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FACILITATOR'S MANUAL FOR PARALEGAL TRAINING ON
IMPROVING WOMEN'S ACCESS TO JUSTICE IN NORTHERN NIGERIA

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About Global Rights

Founded in 1978, Global Rights is an International Human Rights Capacity-building Organization that works side by side with local activists in Africa, Asia, and Latin America to promote and protect the rights of marginalized populations. Through broad-based technical assistance and training, we strengthen partners to document and expose human rights abuses, conduct community outreach and mobilization, advocate for legal and policy reform, and provide legal and paralegal services. Over our 30 year history, we have worked in scores of countries to help local leaders and organizations to address human rights abuses and to lift their struggles out of isolation and onto regional and international stages, where institutions such as the United Nations and Organization of American states develop and enforces human rights standards.

At the core of our programming is a deep commitment to increase access to justice for poor and marginalized groups, promote women's rights and gender equality, and advance racial and ethnic equality. In addition to this, we have two special initiatives- lesbian, Gay, Bisexual, Transgender, and Intersex rights and Natural Resources and Human Rights that allow us to explore new program areas while targeting populations that fit our core programming.

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THE FACILITATOR'S MANUAL

The facilitator's manual is designed by the Global Rights to support trainers involved in the Women's Access to Justice Project for Northern Nigeria. It is accompanied by the 'Handout on Improving Women's Access to Justice in Northern Nigeria'. The manual is one of the core tools by the Global Rights to promote women's access to justice in Northern Nigeria.

Women's access to justice is key to gender equality and empowerment in Nigeria. The manual is therefore unique in focus and target, to better serve the objectives of the project. It is purposed to provide the desired skills for effectiveness and efficiency in the grassroots' communities. The training is knowledge base and is to build the capacity of paralegals to be able to assist indigent women who need their assistance in the communities.

The manual is designed for a training that will last for five days covering ten Modules and targeting a maximum of twenty five participants working in the grassroots in Northern Nigeria per training session. The ten modules are aimed at providing both conceptual and analytical frameworks for paralegals and bringing theory into practice. It is equipped with exercises that will elicit knowledge from the participants and give opportunities for practical applications. The exercises which includes ; role plays, case studies, group work, brain storm, mini lectures are designed to draw out participants experiences and knowledge.

The facilitators' manual is a guide for the trainers and has a step by step methodology for easy adaptation.

ROMMY MOM
Nigeria Country Director
Global Rights
May 2010

Tips for facilitators

- Identify the target groups for the training
- Contact the target groups and hold pre workshop meetings with key contacts
- Identify the venue of the meeting and decide on a sitting arrangement favourable to learning i.e U-or L- Shape
- Draw the workshop program
- Use the program as a guide for an effective workshop
- Conduct Evaluation on day to day basis and the final evaluation on the last day of the workshop
- Post Workshop follow up is important

TIPS FOR A SUCCESSFUL WORKSHOP

Prepare for the workshop before hand and develop a clear understanding of the issues.

- Use each session's checklist to ensure you have all the materials you need for the session.
- Be positive in your responses to participants
- Be an active facilitator but don't dominate
- Be clear about the aims and objectives of each module

Module One
OPENING SESSION-INTRODUCTION & EXPECTATIONS

TIME: 1 hour



Aims:

- Facilitate cordial relationship among participants
- Understand the objectives of the workshop
- Appraise and review participants expectation for the workshop
- Review and adopt the agenda for the training.



Materials

- Copy of agenda for the workshop
- Flip chart
- Multi-coloured Cardboards cut in oval shape and post it notes
- Markers and scissors' masking tape
- Notepad and pen.

Methodology: Participatory and interactive

Step 1 Welcome Session (15 minutes)



FACILITATOR'S NOTE

The facilitator should welcome the participants and thank them for their interest in participating in the workshop. S/he should introduce briefly the organisers of the workshop and allow them to briefly introduce Global Rights and its activities to the participants. (Some instances might warrant a short opening session attended by some officials, please note that the facilitator should make sure that this intervention should not last more than 15 minutes of the session to allow for the participants to start the training on time).

It is recommended that the opening session be divided into five parts, they are: Brief welcome by the facilitator, introduction by participants, participants

expectation of the workshop, facilitator connecting their expectations with the objectives of the workshop, adopting methodology and ground rules for the workshop. Below are suggested methods of conducting this segment of the training.

STEP 2- Brief Background and overview of the meeting-(5minutes)

The facilitator summarises the background of the meeting and why the meeting is necessary to the target audience.

