand day and night.



- Visit the health worker with the baby six weeks after birth.

## 4 – 6 months



- Children respond to their own name and to familiar faces.



- Prop or hold the baby in a position so she or he can see what is happening nearby.

- Spoken, visual and physical cues must be provided to help children to learn and grow.

- Children begin to imitate sounds and facial expressions.

## 6 – 12 months



- Make sure that the child is fully immunised and receives all recommended doses of micronutrient supplements.



- Point to objects and name them, talk and play with the child frequently.

- Talk, read and sing to the child as often as possible.

- Make the area as safe as possible to prevent accidents.

## 1 – 2 years



- Children should be allowed as many opportunities as possible to play actively in a safe and supportive environment. This is how young children learn best.



- Children should be allowed to choose and direct their activities according to their individual ages, needs and interests.

- Children should always be encouraged and motivated and should never be belittled.
- Discipline must be positive, consistent and age-appropriate.

- A child's own language should be used whenever possible and especially when sharing important information.

## 3 – 4 years



- Young children should have different kinds of materials and toys to play with inside the house as well as outside.

- The house on the inside as well as the outside area must be safe for the young child to play freely.

- Help the child learn to dress, wash her or his hands and use the toilet.

- Children need healthy food and safe sanitation.
- Children must receive regular and routine medical and dental check ups and immunisations.



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Department:  
Education  
REPUBLIC OF SOUTH AFRICA

Prepared by and obtainable free of charge from:  
Directorate: Early Childhood Development, Department of Education,  
Private Bag X895, Pretoria, 0001  
Telephone: 012-3125435 • Email: [Samuels.M@doe.gov.za](mailto:Samuels.M@doe.gov.za) • [www.doe.gov.za](http://www.doe.gov.za)

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## Month 6

### Good Parenting

#### **Week 2 - What small children need in order to develop to their full potential!**

Lesson: A good life for a child aged 2 to 5 years

##### **Introduction**

Children are complete persons from the start of their lives. They are not one person as a child and another person when s/he grows up.

The “child person” is the same as the “grown-up person”. Along with growing up, a child learn new things like smiling, walking, talking, raising a hand, etc. These stages come at different times, and that is how a parent can easily see how a child is developing. Some children learn faster and some learn slowly. But do not worry. Let the child use the time she needs.





Be hereby invited to listen to a poem from a child:

*I, the child see a human being in the mirror.*

*I do not see a child*

*I see a house and a road and a car and a tree and a school and a teacher and a computer and a sign post and a father and the sun and the moon and I hear the rain and I smell the springtime and I listen to the music and I am a human being and that is what I see in the mirror*

*I am waiting for tomorrow because today is for children and tomorrow for human beings*

*My place is right beside you and not outside waiting for that door to be unlocked by someone unknown*

*My place is inside the womb of the future. The future is pregnant with me.*

*When I shall be born The New World Symphony Orchestra will play for 8 minutes or exactly the time it took me to come to this world from my birthplace the sun from where I got this message: Your future is only 8 minutes away.*

*Get going, my child the world is waiting.*

*From the book "POFKIDS - Preschool Children of the future" by Humana People to People.*

### **Instructions**

- 1) The Coordinator reads the poem aloud two or three times. Discuss what the child is saying to the world and to we, the grown-ups.
- 2) Work in smaller groups and come up with 10 ideas on how to support the growth and development of 2 to 5 year old children.
- 3) Hear all the ideas in common and talk about how to do it at home.



## Month 6

### Good Parenting

#### Week 3 - Understanding the reality of child abuse

Lesson: Understand the effect of child abuse and learn what the signs are

##### **Introduction**

Child abuse occurs all over the world. Child abuse is very serious and must be avoided at all costs. Never ignore what you suspect to be child abuse, **take action to protect the child.**

Child abuse is more than bruises and broken bones. While physical abuse might be the more visible, other types of abuse, such as emotional abuse and neglect, also leave deep, lasting scars. The earlier abused children get help, the greater chance they have to heal mentally.

By learning about common signs of abuse and what you can do to intervene, you can make a huge difference in a child's life.

##### ***Understanding child abuse and neglect***

Physical abuse is shocking due to the scars it leaves, but ignoring children's needs, putting them in unsupervised, dangerous situations, or making a child feel worthless or stupid, are also child abuse. Regardless of the type of child abuse, the result is serious emotional harm.

##### ***Myths and facts about child abuse and neglect***

Myth 1: It is only abuse if it is violent.

Fact: Physical abuse is just one type of child abuse. Neglect and emotional abuse can be just as damaging, and since they are more subtle, people are less likely to intervene.

Myth 2: Only bad people abuse their children.

Fact: It is easy to say that only "bad people" abuse their children, but it is not always that simple. Abusers often do not intentionally harm their children. Many have been victims of abuse themselves, and do not know any other way of parenting. Others may be struggling with mental health issues or they have a substance abuse problem, which can lead to unintentional child neglect.

Myth 3: Child abuse does not happen in "good" families.

Fact: Child abuse does not only happen in bad families or neighborhoods. It crosses all racial, economic, and cultural lines. Sometimes, families who seem to have it all on the outside are hiding a different story behind closed doors.

**Myth 4:** Most child abusers are strangers.

**Fact:** Most child abusers are known to the child. They are family members or people close to the family.

**Myth 5:** Abused children always grow up to be abusers.

**Fact:** It is true that abused children are likely to repeat the cycle as adults, unconsciously repeating what they experienced as children. On the other hand, many adult survivors of child abuse have a strong motivation to protect their children against what they went through and become excellent parents.

### **Instructions**

- 1) The Coordinator presents the introduction.
- 2) Discuss examples of child abuse you have experienced from your own childhood.
- 3) Listen to the explanations in the text “More knowledge”.
- 4) Work in smaller groups and discuss if you have experienced signs of child abuse among the children in your village.
- 5) Share your discussions in the whole group.
- 6) Discuss what to do if you find out that some kind of abuse is taking place. You need to think through each step, to ensure the situation becomes better for the child and not worse.

### **More knowledge**

Child abuse is sometimes overlooked, because many people think of abuse only as beating. This is untrue. Abuse can occur in many different ways, namely:

#### **1) Child labor**

- The child is made to do work beyond their physical capacity (such as carrying very heavy buckets of water or piles of wood).
- The child is forced to work long hours without proper rest, food, or time to study and play.
- The child is sent out to look for food or money and is punished if they do not succeed.

#### **2) Neglect**

- The child is ignored at home; not included in family activities such as meals or trips. The child is treated as an extra burden instead of as an equal family member (this is common with orphans staying with a big family).
- The child’s health and well-being is ignored; the child is not treated when it is sick, it is malnourished, or it is not well bathed and looked after.
- The parents/guardians do not care if the child goes to school or not, or deny them basic needs such as food, water or clothing.

### 3) Sexual abuse

- The child is raped, molested, or touched in an inappropriate way.
- The child is exposed, either physically or through pictures and stories, to sexual acts and ideas beyond their age.

### 4) Emotional abuse

- The child is insulted, put down, and punished without reason.
- The child is not shown love and care.

### 5) Physical abuse

- The child is physically tortured, through hair pulling, pinching, suffocating, or other cruel acts.
- The child is beaten, whipped, burned, or physically hurt. Any form of corporal punishment of children is harmful and destructive to their development. A child can be disciplined through talking and explaining consequences, but must **never** be physically harmed.

### ***Child abuse should be suspected if a child:***

- Is constantly late, stays away from school for long periods of time, or arrives early and stays late to avoid going home.
- Is withdrawn, passive, and uncommunicative; or aggressive, destructive, and nervous.
- Cries often, suddenly, and for seemingly no reason.
- Has unexplained injuries, too many “explained” ones, or has an injury that is inadequately explained.
- Complains of numerous beatings, of someone “doing things” whether or not parents are home.
- Goes to the bathroom with difficulty, limps, has burns or bruises.
- Is unclean, smells dirty, have bad teeth or unwashed clothing, and are too thin or constantly tired; exhibits dehydration or malnutrition.
- Is usually fearful of other children or adults.
- Has been fed inappropriate food, drink, or drugs.
- The child’s behavior changes suddenly and dramatically, from being talkative to being quiet and withdrawn, or from being shy to becoming aggressive and rude.
- A child who misbehaves is not always just a “trouble maker”. Often times, children act inappropriately as a cry for attention and help.

### **What to do if you suspect child abuse?**

When a child is misbehaving or displaying any signs of abuse, try talking to them to find out what is wrong to confirm your suspicion. Discreetly find a place where you can talk with the child, ensuring that it will not cause problems for the child at home. Always respect a child's right to privacy, so do not try to get them to tell you what is bothering them in front of other people.

If you feel unsure of how to handle the situation, take help from the “Child Care Volunteer” or the child’s teacher.

Remember, that a child who is abused by a family member is in great trouble, as it might be a person the child loves, and therefore the child might not think of the abuse as something

wrong, even though he dislikes the situation and reacts against it.

**How to approach and speak to a child who you suspect is being abused:**

1. Make sure you are in a comfortable, private place with the child. The child should be in an environment where he or she feels relaxed and safe, and where you can speak in confidence.
2. Sit at a comfortable distance from the child, face to face, leaning forward a bit. Do not cross your arms or legs, look away from the child, or stare too much into his eyes, as these things will make him feel threatened, or feel that you are uninterested.
3. Start with easy casual conversation, asking about what he did last weekend, or how he enjoyed the day's lesson or games. Do not scare the child by starting with sharp, direct questions such as "Did someone hit you?", or "Tell me what's wrong".
4. If the child seems to be comfortable speaking openly with you, you can lead into the topic by making an observation such as "I noticed you are not playing with your friends as much as before." or "I saw you were limping when you were playing". Notice the child's reaction to your observations. If they start to explain, listen attentively (nodding your head; looking at their eyes; not interrupting). When they stop talking, ask questions that need more than a "yes" or "no" answer (For example, do not ask "Did your father hurt your leg?". Instead, ask "How did you hurt your leg?"). This will encourage the child to speak more, and be sure to listen carefully to their answers. Try to notice if the child seems to be telling the truth, or lying to cover something up. Do not interrupt, and if the child starts to cry, comfort gently and let him finish speaking.
5. If the child is shy from the beginning, they may feel they can't tell you what is wrong. This is especially true with younger children, or those who fear to make the problem worse by telling someone. In such a case, you must make the child feel as safe as possible. Ensure that whatever s/he tells you is just between the two of you, unless you feel there is any danger, in which case, you will do what you can to protect the child. If the child does not open up at all (turns away from you; gives you short, closed off answers; keeps saying everything is OK without an explanation), try getting more information through methods other than asking questions. Give the child a piece of paper and pencils and ask them to draw their family. Notice in the picture how they draw themselves compared to their parents or siblings. This can give you clues as to who the child is having problems with. (For example, if the child draws their aunt with very big hands, and they draw themselves much smaller than anyone else, this might be a sign that the aunt is abusing the child.) Also take note of what activities the people are doing in the drawing. Is the child cooking or carrying water while the other people are sitting or eating? Ask the child simple questions about what s/he has chosen to draw to be able to determine what some of the pictures mean.
6. Once you have spoken with the child, if you believe they are being abused, tell them you must speak to other adults about the problem. The child might feel afraid or angry that you are telling their "secrets", but you must help him understand that the abuse will not stop unless the abusers are spoken to. The child may fear that the abuse will only become worse if you approach the abuser, because they will become mad at the child. This is sometimes true, so you must be sure to handle the situation carefully. However, there is no exception to the rule: If you suspect abuse, inform the parents or

the authorities immediately. Remember, that if you are speaking to the parents about possible abuse, do not approach them by accusing them or threatening them. This can make the situation worse for the child. Be polite but firm, explaining that you share their concern for the well-being of their child, and that is why you have come to speak with them.

7. Continue monitoring the child to see if the situation becomes better or worse. Offer them support and encouragement, and try to be there for them if they need to talk. It is very important to give support and attention to children who are suffering from abuse. We must try to understand their actions and help them heal. However, there are many factors in a child's life that can cause emotional stress, so a troubled child is not always an abused child.



## Month 6

### Good Parenting

#### Week 4 - Action and household visit

Action: Making a community playground and a sports field

##### **Introduction**

Having a common place to play helps children to develop physically as well as socially. For older children, youth, and even for adults, a sports field brings possibilities of lots of fun and exercise at the same time.

Neither need to be very costly to establish, but it will take some work. Take a look at the pages below to get some ideas.

##### **Instructions**

###### ***Before the action starts:***

- 1) Find a common place where the village head and other village authorities agree that a playground and a sports field can be made.
- 2) Decide what you want to have at the playground. Choose among waste material you do not have to pay for. Old car tires are sometimes left lying around. These can be used to make many different play things. Use poles from the bush and find used oil to treat the poles to last longer.
- 3) Decide the sizes of the grounds and mark the borders with sticks.
- 4) Invite all the families, including children of all ages, to participate.
- 5) Decide what needs to be done and ask people to bring hoes and other tools or material.
- 6) Make a plan for the tasks which different groups of people can do. Small children can help to move stones, branches and other waste away from the fields.
- 7) Organize refreshments (homemade lemon water is a very nice, cheap drink).

###### ***During the action:***

- 1) Start by telling all the participants what the idea is, and how the playground and the sports field will end up looking.

- 2) Organize the work and call people together for a break to have some refreshments and take a look at the results. Maybe you choose to reorganize if some work is behind schedule.
- 3) Meet again at the end of the action to enjoy your results. Is everything finished, or do you need one more common action?
- 4) Maybe you can end by playing a football game.

Household visit: Ensure that children and youth participate in the clubs and are active at home with the families.

## **Introduction**

The school is organizing clubs for kids and youth. These are meant for the children to get a chance to be together and learn many useful things. The activities will help the children to understand more and study better at school.

Do not think of the clubs as waste of time.

The out of school youths are invited to form a Youth Self Help Group and study how to manage a business / production at the same time as they start up a business/ production in the club. These clubs will also give the Out of School youth a good chance to get together and learn healthy life skills helping them to avoid risky behavior.

