

A conceptual framework as basis for the development of a psychosocial educational programme to facilitate the reintegration of incarcerated women who had dumped babies and / or committed infanticide

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Abstract

This paper focuses on the conceptualization the research findings and literature control with regard to the experiences of women who have dumped babies and / or committed infanticide. Eleven unstructured individual interviews were voice recorded and transcribed verbatim. The researcher used a systematic approach to analyse the transcripts and field notes using Tesch's open qualitative data analysis method. Based on the findings of the main themes of the study, four central concepts emerged from those themes; namely psychological factors, socioeconomic factors, the reintegration process, as well as a legal and ethical framework. Through consultation and member checking, it was concluded that an educational programme was suitable to prepare and support the women who had dumped babies and / or committed infanticide.

The educational programme entailed the management and understanding of the psychosocial aspects, socioeconomic aspects, reintegration process, as well as the legal and ethical aspects of the women. These women are members of the society irrespective of the magnitude of the crime they had committed.

The conceptual framework forms the basis of the development of the training programme for women who have dumped babies and / or committed infanticide. The description in this conceptual framework is in accordance with the reasoning map that is based on the survey list outline by Dickoff et al. (1968).

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

1. Introduction

In an attempt to determine the underlying causes of baby dumping, the Ministry of Gender Equality and Child Welfare in collaboration with the Ministry of Youth, National Service, Sport, and Culture and with the financial and technical support of UNICEF conducted a multiple choice text message survey in 2011 to gauge the public attitudes towards baby dumping. That survey revealed that baby dumping and infanticide were the most likely response to an unwanted pregnancy and the top three reasons were fathers who denied paternity, mothers who were still students, and mothers who were unaware of alternatives; such as foster care and adoption (Ministry of Gender Equality and Child Welfare, 2009, 2015).

Timms (2005) states that one reason why women commit infanticide and / or dump their babies could be due to a condition called "puerperal psychosis". "Puerperal" means the six weeks after having a baby and "psychosis" is a serious mental illness. So, "puerperal psychosis" refer to a serious mental illness in a woman shortly after she has given birth. Puerperal psychosis is most likely to be due to the effect of the huge hormonal changes that happen at the end of pregnancy and giving birth. Puerperal psychosis is rather rare and has a prevalence rate of 1 in 500 births.

In order to address the growing problem of baby dumping and improving the lives of the children instead, the Legal Assistance Centre (2010 & 2011) has called for an enactment of the Child Care and Protection Act. The Act has been opened to public debate because Namibia does not know yet how to tackle this problem. Kangandjera and Mapaure (2009) state that in any caring society, the importance of child welfare cannot be overemphasised because the future welfare of the entire community, as well as its growth and development depend on the health and well-being of its children. Children need to be regarded as valuable national assets because the future well-being of the nation depends on how its children grow up and develop.

Greiner (2001-2008) mentions that some parents in Nigeria recklessly abandon their babies in streets while other ones take them to orphanages and beg workers to take them, and some women even give birth at orphanages. Such kids are being taken to social welfare, are registered with the government, and are distributed to orphanages. Various orphanages have been established all over Nigeria to ensure that such babies have a comfortable home.

The Gauteng Province in South Africa, dumping babies is increasingly becoming a large part of non-natural, undetermined deaths in the zero to four-year age group. These babies are dumped in dustbins and gutters, some are aborted or miscarried, and new-borns are disposed. This behaviour represents 60% of undetermined deaths of young children (Ramaklas, 2010). Some community

members have come up with a facility that is called “Baby Moses” in their endeavour to make a difference. From “Baby Moses”, the children are placed with families, put into foster care, taken into private homes, and some are adopted (Daily Maverick, 2012).

Modie-Moroka (2011) mentions that there is a familiar but shocking catalogue of stories; for example, lifeless infants being dragged by dogs, fetuses blocking flush toilets, desperate cries of infants in pit-latrines, children lying cold at the roadside, and live babies saved from pit latrines who are covered in human excreta. Police records between 2005 and 2010 in Botswana indicate that at least 450 babies have suffered this fate. Botswana has designed separate offences for those who commit infanticide, since they acknowledge that there may have been exceptional circumstances involved in the crime. The government of Botswana states that it is in essence a challenge for the government to put in place structures for baby dumping that will promote the wellbeing of the child as outlined in the Children’s Act of 2009. Modie-Moroka (2011) also mentions that the establishment of safe haven centres are long overdue and DNA banks should be established to help trace the parents of the abandoned babies. This intervention should promote responsibility and readiness for parenthood by both parents while deterring many from committing this kind of offence (Dzimiri, 2013).

Similar cases of baby dumping are found in Malaysia where people who are responsible for dumping babies who subsequently die would be investigated for murder while abandoned babies who are found alive would be classified and investigated as cases of attempted murder (Salam, 2013). In Kuala Lumpur, the capital city of Malaysia, the baby dumping statistics are critical as mentioned in the introduction. A comparative research project in Malaysia (Mazbah, Abdullah, Jaafar, Tagaranao, & Safian, 2014) strongly suggests that baby dumping offender ought to be penalised. They state that there is a need to create and increase awareness about unwanted pregnancies while emphasising that studies need to be conducted to assess the level of awareness among the target group and also to examine the provision of alternative or preventive measures, such as baby hatches. The availability of preventive methods does not aim at encouraging a crime; it aims at avoiding more babies being dumped at dangerous places and the increased possibility of death. As a recommendation, they state that it is perhaps necessary to introduce a new law or section in the Penal Code with regard to baby dumping that clarifies the definition of baby dumping and identifies who specifically could be penalised for this crime. At the moment, legislation about baby dumping does not exist in Malaysia. They also emphasise the establishment of orphan care interventions because an increasing number of babies are being abandoned or dumped in unimaginable places; such as waste dumps, bushes, drains, and public toilets.