STEP 3- Introductions and Expectations -10 minutes



Activity 1: 'Find a friend Game'

This game allows participants to know each other, s/he identifies a partner, s/he is meeting for the first time or that lives in the next community or as the circumstance dictates. She is expected to find out the following from him/ her; his/her name, her best food, likes and dislikes, preferred workshop name, occupation and expectations at the meeting.

Each participant will pick one multi coloured oval shaped cardboard and write with markers their findings about the selected partner. They will also take 'post it note' to list the partners expectations.

After this exercise the facilitator will ask each person to introduce his /her partner to the group. The participants will also be asked to post the expectations on a board on the side of the class.

Step 4 'Participants Expectations Collated' -5 minutes



FACILITATOR'S NOTE

The facilitator asks each participant to read out the expectations for the workshop that they already have written on the cardboards, this will be listed on the flip chart and the facilitator will analyse and match the expectations where they are similar and where they appear different.

Step 5-'Relating the expectations to the Objectives'

10 minutes



FACILITATOR'S NOTE

The Facilitator will analyse the expectations and project the proposed objectives for the meeting. In a participatory manner, s/he will ask the participants to link the objectives with the expectations and also find out whether the proposed objectives will meet their expectations. At the end of this exercise the participants are expected to adopt the objectives of the workshop. This exercise is to facilitate ownership of the workshop.

Step 6. Ground rules 'No rule ...no punishment' -10 minutes



FACILITATOR'S NOTE



The facilitator leads a discussion on the ground rules and the importance of setting up ground rules for the workshop. The set rules are expected to guide the conduct of the participants during the workshop. The participants will then suggest the rules and come up with mild punishment for people who flout the rules set by the group. For example, the person may be asked to dance for the class, the person may sing or laugh ...

Step 7 . Adopting Workshop methodology- 5 minutes



FACILITATOR'S NOTE



The facilitator opens the discussion on the mode of the workshop, justifying and explaining why the organisers think the methodology will be beneficial to the group. The proposed methodology will be participatory and interactive. The facilitator should emphasise how the methodology suits the objectives of the workshop and review the methodology against the agenda of the workshop. The workshop will make use of a variety of activities like role plays, case studies, group work, interventions, lectures, question and answer sessions to make the learning process easier.

TIME: 3 Hours



Aims:

- Understand the roles and functions of a paralegal
- Understand the skills of a paralegal
- Understand the benefits of a paralegal to the society



Materials

- Flip chart stand, Power point presentation, Markers and scissors, masking tape, Notepad and pen, cardboard, Screen and Projector and paper

Methodology: Presentations, mini-lecture, participatory and interactive group work

FACILITATOR'S NOTE



Step 1 Facilitator reviews the objectives of the session (5minutes)

Activity 2- Who is a paralegal? (10minutes)

A quick interactive session -This session will begin with a set of questions from the facilitator on who a paralegal is; (*this will help the facilitator to know how familiar the participants are, with the concept of paralegals as well as to correct any misconception/misgiving about the concept of paralegals*). Cardboards should be shared among participants to write out what they understand when they hear the word "paralegals", the facilitator should randomly select six persons from the group who are willing to share their ideas of the concept. Facilitator should then lead further discussions and identify words or ideas close to the terminology.

Step 2 Facilitator discusses who is a paralegal and relates it with the responses in the first activity above (10 minutes)

Step 3- Why do we need paralegals? (15 minutes)



FACILITATOR'S NOTE



Activity 3 - Interactive session (10minutes)

Facilitator asks the participants, why do we need paralegals in our communities? S/he writes the responses out on the flip chart and discusses the answers given by the participants. Facilitator leads a presentation on the topic.

Step 4- Functions of a Paralegal



Activity 4 Group Work (20minutes)

Facilitator divides the participants into groups of five each and asks them to identify five functions of a paralegal. The groups report back their discussion to the class while the facilitator writes the functions on the flip chart. The facilitator sums up the session with a power point presentation on the functions of a paralegal.

Step 5- Basic Paralegal Skill (15minutes)



Activity 5 Buzz group

Participants are asked to choose a partner in the class and discuss what they think should be the required skills necessary to do the work of a paralegal and why they think such skills are necessary for a paralegal. At the end of the short discussion, each partner will tell the group what they agreed were necessary skills required of a paralegal and why they think that skill is required. The facilitator will note each skill mentioned on a flip chart.

FACILITATOR'S NOTE



The facilitator makes a power point presentation on the skills of a paralegal. After the presentation participants are allowed to discuss the presentation, compare it with responses from their buzz group and ask questions if they have any. (20 minutes)

Step 6 - Qualities of a Paralegal (15 minutes)



The facilitator leads a discussion on the qualities of a paralegal with power point presentation, explaining in details why it is important for a paralegal to possess each quality.