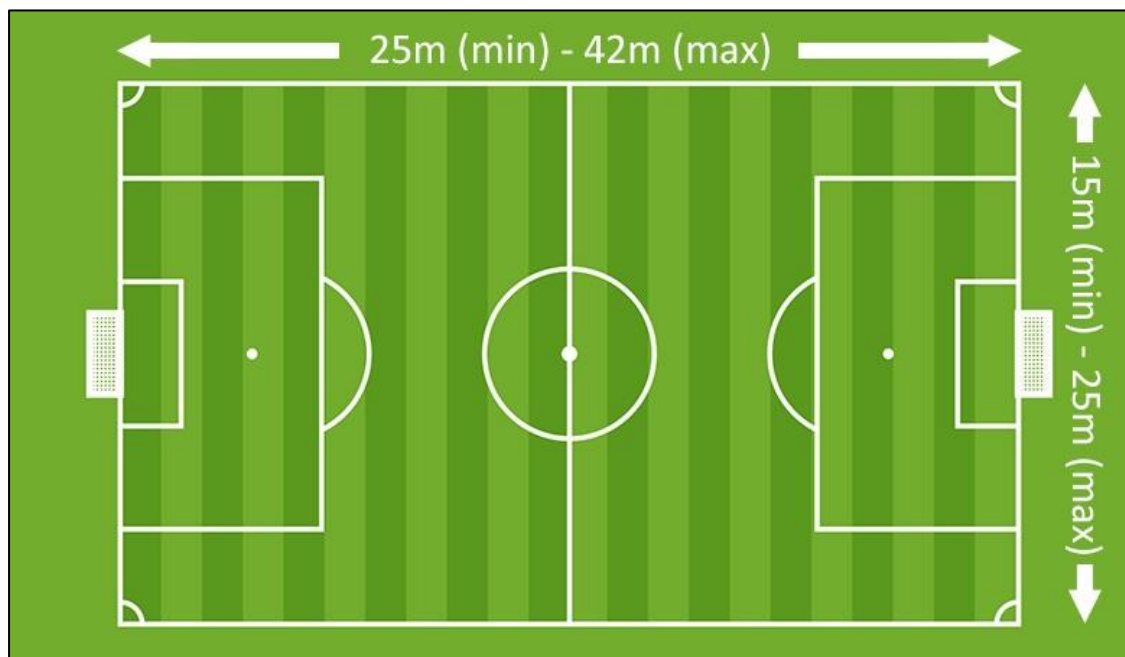
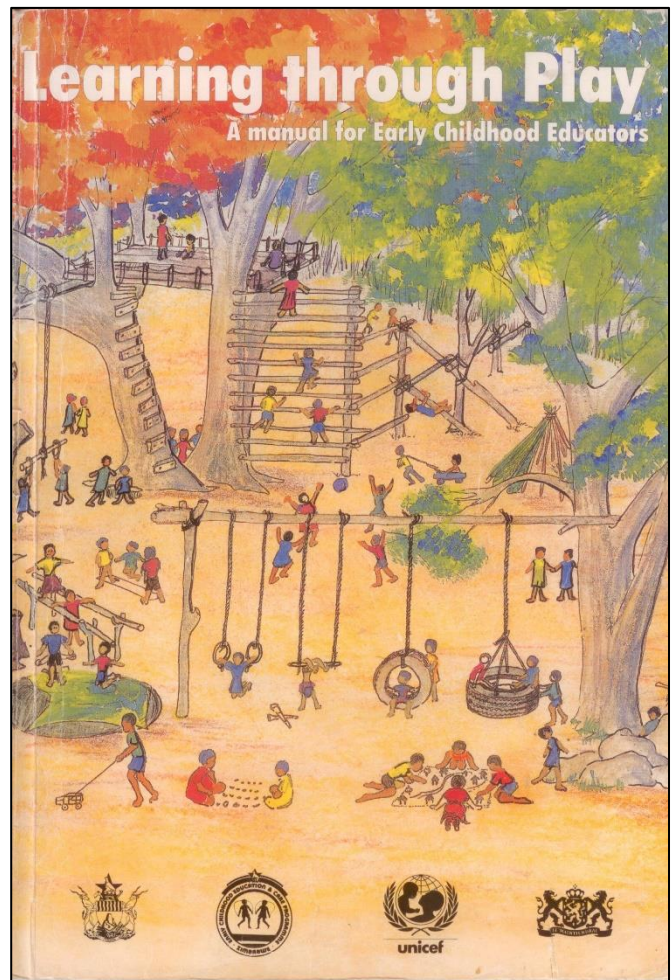
## **Instructions**

- 1) Discuss how to carry out the action. You could decide to start by visiting the clubs and get an idea of what the children and youth are doing.
- 2) Find out if some children and youth in your group do not attend the clubs.
- 3) Agree who will visit the families to discuss what it will take to get them to join.
- 4) At the same time, ask the children and youth what they do at home and what their possibilities are for learning. Do they have a place and time for doing homework? Do they have time to play with their friends?
- 5) Discuss with the children and the parents if anything should be changed and what to do.

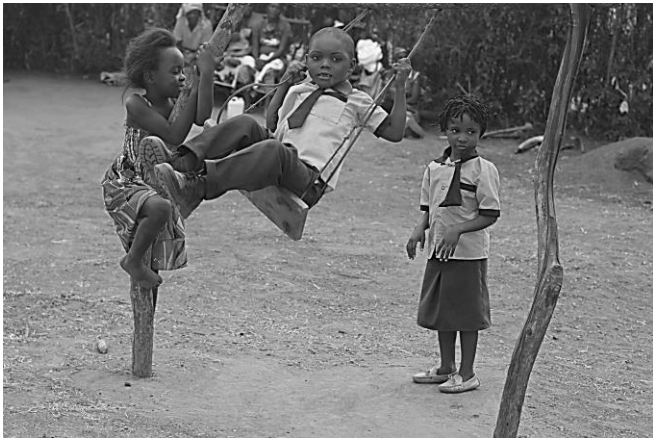




*A common place to play helps children develop physically as well as socially*



*The dimensions of a football field*



*Play grounds made with local materials*



*Children learn through play. Give the children time to play and play with them.*

## Month 7

### Common and preventable diseases

#### Week 1 - No to Malaria – get rid of mosquitoes

##### Lesson 1: How malaria is spread and how to stop it

###### **Introduction**

You get malaria by being bitten by a mosquito.

Some mosquitoes have malaria parasites living inside them. The mosquito does not have malaria, but only carries the malaria parasites.

How does the mosquito get the malaria parasite? When a mosquito bites and sucks blood from a malaria infected person, the parasites in the person's blood are picked up by the mosquito, and next time the mosquito bites a person, the malaria parasites are passed on to her.

Malaria is not an easy disease to avoid, but it can be done. You cannot be vaccinated against it - but the people in the village, and the students and teachers at a school, can decide to get rid of mosquitoes by taking all the necessary actions to get rid of them, destroying their breeding places.

Each year Malaria hits approximately 200 million people in the world and kills between 700,000 and 1,000,000 people. 90% of all deaths from malaria are in Sub-Saharan Africa and most of the victims are young children. Malaria is one of the most widespread infectious diseases.

Most of you already know the symptoms of malaria. They include fever, chills, nausea, flu-like illness, light-headedness, shortness of breath, anaemia and maybe, a feeling of tingling in the skin.

To stop malaria you must kill the mosquitoes, and you must protect yourself and others around against mosquito bites.

That is the task. No more, no less. That is what it takes.

In this lesson, you will work with ways to get mosquitoes away from your house. During this month, you will organize a household action to clear around your own and the neighboring houses to prevent mosquitoes from being around.



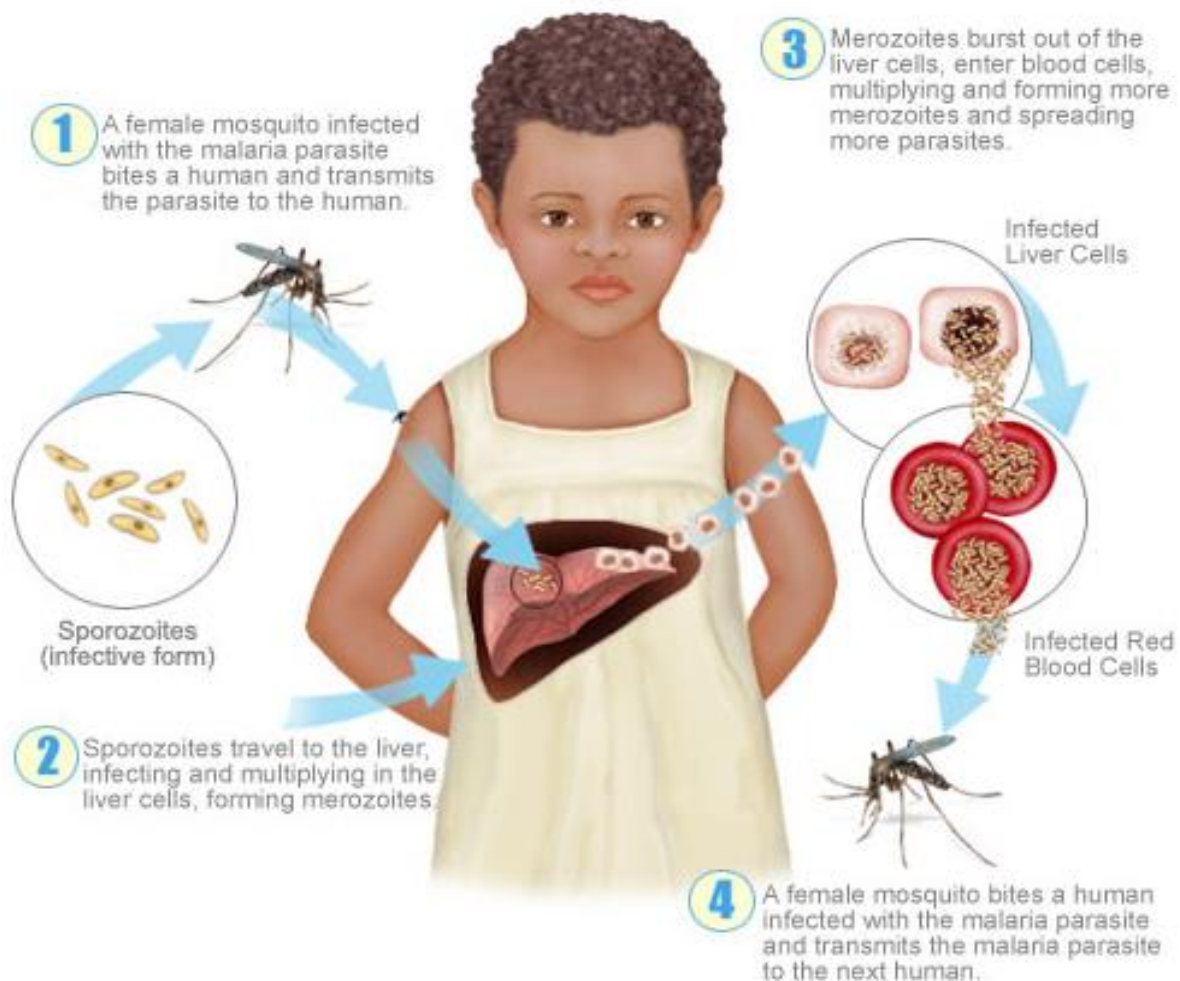


## Instruction

- 1) Count how many adults and children you know who have had malaria in the past year. Read the text "More knowledge".
- 2) Find out where the major breeding places for mosquitoes are. Locate places near your own house, and around the neighboring houses.
- 3) Discuss what you can do to avoid getting malaria. Think of it as a personal decision to take: I will not get malaria.
- 4) Make a plan of action with 6 things you can do at home to avoid mosquito bites, and decide when to get started.
- 5) Help each other to make a list of what can be done in all your homes to avoid mosquito bites. Decide how to mobilize your families and neighbors to get rid of mosquitoes.
- 6) Use the rest of the time to follow up on the planned improvement for the orphaned children, and make your plans for the coming month.

## More Knowledge

### How malaria spreads



## How to prevent malaria?

What you need to know about how mosquitoes behave:

1. Mosquitoes breed in stagnant (not flowing) water, like swamps, pit drains, water left in tins or other rubbish, and in tall grasses.
2. Mosquitoes do not fly very far away from the place they are hatched. Usually they do not fly more than 2-3 kilometers (unless they went with a person in the bus). If you clear an area of about 2-3 kilometers around your village, they cannot multiply.
3. Mosquitoes can smell human beings from a distance of 30 meters.

What you can do to get rid of mosquitoes:

- Destroy their breeding places.
- Cut the grass around your house. The best is to clear an area of 1 km<sup>2</sup>.
- Get rid of all stagnant water, keep your surroundings clean, and clean up rubbish that could collect water.

What you can do to avoid being bitten:

1. The best way to avoid mosquito bites is to sleep under a treated mosquito net. All family members should sleep under mosquito nets, and the nets should be treated with a chemical that kills the mosquitoes that sit on the net. (Many clinics give mosquito nets to children and pregnant women – ask for them at your local clinic).
2. Wear long sleeved shirts and long trousers in the late afternoon and at night, because this is when the mosquitoes are most active.
3. Use mosquito repellent on your bare skin, particularly on your hands, neck, face and ankles.
4. Use mosquito coils in the bedroom at night, to keep mosquitoes away.
5. Mango trees and maize plants attract mosquitoes because they are full of sugar. Be sure such trees are not near your house. Find out locally which other plants attract mosquitoes.
6. Some herbs keep mosquitoes away: Plant Artemisia Afra or lemongrass around the house.
7. You can also use Artemisia leaves/branches and put them in the windows at night as a repellent.
8. Bring leaves of lemon grass, Tephrosia and Artemisia Afra into the rooms where you sleep, and brush the walls with them.
9. Make your own insecticides from lemon grass, Artemisia Afra, fish bean, papaya leaves and African Cucumber.
10. Spray your house and surroundings with anti-mosquito spray to kill the mosquitoes.
11. Have fly screens in all the windows.
12. In some areas where malaria risk is high, or if you have been sick from malaria many times, it may be a good idea to take anti-malaria tablets. These tablets reduce the effects of malaria, but they do not altogether prevent it, and some of them have

unpleasant side effects. You should get advice from your clinic about whether or not to take these tablets.

### **Using Artemisia Afra (African wormwood) and lemon grass for the prevention of malaria**

Artemisia Afra shrubs can be planted a meter apart around the houses, especially under the windows. The scent of the bushes chases away mosquitoes and makes it less likely that they enter through the windows. You can also plant these shrubs on both sides of the door.

Lemongrass is a beautiful plant that has the same effect. You can mix Artemisia Afra with lemongrass.

Fresh leaves of Lemongrass can be rubbed on the skin, so that mosquitoes do not want to land and suck your blood. The long leaves and fresh lemon balm can also be used to scrub the walls of the house, to repel mosquitoes.

Some fresh leaves of Artemisia Afra and Lemongrass can be used to make tea. When you drink it, it can help to avoid mosquitoes biting you in your sleep.

The leaves of these herbs can also be placed in the room – for example, on the floor – to prevent mosquitoes from entering the room.

You can also put leaves of Artemisia Afra and lemongrass in the pockets and sleeves of the clothes you are wearing, to keep mosquitoes away.

### **What are the symptoms and signs of malaria?**

Malaria has a wide range of symptoms. In most cases three of the following symptoms are present. These are:

1. Headaches.
2. Joint pain and fatigue.
3. Nausea and vomiting.
4. High body temperatures and chills.
5. Fever.
6. General weakness, especially in the knees.
7. Loss of appetite.
8. Diarrhea, confusion and breathing difficulties are symptoms in more advanced stages of the disease.



These symptoms are not the only ones that can appear. In complicated cases of malaria, symptoms can vary depending on the organs affected.

### **Seek treatment as soon as possible**

Any person with high fever has to be brought to the clinic and be tested for malaria. Taking a blood test is the only way to find out if the illness is caused by malaria.

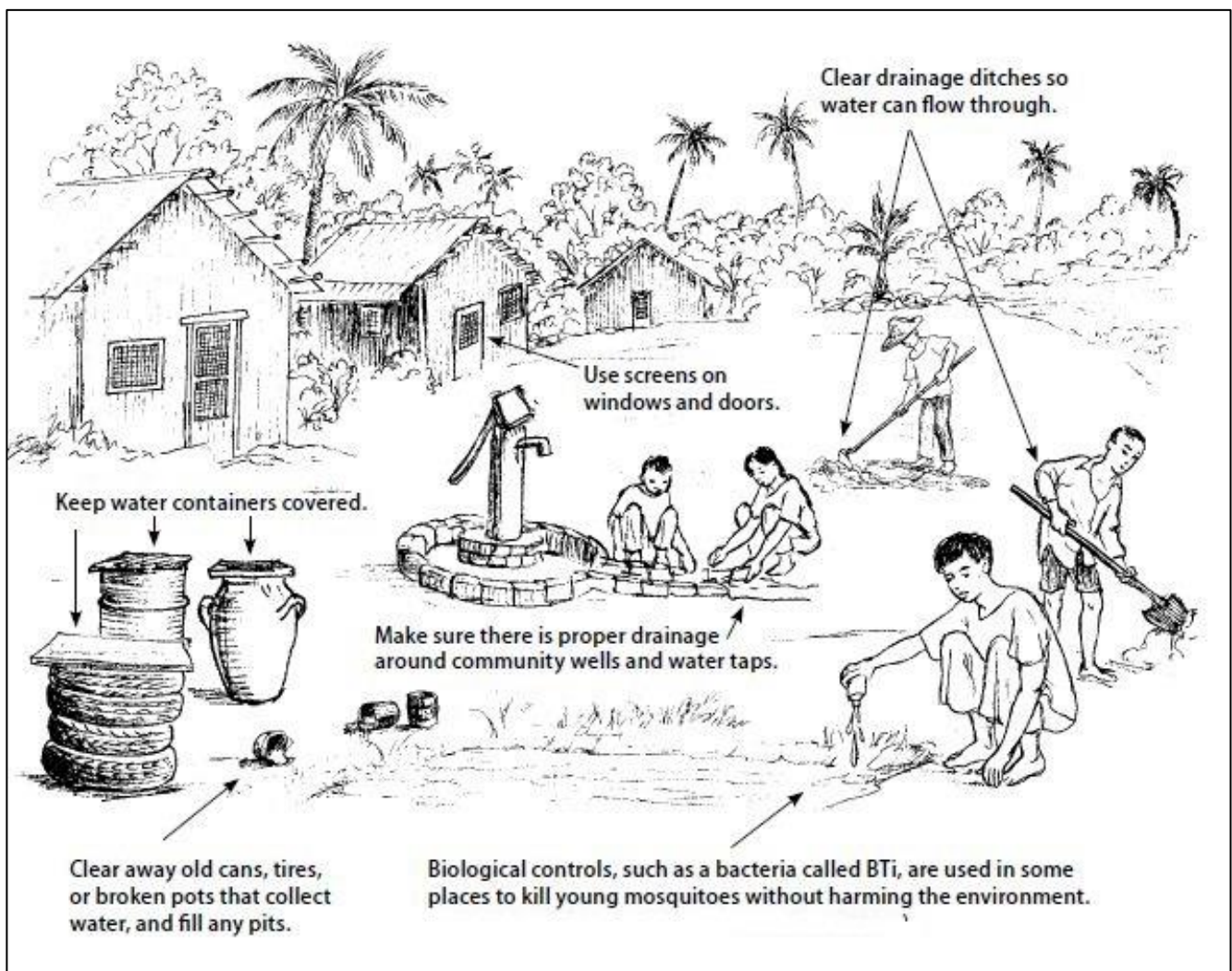
As soon as malaria is discovered, you need treatment.

