

**Lund University, Education/Sida
Advanced International Training on Child Rights, Classroom and School
Management**

**A Study on the Implementation of the Convention
On the Rights of the Child (CRC) in Malawian Primary Schools**

Final Report

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FOREWORD

The Swedish International Development Cooperation Agency (Sida) in co-operation with Lund University has developed a Programme covering Child Rights, Classroom and School Management. The guiding principle in the course and the whole training program is the right to education of all children. The programme also tries to develop a child rights based approach in education. It is designed to give opportunities to compare and share experience with participants from other countries while taking into consideration the Convention of the Rights of the Child, Education for All and other internationally agreed declarations. A child rights based approach has the potential of contributing to the broader efforts of improving educational quality and efficiency, which is the goal of most developing countries.

The training programme consists of three phases. The first phase took place during 3 weeks in Sweden in September-October 2006. The main content of the first phase consisted of studies in the subject area, combined with visits to relevant Swedish institutions, including different schools. The training was aimed at stimulating the transformation of conventional top down approaches to teaching and learning to those that are participatory, rights based, learner friendly and gender sensitive. One of the objectives under this aim of the training was for the participants to develop skills, understanding and attitudes in favour of child rights based education at classroom and school level. By the end of this phase participants outlined a project work to be developed in their countries upon their return. As the members of the Malawi team, we decided to focus on **An Investigative Study on the Implementation of the Convention on the Rights of the Child (CRC) in Malawian Primary Schools.**

The second phase consisted of a follow up seminar to present the progress in the development of the project work during 2 weeks in Vietnam in March-April of 2007.

The third and last phase was a visit by our Mentor from Lund University in July 2007, when we together visited some key people in government and non-government organizations, reported the outcomes of our pilot project and appealed for support for the continuation of the activities initiated by the pilot project.

Our thanks are due to the relevant institutions in all of the Regional State bodies for all arrangements that made it possible for us to undergo the training in child rights, classroom and school management. We acknowledge the help rendered by the Ministry of Education, Science and Technology for the implementation of this Project.

We also acknowledge the support and encouragement by the Honourable Olive Masanza, Deputy Minister of Education responsible for primary education. We also acknowledge the support rendered to us by the Secretary for Education to take time off from our daily duties to do follow up activities in the schools, regarding CRC. We also extend our thanks to the Head Teachers and staff of Chiwoko, St.John's ,Njoka, Patsankhondo, Mkanda and Chimweta Schools for allowing us to be in the schools for the different tasks of the project. Our thanks should also go to Mrs.E.kandaya, Mrs.H. Ngulinga and Mr.C. Kapichi , Senior Primary Education Advisors from Central West Education Division for assisting in data collection

We are very grateful to Swedish International Development Co-operational Agency (Sida) for offering us the opportunity to this training. We also acknowledge the support rendered to us by our mentor, Dr. Bereket yebio for his untiring support

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1.0 Location of Malawi

Malawi is located in the Southern African region of the Africa continent. It covers a total area of 119,140 square kilometres, of which 20% is covered by water. The country lies between latitudes 9 degrees and 17 degrees south of the Equator and longitudes 30 to 40 degrees east of GMT and is bordered by Mozambique to the south, east and west, Zambia to the west, and Tanzania to the north and east.

Administratively, Malawi is divided into 3 regions: Northern, Central and Southern. For educational administrative purposes, the country is divided into 6 Education Divisions, which are sub-divided into 33 educational districts. Lilongwe is the country's capital city and is located in the Central region.

1.1 Population

The 1998 Population and Housing Census enumerated a total population of 9.9 million. Of this total, 49% were male and 51% were females. With a population growth rate of 2.0 percent per annum, current estimates are that Malawi has a population of 11 Million people of which 46% are children and youth under 15 years.

1.2 Economic Context

With an estimated GNP per capital of US \$175, the average Malawian lives at a barely subsistence level. Rural poverty is estimated at 60 percent, while urban poverty is a growth phenomenon, affecting about 65 percent of the urban population. Both the urban and rural poor lack electricity, potable water supplies and sanitation facilities.

Malawi's economy is based on agriculture. Almost 70% of all agricultural produce comes from smallholder farmers. Tobacco and tea are Malawi's primary exports. Tobacco and tea estates employ a large number of farm labourers amongst whom are school going aged children.

1.3 The Education System

The education system in Malawi is divided into three levels namely: primary, secondary and tertiary levels.