Step 7 Advantages of Paralegals (15 minutes)



Facilitator opens a discussion on what should be the advantages of a paralegal in the communities and how a paralegal can support the promotion of human rights and access to justice within the community.

Step 8 - Understanding the role of a paralegal - (30 minutes)



The facilitator divides the participants into two groups and gives each group a case study. The groups will work on the case and present at plenary the conclusions of their group. The facilitator then rounds up the session.

Case study 1

Garamantu village has a population of 500 people and has been denied good water and electricity for the past five years. The women and children have to trek long distances to fetch water from the neighbouring village and a nearby stream and this exposes them to violence from some rascally men in the communities. This lack of water and electricity is impacting negatively on the health of the children and the productivity of the women. However all the neighbouring villages have these facilities, the reason for this denial is because the district director has diverted the money budgeted for the bore hole to his personal use. A woman leader in the community has come to you to complain about this issue and the effect on them as women, you have just been trained as a paralegal in your community what are the likely steps you will take under this circumstance?

Case study 2

Zamundu is a poor village and has a lot of social problems paramount of which is domestic violence. Maduadu was beaten yesterday by her husband and she has to be rushed to the hospital by neighbors, she told her friends before the ordeal that led her to the hospital that she has been suffering from this form of violence for a very long time but she doesn't know what to do about this, she has informed her mother about this and her mother only advised her to continue to tolerate the beatings by her husband, since she also experienced the same from her husband, she believes that the society supports violence against women but does not know what to do and where to go? She was told by a friend that you are a paralegal and you can be of help to her, what can you do to support Maduadu.



FACILITATOR'S NOTE

The key issues for this exercise:

- Are the paralegals displaying good qualities?
- Do they understand their roles in the community?
- Do they think the scenario falls within their role as a paralegal?
- What skills are they applying?
- What judgements are they making in the circumstance?
- Do they see this as an issue of injustice?



Step 9 - Evaluation of the Module (10 minutes)

The facilitator reviews the module with the participants. S/he asks questions around each topic in the module briefly and wraps up the session.

Optional Exercises:

Basic Skills of Paralegals

Activity 8

1. Give five examples of both verbal and non-verbal active listening cues
2. Give 3 examples of open ended questions you may ask
3. Give 3 examples of leading questions
4. Choose a partner to act out the interview role play sheet given to you

Activity 9

Write a letter referring a client to a lawyer or to the Human Rights Commission.

Module three

BASIC PARALEGAL SKILLS- Counselling, Mediation and Negotiation

TIME 3hours



Aims:

- To understand counselling and mediation skills
- To understand the process of mediation and negotiation
- To understand the usefulness of mediation and negotiation to the work of paralegals



Materials

- Flip chart
- Projector and screen, cardboard
- Markers and scissors' masking tape

Methodology: Participatory and interactive discussion, mini-Lecture, role play

Step 1- Review the objectives (5 minutes)

Step 2- Role of a Paralegal in Client's counselling (20 minutes)



FACILITATORS NOTE

(Interactive discussion)Facilitator asks the participants about their experience in counselling on any matter. The facilitator then leads an interactive discussion on why counselling skills are important to the work of a paralegal.

Step 3 Steps in Counselling (20minutes)

The facilitator makes a power point presentation on Steps in counselling and allows for questions and comments after the presentation.

Step 4- What is mediation and negotiation (20 minutes)

(Experience Sharing) Facilitator asks the participants what they understand by mediation. Have they at any time being involved in mediation? The participants share experience on mediation.

Step 5- When to mediate and not to mediate? (15 minutes)

Facilitator leads a discussion on when can a paralegal mediate or not in cases they handle. She draws a table on the flip chart and records participants understanding of when they think they can mediate or not. After this exercise, the facilitator makes a power point presentation on the subject matter and takes questions and comments from the class.

ACTIVITY 10 (20MINUTES)

Amina has been married to Abu for the past five years, they have two children aged 3 and 5 years old, Abu is a motor park operator and he comes home drunk on a daily basis. He has not been responsible for his wife and children's upkeep. Amina is tired of the relationship and Abu also is no longer interested, however Abu wants Amina to go but wants to keep the children, Amina has come to you as a paralegal to intervene in this matter, how can you help Amina?