Malaria is especially dangerous for small children, pregnant women and people living with HIV.

### More about malaria

Malaria is a disease caused by the parasite Plasmodium. The infection is transmitted through the bite of a female mosquito, of the type called anopheles. Approximately 200 to 300 million people are affected by malaria yearly, with a mortality rate of up to 1 million people, mostly in sub-Saharan Africa. The World Health Organization estimates that malaria costs 1.3% of economic growth, considering the time and resources spent to combat it.

Plasmodium Falciparum is the most common species in Africa, contributing to 98% of the cases, and it is associated with significant morbidity and mortality rates. Every 45 seconds a child dies of malaria in Africa. Other species include P. Malaria and P. Ovule, which form 2% of the cases. P. Vivax is very rare in Africa; however, in Ethiopia and Eritrea it represents about 40% of the registered cases.



***Together we can get rid of malaria***



## Month 7

### Common and preventable diseases

#### Week 2 - How to take care of a sick child

Lesson: The most common child diseases and how deal with them

##### Introduction

You should always take it serious when a child is sick. In children, sicknesses often become serious very quickly. An illness, that takes days or weeks to severely harm or kill an adult, may kill a small child in hours. Any person with high fever has to be brought to the clinic.

It is important to notice early signs of sickness and attend to them right away. For most sicknesses no medicines are needed to cure the child.

Our bodies have defense systems, or ways to resist and fight diseases. In most cases, these natural defenses are more effective than medicines.

But you must do some things to support the body.

To help the body fight off or overcome a sickness, you need to:

- Eat well.
- Drink a lot of liquids.
- Get plenty of rest.
- Keep clean.

These give the body the optimal strength to fight a disease. They are important when you take medicine and when you do not take medicine.

##### Instruction

- 1) The Coordinator explains from the text, “More knowledge”. S/he gives you all the principles and general advices about how to take care of a sick child, and how to maintain a high level of hygiene during illness.
- 2) You discuss in groups the 5-6 most important things to remember when you care for a sick child. Use what you have learnt in this lesson and add your own experiences.
- 3) Each group makes a HOME MIX - REHYDRATION DRINK. Make sure that each one of you knows how to make it.

- 4) Invite the Community Health Worker to present more about the most common preventable diseases, how they spread and how they are avoided.

### More Knowledge



**Keep clean**



**Get plenty of rest**



**Eat well and drink a lot of liquid**

### How to examine a sick child

To find out the needs of a sick child, you must examine her carefully. If she is old enough to talk, you can ask her questions as well. You should look for *signs* and *symptoms* that help to tell you how sick she is, and what kind of sickness she may have.

Always examine the sick child where there is good light, preferably in sunlight, and never in a dark room.

Before touching the sick child, look at her carefully. Observe how ill or weak she looks, the way she moves, how she breathes, and how clear her mind seems to be. Look for signs of dehydration.

Notice whether she looks well nourished or poorly nourished. Has she been losing weight? Also note the color of the skin and eyes. These sometimes change when a person is sick. (Dark skin can hide color changes. So look at parts of the body where the skin is pale, such as palms of the hands, soles of the feet, the fingernails, or the insides of the lips and eyelids). Look also at the skin with a light shining across it from one side. This can show the earliest sign of measles on the face of a feverish child.

You should take note of what the sick person tells you, and the signs you notice when examining her. These signs can be especially important in babies and persons unable to talk. A good rule of thumb is to start by giving the child liquid and a thin porridge to eat. Make sure she eats and drinks.

### Temperature

It is often wise to measure a sick child's temperature, even if they don't seem to have fever. If the person is very sick, take the temperature at least 4 times each day, and write it down. If there is no thermometer, you can get an idea of the temperature by putting the back of one hand on the sick child's forehead, and the back of the other on your own, or that of another healthy person. If the sick child has a fever, you should feel the difference.

High fever (over 39°) is very dangerous for young children. Try by all means to bring the child to a clinic. Meanwhile, to lower the fever, take the clothes off the child. Give him/her lots of liquids. If hot and shaky, wet the child with cool (not cold) water and fan to cool down.

## Healing with water

It is important for any patient to drink much water to overcome illnesses. However if the water is not safe it can make the child more sick. Ensure you treat the water as described earlier in this manual.



## Dehydration

The greatest danger to children with diarrhea is dehydration, or losing too much liquid from the body. The danger is even greater if the child is also vomiting. Give the child the Rehydration Drink. If the child is breastfeeding, continue giving breast milk, but give Rehydration Drink also. The second greatest danger to children with diarrhea is malnutrition. Give the child nutritious food as soon as s/he is able to eat.

If a person has watery diarrhea, act quickly to prevent or treat dehydration:

- ◆ Give lots of liquids to drink: Rehydration Drink is best. Or give a thin cereal porridge or gruel, teas, soups, or even plain water.
- ◆ Keep giving food. As soon as the sick child will accept food, give frequent feedings of foods s/he likes and tolerates.
- ◆ For babies, keep giving breast milk often—and before other drinks.
- ◆ A special Rehydration Drink helps to prevent or treat dehydration, especially in cases of severe watery diarrhea.

### TWO WAYS TO MAKE 'HOME MADE' REHYDRATION DRINK

1	2
<b>Rehydration drink with sugar and salt</b> (Honey can be used instead of sugar)	<b>Rehydration drink with powdered cereal and salt</b> (Powdered rice is best. Or use finely ground maize, wheat flour, sorghum, or cooked and mashed potatoes)
In 1 liter of clean <b>WATER</b> put half a level teaspoon of <b>SALT</b> and add 8 level teaspoons of <b>SUGAR</b> .  Before adding the sugar, taste the drink and be sure it is less salty than tears.	In 1 liter of <b>WATER</b> put half a teaspoon of <b>SALT</b> and add 8 heaped teaspoons (or 2 handfuls) of powdered <b>CEREALS</b> and boil for 5 to 7 minutes till a liquid gruel or watery porridge is formed. Cool the drink quickly and start giving it to the child. Taste the drink each time you give it to a child, to be sure it is not spoiled. Cereal drinks can spoil in a few hours in hot weather.
To both rehydration drinks, add a little lemon juice, mashed ripe banana if available. This provides potassium which may help the child tolerate more food and drink.	
<b>IMPORTANT:</b> Adapt the rehydration drink to your area. If liter containers or teaspoons are not available, adjust the quantities to the local measurements.	

Give the dehydrated child sips of this drink every 5 minutes, day and night, until she begins to urinate normally. A small child usually needs at least 1 liter a day, or 1 glass for each watery stool. Keep giving the drink often in small sips, even if the person vomits. Not all of the drink will be vomited.

**WARNING:** *If dehydration gets worse or other danger signs appear, go for medical help.*

## Month 7

### Common and preventable diseases

#### Week 3 - Diarrhea, bilharzias, coughs and colds can be serious

Lesson: Learning how to avoid and how to treat diseases

##### Introduction

The World Health Organization states that 6.3 million children under the age of 5 died in 2013, nearly 17,000 every day. The leading causes of death of these children were complications in connection with early births, pneumonia, lack of oxygen during birth, diarrhea and malaria, and 45% of all child deaths were linked to malnutrition. There is a whole lot of serious diseases that can cause children's deaths. Some of these are vaccine-preventable diseases such as polio, measles, tuberculosis, diphtheria, whooping cough and tetanus. HIV and AIDS also threatens infants and young children, as many are getting infected through mother-to-child transmission during pregnancies and birth.

Poor nutrition is the main reason for many children and women contracting diseases. If a child is already malnourished, a disease has more risk of being fatal, than if the child is healthy.

Symptoms like tiredness, headache, running stomach, high fever and coughing are signs that the body is not ok. When you notice any of these symptoms, you need to act. If diseases are treated early, the child will more easily overcome the disease and become well again.

In this lesson, you will learn about some of these common childhood diseases, their symptoms and how they can be treated. You will also ask questions to each other on children's diseases and share your knowledge and experiences.

##### Instructions

- 1) The Coordinator gives a lesson about the most common children diseases, e.g. diarrhea, bilharzias and colds using the text in "More knowledge".
- 2) Together, come up with examples of what your children and your neighbor's children have been sick of during the past year.
- 3) With that background, the "Village Action Group" makes a list of the most common childhood diseases in your area. The Coordinator puts it in the notebook.
- 4) Prepare questions to ask and invite a local health officer to visit you, or share your own experiences on how to treat the different diseases.

## More Knowledge

### The most common childhood diseases

Children often contract general diseases such as worms, diarrhea, flu, coughs and colds. These can usually be controlled by early treatment:

**Stomach worms:** The worms are feeding on the food the child needs for its own growth, and can cause malnutrition. The worms can be detected in the child's feces. Children need to have a cure with de-worming tablets every half year to avoid worms, and a cure if worms are detected.

**Diarrhea:** Mild diarrhea can be treated by drinking a lot of clean water. As soon as the child feels like eating again and can hold the food, give the child thin porridge. Severe diarrhea can lead to dehydration. See below. If blood is detected in the feces, the child has dysentery, and needs to be taken to a doctor.

**Flue, cough and colds:** Feed the child with lemon or vitamin C tablets; gargle with warm salty water as soon as symptoms occur. Keep the child warm. Use a scarf and a cap, if it is cold and windy. If the child has high fever, you need to take her to the doctor.

**The more serious diseases:** These are measles, tetanus, whooping cough, polio, tuberculosis and diphtheria. Most countries carry out standard immunization programs to protect children from these diseases, but unfortunately they do not reach out to all the children in the world.

Other than these, there is **malaria and severe diarrhea**, which is life threatening to children if not treated by a doctor.

For any disease that does not go away over a day, the child has to be taken to a doctor.

Malnutrition of children under the age of 5 deprives these children of the necessary strength to fight diseases. See below.

**Infectious and non-infectious diseases:** When you consider how to prevent or treat different diseases, it helps to think of them in 2 groups: infectious and non-infectious.

Infectious diseases are those that spread from one person to another. Healthy people must protect themselves from people with infectious diseases. See the list below.

Non-infectious diseases do not spread from person to person. These diseases can have different causes – see the list below. Be aware that these diseases are never caused by germs, bacteria, or other living organisms that attack the body. And know that antibiotics, or medicines that fight germs, do not help cure non-infectious diseases.

## EXAMPLES OF NON-INFECTIOUS DISEASES

<b>Problems caused by something that wears out or goes wrong within the body:</b> Rheumatism Heart attacks Epileptic seizures Strokes Migraine headaches Cataracts Cancer	<b>Problems caused by something from outside that harms or troubles the body:</b> Allergies Asthma Poisons Snakebite Cooking smoke Cough from smoking Stomach ulcers Alcoholism	<b>Problems caused by a lack of something the body needs:</b> Malnutrition Anaemia Pellagra Night blindness Goiter and cretinism Cirrhosis of the liver
<b>Problems people are born with:</b> Harelip Crossed or wall-eyes (squint) Other deformities Epilepsy (some kinds) Mental slowness Birthmarks	<b>Problems that begin in the mind (mental illnesses):</b> Fear that something is harmful when it is not (paranoia) Nervous worry (anxiety) Belief in hexes (witchcraft) Uncontrolled fear (hysteria)	



**Infectious diseases:** Infectious diseases are caused by bacteria and other organisms (living things) that harm the body. They are spread in many ways. Here are some of the most important kinds of organisms that cause infections and examples of the sicknesses they cause.

### EXAMPLES INFECTIOUS DISEASES

Organism that causes the sickness	Name of the sickness	How it is spread or enters the body	Principal medicine
<b>Bacteria</b> (microbes or germs)	Tuberculosis	Through the air (coughing)	Different antibiotics for bacterial infections always prescribed by a doctor
	Tetanus	Dirty wounds	
	Some diarrhea	Dirty fingers and water flies	
	Pneumonia	Through the air (coughing)	
	Gonorrhea, chlamydia, syphilis	Sexual contact	
	Ear ache	Having a cold	
	Infected wounds	Contact with dirty things	
	Sores with pus	Direct contact (by touch)	
<b>Viruses</b> (germs smaller than bacteria, impossible to see with the eye)	Cold, flu, measles, mumps chickenpox, virus diarrhea	From someone who is sick, through the air, by coughing	Medication prescribed from the health facility with exception of common flu and cold which the body normally manage to fight without medicine
	Rabies	Bite by infected animal (dogs)	
	Warts	Touch	
	HIV	If body fluids from an infected person get inside another person's body: sex, intercourse	
<b>Fungus</b>	Ringworms, jock itch, athlete's foot	By touch, from clothing	Sulfur and vinegar, ointments, Undercylenic, benzoic, salicylic or acid
<b>Internal parasites</b> ( harmful small animals living in the body)	In the gut: worms amoebas (dysentery)	Feces to mouth Lack of cleanness	Different specific medicines
	In the blood: Malaria	Mosquito bite	A combination of malaria medicines
<b>External parasites</b> ( harmful small animals living on the body)	Lice Fleas Bedbugs Scabies	By contact with infected persons or their clothes	Permethrin keeping very clean

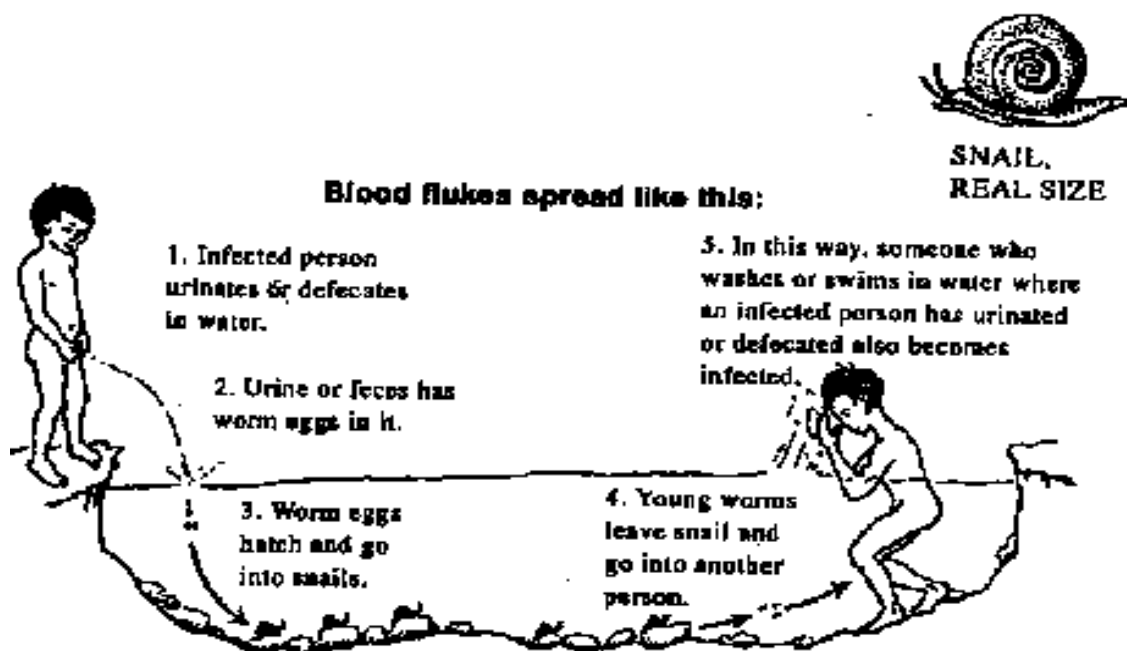


## BILHARZIA

Bilharzia is caused by parasitic worms known as Schistosomes. This disease is common in areas where there are ponds, streams, dams, rivers and irrigation canals harbour bilharzia-transmitting snails. The worms get into the blood stream of human beings, their definitive hosts, mature and begin to reproduce. Organs like kidneys and liver can be destroyed by the bilharzia worms and this can cause death. It is, therefore, very important to seek medical help once you have signs of bilharzia infection as described later in this section.