1.3.1 The Primary Sub-sector

The primary level comprises standards one to eight. This is further divided into infant (standards 1 – 2), junior (standards 3 – 4) and senior (standards 5 – 8). At the conclusion of the primary cycle, pupils sit for the primary school leaving certificate examination (PSLCE),

which also determines their eligibility for entry into secondary school. Currently there are about 5,247 primary schools in the country with a total enrolment of 3,088,460 population.

Until 1994, the education of people with disabilities was the responsibility of the church organisations. However, government policy on the education of people with disabilities emphasises their integration into the mainstream. A key issue pertaining to the education of the disabled involves the promotion of greater awareness in the communities about getting children with disabilities to school.

1.3.2 SECONDARY LEVEL

Secondary education in Malawi runs for four years and is divided into junior secondary (forms 1 – 2), where students sit for the Junior Certificate of Education (JCE) examinations and senior section (forms 3 – 4), where students sit for the Malawi School Certificate of Education (MSCE) examinations. It is currently provided through conventional secondary schools, Community Day Secondary schools and also privately owned schools.

However, current capacity only absorbs 30% of the eligible candidates for which the conventional and community day secondary schools capture 18% and private schools absorb 6%. The GER for girls in Malawi is 19%.

1.3.3 TERTIARY EDUCATION

Tertiary education in Malawi embraces primary and secondary teacher training, technical education, university education and other post-secondary professional institutions. However, this caters only for 4% of the eligible target population. There are currently two public and three private universities in the country. The University of Malawi is the largest with 5 constituent colleges and Mzuzu University, University of Livingstonia, Lakeview University and Catholic University respectively.

CRC in Malawi

Children in Malawi (just like in many countries) constitute a vulnerable group of society by reason of their mental and physical immaturity.

Malawi's obligation on child rights emanate from Article 25 (2) of the Universal Declaration of Human Rights (UDHR); Article 10, 12 (2) (a) and 13 of the ICESCR; Article 14(4) and 24 of the International Convention on Civil and Political Rights (ICCPR), International Covenant on Economic, Social and Culture Rights (ICESCR); Article 18 of the African Charter on Human and People's Rights (ACHPR) and the Convention on the Rights of the child (CRC).

These instruments, inter-alia, highlight the rights of the child to family care, education and protection from economic exploitation just to mention but a few. The CRC is the main legal instrument for the child at International level that specifically guides Malawi in the area of child right. Malawi ratified the CRC in 1991.

Malawi has entrenched the rights of children in the Bill of Rights under section 23 of the 1995 constitution and has set up an inter-ministerial committee on human rights and democracy chaired by the Vice President and has developed a National Plan of Action for the promotion and protection of human rights in Malawi 2002-2009.

The National Plan of Action is Malawi's guide and frame work for effective promotion and protection of all human right at all levels and for building a culture of respect for human rights in Malawi. It is intended to act as a guide to concrete measures that can be adopted in building a sustainable human rights culture to ensure effective promotion and protection of human rights and to create a peaceful, and human society based on human rights and fundamental freedoms including the principal of equality for all people regardless of age, sex, religion, ethnic learning, gender, marital status, social status and disability.

1.2 LOCAL BACKGROUND OF THE STUDY

The constitution of Malawi and relevant Acts of Parliament guide child protection and care in Malawi. In addition, Malawi is a signatory to the Convention on the Rights of the Child, the Convention on the Elimination of all forms of Discrimination against Women, International Labour Organization Convention on Child Labour and the Organization of African Unity Charter on the welfare and rights of a child.

Despite these international and local human rights instruments, cases of child abuse such as child deprivation, child labour, especially of the girl child, have been on the increase and orphans stand a big risk (NEC 2000). *In 1998, 34% of children aged 10 to 14 years were reported doing employed work (Ministry of Labour and Vocational Training).* More children are also seen in the streets who are vulnerable to abuse and incidences of Child Rights Commission to monitor child rights issues in the area of care, support and protection.

The CRC recognizes the right of all children to education. Education is a right in itself, not just a means to achieve other goals. Basic education is the right that state parties have undertaken to make compulsory and available, free of charge, to all children. A child rights' perspective shall also permeate the work in the schools and knowledge of child rights be included in the curriculum.