The Secretary General of the Council of Churches in Namibia (CCN) mentions that mothers dump babies for cultural and economic reasons. Included in these reasons are fears of rejection for having a child outside marriage, fear of having to leave school, the inability to support the child financially, and a lack of knowledge about where to take the child for either fostering or adoption. Until this knowledge gap is closed, it is necessary to provide pregnant women with better information about safely handing over their child for care when they do not want to keep the children. Bentu (2013) notes a similar profile to the one mentioned by the Secretary General of the CCN about women who abandon, conceal, or kill their infants. He mentions that while most of them are poor, some of them are from affluent families. They usually are single, and under the age of twenty-five, often first-time mothers or less educated.

Bentu (2013) points out that women who dump their infants generally do not receive any prenatal care, neither have they made plans for the birth or care of their child. Furthermore, they are often not mature enough to thoughtfully weigh their options or the consequences of their actions. Reasons for dumping their infants include extramarital paternity, rape, illegitimacy, and perceiving the child as an obstacle to personal achievement. Bentu (2013) notes that resorting to infanticide and baby dumping for some

women may be a response to chronic strains that result from deprivations, vulnerabilities, and a desire for alternative forms of survival. She says that a young woman with poor education, no vocational skills, and a number of dependent children experiences multiple barriers.

The following question arises: What needs to be done to prepare and support women who have dumped babies and / or committed infanticide for being reunited or reintegrated with family and in the community? Before any assistance could be intended, it was indispensable to undertake a research study to explore their experiences. The researcher formulated the following research questions in order to direct the effort of the study in a more distinct way.

What are the experiences of incarcerated women who had dumped babies and / or committed infanticide?

What should be done to enable the incarcerated women who had dumped babies and / or committed infanticide to be successfully reintegrated with their family and communities?

2. Methodology

The researcher developed the conceptual framework after the data had been collected and analysed. A conceptual framework is potentially useful as a tool to scaffold research and, therefore, to assist a researcher to make meaning of subsequent findings (Reichel & Ramey, 2009). The framework formed the basis for the educational programme with the purpose of reintegrating women successfully who had dumped babies and / or committed infanticide. The conceptual framework for an educational programme in this study was constructed according to the three essential ingredients of a situation-producing conceptual framework as proposed by Dickoff, James, and Wiedenbach (1968); i.e. goal-content, activities prescription, and a survey list.

The researcher used the ideas of Dickoff et al. (1968) to formulate the conceptual framework used in this study. The survey list of Dickoff et al. (1968) includes the context, agent, recipient, dynamics, procedure of the activity, and terminus.

Who is the agent? Who is the recipient? What is the procedure? What are the dynamics? What is the context? What is the outcome? These concepts were used as the basis for the formulation of the conceptual framework.

Dickoff et al. (1968) further mention three issues that need to be addressed in the development of the conceptual framework; namely the goal content, the prescriptions of the activity to attain the desired outcome, and the survey list to identify the gap between the intended activity and the prescriptions for the activity. The aim of the framework was to identify major concepts that could be reflected in the educational programme aimed at assisting women who had dumped babies and / or committed infanticide. Those concepts were utilised to develop the theoretical framework of the guidelines for women who had dumped babies and / or committed infanticide. The researcher’s mind map symbolised the interaction between the agent and the recipients to inform the contextualisation within a specific framework and procedure. The context determined the procedure to be followed, whilst acknowledging the dynamics that were reinforcing both the interaction and the facilitation of reintegration process with the aim of accomplishing specific goals or outcomes.

3. Results

The results of the development of the conceptual frame as basis for an educational programme includes the activities suggested in the survey list of Dickoff et al. (1968); namely agent, recipient, context, dynamics, procedures, and terminus.

- Agent

According to Dickoff et al. (1968) an agent is a propelling force that moves the practice towards a goal, and is either a person or thing that produces an effect and takes an active part, or the person who does the actual work. The agent should have certain charac-

teristics and should play an important role in the facilitation of the reintegration of women who have dumped babies and / committed infanticide. A researcher in the capacity of a facilitator should have certain characteristics.

A facilitator's competencies of knowledge, skills, and attitudes

Ekman (2010) mentions that a facilitator guides participants to a "learning journey" in discovering their own experiences and exploring those of other people while identifying their strengths and weaknesses, and sharing what they already know to other members of the group. Ekman (2010) categorises the characteristics of an excellent facilitator into three major areas: attitude, knowledge, and skills.

- Knowledge

The role of a facilitator requires apt knowledge for discussing a given subject. As an agent, one has to have an understanding of what the purpose of a particular activity is. The knowledge should not be limited to the subject matter of the educational programme but include a wide interest and awareness of women who have dumped babies and / or committed infanticide, as well as the community and / or society in general. As a facilitator, the agent should have a good understanding of the organisational issues too. When participants in the programme ask questions about the subject matter, the facilitator should be able to offer information and solicit ideas that may enlighten the group. Proper knowledge makes the smooth interaction and discussion between the facilitator and the group possible.

- Skills

Good facilitation skills must be demonstrated. This includes the ability to manage and lead a group, the skill to actively listen and use effective questioning techniques, and the capability to easily resolve conflict or misunderstanding. With these skills, a facilitator is able to create an environment that allows for healthy interaction among the participants and the effective sharing of ideas and messages.

An effective facilitator also requires good management skills with the purpose of motivating and empowering team members to realise their full potential and evenly delegate tasks amongst participants. Two of the most essential skills of a facilitator are active listening and effective questioning. A good facilitator knows how to hear not just the words but the thought or the message behind the word and responds appropriately to such messages. An effective facilitator is skilled to ask appropriate and intelligent questions that would assist the participants with discovering themselves and reflecting on a situation. Lastly, an excellent facilitator has an aptitude to recognise problems and to amicably resolve such problems.