### The life circle of bilharzia - MAN - WATER- SNAIL - MAN

- Infected person urinates or defecates in the water (river, dam, etc.)
- The worm eggs from the urine or faeces hatch and enter water snails
- Young worms leave snail and go into another person, who is washing or swimming in the water, and thereby infect him/her with bilharzia.



### Common signs of bilharzia

- Blood in the urine, especially when passing the last drops
- Pain in lower belly and between the legs - mostly as one finishes urinating
- Low body temperature and itching when passing urine

### Prevention

- Never urinate or defecate in the water or near to the water. Always use latrines
- Always boil drinking water
- The small water snails, which are the carriers of bilharzia worms are mostly found in stagnant water. Therefore, you must NEVER wash or swim in stagnant water or in any water because you are not sure whether such water has bilharzia worms or not
- Use protective clothes when irrigating or fishing in infected water

### Treatment of bilharzia

- You should always go to the clinic or hospital if you have any signs of bilharzia to get medical treatment

## Month 7

### The common and preventable diseases

#### Week 4 – Action and Household visit

##### Action: Establishing a herbal garden

##### Introduction

Herbs have different healing functions, and you have learned that the plant *Artemisia Afra* is useful for keeping mosquitoes away. To ensure that all families have *Artemisia*, and maybe also some of the common herbs to use as spices and medicines, it is smart to make a nursery for *Artemisia* and herbs in the common garden.

##### Instructions

- 1) Agree on which herbs to plant in the common garden and how to get hold of plant material. *Artemisia* and Lemon Grass is useful for keeping mosquitoes away. Garlic, Ginger, Mint, Thyme and other herbs are useful for treating many diseases and for boosting the immune system and many of them are cherished to spice up food.
- 2) Agree in the “Village Action Group” when to have the action to make the nursery for herbs in your common garden. Use the text “More knowledge”.
- 3) Carry out the action with your family and children involved.

##### More knowledge

##### Step by step process on how to grow *Artemisia*

###### Step 1: Planning.

- It is important that you design where to set up your *Artemisia* garden. Keep in mind that *Artemisia* plants grow best in a sunny spot with suitable drainage.
- Allocate at least 30 – 50 centimeters between the plants

###### Step 2: Prepare the soil for planting

- Make use of good quality topsoil and if available compost. Mix the topsoil and compost / manure if you have while cleaning and removing small rocks and weeds.
- Raised beds are best in an *Artemisia* garden, because they are easy to maintain.

###### Step 3: Transplanting *Artemisia*.

- Plant the runners in the prepared beds and ensure the sticks are about 10 cm into the ground. Press the soil firmly around the plants.

*Artemisia* plants are pruned in the end of the dry season. Once they are established, they are easy to propagate by dividing the rootstalks before the plant sets new leaves.

## Planting of other herbs

**Lemon Grass:** Find a family which has have Lemon Grass near their home. Dig up a Lemon Grass plant and divide into individual suckers. Plant them with half meter distance in a vegetable garden bed or next to the home – in front of windows to chase away mosquitoes.

**Mint:** Find a family which has Mint near their home. Dig up some plants – and divide the plant material into smaller sections. Plant them in a seed bed with fertile soil mixed with manure and compost if available

**Ginger:** You probably will not find Ginger around – so you will need to buy. Cut in 1 inch pieces and plant 3 cm below the ground before the rain season starts.



## **Making your own Health and Healing Tea**

### **GROW MORINGA, LEMON GRASS, MINT, THYME AND ARTEMISIA IN YOUR GARDEN.**

You just need a small space for your herbal health tea garden as you cut the leaves and they will grow up again. Lemon Grass, Mint, Thyme, Artemisia and Moringa are all perennial and continue to produce healthy leaves. They are at the same time decorative – many even already grow these herbs as a flower.

***Make it a habit for the whole family to drink at least one cup of herbal healing tea every day.***

Use the recipes below as inspiration – and make your own recipes as well. A tip is to assign a specific Thermos Flask for herbal tea. The flavor from the herbs will remain in the flask, so it is better not to use the same flask after for water for coffee and the like.

**The Basic recipe:** Pick a small handful Moringa Leaves, half handful Mint leaves, 1/4 handful Thyme and 1 handful Lemon Grass leaves cut in smaller pieces. Put the leaves in 1 liter of water and boil for 5 minutes. Sieve and keep the leaves for second round. Serve as it is or sweeten with preferable Honey. You can use the same leaves up to 4 times within two days.

**Variations:** Use the same basic mix as above. Crush a little Ginger (2cm tuber) and add to the leaves and boil together. You can also add ½ teaspoon Cinnamon and boil with the leaves or half a handful of Artemisia. Try out the various varieties – they are all healthy



### **Household visit: Fighting malaria**

You have studied how malaria spreads and how to get rid of it. All the families should seriously consider all the different methods.

It is wise to try to get treated mosquito nets free of cost from the local clinic or organizations that are distributing them. If you cannot get them, you could organize to stitch the nets in the village and treat them yourselves. Ask in the pharmacy for the chemical to use.

### **Instructions**

- 1) Make groups of 3 and visit all of each other's homes.
- 2) Decide if each household visited has done everything they can to avoid being bitten by mosquitoes and to prevent mosquitoes from breeding:
  - Everyone in the family sleeps under mosquito nets and know how to use long trousers and long sleeved shirts in the evening.
  - There is no tall grass around the house and there are no places with stagnant water – even the smallest holes.
- 3) If anything is missing, discuss what can be done.



## Month 8

### Child protection and gender equality

#### Week 1 – Child Protection

Lesson: How do we best protect our children?

##### Introduction

The term ‘child protection’ refer to preventing and responding to violence, exploitation and abuse against children – including commercial sexual exploitation, trafficking, child labour and harmful traditional practices, such as female genital mutilation/cutting and child marriage.

Violations of a child’s right to protection can take place in every country and a substantial number of cases are under-recognized and under-reported.

Violation of a children’s rights can act as barriers to child survival and development. Children subjected to violence, exploitation, abuse and neglect are at risk of death, poor physical and mental health, HIV/AIDS infection, educational problems, displacement and homelessness.

Parents and guardians want to protect their children but sometimes fail and the children are harmed. Children are harmed because of neglect by parents and guardians, sometimes because of lack of knowledge and sometime because of evil actions carried out by others.

Protecting children include teaching the children safety measures and giving them rules to follow such as not walking alone in the evening and night.

Protect children at a tender age from dangerous work such as sending them out to sell things, letting them work or play close to beer drinking places etc.

You should protect the children against child labour. Therefore, you should acknowledge the difference between healthy children activities and child labour. Child labour means that the children carry out labourous work that is harmful to them or that the work they do does not allow them education and time for recreation (=time to play). An example of the difference between child labours is that to carry 5 liter container with water from the water point to the home is a good activity for a 10 year old child while if he/she carrying a 20 liter container is child labour.

Children need to be protected against physical as well as mental abuse and neglect. You already learned about and discussed about child abuse in a previous lesson and it is good to recall the discussion and also actions you might have taken since that lesson.

It is important to pay close attention to children to know signs of possible abuse. Such signs include being withdrawn from school, being unhappy, not paying attention in class or for some children it is the other way around as the child can be violent towards peers, insulting peers and adults etc. If a child shows such signs they need to be talked to by an adult they trust such as the Child Care Volunteer to make them open up and tell their problem.

As Village Action Group members we must work together to help each other protecting all children.

### **Instruction**

- 1) The Coordinator reads the introduction and the text in the “More knowledge” aloud. The coordinator then allows for a discussion and comments.
- 2) Look at the drawing in the end of the section and described if the children are treated equally and if what you see on the drawing is right.
- 3) In groups, discuss examples of where children are not protected in your communities and how some children have been harmed.
- 4) Continue in groups to discuss what we can do more in our families and as a Village Action Group to increase protection.
- 5) Follow up on your planned improvements for the orphaned children, discuss issues that need solutions to be figured out, and make the plans for the coming month.

### **More Knowledge**

#### **Child Protection**

Key Messages: What every family and community has a right to know

Every child should have the opportunity to grow up in a family. If a family is unable to care for the child, steps should be taken by the authorities to address the reasons and make every effort to keep the family together.

1. Every child has a right to a name and nationality. Registering a child's birth helps to ensure a child's right to education, health care and legal and social services. Birth registration is a vital step towards protection from abuse and exploitation.
2. Girls and boys must be protected from all forms of violence and abuse. This includes physical, sexual and emotional abuse, neglect and harmful practices such as child marriage and genital mutilation/cutting of girls. Families, communities and authorities are responsible for ensuring this protection.

3. Children must be protected from all work that is hazardous. Work should not prevent them from attending school. Children should never be involved in the worst forms of child labour, such as slavery, forced labour, drug production or trafficking.
4. Girls and boys can be at risk of sexual abuse and exploitation in their home, school, workplace or community. Measures should be taken to prevent sexual abuse and exploitation. Sexually abused and exploited children need immediate help to stop such abuse.
5. Children are vulnerable to trafficking where protection for children is weak or missing. The government, civil society and families are responsible for preventing trafficking, as well as helping children who are victims to be reintegrate into their families and communities, if it is in their best interest.
6. Justice for children should be based on child rights. Depriving children of their liberty (incarcerating them) must always be a last resort. Procedures that are sensitive to children should be put in place for children who are victims or witnesses of crime.
7. Income support and social welfare services can help keep families together and children in school and ensure access to health care.
8. All children have a right to age-appropriate information, to be heard and to participate in making decisions that concern them. Fulfillment of this right enables children to take an active role in their own protection against abuse, violence and exploitation, and to become active citizens.

<http://www.factsforlifeglobal.org>





## Month 8

### Child Protection and Gender Equality

#### Week 2 – In-equalities for boys and girls

Lesson: How do we want to raise our children?

##### Introduction

Gender in-equality today is larger in poor countries. This also counts for Zambia. Here, cultural norms favor males, in education, health, personal independence and more. Firstly, more boys than girls attend school; this discrepancy becomes even bigger after primary school. Where resources are limited or due to customs, parents prefer to invest in the boys' educations, and not in the girls' education. Common saying states: "Raising a daughter is like watering your neighbor's field".

In many countries women are protesting because of severe under representation in the countries labor force and because of unequal pay for the same work. Many women are now taking care of cultivating the families' land, but they often do not have any say in what to grow, or how to use the money they earn.

For many women, gender based violence at home is often the order of the day, and the communities' tolerance of these practices tend to be high.

In-equality between men and women is still high when it comes to the decision-making power in the family. These facts have implications for the life of girls and women. Consider the questions: As a girl or a woman, how much freedom of choice do you have? How much do you control the way your life turns out?

In the rural area, economic developments are scarce, electricity, piped water, viable roads and communication are not commonly available, and the women and the girls often have to spend much time doing the daily chores to sustain the family instead of going to school or producing products that can generate an income. Without technological improvements in the production, the women's time will remain tied up at home by fetching water, firewood, cooking, washing, cleaning, farming, and tending to the children and the animals. The hours of a productive day will not be extended, because there is no electricity in the home. When technological development reaches the rural areas, this will reduce the time needed for household chores. Just imagine getting light by pressing a button, and getting running water from a tap in the kitchen.

Women's health is also compromised as childbearing is more dangerous in poor countries, and a weak health system increases complications in connection with being pregnant. A male heritage system is the norm. Here names, property and wealth are passed on to the next generation through the male family members, and nothing goes to the female. This system puts the sons on a higher footing than the daughters, and it deepens the gender gap. Legal reforms are needed in many countries to allow sons and daughters to inherit equally.

To promote equality for girls and women, there is a dire need to change some of the existing cultural practices. Here are some of them:

Early marriages must be stopped.

Gender based violence must be stopped.

Women must be equal partners of decision-making in the family.

Family planning and child spacing is a woman's right to decide.

The family must invest equally in girls' and boys' education.

### **Instruction**

- 1) The Coordinator reads the introduction and the text in the "More knowledge" aloud. The coordinator then allows for a discussion and comments.
- 2) In groups, discuss the following questions:
  - Why are girls and boys treated differently, and how does this become a problem for the girl as a child, and later as a woman.
  - Make a list of different types of work and how they usually are divided between men and women, and boys and girls in the families.
  - Describe how gender roles shape individual behavior, and the ways in which society penalizes those who do not conform to the norms.
- 3) Together the "Village Action Group" discusses all the findings of the groups, and what each of you thinks about it.

### **More knowledge**

"Sex" refers to physical or physiological differences between males and females.

"Gender" refers to cultural and social roles given by habit to men and women in the society.

From birth, children are taught to conform to the gender roles based on their biological sex. As we grow, we learn how to behave from those around us. In this socialization process, children are introduced to certain roles that are typically linked to their biological sex. The term "gender role" refers to society's concept of how men and women are expected to act, and behave. Gender roles are based on norms, or standards, created by culture and society. In many cultures, masculine roles have traditionally been associated with strength, aggression, and dominance, while feminine roles have traditionally been associated with nurturing, and subordination.

For example, girls who like to climb trees and play wild games are told to behave themselves, while boys who do not like to fight or who likes to play with the smaller children are scolded as ‘sissies’.

The socialization process, in which children learn their gender roles, begins at birth. Today, our urban society is quick to outfit male infants in blue and girls in pink. It is interesting to note that these color associations with gender have not always been what they are today. Up until the beginning of the 20th century, pink was actually more associated with boys, while blue was more associated with girls. This is just one example of how socially constructed these associations really are.

Gender socialization occurs through four major agents: *family, education, peer groups* and *mass media*. Each agent reinforces gender roles by creating expectations for gender-specific behavior. Exposure also occurs through secondary agents, such as religion and the workplace. Repeated exposure to these agents over time leads people into a false sense that they are acting naturally based on their gender, rather than following a socially decided role.

Children learn at a young age that there are very different expectations for them, based on their gender. Cross-cultural studies reveal that children are aware of gender roles by age two or three; at four or five, most children are firmly entrenched in culturally appropriate gender roles. Parents often inspire the boy to “boy” types of chores, which promote motor skills, aggression, and solitary play, looking after the herd of animal and the like. The girl child is always given household chores, fetching water, firewood, cooking, cleaning, looking after their younger siblings, etc. Studies have shown that children will most likely choose to play with "gender appropriate" toys, because parents give children positive feedback for gender-normative behavior.

The drive to adhere to masculine and feminine gender roles continues later in life, in cases where both male and female work outside the home of the family. Men tend to outnumber women in professions such as law enforcement, the military, and politics; women tend to outnumber men in care-related occupations such as childcare, health care, and social work. These occupational roles are examples of typical male and female behavior, derived not from biology or genetics, but from our culture's traditions.

The attitudes and expectations surrounding gender roles are not typically based on any inherent or on natural gender differences, but on gender stereotypes, or oversimplified ideas about the attitudes, traits, and behavior patterns of males and females. Gender stereotypes form the basis of sexism, or the belief that values males over females.

Sexism also includes people’s expectations of how members of a gender group should behave. For example, women are expected to be friendly and nurturing; when a woman behaves in an unfriendly or assertive manner, she may be disliked or perceived as aggressive, because she has violated a gender role. In contrast, a man behaving in a similarly unfriendly or assertive way might be perceived as strong or even gain respect in some circumstances. Sexism can exist on a societal level such as in hiring, employment opportunities and education. In many areas of the world, young girls are not given the same access as boys, to nutrition, health care, and education.