Activity 11

Role Play 2

Aminu and his wife, Serifatu have just entered into your office to discuss their matrimonial problem with you, Aminu doesn't want his wife to work because he feels her working will make her vulnerable to abuse, however she would like to work to enable her to support her husband whose salary could not take care of the up keep of the house. They have both decided to talk to you on what to do in the circumstance. Play act how you will counsel this couple.

Step 6- Qualities and Skills of a mediator (10 minutes)

In a brainstorming session, facilitator asks the participants to discuss what they think are the skills of a mediator. S/he then leads a discussion on the skills. The skills will be listed on the flip chart.

Step 7 What is negotiation? (10 minutes)

Facilitator briefly defines the term negotiation and discusses how it is different from mediation and relates same to paralegal work.

Activity 12 (25 minutes)

A man and his wife have been living together for years in peace and recently someone came to tell the woman about her husband having an affair with a woman in the next village. The woman confronts her husband with the accusation and he simply asks her to leave the house, the wife is confused and does not

know how to handle the situation anymore. She comes to you for assistance as a paralegal. What can you do? Divide the class into two and let each group discuss the issue and decide on what form of method they will use and why. The groups should also come up with a step by step process of how the paralegal should handle the case.

The groups should report back to the group in plenary. Facilitator should pick out salient points and use to discuss mediation and the qualities of a good mediator.

Step 8 - Qualities and Principles of a good mediator and negotiator (15 minutes)

Facilitator asks the participants what are the qualities of a good mediator and leads further discussion on qualities and principles of a good mediator.

Step 6 - Paralegals and mediation (15 Minutes)

Facilitator leads a brainstorming session on how can paralegals be good mediators and negotiators.

Step 7 Evaluation and Sum up. (5 minutes)

OVERVIEW OF THE NIGERIAN LEGAL SYSTEM

TIME: 3Hours



Aims:

- To educate participants on the legal system in Nigeria
- To understand the differences between criminal and civil law
- To understand court procedure and the court system



Materials

- Flip chart
- Projector and screen
- Markers and scissors' masking tape

Methodology: Participatory and interactive discussion, mini-Lecture and group work

Step 1- Facilitator Reviews the Objectives of the module (5minutes)

Step 2 What is law? (20 minutes)



Activity 13 - Brainstorming session (10 minutes)

The facilitator divides the class to groups of 5 each, and asks each group to discuss what they understand by the term 'law' and how they think the law is relevant to their communities. The groups are expected to identify the various laws/customs that exist in their communities and report back in an open session.



FACILITATOR'S NOTE

Facilitator leads discussion on the definition of law and relates the definition to relevant aspects of the group report. The Facilitator at the end of the session opens the issue for further discussions, questions and answers.

Step 3- Private and Public law (10minutes)



FACILITATOR'S NOTE

Facilitator connects this with the discussion at the preceding session and explains what can be categorised as public and private law to the participants from the examples given by participants in the first activity. Facilitator then makes a short power point presentation relating both to criminal law and civil law and also emphasise the differences between the two aspects of law and the elements that leads to liability under the two strands of law.

Step 4- Nigerian Legal System/ Tripartite system of law (20 minutes)



FACILITATOR'S NOTE

Facilitator leads a presentation on the legal system in Nigeria and discusses the tripartite system of law. S/he takes questions and comments after the presentation. The facilitator relates the Nigerian Legal System and the operative Legal system in the North. S/he explains where the differences exist. S/He explains that the tripartite systems of laws that exist within the legal system in Nigeria are: the sharia, the customary law and the statutory law. S/he further explains briefly the criminal and civil procedure and the penal code in northern Nigeria.

Step 5 - Sources of Law in Nigeria (20 minutes)

Facilitator makes a power point presentation on the sources of law in Nigeria, giving details of each source of law with examples.

Step 6 - Court System in Nigeria (30minutes)



FACILITATOR'S NOTE

Facilitator asks the participants if they have been to court before and what they know about the court system. The participants share their experiences and what they know about the court system. The facilitator talks about the formal and informal court system, and then explains to them with a diagram, the hierarchy of courts and the different types of court systems. S/he also discusses the form of actions that can take place in the different courts and the extent of their coverage (Jurisdiction).

Step 7 Instituting legal Action (20 minutes)



FACILITATOR'S NOTE

The facilitator makes a power point presentation on various methods of how actions are instituted in different courts. S/he explains the procedure in civil and criminal courts. The facilitator also discusses the commencement of actions in customary court as well as sharia court.

Activity 14 - Group Work (30 minutes)

Facilitator divides the group into 3 and gives each group the following questions

Group 1

- A. What is law?
- B. What are the sources of law?
- C. Mention three courts that operate in Nigeria that you know and give examples of the kind of case that can come before them.