- Attitude

People love to be with a person who has a desirable attitude and a pleasant manner of dealing with other people. A facilitator should have a friendly and honest disposition. It is difficult to interact with the members when the facilitator is not friendly and sociable. During the educational programme sessions, all the members should be treated equally the facilitator should know how to create a space that is conducive for the expression of each group member's personality. A successful facilitator must be patient and persevering in order to appreciate and understand the difficulties of the team and determined to ensure task accomplishment and the achievement of objectives.

The agent as a facilitator must be respectable, reliable, and inspirational to earn the admiration of each member. Commitment to help the participants learn independently should be one of the main targets of a facilitator. A confident facilitator projects a positive and purposeful atmosphere in an educational environment. A competent facilitator should also definitely demonstrate a professional attitude while carrying out the function.

- Empowering skills

A researcher as the agent is expected to empower women who have dumped babies and / or committed infanticide and to encourage and promote openness by addressing the factors that leads to baby dumping and / or committing infanticide. The agent should establish a learning situation or an environment that enables recip-

ients to succeed. A researcher should also be able to improve the low self-perception of recipients by promoting positive self-perception self-awareness and improving self-evaluation and self-esteem. An agent has to have particular qualities to empower and support the recipients.

Competence: Competence is a holistic concept that is defined as combination of skills, knowledge and attitudes, values, and technical abilities that underpin safe and effective operations (Queensland Nursing Council, 2009). Expertise in leadership skills is another dimension of competence. The ability to challenge, inspire, enable, model, and courage should be demonstrated if an agent is to be regarded as a capable and competent facilitator (Barry, 2015).

Ambassador: According to Galford and Maruca (2010), an agent has to know how mitigate a variety of issues in relation to women who have dumped babies and / or committed infanticide in order to normalise hurting situations that are causing distress and pain and that eventually leads to dumping babies and / or committing infanticide. As an ambassador, an agent should ensure the social well-being of women who have dumped babies and / or committed infanticide by being their advocate and voice.

Creative team builder: A team builder is best be defined as a strong person who provides the substance to unite a team with common purpose to realise a desired objective (Barry, 2015). Therefore, a researcher as an ideal agent should understand the process and dynamics required for the transformation of a team to progress from a group of strangers to a single cohesive entity. The latter compels an agent to be resourceful with a view to achieving the goals of the team (Galford & Maruca, 2010).

Effective communicator: The ability of an agent to effectively communicate at all times is important. Therefore, an agent should be able to effectively initiate conversations focused on situations that improve communication between the agent, the recipients, and the stakeholders. There is a great deal of value placed on openness and directness in communication (Kouzes, 2010). Hence, the ideal agent is one who is open and communicate expectations and responsibility to the target group. An agent uses effective communication to clarify the expectations and state of mind of the recipients. Furthermore, an agent should be able to effectively negotiate and use persuasion when it is necessary to ensure the success of the interaction among the recipients and other stakeholders; such as social workers, correctional officers, and members of the community (Galer, Vriessendorp & Ellis, 2005).

Courage: A model agent should be courageous with a hardy attitude who works tirelessly to overcome major problems or obstacles (Barry, 2015). A commitment and self-assured agent is one who holds his or her ground when he or she is criticised and has the courage to admit gaps in knowledge. The agent should have a firm commitment and courageous attitude to request guidance from stakeholders who have expert proficiencies in terms of baby dumping and / or infanticide (Jooste, 2010). A model agent has leadership skills and when he or she encounters stressful situations, he or she views it as an opportunity to influence the outcome. Out of the uncertainty and chaos of change, a leader rises and articulates a new image of the future that unites a team (Benis, 2013).

Empathy: It results in the promotion of a harmonious working environment that in turn encourages teamwork with the purpose of achieving set objectives (Jooste, 2010). A researcher, in his or her capacity as an agent, should be empathetic and support the recipients when necessary. The empathetic attitude of an agent should create an environment that is conducive to the encouragement of harmony that enhances team work that contributes to the achievement of set goals. According to Paul (2011), empathy presupposes the existence of the object (thing) as a separate individual, entitled to his or her feelings, ideas, and emotional history.

Interpersonal relationships: The key to good interpersonal relationships is realised when one has the ability to understand other people's needs (Goldman, 2012). The ideal agent enhances any interpersonal relationship by recognising needs of other people

according to their responses and by meeting those needs. To achieve this, the ideal agent needs to have good interpersonal skills that are necessary for building positive interpersonal relationships. Good interpersonal relationships with other stakeholders; such as social workers, correctional officers, community members, as well as religious leaders are necessary for enabling an agent to effectively assist women who have dumped babies and / or committed infanticide. The agent should ensure that the recipients are reinforced, directed, encouraged, and provided with relevant skills and material resources according to their needs (Dickoff et al., 1968).

- Recipients

The recipients are defined as the people who are on the receiving end of an activity (Dickoff, 1968). In this study, the recipients of the researcher's actions were the women had dumped babies and / or committed infanticide (Dickoff et al., 1968). Furthermore, the recipients included:

- The family who rejected the woman because she had dumped the baby and / or committed infanticide;
- The male partner (boyfriend) who had denied the pregnancy and refused to accept the responsibility of paternity; and
- The community that stigmatised and rejected the woman due to cultural norms or taboos about falling pregnant out of wedlock.

The recipients were expected to have qualities that would enable successful reintegration into the society.

- a) Characteristics of women

In this study, the women who had dumped babies and / or committed infanticide were the recipients. These women needed the necessary knowledge, skills, attitudes and values to empower them for effective reintegration into the society. Once these women were empowered, they should become active participants in their own health care by generating own ideas and making decisions that influence their lives positively. The women needed to be skilled in interpersonal relationships and skills.