## **Month 8**

### **Child Protection and Gender Equality**

#### **Week 3 – The reality of violence against women and children- Let's talk about it**

##### Lesson: How to deal with violence in the families

#### **Introduction**

Every day in our society women and children are slapped, kicked, beaten, humiliated, threatened, sexually abused and even murdered by their partners. But often we do not hear about this violence, because the women who are abused do not tell, they may feel ashamed, alone, and afraid to speak out. Many doctors, nurses, and health workers do not recognize violence as the serious health problem that it is. And often neighbors or friends shy away from mixing what they consider to be “internal family affairs”. But violence not only hurts women. It also affects the children and the whole community.

Why does a man hurt a woman or a child? We will discuss this.

Talking about it is the first step to changing it. Here “The Village Action Group” has an important role to play in creating new and healthy traditions for relationships between men and women in their families!

Neighbors and friends can help a victim by telling “The Village Action Group” what they know. “The Village Action Group” will take action in different ways.

What are the pressures that can prevent people in the area where you are living from doing things that most people believe are wrong?

In some places, it is the police. In others, it may be the family, or the priest. In most places, it is a combination of these things.

Encourage people in the community to speak out against violence towards women, and to show their disapproval of men who beat women. Try to use all the pressures that work in your area, to keep men from abusing women.

#### **Instruction**

- 1) The Coordinator reads the introduction and the text “More knowledge” aloud.
- 2) Discuss in smaller groups:
  - What types of domestic violence have you witnessed?
  - Give examples of how it affects the woman, the children and the community?

- Why do you think it is happening?
  - How can we change this habit and bring it to stop?
- 3) Discuss the examples you know of domestic violence in the village that need to be stopped and what you can do to stop it.
  - 4) You need to take action to bring the violence to stop. Discuss each case and decide how to do it: Talking to the violent person, talking to neighbors, talking to the local chief, talking to the police.
  - 5) Discuss what to do if you experience a violent situation. Will you intervene?
  - 6) Discuss rape against women and girls, and share your ideas on what to do?

## More Knowledge

### Why does a man beat a woman?

A man can give many excuses to hit a woman - he was drunk, he lost his head, or "she deserved it". He might use violence to get what he needs, or what he thinks is rightfully his as a man. Or, if a man thinks he does not have control over his wife, he may use violence to try to gain control of her life.



Here are some of the reasons why a man beats a woman:

#### 1. Violence works

It is the easiest way of ending a discussion without having to actually talk about the problem or the solution. If a man uses violence, he "wins" and that is the end of the discussion.

#### 2. He has very wrong ideas about what it means to be a man

If a man believes that to be a "real man", he needs to control his wife, he might think that it is totally ok to hit her.

#### 3. The man thinks the woman might not need him, but he needs her.

If a woman is "strong", the man may be afraid of losing her. He will do everything to make her more dependent on him.

#### 4. He does not know how to behave in any other way.

If a man saw his father, or other people he grew up with, behave violently towards women, he may never have learned to behave in any other way.

There are many different ways a man can try to control a woman. Violence is only one of them. But all of them hurt the woman and all revolve around power and control:

- ◆ Making threats.
- ◆ Isolation.
- ◆ Emotional abuse.
- ◆ Sexual abuse.
- ◆ Economic control.
- ◆ Blame.
- ◆ Using children to make the woman feel guilty.
- ◆ "Because I am the man - you have to ..."

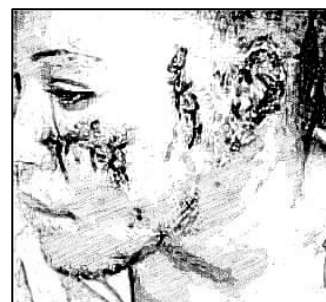
One form of violence often leads to another. In many cases, verbal abuse becomes physical after some time. It may not always look like that at first, but a man can start pushing the woman, or take her place, so she has to move, or many other disrespecting ways of bothering her. If this behavior works, it can become worse and end up becoming violent. Not all women who suffer from this type of violence are beaten, but most women who are beaten have suffered this type of violence first.

In many couples, the man becomes violent for the first time when the woman is pregnant. He might feel he is losing control, because he can not control the changes in her body. He can be angry because she is paying more attention to the baby than to him, or because she may not want to have sex with him. Another reason could be, that many couples are more concerned about money when they are expecting a baby.

### **Violence not only hurts women, it also affects the children and the entire community.**

A mans' violence can have many consequences for a woman:

- Lack of motivation or lack of self-esteem.
- Mental health problems such as anxiety, and problems with eating and sleeping.
- Severe and painful injuries like broken bones, burns, black eyes, cuts, bruises and others.
- Sexual health problems. Many women miscarry because they have been beaten during pregnancy. They can also suffer unwanted pregnancies, sexually transmitted diseases, or become infected with HIV as a result of sexual abuse.



### **Sexual violence**

Rape and sexual abuse means sexual contact without the consent of the woman or child. A violation occurs when a man inserts his penis, finger or any other object into the vagina, anus or mouth of a woman or child without her/his consent – or in other ways sexually touch the person. Even if a woman or child does not fight, it is still sexual violence. No matter what she does, if it was not her choice, it is violence, and it is NEVER her fault.

Here are some ideas that can help you, if you are sexual attacked:

- Cry for help – somebody in the neighbourhood might hear you and come to rescue.
- Try different things. Kick, negotiate, cheat. Try to make him understand that you are a person and not an object.

### **Sexual abuse of children**

It is illegal for any adult to have sexual contact with any child below the age of 16. It is against the law of Zambia and will give harsh punishments including imprisonment up to many years. A child may be violated by a man from their own family, or another adult. If a father, stepfather, uncle, brother, cousin, or other person in or outside the family forces a child to have sex or to touch him in a sexual way, it is a violation.

It is important to understand, that children can get confused and cannot understand what is happening, especially if they trust the person. The child will often not tell what is happening either because they fear or because they love the person, who harmed them.

***Never blame the person who was sexually assaulted. Protect the victim not the offender.***

## Month 8

### Child Protection and Gender Equality

#### Week 4 – Action and Household visit

#### Action: Stop abuse in our community – protect all children

##### Introduction

Children have the right to protection. They have the right to survive, to be safe, to belong, to be heard, to receive adequate care and to grow up in a protective environment.

A family is the first line of protection for children. Parents or guardians are responsible for building a protective and loving home environment. The Child Care Volunteers and the Village Action Groups work with the parents to ensure that children in our families are protected.

But we should not only pay attention to the children in our homes – we need to ensure all children in our community are protected.

The action in this month is to take the lesson about child protection to the community. You must involve many actors in your community such as the youth club members, the school teachers, the traditional and faith based leaders and other influential people in the community.

The aim is to provide everybody in the knowledge and also to work for a change. The results we are aiming for is that less children are violated and that those violated are supported in the best possible way.

##### Instruction

1. The Village Action group discuss in advance how to carry out this action. Where should it be held? Who to address and involve? How to involve them? Who will prepare what? It could be an idea to make a small committee to prepare the action.
2. The Coordinators follow up with the committee to find out if the people have been invited and who will join.
3. Organise the youth clubs under ZAMFAM to make some theater plays related to child protection. Talk with the school about this action.
4. Conduct the action as planned and it can involve watching and discussing the theater play by the youth, panel discussions, debates etc.



## Household visit: Fighting violence against women and children

### **Introduction**

In Lesson 3 you discussed how to stop violence against women and children. You also discussed what action you could take in your village if you knew about women being violated.

During this month's Household visit you will follow up on the discussion by visiting, or meeting with families where you know violence against women and/ or children is taking place.

This can be a delicate task and it has to be dealt with in such a matter, that the situation does not get worse instead of better. Often a woman exposed to violence will not admit it, or talk to anybody about it, because she fears that her husband will react with more violence against her. On the other hand, it might be a public secret nobody talks about.

It could be a good idea, that some of the women from the Village Action Group arrange to meet with an abused woman outside her home and find a way to discuss how to stop the violence. You must assure her not to do anything against her will, but also be firm on finding a way to stop the violence.

Violence against women is illegal. The local police can be called to take action.

You could agree that some of the men in the Village Action Group or the local priest meet with her husband.

You need to be inventive, and you need to find a way to protect the woman, if the violence does not stop.

### **Instruction**

- 1) Discuss in the "Village Action Group" how many women you will contact and how to go about this task. You need to take into consideration that people are different, so what works in one case might not be good in another.
- 2) Carry out your plans.





## Month 9

### Planning for a manageable family

#### Week 1 – Family planning and contraception

#### Lesson: Family planning protects women and children

##### Introduction



The idea of Family Planning is to have the number of children you want and when you want to. Some fathers and mothers want to have a lot of children, but sometimes the family becomes too big to care for. Children need good care, enough food, money for school fees, clothing etc. Different parents have different reasons for wanting to limit the size of their family.

With family planning, some young parents may decide to delay in having children until they have saved up enough money to take good care of their children. Some parents may decide that a small number of children is enough and may never want more. Other parents may want to space their children several years apart, so that both the children and their mother will be healthier, whilst some parents feel they are too old to have more children.

Every year many women die due to problems associated with pregnancy, childbirth and unsafe abortion. Most of these deaths could be prevented by family planning, but family planning in most families is questionable and other families do not even talk about it.

Most antenatal clinics and health centers teach about family planning and there is readily available help from health centers.

Women need strength to play a decisive role in family planning. Women must be able to make choices about which contraception they want to use. Recent years have seen great strides in women taking decisions in family planning, millions of women safely use family planning methods with a lot of success.

Family planning methods work best when both the man and the woman take responsibility for preventing pregnancy and protecting each other from sexually transmitted infections (STIs).

## Instruction

- 1) The coordinator has prepared the lesson and gives the introduction.
- 2) Discuss the different family planning methods that you know.
- 3) Read the “More knowledge” together, and discuss in smaller groups to get a better understanding of the methods described for family planning.
- 4) Continue in the smaller groups and discuss your own situation regarding family planning. How many children would you like to have?
- 5) Agree to visit the clinic together to find out more about the contraceptives that are readily available.
- 6) Discuss if it would be a good idea to establish condom outlets in your village and how it could be done.
- 7) Together with the ‘Child Care Volunteers’, follow up on how it went with the planned improvements for the children.
- 8) Make the plan for improvements to carry out during the coming month and write the plan for each child in your notebook.

## More knowledge

### 1. Family planning

Family planning means taking decisions on the size of the family you want, instead of leaving it to just happen. If a woman has many children, she can easily become very weak, she might have to breastfeed her children for a shorter time than the recommended two years and the children are then more likely to become malnourished or to die. A woman in poor health has a higher risk of dying during childbirth.

The reasons that lead couples to limit the number of children are many. Some couples decide to have fewer children, others opt for intervals of several years between pregnancies so that their children and the mother will be healthier.

Why should you, as a woman, think about family planning?

Because you have to think about your health! Is your body strong enough for having another child? If the pregnancy makes you weak, how will you take care of your family? In some cases another pregnancy could even threaten your life and the life of the child.

A couple should always consider the following questions:

Too Early?	Too Late?	Too many?	Too close?
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Too early: Pregnancy before the age of 18 is generally not healthy for the woman and the young family might not yet have a sustainable economy.

**Too late:** Pregnancy after the age of 35 increases the health risks of the mother and the child. After the fourth pregnancy, the mother and the baby are at greater risk.

**Too many:** Do you really want to have more children? Can you take good care of them? Children need food, clothes, education and much more. Have you considered how much one more child would cost?

**Too close:** For the health of the mother and the child, there should be an interval of at least two years between each pregnancy.

When a couple decides to plan when to have children, they can choose between several methods. These are called methods of family planning or contraceptives.

## 2. Is Family Planning good?

It might be good to discuss whether family planning is good or bad. Some people are against any family planning at all. This is often a result of lack of knowledge and misconception. Some people think that women cannot become pregnant again if she has been on family planning. This is not correct – she will have the same chance to fall pregnant when ending the family planning methods as if she never used any family planning. Some women get various bi-effects, this is why it is important to know the different methods to choose from.



If done right, family planning is safe and convenient. It allows you to plan for the desired number of children and it provides better living conditions for the family.

## 3. Family planning methods

**Non-scientific methods** are based on the traditional beliefs and practices of a group of people. These include use of charms, use of rings, use of amulets, use of waistbands and use of ritual recitations. These methods are not effective and will not protect against pregnancy.

### Traditional Methods

**Periodic abstinence:** This natural family planning method works by being aware of the woman's menstrual cycle and therefore knowing when sex is unlikely to result in a pregnancy. Periodic abstinence is often unsuccessful in preventing pregnancies, because it is difficult to predict the right time of the month when a woman will not get pregnant. In addition, this method does not



offer any protection from STIs or HIV.

**Withdrawal:** This is when the man withdraws his penis from the vagina before ejaculation. This method is not recommended, as it is very difficult to control.

**Abstinence:** This is when you do not have any sex. This is the surest option for preventing pregnancies, STIs and HIV.

### **Modern Scientific Methods**

Modern scientific methods are methods that have been proven to be effective. These include:

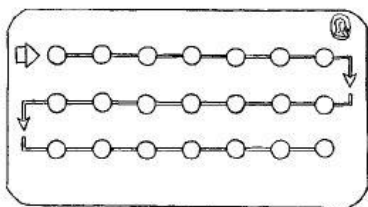
**Hormonal Contraceptives:** This is a method that works primarily by interfering with chemicals that stimulate ovulation. Examples include:

- Oral contraceptives (pills): Pills need to be taken on a daily basis.
- Injectables: Injections can last up to three months.
- Skin implants: Norplant.

**Barrier Methods:** These are methods that prevent pregnancy by obstructing the man's sperm from getting in contact with the woman's egg. Examples are male condom, female condom and diaphragm (cervical cup used by the woman). Condoms provide protection against STIs, including HIV and pregnancy and they are the most used method to prevent pregnancy.

**Spermicides:** Contain chemicals, which kill sperms and prevent conception (pregnancy). Spermicides may be in form of tablet or foam. They are inserted into the vagina shortly before intercourse.

**Intrauterine Devices (IUDs):** A small plastic device that fits inside the uterus (womb) to prevent pregnancy. It is also known as "the loop". With IUDs, the environment required for fertilization is denied.



Oral contraception



Condom



IUD

**4. Emergency contraception** (also called post-coital contraception): This is a form of birth control that may be used by women who have had unprotected sex (often forced sex / rape) or used a contraceptive method that failed (the condom broke)

- It is used to prevent a pregnancy and does not protect against STIs and HIV.
- **Not** a regular method of birth control.
- It is **not** a form of abortion.

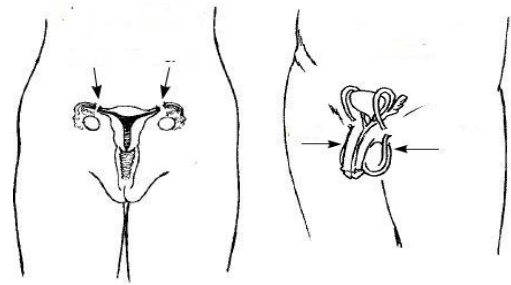
**5. Methods for people who do not want to have more children.**

## Sterilization

For couples that do not want more children, a simple operation can be done. It can be carried out quickly and safely, in both men and women.

In men, the operation is called a vasectomy. Here the vas deference, the channels through which the sperms are travelling, is cut, so that sperm will not be ejected during intercourse.

In women, the operation is called tubal ligation.



*Both women and men can be sterilized*

Here the fallopian tubes are cut, so that the egg cannot travel to the uterus. Sterilization in men and women cannot be reversed, in both cases the operation is carried out at a clinic or a hospital and the doctor's advice should be followed strictly.

## Some sources of Family Planning Services include:

- Government hospitals / Mission hospitals / Private hospitals / Clinics.
- Pharmacies / Chemists / Drugstores.
- Community Based Distributors (community members who are trained to provide some modern contraceptives).

## Breastfeeding

While a woman is breastfeeding she is less likely to fall pregnant - especially if the baby is fed only on the breast. However, it does not always work and it is important for the women to start family planning when the baby is three months old. It is also a good idea to get an IUD shortly after delivery.



## Abortion

Abortion means early termination of pregnancy, spontaneous or provoked. When an abortion is spontaneous, a doctor should always be consulted to ensure that there are no complications.

A provoked abortion should be carried out in a clinic or in a hospital and is legal in Zambia if the life of the pregnant women is in danger and if the pregnancy is a result of rape.