Group 2

- A. Why do we need law in the society
- B. What do you know by common law and legislation
- C. How can you institute an action in the high court

Group 3

- A. What is public and private law
- B. What is civil and criminal law, give two examples each of what can constitute civil and criminal law
- C. How do you institute action in a sharia court?

Step 8- Participants Report Back (10minutes)

Step 9- Evaluation and Sum up (5minutes)

Module five

FAMILY LAW

TIME: 4Hours



Aims:

The purpose of this module is to enable participants

- Understand the concept of marriage
- Elements of a valid marriage
- Laws governing different types of marriage
- Understand divorce, custody and maintenance



Materials

- Flip chart
- Projector and screen
- cardboard
- Markers, scissors' and masking tape

Methodology: Participatory and interactive discussion, mini-Lecture, role play

Step 1- Review the objectives of the session (5minutes)

Step 2- Family and Marriage (15minutes)



FACILITATOR'S NOTE

The facilitator selects participants randomly and asks them about their understanding of the concept of marriage and family. S/he then defines marriage and the family in the simplest form. She leads a discussion about the different types of marriages recognised under the law.

Step 3- Different forms of marriage system in Nigeria, Statutory, Customary and Islamic law (40 minutes)

FACILITATOR'S NOTE
Brain storming session



The facilitator asks the participants to discuss marriage ceremony experiences and rights and obligations during marriage. She leads a discussion on marriage under the three systems of laws.

Step 4 - Ingredients of Valid marriage under the three systems of law (20 minutes)



FACILITATOR'S NOTE

Facilitator makes a power point presentation on what constitutes a valid marriage under the system of laws; s/he explains in details the ingredient of each.

Activity 15 (15 minutes)

Facilitator divides the participant into a group of 5 each and ask them to identify what they think are rights and duties in marriage. The class can be divided into the three system of law, customary, statutory and Muslim law. The groups then report back to plenary. The facilitator then sums up and clarifies where necessary.

Step 5 - Void and Voidable marriage (20minutes)



Facilitator Note

S/he leads a discussion on void and voidable marriages under the three systems of law.



Step 6- Divorce (25 minutes)

Facilitator makes a power point presentation on divorce in the three system of law

Activity 16 Group Work 20 (minutes)

Facilitator divides the participants into three groups and asks each group to discuss amongst themselves the divorce, maintenance and custody procedure they are aware of in their communities with each group representing different system of law. Each should also share the challenges men and women face in the processes and how they think as paralegals they can give them support. The groups report back.

Step 7- Maintenance and Custody under the three systems of law. (30 minutes)

Facilitator makes a power point presentation on Divorce, Maintenance and Custody and allows for questions and comments after the presentation.

Activity 17 (30 minutes)

Group A

Rebecca was married to John under the marriage act, since their marriage, John has deserted his wife for about three years and the wife in a bid to reconnect with him established that he is having an affair with Gyum, a lady in another community. Rebecca is frustrated and wants a divorce but does not know her rights under the law and needs advice from you as a paralegal on what to do, in case she decides to file a divorce suit against her husband.

Group B

Laraba is married under the Islamic law and her husband, Lateef married two other wives after her, the husband later died without writing a will, the family has called the three wives and may likely share the properties of the deceased, Laraba has two children and the other wives also have two children each, and each was blessed with a boy and a girl, all the children are between the ages of 5-11, Laraba and the other wives have come to you to advise them on what to do and their rights under Islamic law, what will your advice be?

Group C

Rilwanu and Fatimata were married under the customary law and they live in Zaria and have been living together for 19 years, Rilwanu, the husband had a fatal accident three months ago and died without writing a will, since the marriage was contracted under customary law, the wife wants to know what she can do to secure her husband's property, to be able to take care of the 6 children he left behind. She has come to you. As a paralegal, what can you do?

Step 11- Report Back (20 minutes)

Step 12 - Evaluation and Wrap up (10 minutes)

Facilitator reviews the session and wrap up the session.

INHERITANCE

Aims:

- To enable participants understand the laws of Inheritance
- To understand wills, gifts and probate matter
- To understand how to seek justice on matters of inheritance



Materials

- Flip chart
- Projector and screen
- Markers, scissors' and masking tape
- Cardboards

Methodology: Participatory and interactive discussion, mini-Lecture and group work

Step 1- Discuss and adopt the objectives of the session (5minutes)

Step 2 Inheritance (10 minutes)

Brainstorm

Facilitator asks a question what do we understand by inheritance? Participants share their experiences on inheritance

Step 3 Facilitator Note

Facilitator makes a presentation on Inheritance under the three system of laws (15minutes)

Step 4- Wills, (20 minutes)





FACILITATOR'S NOTE

The facilitator leads a presentation on wills and how a will is made and what constitute a valid will and when a man/woman dies without a will what happens to his properties. S/he look at wills a under the three systems of law.