- Assertiveness: Assertiveness is a key communication skill, therefore, women were expected to be assertive and act assertively in all situations.
- Communication skills: Women as recipients needed to develop effective communication skills that could assist them with improving their self-esteem and build confidence that would in turn help them to feel more positive about themselves, including their ability to communicate. Effective communication skills are fundamental to success in many aspects of the women's lives because they feel welcomed, wanted, valued, and appreciated in their interactions.
- Negotiation skills: Negotiation is defined as a method that enables people to settle differences. It is a process that seeks compromise or agreement while avoiding argument and dispute (Brodow, 2014). Therefore, recipients should have negotiation skills for bargaining purposes that could assist with achieving the many goals they have. By voicing their needs, the recipients are equipped with a better understanding of all areas of concern.
- Motivation: Motivation is the ingredient that defines the difference between desire and determination in the process of setting and attaining goals. The recipients are expected to harness their emotions with the purpose of motivating themselves to take appropriate action, to be committed, to follow-through, and to work toward the achievement of their goals. Motivation is a source of encouragement because it initiates, guides, and maintains goal-orientated behaviour (Galer et al., 2005). Women who were actual recipients of this training programme needed to be open and receptive to the knowledge and skills they were receiving, since these skills would have enabled them to be successfully reintegrated into society. The women were also expected to establish effective interpersonal relationships with their families as a result of the training programme.

- b) Family

The family is a basic, foundational social unit or institution of all human communities around the world and healthy individuals within healthy families are a core component of a healthy society (Defrain, Brand, Friesen, & Swanson, 2008). Therefore, the family as a recipient needs to be empowered with an understanding of its primary role to provide unity and support in the lives of young people and of its close proximity to support and care unconditionally for young women when they fall pregnant.

It is true that parents become disillusioned by the young women who become pregnant at such an early stage but they need to be fully aware that fear and despair mark the lives of young pregnant women. Therefore, parents should also be able to alleviate the fear that haunts the young pregnant woman. Lack of support and care by the parents or family members should be avoided and instead affection and consideration should be shown to these young women by both family members and the male partner of the unborn child.

The family should be reinforced through carefully designed strategies and activities to maintain those vulnerable family members. Recipients should also understand and protect the values, experiences, and opportunities that unite family to act supportively when issues matter to them. Reconciliation and forgiveness should be encouraged between parents and daughters who become mothers at such a tender age instead of rejecting them and leaving them to their own devices (Hubbard, 2008). Parents should be able to comfort their young daughters and counteract the rejection they feel for their children, since it is their unstinting acceptance that would make effective reintegration possible. Support and care should characterise any family despite the pain and disappointment that daughters might cause.

The family members should be more understanding and accommodative despite the disappointments that these young women cause and encourage the male partners to do the same.

Characteristics of male partners: The male partners, young or old, have impregnated the women who dump babies and / or committed infanticide but choose to deny their paternity. An ideal male partner is a man who values selflessness, who loves and is supportive (Kieling, 2013). Male partners as recipients should be empowered with information to assist their female partners with the necessary support and care during pregnancy and after the baby has been born. According to the Maintenance Act (Act 9 of 2003), child maintenance comprises contributions to the expenses by the father in connection with pregnancy and childbirth; including the costs of medical and hospital expenses, as well as other expenses. Therefore, it is both parents of a child as recipients have a legal duty to maintain their child. A responsible male partner supports his child and provides a proper living and upbringing with material support; such as money for food, accommodation, clothing, medical care, and education (LAC, 2007, 2008 and 2010). An ideal male partner should take full responsibility for his child. The male partner is also legally liable to maintain the child, since he is the child's father.

The denial by the male partner to take responsibility for the care of his unborn child was one of the most common reasons cited by the majority of the participants in this study. Therefore, if male partners can just learn to take responsibility for the pregnancies they have brought about, the problem of baby dumping and / or infanticide is half solved, said one participant.

A greater responsibility should be encouraged in an entire society to promote more activities and opportunities for young male partners' personal and social development to inculcate a stronger sense of responsibility and self-discipline in terms of fatherhood. A reasonable male partner is a man who values the sanctity of human life from the womb to the tomb. It is a man who knows that human life is precious and ready to welcome children into the world instead of suggesting that they should be killed. It is also a man who does his utmost to ensure that children are cared for, protected, and given the opportunity to realise their full potential (Kieling, 2013).

The male partners have to acquire confidence in terms of raising and taking care of the babies they have fathered. By so doing as

members of a greater society, they will directly motivate other men who contemplate denying their children.

Characteristics of a community: Coles and Knowles (2001) define communities as “clusters of individual[s] that make-up [sic] community, societies and cultures”. There are different community leaders in Namibia that include kings, chiefs and headmen, headmasters and teachers, community health workers, church leaders, councillors, and political leaders. These leaders are part of the stakeholders within a community. In the community, the opinions of these people are respected, their insights are valued, and their support is almost always needed to bring about any big changes. Generally, they are regarded as having a finger on the pulse of the community, able to express the point of view of the public (or some significant portion of the public), and usually have some influence over community opinion (Community Tool Box, 2015). These stakeholders:

- know what concerns people in the community;
- may have access to community history that members are unaware of which might affect the course of their initiatives;
- may be able to garner participation, acceptance, and support for members’ initiatives in the community;
- may lend some credibility to a community cause by being associated with the members and their group;
- may assist with solving specific problems members are having in the community;
- may be able to convince people to support a group of community members who might otherwise be against that group; and
- may have access to resources; for example, people, space, and equipment that are difficult for individual community members to find (Community Tool Box, 2015).

Therefore, a community as a recipient and part of a society is expected to understand the dynamic and principled process of promoting the values and relations that enable all people to participate in social, economic, cultural, and political life on the basis of equal rights, equity, and dignity. Diversity, tolerance, non-discrimination, equality, security, and participation of all people are all qualities that communities should embrace to become functional reintegrating communities.