Some women especially young and not married women get abortions illegally. It is mostly done under inappropriate conditions by untrained health personal, with risk of death or serious complications in women from abortions.





## Month 9

### Planning for a manageable family

#### Week 2 - When and how to say “No” to unprotected sex

##### Lesson: Talking about sex with your teens

###### **Introduction**

Unprotected sex, especially among teens can have permanent and lifelong consequences. HIV and STIs can be passed on during unprotected sex and this may result in pregnancy.

It is important to know when and how to say “No” to unprotected sex.

Many teens do not get the fundamental information they need in a way they can understand. They often get inaccurate information about sex from their peers and they receive little or no guidance from their parents.

Many teens have limited access to sexual health services. They might not know where to get information on birth control; they do not know if they can get services without parental consent and; they lack money for transport etc.

The teens need to know when to say “No” to sex. Honest communication is essential to help your teens get to know the risks and their choices.

A significant number of teens become sexually active at a young age and it is our responsibility to help protect their sexual and reproductive health by simply having non-judgmental conversations about safer sex, birth control and abstinence.

###### **Instruction**

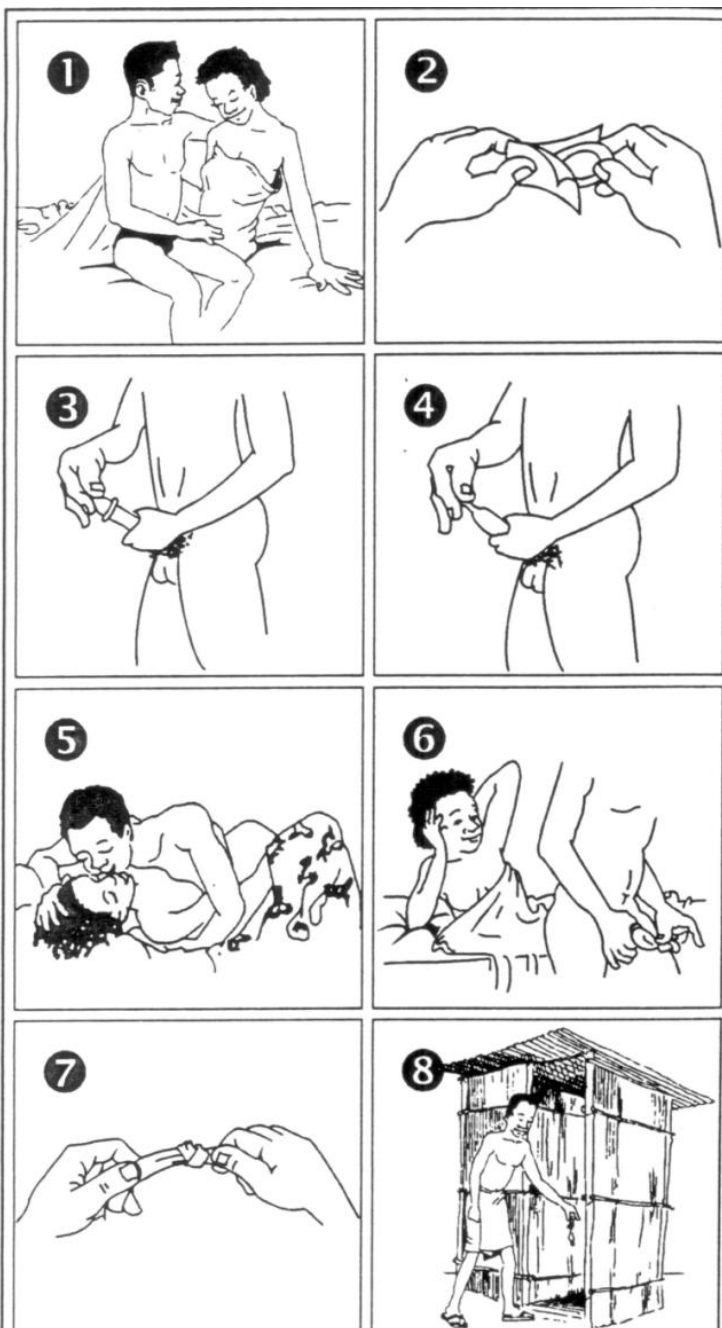
- 1) Read the introduction.

Read selected sections of background knowledge from week 1 in month 5.

- 2) Discuss if young people in your area are in danger of HIV infection. If yes – what are the dangers - and what can be done to reduce these risks?
- 3) Discuss the advantages of facing the reality that your children might be in a sexual relationship and that safer sex is better than them becoming parents' too early and get infected by HIV

- 4) Parents normally hesitate to talk to their teenage children about sex. Get examples for some group members who managed to talk with their children and share experiences.
- 5) Make plans for talking openly with your teenagers' sexuality.
- 6) Find ways to agree with the teenagers on what actions they will take to prevent themselves from unprotected sex. Together with the teenagers, make a list of the choices they have to protect themselves from unprotected sex.
- 7) Tell your teens that the best method for protection against sexually transmitted diseases and pregnancy is to use a condom. Other methods only prevent pregnancy.

### Correct condom use



*Condom ready to use*



*Condom packets*



*Talk about reasons for saying NO to unprotected sex*

## Month 9

### Planning for a manageable family

#### Week 3 – The consequences of early marriage and early pregnancy

Lesson: Children should not get married

##### Introduction

Listen to stories of what some young girls are going through.

**Patricia was 12 years old**, when she married John who was 16 years old.

*"My parents said, they needed to benefit from my marriage before they die and that is why they ordered me to stop going to school and get married to him... They got 1000 kwacha in bride price; he paid half and they gave him a field of maize to cultivate for them," she said.*

**Agnes Lungu, 56 years old** is full of remorse, and still regrets the day she and her husband married off their 15-year-old daughter to a man, they had chosen for her, in order for them to get the bride price, so they could overcome the family's economic problems. *"I did not know about the harmful consequences of a child marriage and I feel very guilty I did this. It is a wrong practice and nobody should do it," she says.*

**17 years old Agnes tells:** *"My parents sat me down and told me I was no longer their responsibility. They wanted me to move out and start a life of my own. Things moved faster than I expected - when a stranger paid a bride price to my parents. I had no say in the matter," she says, tears welling in her eyes. "I didn't choose this life and I'm not happy here."*

**Catherine's story:** *"I started having sex when I was 14 years old. I was having sex out of ignorance, just enjoying myself without knowing the consequences. I fell pregnant at the age of 18 years. I was rejected by my father, and the health care providers were not any kinder. I had to have a cesarean to give birth. My mother, who had supported me, was also pregnant, and she unfortunately died three months after she gave birth. I was forced to care for and breast-feed my baby and my baby brother. I endured economic hardship while struggling to provide for the babies only supported by my elderly grandmother. Looking back, I wish, I had discussed the consequences of unprotected sex with my parents*

*and that I had participated in social activities with peers. My life would have been something else today”.*

Each year, 15 million girls in the world are married before the age of 18. That means that 28 minor girls are married off every minute. There are far fewer cases where young boys are married off, girls are the biggest victims of early marriage and early pregnancy. Early marriage is the biggest casualty of premature pregnancy. In Zambia over 14,000 girls left primary school in 2013 and 16,000 girls dropped out of school in 2015. The majority of them – 13,250 – were at primary level education. Zambia is ranked at the top of all countries for child marriages.

There are many reasons for early marriages, one of the biggest is being poor. Many early marriages are arranged by parents who marriage of a child to get money from the husband or simply need a home that can take care of the girl. In some cases, girls prefer to get married just to escape from poverty. Any reason, however, do not justify the often-devastating consequence for the girl in an early marriage.

Early marriage exposes girls to HIV/AIDS and STIs, as most get married to older men, who already have families. Many girls drop out of school, making them vulnerable to the many problems related to lack of education. Many girls also go through birth complications, as their bodies are not mature enough to handle a pregnancy. Many girls experience domestic violence and sexual abuse.

Our Village Action Group have the obligation to stop this practice. Early marriage is robbing the future from a young girl or a young boy. Let's join forces and fight it.

- \* Let's fight for our right to a proper education.
- \* Let's fight for our right to determine our own futures.
- \* Let us be our own liberators and bring sanity to the new generations.
- \* Let us stop early marriage and early pregnancy.

### **Instruction**

- 1) The Village Action Group coordinator reads the stories aloud and uses the “More knowledge” to tell about some of the consequences of early marriage for girls and for young couples.
- 2) In small groups, discuss your experiences about early marriages, maybe your own, maybe what you have seen happening to young girls or boys in your family or among your friends.

- 3) Share your discussions in the whole group. What do you think about early marriage? How can a girl refuse to be married? How can we persuade the parents not to marry off their daughters in their teenage-years?
- 4) Consider and compare the possibilities in life for a girl with education who is able to take care of herself, even if she is left alone with small children, and a girl without education, who is totally dependent on the goodwill of her in-laws.

### **More knowledge**

In Zambia, the legal age for marriage is 18 years. At this age, a person is also allowed to vote, to be elected in political organizations and to assume public positions.

However, it is possible for 16 and 17 years old boys and girls to enter into marriage legally, but it requires parental consent.

Anyone under 16 is considered a Minor and sexual abuse or having sexual intercourse with a boy or girl less than 16 years is a serious offence, punishable by imprisonment of up to 25 years.

Young people under 18 years should not have to bear the burdens of the responsibility of a family, neither physically nor mentally.

### **UNICEF supports a campaign to end child marriages in Zambia: Let girls be girls, NOT brides!**

Child marriage is a violation of human rights whether it happens to a girl or a boy, and it represents one of the prevalent forms of sexual abuse and exploitation. The harmful consequences include separation from family and friends, lack of freedom to interact with peers and participate in community activities, and decreased opportunities for education.

Child marriage can also result in bonded labor or enslavement, commercial sexual exploitation and violence against the victims. Child marriage is often the product of gender discrimination that values the survival, development, protection and participation of boys more highly, than that of girls.

**By Betty Chella Nalungwe / UNICEF**

The Ministry of Chiefs and Traditional Affairs (MoCTA), with support from other government line ministries, cooperating partners and civil society has embarked on a nationwide campaign to end child marriages in Zambia.

Eastern Province has Zambia's highest rate of girls married off before the age of 18 years, It is as high as 50% (DHS, 2007).

### The story of Mr. and Mrs. Banda

"I can assure you this was not a forced marriage even though we did not plan to get married. I impregnated her and that is when I decided to marry her, and this is why we both stopped school to look after our baby," said Joachim Banda who now is 18 years old.

Mr. Banda and his 16 year old wife Mildred Sakala and their nine-month-old baby Salome Banda live in Luangeni village.

When the couple was married, Mildred was in grade 5 and Joachim was in grade 7. Because they are both out of school now, the chances that baby Salome will be able to attend school, remain bleak.

Joachim and Mildred expressed interest in going back to school, though they are challenged with how they would do that with their parenting responsibilities. Joachim explained that, he tries to make a living by engaging in piecework.



Mr. and Mrs. Banda and their baby Salome at their home during the interview on their experiences as a child couple.

Representing the United Nations system at the launch of the nationwide campaign to end child marriages, UNICEF Deputy Executive Director, Ms. Rao Gupta, said that child marriages in Zambia affects over 40% of girls across the country.

***"It is a gross human rights violation, which constitutes a grave threat to young girls' lives, health, and future prospects. Child brides are at risk of violence, poverty, HIV and AIDS and complications related to pregnancy and childbirth, which in developing countries like Zambia are the main causes of death among 15-19 year-old girls,"*** said Ms. Rao Gupta.

Speaking to affected couples during the home-visits, First Lady Dr. Kaseba urged the girls and boys to consider going back to school, and acquire skills to empower themselves economically. "Government will help you [young couples] to decide what support you need - but you should know that education is a priority as it will help you to have a brighter future. Various ministries will look into your needs and help you according to your needs", she said. Dr. Kaseba, in her speech as guest of honor during the launch, highlighted that girls who are victims of child marriages are among those who are least educated, poorest, and living in rural areas.

She highlighted that child marriages are influenced by cultural practices, which are highly respected and rooted in the African tradition, adding that if such trends continue, an

estimated 453,000 young girls born between 2005 and 2010 would be married, or in union before the age of 18 years, by 2030.

*When a girl marries early, she drops out of school and often has a child within a year. That means, that the cycle of poverty continues in this country. We can only solve this problem if we all work together as a collective entity to stop this practice.*





## Month 9

### Planning for a manageable family

#### Week 4 – Action and Household visit

Action: Sharing your knowledge about family planning

##### Introduction

During this month, you have learned about different methods of family planning and maybe you have decided to make use of one of them. In today's action, you are going to share your knowledge with women in the village you think might be interested in getting knowledge on family planning methods or whose health you think could be in danger due to too many pregnancies. Find a good way to meet the women you have decided to talk to and find out how to make them interested without offending them. Have a good woman to women discussion, if one or more of them are interested, help them to get an appointment with the clinic to learn more.

Women, who want to start family planning will have to inform and agree with their husbands and maybe with other people in the family. You can offer to be part of these discussions, if the women think it will help them. It will be best to discuss with husband and wife first and then involve other family members.

##### Instruction

- 1) Go to your village. Meet women who you see have many children and share your knowledge with them. Also discuss their plans for how many children they want to have and if they are healthy enough to continue to carry children.
- 2) Talk about when their last child was born and when they expect the next to come. Discuss what it means to have a manageable family. Take this as an individual discussion, so that the women get enough time to ask the questions they might have.
- 3) Share your knowledge about the family planning methods they can use if they decide to go for family planning.
- 4) Listen well, and find the best way to assist each of them.



## Household visit: Talking about how to plan a manageable family

### **Instruction**

- 1) During this household visit, you meet with families with women who are interested in starting on family planning. Meet couples first and the other family members afterwards. You shall involve other family members because some of them, for example the in-laws, are often involved in the family's matters of their sons and daughters. Therefore, the other family members should be informed about family planning as well.

Explain why having many children, or having children without space between them, can be dangerous for a women.

Discuss how a family's economy can improve, when they are able to plan to have the number of children they can afford to take care of.

- 2) In each household, introduce the different family planning methods. Tell the couple to go to the nearby health facility for additional information and to obtain the preferred services.
- 3) Write down plans with each of the families you have visited, so that you can help them to carry it through.



## **Month 10**

### **Strengthening the family economy**

#### **Week 1 – Let us increase use of the resources we have**

##### Lesson: Self-help is the best way ahead

##### **Introduction**

Which resources do you have?

It can be skills and experiences, land, a house, trees, small livestock, access to a forest or a lake, a bicycle, a mobile phone, tools, a shop, children and family.

To get as much as possible out of your resources, it is a good idea to take a look at what you have and then discuss how to make the best use of everything.

In the Village Action Group, you will start this exercise together to get some ideas of how to do it in a systematic way. Thereafter, you could invite all the members in your family to participate in a discussion about getting the most out of the family's resources. You could call for a meeting on a Sunday after the most necessary chores have been done. Prepare a nice cup of tea, relax together to get out of your daily worries and be ready to look at the situation in a different way.

##### **Instruction**

- 1) The Coordinator presents the lesson and read aloud the text in the "More knowledge".
- 2) Look at the pictures and discuss the examples.
- 3) Work in smaller groups and make lists of all the resources you have in the families and in the community.
- 4) Share your ideas in the whole group.
- 5) Consider which ideas to develop further, and decide how to involve all you families in the discussions.
- 6) Follow up on the planned improvements for your children, and make the plans for the coming month.