Incidences of child abuse are very common in Malawian schools especially in primary schools. This is evident in some studies done by the Centre for Education Research and Training (Gender-based violence in Malawi Schools, 2002) and the National Statistics Office (Violence in Malawi Schools 2005) and in the many newspaper articles. The year 2006 was dubbed the worst year in as far as violation of rights of the child and women are concerned. There were reports of children being raped, damped, abducted and their private parts removed for sale.

In schools, Child abuse takes many forms such as corporal punishment, unpreparedness of teachers, abandoning of lessons, disproportional punishments, sexual harassment and ridicule. In the homes the pupils have been subjected to whipping, child neglect, forced to marry and child labour. Where these incidences have been on the increase, they have not created an enabling environment for the implementation of CRC in schools.

Despite all these, the constitution of Malawi and relevant Acts of Parliament guide child protection and care in Malawi. In addition, Malawi is a signatory to the Convention on the Rights of the Child, the Convention on the Elimination of all forms of Discrimination Against Women, International Labour Organization and the Organization of African Unity Charter on the welfare and rights of a child.

2.0 FORMULATION OF THE PROBLEM: AIMS AND OBJECTIVES

Issues of human rights and democracy are relatively new and often confused by pupils, teachers and parents. Following the introduction of multiparty system of government and need to incorporate other emerging issues such as gender, environmental, HIV and AIDS, Population, Special needs education, schools (pupils and teachers) were expected to lead and manage the change. These changes were to be incorporated through review of the curriculum at all levels. Despite these expectations to embrace and manage the changes, there was and still are misinterpretation of human rights and democracy in schools, homes and workplaces.

Various interventions have been made to bring awareness such as radio programmes, panel discussions on issues of human rights and democracy and gender, policy formulation on human rights and democracy, reviewing of curriculum at all levels etc.

Despite all these interventions, there is still misinterpretation of Human Rights and Democracy. Schools are expected to teach and implement the Rights of the Child, however cases of child abuse have been reported in schools by both the teachers and pupils. Parents too have also been reported to be infringing upon rights of children.

Therefore, the purpose of this project was to raise awareness on incidences of child abuse in Malawian schools.

3.0 IMPLEMENTATION OF THE PROJECT

3.1 Task

The main task was to find out how CRC was being implemented in Malawian primary schools. This was to be determined by the extent to which schools put into practice issues of child rights in terms of provision, protection and participation.

3.2 Target group

The target groups were:

Six schools were selected for the study and these are in 5 education districts of Lilongwe Rural East, Lilongwe Rural West, Lilongwe Urban, Salima and Mchinji, all in the Central Region of Malawi. All the 5 districts are in the central region of Malawi. Refer to tables 6 and 7 in the appendices.

The target group included:

- Pupils: 10 pupils from every grade at each of the 6 schools
- teachers: grade 1-8;
- Head teachers of the 6 schools; parents /guardians
- Primary Education Advisors
- District Education manager:

3.3 Data Collection

Structured set of questions were prepared in order to collect information from pupils, parents, teachers, head teachers, Primary Education Advisors (PEAs) and District Education Managers (DEM's). The head teacher, the teachers, the District Education Managers and Primary Education Advisors filled in the questionnaires on their own. For the pupils and parents, the prepared questions for the focus group discussions were read and the interviewers wrote down the responses.

3.4 Resources for the Project

There were no specific resources for the project. Members used office resources (vehicles, stationery and fuel) from Headquarters, Department of Teacher Education and Development and Central West Education Division

3.5 Drawing up a work plan and a Time Table

- | | |
|--------------------------|--|
| • Sep - Oct 2006 | Training at Lund University |
| • October 2006- | Briefing to Principal Secretary on the Training and
Project to be undertaken |
| • December, 2006 | Formulation of Monitoring Instruments |
| • January- February 2007 | Classroom Observations, Conducting interviews with
Pupils, teachers, and head Teachers, Parents/guardians,
Primary Education Advisors and District Education
Managers |
| • February- March | Data Analysis , draft report |
| • March, 2007 | Presentation of findings in Vietnam |
| • April, 2007 | Reporting to the new PS and booking appointment with |

- vii. Greater interest in education by all stakeholders
- viii. Learner -friendly school environments
- ix. Reduced incidences of child abuse in schools and at home
- x. Evidence of CRC practice in schools

5.0 EVALUATION OF THE PROJECT

5.1 Pupil questionnaire

On Knowledge of child rights

Most of the pupils in the junior and senior primary are aware of their rights and very conversant with issues of child rights while in the infant section, half of the respondents were aware of their rights. Their main sources of information are radio, school and from fellow pupils. The rights which they are aware of include right to education, to a name, to good health, stay with their parents, clean water, to be protected, play, privacy, liberty, life, dressing, religion, human dignity.