The social stigma attached to premarital pregnancies leads to women committing the heinous crimes of baby dumping and infanticide. These young women are subjected to much torture by both their male partners and society which leaves them no other alternative but to conceal and abandon babies in order to be accepted by their families and society. Society needs to accept that premarital sex is inevitable despite strict family, cultural, and religious values with the purpose of working towards amicable solutions to solve the problem of baby dumping and infanticide (Benttu, 2013).

Societies are to foster stable, safe, and just environments that are based on the promotion and protection of all human rights, as well

as respect for and value of dignity of each individual that will allow these women who have dumped babies and / or commit infanticide to speak out. Communities as recipients are expected to bring and hold people together in society and instil a sense of belonging, participation, inclusion, recognition, and legitimacy. In the same vein, communities as recipients are expected to create mutual trust among individuals, which forms the basis for shared responsibilities where issues of adoption are discussed freely. Therefore, good interpersonal relationships in a community are encouraged to enable people to adeptly interact with fellow community members and use their interpersonal skills to resolve the issues of baby dumping and infanticide instead of treating these women as social lepers. These healthy interpersonal skills reduce stress, resolve conflict, improve communication, enhance intimacy, increase understanding, and promote joy.

The community as recipient is expected to demonstrate its willingness to devise some constructive strategies to deal with the problem of baby dumping and infanticide holistically by working hand-in-hand with the correctional facility.

4. Context

Dickoff et al. (1968) describe a framework as the environment or context in which activities take place. Context may also be regarded as an environment, a setting, or circumstances.

Leiniger (in George, 2010) describes the environmental context as the totality of an event, situation, or experience. She further states that an environmental setting may be an internal (body, mind, and spirit) comprising the inner-self and / or and external (physical and social) setting. It is important to ensure that the location, as well as the structure, of the place where learning takes place accommodates women who have dumped babies and / or committed infanticide. According to Roy (in George, 2010), the environmental context includes all the conditions or circumstances, as well as the influences that impact on individuals and affect the development and behaviour of individuals, either positively or negatively.

For the purposes of this study, the context was the setting where the study was conducted, namely the Oluno Correctional Facility in the rural area of the Oshana Region in Namibia. The context was also described as an environment where the training programme was implemented and data collected about the experiences of women who had dumped babies and / or committed infanticide because the study was contextual in nature.

According to Moskowitz (2005), the context is a situation or a background. For the Oluno Correctional Facility to effectively implement the psychosocial training programme and prepare the women to understand their psycho-social problems, the environment had to be adequately prepared with regard to the physical environment, psychological environment, socioeconomic environment, and the legal ethical environment (Figure 1).

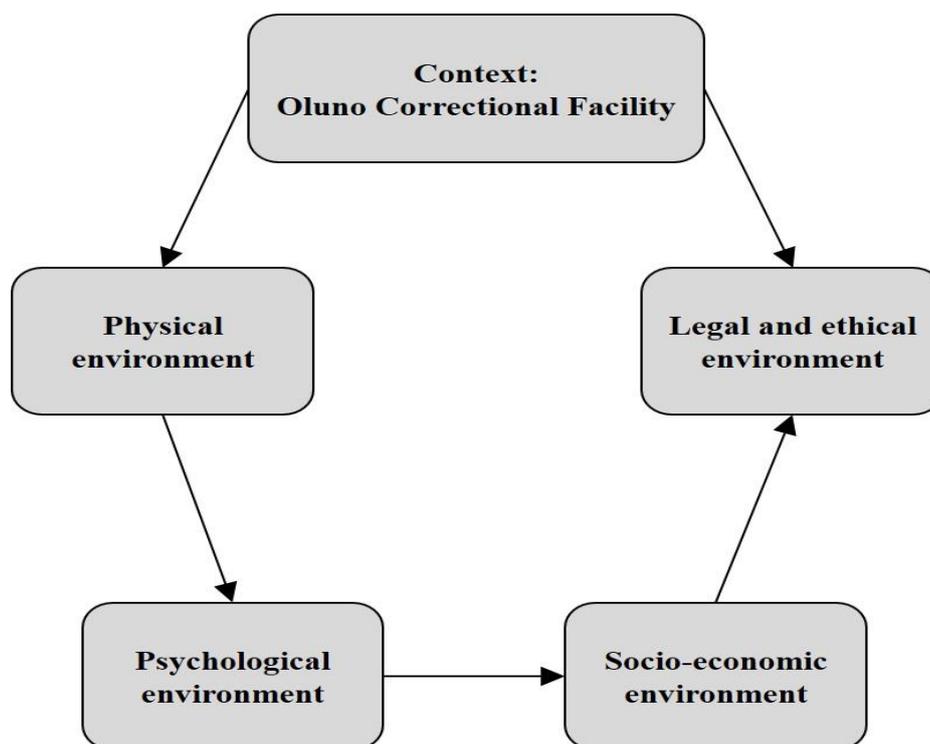


Fig. 1: Context Oluno Correctional Facility.

- Physical environment

The physical environment is the context in which the agent interacts with the women who have dumped babies and / or committed infanticide. In the context of this study, the physical environment referred to the context where the training had been conducted, that is the Oluno Correctional Facility. The physical environment should be free from any hazards that would obstruct healthy growth. Beyond the needs of safety, the environment should improve the young women's mental and emotional health (Cloud, 2003-2015). The agent has to ensure a safe and a conducive environment that will impact training effectively. The interaction of those participants within their physical environment was critical, since it influenced the outcomes of the activity. The context should have sufficient space for the size of the training group with comfortable a seating arrangement for participants. The training venue should be well ventilated with sufficient lighting and equipped with training manuals, training reference materials, as well as training aids; such as multimedia projectors, television monitors, and a laptop or computer.