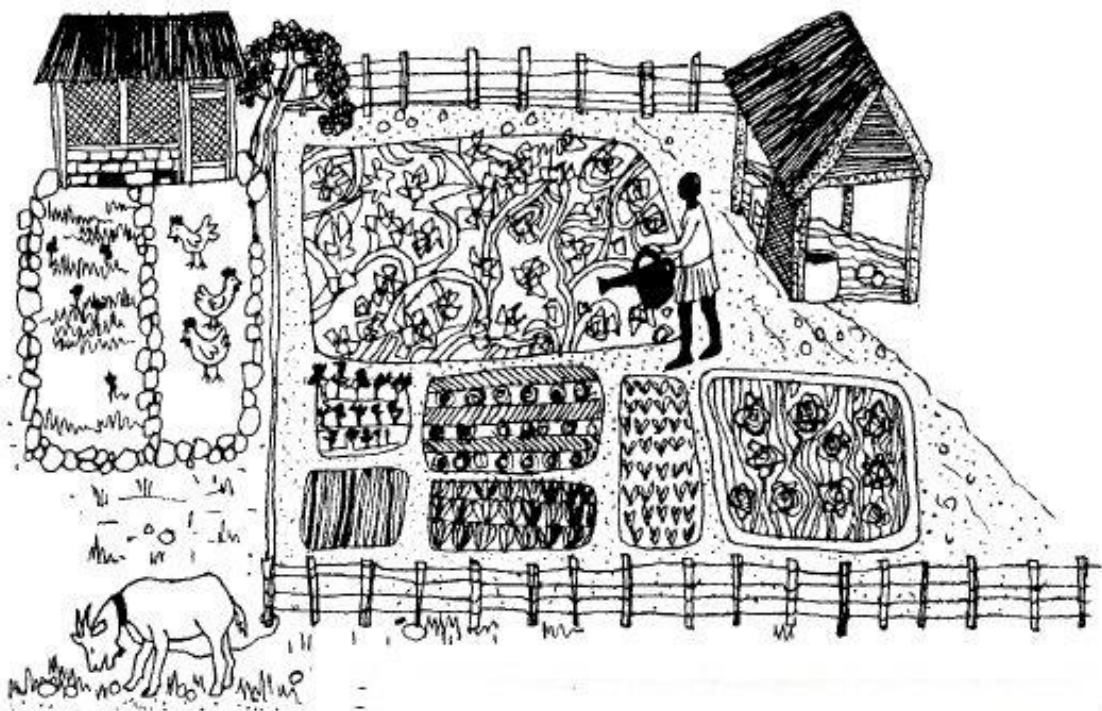
## More knowledge

Most families in rural areas are surrounded by land and resources that can be used better. But sometimes land is scarce and each family has less than they need. However, looking at each of your resources with new eyes might make you see possibilities for getting more out of it.

Here are some examples on how to look at different resources:

**Land:** The most important issue related to land is the quality of the soil. Soil can be improved by always keeping it covered with plant residues or cover crops. Soil needs to have organic material added so that the microbes can change the soil into humus and when the soil is healthy you can grow more crops on a small piece of land. To get maximum yields from your field you need to plan well ahead, use correct planting and crop management methods as well as carry out all agriculture activities timely.

**A garden:** Utilize the land you have to establish or improve your vegetable garden. Consider to make a garden on a piece of land close to the house – if you are in town you can use the methods of planting in sacks as introduced earlier in this manual. Even in a small garden you can grow a lot of vegetables. Eating more vegetables will improve the family's health. Ensure you continuously have vegetables by planning well and do not plant all your seeds at the same time but keep some for planting before the first crop is finished.



*A well planned garden with intercropping between different vegetables*

**Small livestock:** Having your own chickens or goats will also improve the family's economy. It is also a very good security in times of hardship for example if the crops failed due to drought or floods or if you have extra expenses due to disease in the family. Livestock also provide valuable manure for garden and fields. You might more out of this resource if you

improve management and avoid livestock diseases and death. You can also learn improved breeding methods and over time improve the value of your livestock.

**Water:** When you look at your land it is important to start looking at the terrain and imagine how the water will flow. Maybe you can utilize the sources of water better and ensuring that the water will not wash away the soil, to cause erosion. This can be done by planting across the contours and planting of vetiver grass. Get the Camp Extension Officer to assist you.

If there is a steep slope, you can make terraces.

In a vegetable garden the beds should always be place in such a way that water does not run to one end of the bed.



Garden with terraces

In the backyard gardens, wastewater from the kitchen can be used for watering vegetables. This is a good argument for making the garden right behind the kitchen. You can also plant a fruit tree utilizing water drained from the bathroom.

Buying equipment for irrigating your garden all year round is a very good investment as you will get much more out of the land you have available. If you are a member of the Saving Club you might get a loan for a small pump such as a treadle pump and increase production.

Use the community water point well by ensuring a committee to take care of the pump and ensure you get it repaired fast when it is broken down. Don't wait for the government to come and fix it – the pump is your resource and it is important it work every day.

Use you water resources well – if you live in town, ensure you get leaking taps and pipes repaired fast.

**The crops:** Many farmers only grow one type of crop for sale and additional crops for home consumption. Farmers ought to grow different types in case one crop fails due to drought, floods or other calamities. In drought prone areas you must include drought resistant crops such as Cassava. All farmers must grow legumes such as Cow Peas and Soya to improve nutrition in the family and to ensure a good crop rotation.

Follow all the good farming methods such as using conservation farming on all your land, weed and harvest in time to get most out of the land, the crops should be stored safely to avoid loss.

**Trees:** Do you have trees already that you can utilize better or do you need to plant trees such as fruit trees and trees for shade, poles, firewood and windbreak. Make a good plan for the area around you home – where to plant the fruit trees, where to make a hedge etc. Planting a Papaya will give you fruits already after one year and it does not take much space! Planting Moringa as a hedge will give you nutritious leaves the same year.

**Using natural resources:** If you have a forest nearby consider which resources you can use from there without destroying the forest. What plants or produce can you collect from the forest? You can decide to make a firewood saving stove to utilize the wood from the forest

better. Remember to make compost to utilize plant materials well. Most people in town burn leaves – but if you change the leaves into compost it will become a valuable supplement to a small backyard garden.

**Your children:** It is not likely that all your children will be able to live from the land or from the skills you have. Some of them need to find other ways and means for survival. When you ensure that children are attending school and passing the exams, you add value to the family's assets. Education does not guarantee a good job, but the ability to read, write and calculate makes it possible for your children to keep acquiring knowledge and skills that can help them as well as your family to improve your livelihood.

Already now you can get help from your children to read newspapers, to learn about new agricultural methods, and to make calculations to find out what you actually earn on your different productions.

**Skills in your family:** Ask yourself if you use all the skills available in the family:

Did the wife learn how to stitch?

Did the man learn skills from his father, which are not being utilized?

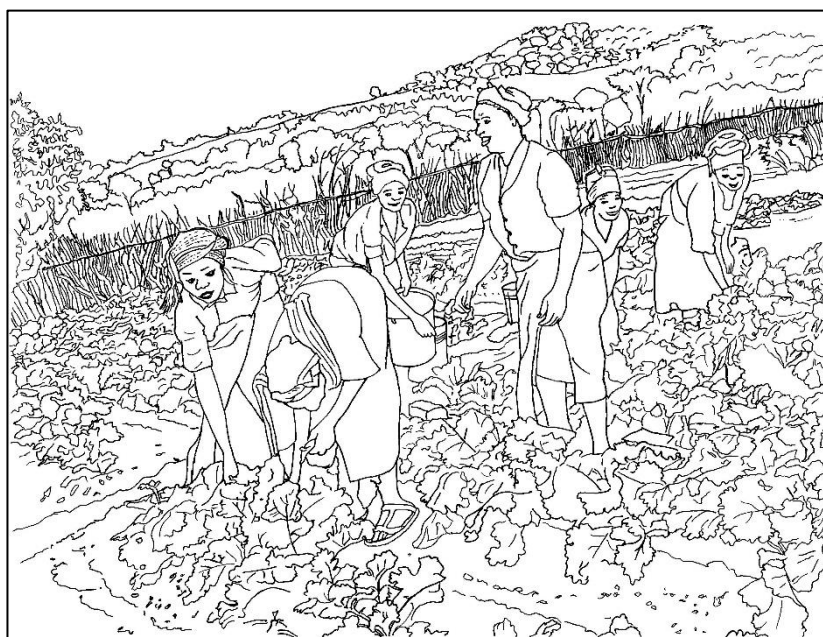
Does the grandmother know how to find wild plants and use them when cooking, or does she know how to grow the traditional crops which are no longer used?

**Maintaining our valuables:** Do you take good care of your valuables? Remember maintenance is cheaper than repair. Teach your children to take good care of the valuables. If the shirt has a small hole – repair it fast before it gets totally torn. If the bell on the bicycle is loose – tighten it before you drop it and it might get lost.

**Doing things together:** Think of how you can work with members of the Village Action Group to get more out of your resources – for example sharing transport when going to buy materials for your small shop or to sell produce.

**You can continue the list together.**

Everything you mention might not be valid for all the families, but when you put your heads together, you get more ideas than you can get alone.





# Month 10

## Strengthening the family economy

### Week 2 - Family budgeting and planning

#### Lesson: Getting skilled in making budgets

##### **Introduction**

You can use a budget to make a plan for your production for the coming year and find out how much you can expect to earn.

The budget shows:

- Your expected produce.
- The income you can get from selling it.
- The expected costs of you production.
- Your expected surplus = the money you can use for living expenses.

You may need a budget for each of your productions: One for the Soya Beans, one for chickens, one for the sale from your small shop, and so on.

Start by deciding details about your production such as which crops to grow?

The expected value of the harvest and the costs of growing the crops.

When you know the expected surplus? You can make a plan for how to use the money, giving priorities to the most needed expenses.

Another value of making a budget is that you will be able to compare the figures in the budget with the actual figures along the way. By doing this, you will be able to make a precise budget the following year. You may also realize that your plan for earning a surplus on a production does not give as much surplus as you expected. Then you can decide to change to another product.

Family budgets will include:

- Food that is not locally produced,
- Medical expenses,
- Education for the children and for further studies for youth and adults,
- Energy such as electricity and charcoal/ gas for cooking if living in town,
- Clothes, blankets, soap and other household goods.

To make an effective family budget, the family has to take time to think about and decide what to include in the budget. Priorities have to be made on what





to spend money on. Leaving out some unnecessary expenses will safe guard the family income.

As a Village Action Group, it is important you share ideas on how to strengthen the family economy by sharing your experiences from the past.

Planning and budgeting can help you making clear decisions for what you expect as income and how to spend it wisely.

### Instruction

- 1) The Coordinator presents the lesson by reading the instruction aloud and present the idea of making a family budget by showing around the budget template shown under “More knowledge”.
- 2) Organize a big piece of water for example a brown packing paper and try to make a simple budget for a production together. Discuss along the way.
- 3) Make a family budget together and discuss the expenses and priorities.
- 4) Start to make a budget for your own family. Make careful considerations for what you want to be included in the budget.
- 5) Discuss your budget with another family. What did you forget? Try to put everything you know of into your budget. The more details you write the more likely is it that your budget will fit for your family.
- 6) Share your budget with the rest of your family back home.

### More knowledge

Copy the format below and make a budget for one production:

Production: Maize	ZMW
Income	
1 ha, 5 ton a XXX ZMW	
Total income:	

Expenses:	ZMW
Land preparation (if hired workers or tractor)	
Seeds: XX kg a XX ZMW	
Compound D: XX Kg a XX ZMW	
Ammonium nitrate XX kg a XX ZMW	
Bags: 100 bags a XXX ZMW	
Other:	
Total expenses:	

Income minus expenses = surplus	
---------------------------------	--

Then make the budgets for your other productions.

After sale of the produce, you get the money back you have used for input plus the surplus of your production.

Before you budget for how to use the surplus, you need to fill in the actual income and the actual expenses in your budget sheets, to be able to calculate the correct surplus. Also ensure you keep sufficient funds for starting the next production and perhaps sufficient funds to increase the production.

<b>Actual income</b>	<b>ZMW</b>
Surplus from crop 1	
Surplus from crop 2	
Surplus from chickens	
Other	
Other	
Other	
<b><i>Total surplus from productions</i></b>	<b>XXXXX</b>

<i>Last year's agricultural expenses</i>	XXXX
<i>This year's agricultural expenses</i>	XXXXX
<i>Difference</i>	- X

*Take the difference away before you start using you surplus.*

<b>Money left for family expenses:</b>	<b>XXXXX</b>
--	--------------

<b>Plan for family expenses:</b>	<b>Costs</b>
1 Food to buy, other than own products	
2 School fees & uniforms	
3 Clothes and shoes	
4 Medical costs	
5 Other ...	
<b><i>Total family expenses:</i></b>	

<b>Balance:</b>	
Possible to save up for ...	

## Month 10

### Strengthening the family economy

#### Week 3 - Keeping small livestock – goats and chicken

##### Lesson 3: Adding value to the homestead

##### **Introduction**

Raising domestic animals is a good way of improving the family's diet, because the eggs, meat and milk from animals contain healthy proteins that are good for the growth of the body. Animals such as chickens and goats are common animals in Zambia and they are easy to keep without many expenses.

##### Goats and Village Chickens:

Goats can survive and grow well almost anywhere. If you have goats, you need to keep them away from plants, because goats can easily destroy your and your neighbors' gardens?

Chickens give us meat, eggs and income. Chickens can find most of their food around the homestead such as seeds, leaves, insects and worms.

Before you start to rear goats and village chickens think about the following:

- \* What type of shelters do I need?
- \* How do I avoid the chickens and goats from destroying the gardens and field?
- \* Where will we get supplementary food?
- \* What are some of the common diseases that attack the goats and chickens?



*Goats are passed on from one family to the next*

## Instruction

- 1) The Coordinator introduces the lesson and reads the text in the 'More Knowledge' aloud.
- 2) Discuss your own experiences with rearing goats and chicken. What do you think of the improved management practices that are introduced?
- 3) Each family consider to start rearing small livestock, and which type of animals to start with.
- 4) Present your plans to the other Village Action Group members for more comments.

## More Knowledge

### Goat production

For our purpose, we shall concentrate on production of local breeds.

#### The local goat - characteristics

- These are hardy animals mostly kept for meat production.
- The coat is short and fine with mixed colors.
- Most of them are horned, and males are also bearded.
- Height at withers (shoulders) is from 60 to 65 cm.
- Average weight for adults is 30-36 kg for males, and 25-30 kg for females.
- Local goats require less feed due to their small size.
- Their udders and teats are small and neat.
- They are very prolific, producing twins and at times triplets and have enough milk to rear them well.



#### Other common breeds

The Boer goat and the Dorper.

#### Management

In order to raise more and fast growing animals that give good returns, much can be done to improve the management.

Poor management easily leads to the loss of animals. Here are examples:

- Animals are exposed to diseases in the traditional set-up, where no shelter is provided.
- There is no proper selection of breeding animals, and no keeping of breeding records.
- No proper handling unit is constructed.
- Grazing sites are not set aside for livestock and animals are often enclosed for longer periods without food during the rainy season.
- During times of food shortage, there are no feed supplements for the animals.

- No parasite control program is used, and some animals are grazing in areas with high parasite infestation (along lakes, dambos etc.) leading to high parasite burden.

**Improved management will therefore aim at the following activities:**

- Providing appropriate shelter for protection against rain, wind, excessive sun, thieves and predators.
- Choosing the best animals for breeding.
- Constructing proper handling units.
- Looking after the animals when they are sick (isolate and treat them).
- Providing enough food to enable animals to grow and mature quickly.
- Giving proper protection against diseases and parasites.



**Village chicken production**

Indigenous chickens play an important role in the livelihoods of most rural families. Improving practices in rearing the village chickens can give you a higher income.

**Facts about indigenous chickens**

- Meat and eggs are tastier and preferred by most consumers to those obtained from commercial breeds.
- Initial investment is less than that needed to keep commercial breeds.
- Birds are more tolerant of harsh conditions, including diseases, than commercial breeds.
- Indigenous chickens can be fed on cheap, locally available feeds.
- When allowed to range freely, they need little feeding or other care.
- Women and youth often control income from chickens.
- Local markets are readily available for both eggs and chickens.
- Droppings are rich in nutrients: It can be used for making compost, fertilizer in ponds, and as feed for livestock.

**Why improved management provides increased income?**

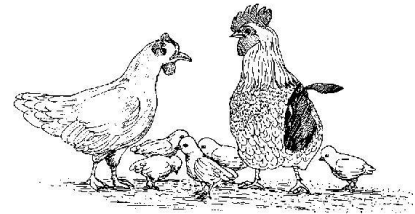
- Survival rate of chicks can be increased from three to eight out of ten.
- If you hatch your eggs and sell chicks, earnings can be much higher (up to 7-times higher) than if you simply sell the eggs.