Step 5- Deed of Gift (15 minutes)

Facilitator makes a general presentation on deed of gifts and steps to be taken when you are given a gift.

Step 6- Letter of Administration and Probate (15 minutes)

Facilitator opens a discussion on letters of administration, procedures for obtaining same.

Group Work

As a paralegal you have been asked the following questions;

- In what circumstances can you seek for a letter of administration?
- What are the procedures for obtaining this letter?
- In case you are advising someone on the need to write a will, why do you think writing a will is essential? What are the steps required for a valid will?

Group B
 What do you understand by Inheritance?
 Differentiate between inheritance under customary law, statutory and Islamic law?
 What can be done to protect women and children from injustices as a result of inheritance?

Step 7- Group Report Back (10 minutes)

Step 8 Evaluation (5 minutes)

WOMEN'S RIGHTS, HUMAN RIGHTS AND THE CONSTITUTION OF NIGERIA



TIME: 31/2Hours

Aims:

- To enable participants understand the provisions of the constitution.
- To understand Chapter 4 of the constitution
- To understand gender concepts
- To understand human rights.
- To understand women's rights.



Materials

- Flip chart
- Projector and screen
- Markers, scissors' and masking tape
- Cardboards

Methodology: Participatory and interactive discussion, mini-Lecture and role play

Step 1- Discuss and adopt the objectives of the session (5minutes)

Step 2 -Human Rights Definition, origin and sources (10minutes)





FACILITATOR'S NOTE

Leads discussion generally on Human Rights



Activity 18 (10 minutes)

Ask participants to take oval shaped multicoloured cardboard and each one of them to write what they think human rights means. Ask them to post this on a side of the wall in the class room. Review their inscriptions on human rights and lead a discussion on the definition, explain briefly what are the origin and sources of Human rights.



Step 3- Constitution (10minutes)



FACILITATOR'S NOTE

Brainstorming session - Ask the participants what they know about the constitution of Nigeria and what they think is the relevance of the constitution to their lives. S/he writes on a flip chart.

Step 3 - Chapter 4 Provisions of the constitution of Nigeria on Fundamental Human rights (20 minutes)



FACILITATOR'S NOTE

The facilitator leads a presentation on the Fundamental Human Rights provisions in the Nigerian constitution and a summary of the key sections that can be useful to them. S/he also opens the class up for discussions on the topic.

Step 4 - Understanding Gender Roles and Women's Rights

Definition of gender and sex (10 minutes)



FACILITATOR'S NOTE

Brain storming session Participants should discuss with the person sitting next to him/her on what s/he thinks that the word 'gender' means. Partners with different definitions will be allowed to present their definitions first while those with similar definitions will take turn after them.

Activity 19 (15minutes)

The facilitator divides the participants into groups of 5 and asks participants to identify five things that are associated with men in the house, community or occupation and also do same for women. The facilitator then writes on the board and relates the issues identified with the definition of what gender means and what sex means.

Step 5 Differences between gender and sex (10 minutes)

Activity 20

Gender	Sex



FACILITATOR'S NOTES

Facilitator makes a power point presentation to discuss the differences between sex and gender relating it to the responses in activity 1. Facilitator also gives examples of work and life experiences on the differences.



Step 6 Gender Discrimination (10 minutes)



FACILITATOR'S NOTE

Leads discussions on the term gender discrimination

Activity 21 (10 minutes)

Ask participants in groups of five to discuss and identify 5 types of gender discrimination they see around them and within their communities, the participants then report back in plenary.

Step 7- Why women's human rights (10 minutes)

Facilitator relates the forms of discrimination to the reasons behind the discussion for the respect of women's rights. S/he leads a discussion on Why women's human rights

Activity 22 (10 minutes)

Give participants love shape cardboards and ask them to define by their understanding of what they think women's rights are?



FACILITATOR'S NOTE (10 minutes)

The facilitator relates the two cardboards together and leads discussions on women's right are human rights. Women are entitled to all the rights as human beings and should be treated as such.

Step 8 CEDAW & The Protocol on the Rights of Women in Africa (15 minutes)

The facilitator makes a power point presentation on the contents of CEDAW and leads a brainstorming session to relate it to some of the violations reported in the earlier session.