- Legal and ethical environment

The legal and ethical environment in this study referred to that context where women who had dumped babies and / or committed infanticide were nurtured and assisted in respect of legal and ethical issues. The environment was expected to include educational materials to assist and promote responsible mentoring by helping to educate, mentor, and advise those women to make their own decisions. Furthermore, the availability of policies and procedures, as well as monitoring and evaluation tools in the context assisted with the training of those women. Therefore, an empowering environment included resources; such as the Namibian Constitution, the Criminal Procedure Act, the Maintenance Act, Child Care and Protection, and other legal documents; such as Human Right Charters. These resources enabled the women to be well conversant with their rights and with the necessary support they would need. This study aimed at creating an environment that included legal and ethical framework articles or policies with best practices to assist the recipients with actual information with services delivered in the context.

- Psychological environment

The psychological environment is regarded as the features of the work environment that are relevant to worker behaviour. By behaviour, the three related types of psychological phenomena are

considered: affect (e.g. emotions, mood, psychological symptoms, affective disorders), cognitions (e.g. attitudes, perception, decision-making), and behaviour (e.g. effectiveness, absence, motivation). The psychological environment is, therefore, the set of characteristics of a work environment that affects how the worker feels, thinks, and behaves. A conducive psychological environment focuses particularly on affective responses (Briner, 2000).

In this study, the psychological environment referred to an environment where women who had dumped babies and / or committed infanticide were to cope and understand the concept of their psychological well-being. Those young women were affected and influenced by the psychological and mental environment of origin before they were incarcerated. That environment caused those young women to commit the heinous crime of baby dumping and infanticide. Therefore, the psychological environment needed to afford these young women with opportunities for counselling to enable them to deal with all the psychological challenges they were experiencing. Effective counselling would assist those women to make rational decisions about solutions or coping with psychological challenges. The counselling would also enable them as individuals to acquire knowledge, skills, and attitudes, that would assist them with properly adjusting to life and situations (Ramakrishnan & Jalajakumari, 2013).

A psychological environment needs to include recreational facilities with activities; such as exercise courses, woodworking, knitting, crocheting, singing, and Bible study. Recreational activities are essential for maintaining physical and mental health and for providing opportunities for constructive use of leisure time and development of positive social habits (Ramakrishnan & Jalajakumari, 2013).

- Social environment

The social environment, social context, or milieu refers to the immediate physical and social setting where people live or where something happens or develops (Barnett & Casper, 2001). The agent should create an enabling environment that is suitable for supporting the women who had dumped and / or committed infanticide with empowering training to include competencies; such as knowledge, skills, and values with the purpose of facilitating their reintegration. Social interaction is a major constituent in the social environment; the family, the male partner, and society are stakeholders and as recipients of this training programme should be interacting in a suitably supportive social environment with wom-

en who have dumped babies and / or committed infanticide. This interaction should exclude stigmatisation or any ill feelings. The family, the male partner, and society should promote social responsibility by striving to enhance social cohesion or social support and prevent social harms of the women through public education and advocacy.

5. Dynamics

Dickoff et al. (1968) describe dynamics as the internal energy or power sources or motivating factors that enables an individual to

become successful. Dickoff et al. (1968) explain that dynamics explore physical, biological, psychological, or chemical power sources of agents and recipients. In this study, the women who had dumped babies and / or committed infanticide experienced psychological, socioeconomic, as well as legal and ethical challenges with regard to the reintegration process (Figure.2).

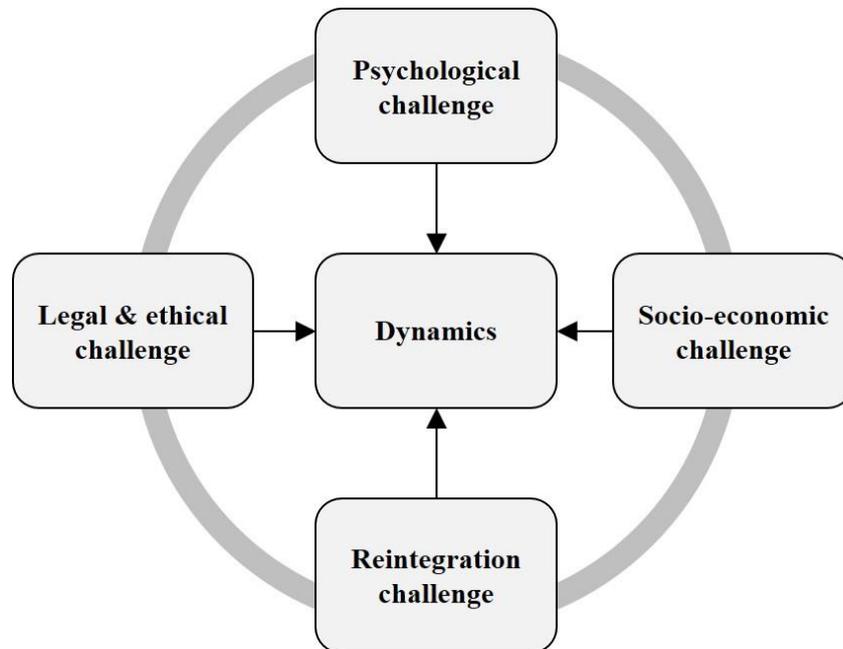


Fig. 2: Dynamics.

- Psychological challenges

Psychological challenges in this study referred to the psychological factors that contributed to baby dumping. Those challenges included mental processes that affected the person's ability to think or to do something. In this study, those psychological factors caused challenges to women who had dumped babies and / or committed infanticide, such as denial and rejection by family, male partners (boyfriends) and community; feelings of fear, anger, and evil thoughts; and feelings of despair and lack of support by family members (Chapter 3).

The above psychological challenges altered and influenced the functions, attitudes, and characteristics of the human mind of these women and led to committing the heinous crime of baby dumping and infanticide.