- Simultaneous hatching of hens (all chicks hatch at the same time) makes planning and production more efficient.
- By cooperating with neighbors, farmers with small flocks can access vaccines at more affordable rates.
- Planning your production to meet high seasonal demands, such as at Christmas, Easter and other festivals can greatly increase your profits.
- If hens are prevented from hatching their own eggs or brooding chicks, they will start to lay again more quickly – after just 21 days, instead of the usual three months.

## **How to get started**

### **What you need**

- One cock for every 10 hens.
- Water and feed containers.
- Housing space.
- Laying nests.
- A source of vaccines and drugs.



### **Selection of the breeding stock**

- Select a hen that is broody, does not abandon her eggs during hatching and looks after her chicks well.
- Select a healthy, strong cock.

### **Housing**

- Housing space (2 meters by 3 meters)
- House should be raised to protect the birds from predators.
- Perches should be provided in the house for chicken to rest at night.
- The house should be well ventilated.



## **What are the improved management practices?**

### **Feeding**

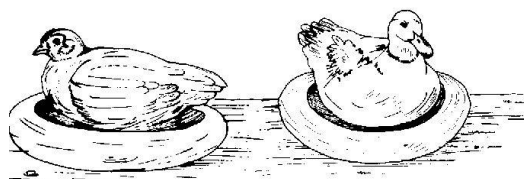
- Provide a balanced diet for the chicken. For example, a small handful of maize, a teaspoonful of local fishmeal and some fresh greens. In addition to scavenged feeds like insects provide a good diet for one chicken in a day.
- Provide clean water at all times.
- Hens that lay eggs need lots of minerals to make the eggshells. They get some of these minerals from their food, but you can help them by collecting and crushing egg shells (after eating the eggs), and giving the eggshells back to the chicken after drying them.

### **Collecting the eggs**

- Provide a safe, dry, dark place for the hens to lay.
- Collect eggs daily; write the date on the egg in pencil and store with the broad end facing upwards: This helps to ensure the embryo develops properly.

## Hatching

- Use only eggs that were laid in the last 14 days.
- Hatch eggs using the mother hen, another broody hen (a hen inclined to sit on her eggs), or an incubator.
- Make sure the number of eggs chosen for hatching corresponds to the bird's body size – all eggs must fit under the bird.
- For synchronized hatching (all chicks hatch at the same time), delay the first hen that becomes broody by giving it just one egg to sit on, while you wait for other hens to lay their clutches (bunch of eggs) and become broody.
- For successive hatching (the hen sits on eggs for two consecutive clutches). Remove the chicks when they hatch. Replaced with new eggs.
- After hatching, dispose of eggshells, clean the nest and transfer chicks to a brooder.
- Turn the eggs regularly, especially when using an incubator.





## Brooding

- Brood chicks using a mother hen, foster hen, a lantern, kerosene brooder, charcoal stove or charcoal placed in a metal container.
- If a foster hen is used, condition it for a day by giving it new chicks.
- Where a lantern brooder or other heat source is used, place it in a cardboard box with ventilation holes.
- Take care that chicks cannot get burned – cover charcoal stove or container, ensuring that there is no risk of fire.

## Rearing chicks

- Provide clean water at all times in shallow, clean troughs.
- Provide soft feeds like flour from cereals or tubers.
- Allow chicks to roam freely when they reach 3 or 4 weeks of age.
- Vaccinate chicks against Newcastle disease at 4 days of age.

## Which feed is best for the animals?

	Carbohydrates	Proteins	Fats	Vitamins	Minerals
<b>Poultry</b> 	Cereal grains Tubers and	Insects and worms Legume seeds and plants Fish meal	Cotton seeds Sunflower, sesame or peanut cakes (by-products of oil production)	Leafy greens Pepper Fruit and vegetable waste Berries Moringa	Oyster shells Grit/ stones Bone meal
<b>Goats &amp; Sheep</b> 	Forages Pasture Crop residues	Leguminous fodder Young grass	Not necessary to feed fat	Green pasture Fresh or dried leaves	Mineral licks Dried leaves Bark Edible scrubs



## Month 10

### Strengthening the family economy

#### Week 4 – Action and household visit

Action: Mobilizing more families to start saving groups

##### Introduction

The Village Action Group has started a Saving Group and some of you are members of this group. What are you getting out of being a member?

Before this action, the members of the Saving Group has met and prepared how to present the benefits of being a member.

How much money do they save every month, how much money have the group saved in total, what loans have been taken and how are the loans helping to start up money earning activities.

They tell about the rules they have set up for the group, how much interest you pay for a loan and what happens if someone is not able to pay a loan back at the agreed time.

##### Instruction

1) The Village Action Group

Coordinator has organized a meeting at the school in which the saving groups in the area – both those started under ZAMFAM and other groups are invited. The members of the Village Action Groups in the area who are not members of any saving groups are also invited.



- 2) The saving groups present how the groups are working. Each club present key figures such as number of members, the total savings to date, the total loans to date, any challenges they have overcome others can learn from.
- 3) The “Saving Group” members answer questions from people in the meeting.

- 4) Before the meeting ends, people who are interested in forming new saving groups are invited to stay and discuss how to form more groups.

### Household visit: Looking at the resources available and come up with suggestions for improvements

#### **Introduction**

In the lesson about better use of available resources, each family discussed how to get more income or benefits from their resources.

Today the families visit each other to discuss and develop the ideas further.

- 1) Decide how the visits will take place.

Families with the same interests could visit each other to look at the facilities and share ideas on how to go ahead.

Families with very different types of homes could visit each other to get more ideas of what each family could do.

Families interested in developing common facilities, such as a pond or a common grazing land, could look for possible places to establish these.

- 2) Carry out the visits you have agreed on.
- 3) Share the results next time you meet.



## **Month 11**

### **Securing the future of the family**

#### **Week 1 – Securing the children’s future**

##### **Lesson: Let us help each other to get the legal documents**

###### **Introduction**

Securing the children’s future include to ensure legal documents to be in place such as the birth certificate for the children. Most children in Zambia do not have a birth certificate and that might give them problems in the future. Parents are supposed to ensure the birth certificate shortly after birth but logistical problems make it difficult. Your Village Action Group can discuss and find a way you can assist each other how to ensure the birth certificates for all your children.

Another document that could be beneficial for the family is a will. None of us know what destiny keeps for us tomorrow and better to be safe than sorrow.

Finally we will look at tittle deeds for property such as homes and land. Often the property is in the name of the husband. It is very possible to register the property in the name of both husband and wife, which should be recommended.

###### **Instruction**

- 1) The Coordinator read the instruction aloud and ask who if the group have got birth certificate for the children. Hear from those who got the certificate how and learn about the new and easier way to get the certificates. Discuss way the group members can support one another to get the certificates.
- 2) The coordinator read aloud the “More Knowledge” section and start a discussion related to the will. Who have made one? Why? What is advantages and disadvantages of having a will?
- 3) Finally you discuss the issue related to dee for property. Does anybody in the group have any deeds? What do you think of having shared deed between husband and wife.
- 4) End the lesson together with the Children by following up on the plans for improvements in the month that has gone. Where plans have not been fulfilled, discuss what to do to catch up.

- 5) Make plans for improvements to happen during the coming month, and note the plan for each child in the notebook.

### More Knowledge

In the unfortunate situation that one of the parents dies the following rules apply:

Following the common laws of Zambia and as well adopted by the traditional law a widow and the children of the deceased have the following rights to inheritance:

- ★ The widow/ widower has the right to all the household goods - such as furniture, kitchen equipment, blankets, radio, bicycle, farm equipment etc.

- ★ The capital (incl. big values such as car, livestock and property) must be divided in the following way:

- 20 % to the widow/ widower
- 50% to the children
- 20% to the father
- 10 % to dependents.

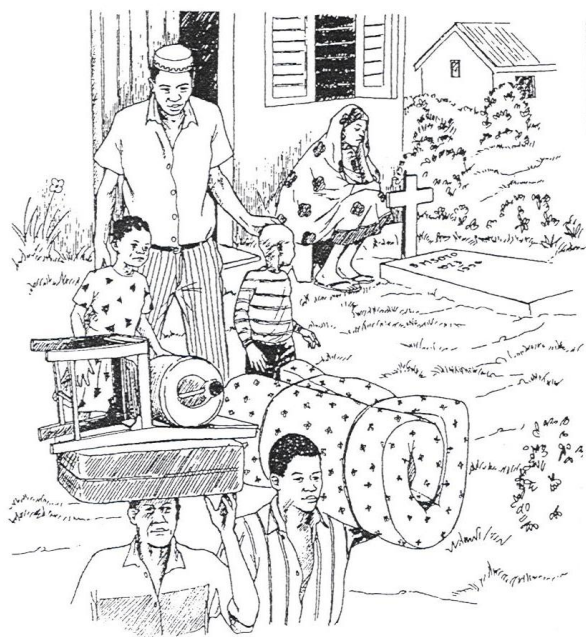
Property grabbing is illegal - but often practiced. Many widows do not know their rights - and even if they know them, they are afraid to demand for these rights, fearing to be harassed by their relatives and by the local community.

Writing a will is one way you can secure your children's future.

A will enables you to decide and make wishes for what you want to happen after you pass away. A will directs your family as to how you want your wife and children to take over any wealth such as properties (land, houses, cars, money, etc). You can only pass on property that you can prove belongs to you.

When you write your will, other parties of your family cannot take possession of your property and kick your children out. You can include orphan children if you like as well. You can write a legal will whether you are single or married, and you can use it to provide for your children of any age. Below is an example of the steps to follow when writing a will:

**Step 1:** Write in ink on a blank sheet of paper. No state is particularly picky about the precise form you will use, but most require it to be written in ink, so that no changes can be made.



**Step 2:** Specify that the document you are creating is your will. Title the document “Last Will and Testament” and identify yourself on the first line by stating your name, city and state of residence, birth date, and your intent to create a final will.

**Step 3:** Identify your spouse, if applicable. Also supply the date and location of the marriage or divorce.

**Step 4:** State the number of children you have who are currently living. Write their names. If any of your children are minors who will need care in the event of your death, state that you select a specific individual to act as your children’s guardian. Appoint one or two additional individuals who may act as alternate guardians. Choose persons you trust.

**Step 5:** Appoint an individual to act as your estate’s personal representative. This individual will handle the legal processes involving your will, and oversee the disposition of your assets to those you choose to give it to. Appoint one or two additional individuals, who may act as alternate personal representatives.

**Step 6:** Identify clearly any property you are giving away, and the person whom you would like to receive the property. Be as descriptive as you can, stating the beneficiary’s full name and relationship to you. When describing property, do so in a way that will be clear. For instance, provide the exact address of a house rather than just saying “my home.”

**Step 7:** Print your name, your current city and village of residence, and the date at the bottom of your document. Include a line for your signature. Below this line, create three additional areas for the names, addresses and signatures of your witnesses.

**Step 8:** Sign your will in front of three disinterested witnesses. A disinterested witness is someone who is not a named beneficiary in your will. After you have signed, have the witnesses provide their information and signatures on the appropriate lines.

Source: <http://www.legalzoom.com/legal-wills/wills-overview.html>

## Month 11

### Securing the future of the family

#### Week 2 – The health system is here to be used

Lesson: Getting to know which services the health system is offering and how to use them.

##### Introduction

It is good to consider that the Health System is there to help you.

First, you should know what the Health System consists of in your local community and in your district.

- ✓ Do you have access to a clinic, a doctor or a nurse?
- ✓ Where do you find this service?
- ✓ How far do you have to walk?
- ✓ When is it appropriate to use the health system?
- ✓ Does it cost money?
- ✓ What if you are seriously ill and need to go to a hospital?
- ✓ Where is the hospital located?
- ✓ Are there health workers or volunteers working with health in your community?
- ✓ Can you get free medication?
- ✓ What are your options when you are pregnant?
- ✓ Where can you bring your baby for regular health control?

These and many more questions pop up, when you start finding out how the Health System can help you and your child.

You need to KNOW the system – and you need to USE it.

Use this lesson to map out how the Health System functions in your community, and get to know how you can best make use of it. Discuss examples of when you should have used the system, but did not, – and why?

## Instruction

- 1) The Coordinator has on beforehand found out, how the health system in the local area is working. She also got hold of information about the health services available in the district – which she will present. The aim is that everyone now knows where to get help, and what help you can get.
- 2) Find 5 examples of when you have used the health system and benefitted from it – and 5 examples of when you have hesitated, and what consequences you then faced. Share with each other.
- 3) Consider, in which way you need to change to benefit from the health system, and why it is important to USE the system. Discuss this in smaller groups.
- 4) Decide together how you will influence and strengthen the link between people in the community and the health system by using it, and by spreading your knowledge of how to benefit from it.





## Month 11

### Securing the future of the family

#### Week 3 – The continuation of the Village Action Group

##### Lesson: Counting the results and discussing how to continue

###### **Introduction**

You have now reached your 1st year as a “Village Action Group”. You have been running the “Village Action Group” together and you have learned many new things, created many changes in the village especially created better circumstances for the orphans and vulnerable children.

Looking back at the 1<sup>st</sup> year and summing up what you actually achieved, and which changes you have initiated in your village is a good way to become more conscious of what has happened.

You could start by making your own list of what you have learned and the influence this has had in the village. Share your lists by presenting it for each other. Make a common list together in the “Village Action Group”.

When you count your results, you could list:

- New knowledge on things we did not know about before.
- Things we have achieved, which we never expected in the beginning.
- Things we have learnt from working as a group and mobilizing the village.
- Changes in the way we look at our future in the village.
- Changes in our general behavior.
- Any other issues or experiences you would like to share.

###### **Instruction**

- 1) Follow the introduction for counting your results and add any issues or ways to share your experiences you find important to add. You could get help looking at the titles of all the lessons in this manual, to remember all you have been doing.
- 2) Discuss what you want to achieve next year.
- 3) Make a program with things you would like to learn about, improvements you think are important to push for in the village and actions and events you would like to do together in your village.

# Month 11

## Secure the future of the family

### Week 4 – Action and Household visit

#### Action: Back to school campaign

##### Introduction

Zambia has a policy, which allows every child at primary and secondary school level to access education for free. Parents should utilize this by securing that their children attend school every day. Primary to secondary education (Grade 1-7 and Grade 8-9) are compulsory. Each child should attend these classes. However, some children do not attend school as expected. Their parents or guardians often need them as cattle herders or to do household chores instead of attending school. Some children act as household heads, because their parents are dead. They cannot both attend school and provide food for their siblings. Some children are not interested in school and need encouragement

##### Instruction

- 1) Find out if there still are children in your village who are not attending school. Find out how many they are, and why they are not going to school.
- 2) Make a list of names of the children.
- 3) Meet with the Parents Teacher Association and discuss what can be done to improve attendance of the children. It could for example be to improve the water and sanitation situation at the school. Discuss solutions and agree that if any children stay away from school for more than a couple of days, the teachers inform the Village Action Group, so that they can take action.
- 4) Discuss how the Village Action Group actively can improve the situation at the school for example by improving the infrastructure.
- 5) Visit the homes of the children who are not attending school. Discuss with the parents and with the children why they do not attend school.
- 6) Conclude this action finding solutions to what is keeping the children out of school



## Household visit: Looking at the results of the first year in the program and looking forward to the next year

### **Introduction**

Today the families visit each other to see how each family in the Village Action Group has utilized the lesson learned. Ensure that the children take active part to express how they feel the project has improved their lives and their wishes for the coming year.

### **Instruction**

- 1) Before the household visit the group members have made smaller groups for example of 3 or 5 families together depending on distances.
- 2) The families visits each other's homes. They see improvements and they learn from the families including the children.
  - a. Is the home and the surroundings providing a good environment for the child?
  - b. Is the child attending schools and doing well?
  - c. Does the child have adequate clothes, blanket, mosquito net and other basic need?
  - d. Is the child healthy and happy?
  - e. Has household economy and food security improved?
- 3) They asks the children which improvement they want for the coming year and the group encourage the children and each other ways to move forward.











## CONTACT DETAILS

DAPP Headquarters,  
11 Luneta Road, Northrise,  
P.O. Box 70505, Ndola.  
Tel +260 212 640057/59.

DAPP Partnership Office,  
4 Katima Mulilo Road, Olympia,  
P.O. Box 37661, Lusaka.  
Tel. +260 211 293604.

Email: [info@dappzambia.org](mailto:info@dappzambia.org)  
[www.dappzambia.org](http://www.dappzambia.org)



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