Step 7- Women's Rights Violation in Nigeria (20 minutes)

Activity 23

Divide the class into a group of 5 each and ask them to answer the following questions:

1. Identify five forms of fundamental human rights
2. Why they think these rights are important to them as human beings and explain the implication if such rights is denied.
3. Give 4 examples of particular violation of women's rights in their communities
4. What can be done as paralegals in times of violation of these rights?
The groups report back to plenary, the facilitator writes out their

Step 8- Child Rights

Activity 24 (5 minutes)

Brainstorm

Facilitator asks participants to define in their own understanding who a child is? S/he puts their definition on the flip chart

Step 9- Facilitator discusses Child Rights and Child abuse in the context of Child Rights Law (10 minutes)

Step 10 -Procedure for enforcing one's rights and what can be done when a

Child's Rights is violated (5minutes)



FACILITATOR'S NOTE

The facilitator leads the participants through the procedure for enforcing these rights in Nigeria.

Step 9 Evaluation

Facilitator reviews the session and wraps up. (5 minutes)

Module Eight

CRIMINAL LAW AND SEXUAL OFFENCES

TIME: 2 hours



Aims:

- To understand what constitute sexual offences in law
- To understand the Rights of victims
- To understand arrest and Bail and other available legal and social options



Materials

- Flip chart
- Projector and screen, cardboard
- Markers, scissors' and masking tape
- cardboard

Methodology: Participatory and interactive discussion, mini-Lecture, role play

Step 1- Review the objectives of the session (5 minutes)

Step 2 - Definition of sexual offences (10 minutes)



FACILITATOR'S NOTE

Brain storming session Participants should discuss with the person sitting next to him/her forms of violation that can lead to sexual offences. The facilitator opens discussions on what sexual offences are.

Step 3- Types of Sexual Offences (15 minutes)

The facilitator makes a power point presentation on examples of sexual offences and opens discussions on why these are seen as sexual offences.

Step 3- Types of Sexual Offences (15 minutes)

The facilitator makes a power point presentation on examples of sexual offences and opens discussions on why these are seen as sexual offences.

Activity 25 (25 minutes)

Facilitator breaks the group into 5, explains sexual violence and sexual offences to them and ask them to go to their groups to identify the forms of sexual violence common in their communities and what they can do as paralegals to support victims

Step 4 - What can a paralegal do to eliminate sexual violence and other forms of violence against women and gender discrimination? (20 minutes)



FACILITATOR'S NOTE

The facilitator leads power point discussions on what paralegals can do to eliminate sexual violence in the communities.

Step 5 Forms of redress available for victims sexual violence (20 minutes)



Facilitator takes participants through the steps available for the redress of sexual violence and the available options for victims.

Step 6- Facilitator discusses the rights of Victims of sexual violence. (20 minutes)

Step 7 Evaluation (5 minutes)

Facilitator reviews the session, sums up the presentations and wrap up the session

Module Nine
Criminal Law: ARREST AND BAIL

TIME: 2 hours



Aims:

- To understand arrest and Bail
- To understand watch brief and court accompaniment



Materials

- Flip chart
- Projector and screen, cardboard
- Markers, scissors' and masking tape
- cardboard

Methodology: Participatory and interactive discussion, mini-Lecture, role play

Step 1- Review the objectives of the session (5 minutes)

Step 2- Definition of Arrest, Detention (10 minutes)



FACILITATOR'S NOTE

Participants are asked to define Arrest in their own word

Step 3- Facilitator then makes a power point presentation on the definition of key terms. (20 minutes)

Step 4- Discuss the condition for arrest and bail (10 minutes)

Activity 26 (Brainstorm)- (10 minutes)

The facilitator opens a discussion with the participants on whether they have been involved in issue of arrest and detention and bail and that they should share their experiences and challenges

Step 5 - Facilitator discusses the situation of a wife in criminal procedures (10 minutes)

Step 6 S/he then rounds up with presentation on watching brief and court accompaniment (10 minutes)

Activity 27 (30 minutes)

Facilitator divides the participants into two groups

Group A

1. What is arrest?
2. Who can arrest and what form of document is necessary when an arrest of a person is done?
3. What is bail and what are the conditions for bail?