- Socioeconomic challenges

The socioeconomic state of women in this study contributed to baby dumping and infanticide, since the women were not able to raise a baby on their own due to poverty. In this study, the socioeconomic conditions of the women led to socioeconomic challenges, such as alcohol and drug abuse that triggered to the rest of the adverse socioeconomic conditions. These socioeconomic conditions were multiple sexual partners / promiscuity and lethal sexually transmitted infections and diseases, most notably HIV / AIDS (Table 3.1).

- Reintegration challenges

It is important to recognise that the process of successfully reintegrating an offender into the community does not begin at the time of release. The process begins at the time when the needs of the offender are assessed for rehabilitative purposes. This paves the way for the offender to be better prepared for reintegration upon release. If this preparation is not done, the likelihood of problems occurring increases (Tang, 2010).

Since the reintegration process is viewed as challenge, for an offender to be successfully reintegrated into the community, it is important to implement strategies address the needs and support required by every individual offender. As aptly put by China; factors such as family support, employment, accommodation, financial support, social acceptance, education, life skills, and occupational skills influence the process. All papers presented at the 24th Asia and Pacific Conference for Correctional Administrators (2004) shared the view that when offenders are provided with support in these areas during the pre-release and post-release phases, they are more likely to make a successful transition from prison to the community and are less likely to reoffend.

In this study, the challenge that women who had dumped babies and / or committed infanticide were experiencing was the fear of being reintegrated after they were eventually released from custody. Many participants in this study expressed fear of coming into touch with family and community members owing to the feelings of guilt, shame and perceived rejection of the act of baby dumping and / or infanticide. Therefore, for the reintegration process to be successfully implemented, the challenge of fear needed to be addressed.

- Legal and ethical challenges

The women who had dumped babies and / or committed infanticide needed to understand the legal and ethical aspects and their implications to baby dumping and infanticide. Women might experience challenges when there is no understanding of the legal and ethical frameworks. It is clear that there are a number of factors that are causing women to take the desperate step of dumping their babies and / or committing infanticide. One factor that contributes to their desperation is not being aware of their options when they are pregnant with a baby they do not want. Therefore, legislation should enhance services and programmes, as well as become part of a larger reform efforts to enhance services for

women at risk and the other recipients, including the agent. The services and programmes in legal and ethical framework may include counselling women about private, confidential adoptions and other options for future purposes when the need for these services arises.

6. Procedure

The procedure comprises the protocols and devices that enables an agent attain a set of goals Dickoff et al. (1968). Dickoff et al. (1968) explains that the procedure emphasises the path, steps, or pattern for performing an activity. Dickoff et al. (1968) further points out that procedure does not prescribe the particular features

of an activity. They explain that procedures are guiding rules, protocols, or techniques to be followed while activities are taking place (Dickoff et al., 1968). The procedure implies the course of action to be followed for achieving the set goals of the activity. These steps should be taken into account while working towards the attainment of the outcomes. A detailed psychosocial educational programme was structured based on Kolb's Experiential Learning Theory and Adult Learning. To realise the education programme, the content of the activities included psychosocial and socioeconomic aspects, reintegration process aspects, as well as legal and ethical aspects.

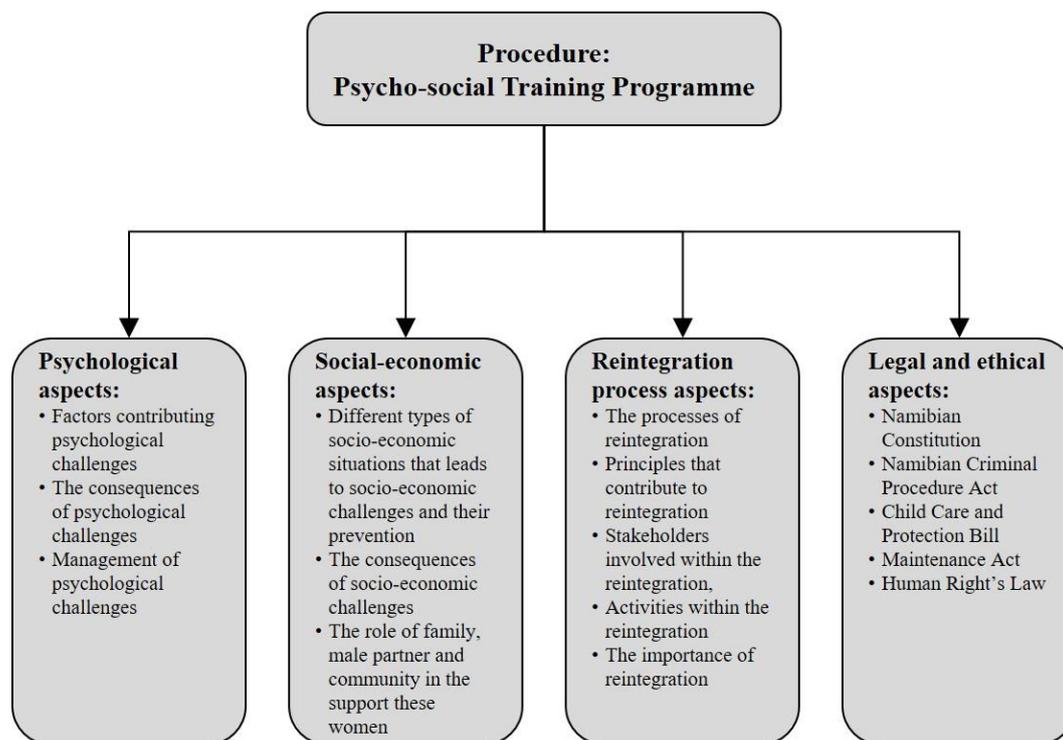


Fig. 3: Procedure.