Group B

1. What is bail?
2. Who can bail?
3. What is watching brief and court accompaniment?

Group C

1. When can one be detained?
2. What is jumping bail?
3. Describe the situation of wife in criminal procedure?

Step 7- Participants reports back (10 minutes)

Step 8- Evaluation and Sum up (5 minutes)

2 Hours 

Aim

- Understand the useful tools to make paralegal's work efficient
- Understand simple letter writing skills
- Acquire simple draft skills



Materials

- Flip chart
- Projector and screen, cardboard
- Markers and scissors' masking tape

Methodology: Mini-Lecture and Writing

Step 1 - Review the objectives (5 minutes)

Step 2 - Understanding legal forms useful for paralegals (20 minutes) 

Activity 28

Facilitator distributes Case Report forms for all the participants and asks them to formulate a matter and attempt to fill the forms. The facilitator then fills the form with the participants

Step 3- Facilitator guides the participants on the case report forms. (20 minutes)

Step 4-Referral Forms (20 minutes)

Activity 29

Facilitator distributes Case Referral forms for all the participants and asks them to formulate a matter and attempt to fill the forms. The facilitator then fills the form with the participants

Step 5 Facilitator guides the participants on the referral forms

Step 6-Letter Writing (15 minutes) 

Activity 30

The facilitator asks a question about whether they have written letters before and for what purposes. S/he asks them to draft a letter to support a victim of abuse and submit to the facilitator. The facilitator then writes on the flip chart a model letter. She guides them about how to write a petition and a letter.

Step 7- Simple Agreement (15minutes) 

Activity 31

Facilitator presents a sample of an agreement on the screen and leads the participants through the process of writing a simple agreement.

Step 8 Legal Aid Eligibility form (20 minutes) 

Activity 32

Facilitator shares the legal aid eligibility form and leads the participants to filling the forms.

Step 9 -Evaluation and conclusions (5 minutes) 

EVALUATION OF THE WORKSHOP

1Hour



Facilitator thanks the participants after the review of the evaluation form. The closing ceremony may be done with the attendance of other CSOs in the state. It is also advised that the paralegals be presented with certificate and identification cards at the end of the meeting.

Aim

- To assess the participants understanding of the training
- To review the workshop



Materials

- Flip chart
- Projector and screen, cardboard
- Markers and scissors' masking tape

Methodology: Participatory

Step 1- Review the objectives (5 minutes)

Step 2- Evaluation forms (15 minutes)



Activity 33

Facilitator distributes the evaluation forms to the participants and explains the procedure for filling the forms.

Step 3- Submission of Evaluation (10 minutes)



FACILITATOR'S NOTE

Facilitator collects the evaluation forms from the participants
Analyses the forms in the presence of the participants

Step 4 Closing of the meeting (30 minutes)

Annex 1

Sample Case Report Form

CASE REPORT FORM
Date:

Name of Paralegal:

Name of Complainant(s)

Address of Complainant(s).....

Summary of Case.....

.....

.....

.....

.....

.....

.....

.....

Advise given by the paralegal.....

.....

.....

.....

.....

Action taken thereafter.....

.....

Other Comments.....

.....

.....

.....

.....

.....

Annex 2

REFFERAL FORM

Date

Name of the Client.....

Referring Officer Name.....

Brief Description of the Clients' claim.....

.....

.....

Summary of referring officer's Opinion

.....

.....

.....

Signature

Receiving Officer.....

Comments.....

SIMPLE AGREEMENT FORM

AGREEMENT

THIS AGREEMENT IS MADE BETWEEN

M.....

AND

M..... date

THE PARTIES AGREE AS FOLLOWS

- 1.
- 2.
- 3.
- 4.

Witness to the agreement

Name.....	signature.....
Name	Signature.....

LEGAL AID ELIGIBILITY FOR

Date

Name

Address

Age

Marital status

Employment history

Earning per month

Earning of your partner

Earning from other sources.....

Why are you here?

Action (s) required

Address of other parties

Any other information

Receiving Paralegal Name and No.....

Receiving Paralegal comments

Sample Workshop Evaluation

1. Did the workshop meet your expectation?

.....
How?

2. What is your rating of the training in relation to the objectives of the workshop?

- Excellent
- Very good
- Good
- Fair
- Poor

3. What is your rating of the facilitators?

- Excellent
- Very good
- Good
- Fair
- Poor

4. What is your rating of the contents of the training?

- Excellent
- Very good
- Excellent
- Fair
- Poor

5. List five areas of the training that you found most interesting

6. What are the areas you found least interesting?

7. Which improvement would you like to see in the overall design of the workshop?

8. What is your rating of the venue, accommodation and other logistic?
Venue

- Excellent
- Very good
- Good
- Fair
- poor

Accommodation

- Excellent
- Very good
- Good
- Fair
- Poor

Food

- Excellent
- Very good
- Good
- Fair
- Poor

9. List five key things you learnt during the workshop and that will be useful to you after the program.

10. Any advise/ comments on future workshops