Psychological aspects or factors refer to thoughts, feelings, and other cognitive characteristics that affect the attitude, behaviour, and functions of the human mind. These factors can influence how a person thinks and later affect his or her decisions and relations (Peterson, 2009). Therefore, the researcher engaged in promoting positive self-perception and maintained a sense of integrity of women who had dumped babies and / or committed infanticide in order to alleviate those psychological conditions. The researcher also addressed the aspect of self-esteem of the women for the purpose of inculcating positive feelings towards the self. The Oxford Advanced Learners Dictionary of Current English (2006) refers to self-esteem as a "feeling of being happy with one's character and abilities". Others psychological aspects or factors and psychological conditions that were addressed by the educational programme entailed the consequences of psychosocial turmoil and the management thereof.

- Socioeconomic aspect

Socioeconomic status or aspects is often measured as a combination of education, income and occupation. It is commonly conceptualized as the social standing or class of an individual or group. When viewed through a social class lens, privilege, power, and control are emphasized. Furthermore, an examination of socioeconomic status as a gradient or continuous variable reveals inequities in access to and distribution of resources (American Psychological Association, 2015). In this study, poverty resulting from the existing unfavourable socio-economic condition was identified by nearly all participants as a very strong factor responsible for the incidence of baby dumping and infanticide. These socio-economic

conditions posed challenges to women and these challenges and their prevention were addressed through the educational programme that developed for this study. Educational interventions were described in terms of skills and knowledge to enable women who had dumped babies and / or committed infanticide to cope with the challenges in a practical way. The educational programme involved also strategies that addressed the consequences of the socio-economic aspects as well as the role of the community and other stakeholders in providing skills in programmes and socio-economic empowerment that relates to improving access to education and microcredit schemes. Building good interpersonal relationships through communication with family members, community members and other stakeholders enabled the women to negotiate their life circumstances through the interactions with these support systems.

- Reintegration aspect

Simply defined, "reintegration" is all activity and programming conducted to prepare an offender to return safely to the community and live as a law-abiding citizen (Thurber, 1997).

Before designing any strategies on prisoner reintegration, it is a good idea to first identify factors that are linked to relapse and desistance. These factors would be addressed through the implementation of the psychosocial educational programme. The reintegration process has levels where skills and knowledge are well set out to empower women who had dumped babies and / or committed for successful reintegration in the society. There are four elements that need to be focused on in developing appropriate programmes and service for prisoners in the reintegration process.

First, released prisoners have similar essential needs, for example, accommodation, employment and good family relationships, as do other people. Second, apart from essential needs, a number of prisoners also have criminogenic needs that require specific treatment programmes. Third, even if prisoners are adequately prepared for release, reintegration can never be successful unless there is community acceptance of offenders returning to the community. Fourth, the continuity of service delivery has to be taken into account to ensure that released inmates do not fall through the gaps of service provision. Based on these elements, rehabilitation programmes and services are therefore implemented with the key focus placed on the areas of inmates' essential needs, criminogenic needs, community acceptance and continuity of support (Rujanavet, n. d.).

- Legal and ethical aspect

Legal and ethical aspects are important for regulating social conduct and the moral welfare of people in any setting. The fact that women who have dumped babies and / or committed infanticide are incarcerated is only a circumstance of their situation and does not, and should not, change how they are viewed by anyone. In this study, legal and ethical aspects were designed to assist women to understand their legal rights and how to exercise them, as well as the respect, autonomy, and self-determination that they were entitled to.

According to some women in this study, they committed baby dumping and / or infanticide with the full consent of their male partners. The majority of participants felt that there should be legislative remedies specifically designed to impeach their male partners, since they were complicit in the crime. Women in correctional custody have a constitutional right to a fair hearing and representation. Therefore, the Constitution of the Republic Namibia, the Namibian Criminal Procedure Act, the Child Care and Protection Act, the Maintenance Act, and Human Rights Law were used in the educational programme to educate and explain the situation of women who had dumped babies and / or committed infanticide. A proper legal system should be ethical, for ethics provide a set of standards for behaviour that might help women who have dumped babies and / or committed infanticide to decide how they ought to act in a range of situations. In a sense, ethics is about making choices and about providing reasons why those choices are made.

7. Terminus

"Terminus" refers to the last stage, the end, or the finishing point (Dickoff et al., 1968). The terminus is the desired outcome that an agent wishes to attain through the procedures. It is the end result or goal to be attained by an agent's action that confirms whether the set goals are achieved or not (Dickoff et al., 1968 & George, 1995).

The terminus of this study was to psychosocially prepare women for successful reintegration into the society. It was expected, after having obtained the required knowledge as a result of the training programme, that the women should be able to facilitate their own development, keep up their knowledge and skills, communicate freely, and cope with the reintegration process. The training aimed at preparing the women to act independently in the interaction with other stakeholders without the interference of any negative feelings, such as fear and rejection.

8. Conclusion

Dickoff et al.'s (1968) state that a conceptual framework has the ultimate purpose of creating situations in order to attain the desired, preferred end results. It was for that reason that the survey list of Dickoff et al. (1968) was adopted as a reasoning map in the construction of developing an educational programme. The conceptual framework in this study was developed in relation to the themes that had emerged from the analysis of the data about the experiences of women who had dumped babies and / or committed

infanticide. The use of reasoning maps is a powerful and a useful approach for modelling knowledge and qualitative reasoning. The reasoning map of Dickoff et al. (1968) in this research study referred to a structure of concepts that represented the interaction between the agent and the recipients, contextualized within a specific situation and process. Dickoff et al. (1968) identify three essential ingredients of a conceptual framework; namely the goal content, (the aim of the activity), prescription of the activity for goal realisation, and a survey list that accompanies the presentation of the prescription for the activity in terms of the goal realisation. The educational programme includes the activities suggested in the survey list of Dickoff et al. (1968); namely agent, recipient, context, dynamics, procedures, and terminus. The conceptual framework would be the basis in which the educational programme will be developed.

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