On what they consider as abuse of their rights by the teachers:

Being whipped in class, sent away when late and not in school uniform, corporal punishment, some teachers not teaching adequately, not marking pupils' work, not given books to read at home, teacher absenteeism, calling pupils different names, staying the whole day without learning, insulting pupils, behaving immorally with pupils, sent home because of failure to pay development fees

On what they consider as abuse of their rights by other pupils:

Fighting one another, cheating each other that education is a waste of time, substance abuse, insulting one another , forced to do bad things like smoking hemp , being laughed at in class when one fails to give the rights answer, harassing each other, calling each other names, use of abusive language, pairing

On what they consider as abuse of their rights by their parents:

Being whipped, forced to stay at home to do some household chores, sent to school without food, not giving them what they need, cruelty to children, denied food for refusing to do household chores, parents quarreling and fighting(no peace at home), reminding orphans of their status, no time to study, forced teenage marriage, sending pupils to buy tobacco cigarettes and beer

On incidences which they consider as infringing upon their rights in school:

Being whipped at school, punishment which is disproportional to the offence committed, teacher absenteeism , unpreparedness of teachers, staying the whole day without learning, sent back home for being late, forcing pupils to work at teachers' houses, lack of teaching and learning materials, harassing each other, assigned activities beyond their age, sexual relationships, some subjects are not being taught especially non-examinable, teachers asking pupils to write notes on the chalk board , some teachers using abusive language, closing school tap when pupils want to use it, closing gate at 7:30 am, sending pupils away for failing to pay for development fees (over head costs).

On where they go when they see that their rights have been violated

Some have no where to go , others report to the head teacher, parents especially mothers, community members, class monitors, to fellow pupils, police, chiefs, teachers, to their relatives while others just keep quiet

On whether they are courageous enough to say that their rights have been violated:

Many pupils stated that they are not courageous enough to say so.

Reasons:

If their rights are violated by parents, the pupils do not report at school because these are considered as 'home issues' and culture demands that parents be respected whether they are right or wrong. At school, they don't report because they fear their teachers, afraid of being considered rude.

On teacher's readiness to assist when their rights are violated

Half the respondents stated that teachers are somehow ready to assist while , some stated that teachers are not willing and very few stated that their teachers are willing to assist.

On their head teacher's readiness to assist when their rights are violated

Half of the respondents stated that their teachers are somehow ready to assist , some stated that their head teachers are very willing to assist and very few stated that their head teachers are not willing to assist.

On how their rights are being promoted in school by:**i. Teachers**

By punishing those who have violated their rights, encouraging pupils to work very hard at school and observe school rules, encouraging them to take care of the surroundings and school property,

ii. Pupils

Working hard at school, patronizing school clubs where issues of child rights are discussed, encouraging each other to behave morally to avoid pregnancy and HIV and AIDS,

iii. Parents/guardians

Encouraging children to go to school, giving them time to study, discuss issues of child rights with children at home and during PTA meetings, discourage children from engaging in bad habits.

On whether punishment is administered at the school or not

Almost all the pupils stated that punishment is administered at the schools. The head teacher, deputy head teacher, teachers, prefects and monitors administer the punishment

The following were cited as reasons for being punished:

Reporting late, making noise in class, fighting, truancy, pupil absenteeism, stealing, use of abusing words, being rude to teachers, drinking beer, breaking and destroying school property, pairing , not wearing school uniform, teasing , climbing over a fence, injuring a friend, stepping on desks, not paying attention while the teacher is teaching, running away from manual work

Some of the forms of punishment that children are subjected to are as follows:

Whipping by teachers, weeding woodlots, planting and watering flowers, uprooting grass and trees, mopping toilets, sweeping the classrooms, cutting grass, digging pit latrines , carrying bricks, constructing teachers' toilets and fences for teachers, working in the school garden, sent back home, expulsion, given a transfer to another school, picking litter around the school premises,

On the time when punishment is administered:

During classes, after classes, during break and at times, immediately the offence is committed

On whether punishment was proportional to the offence committed:

Most of them stated that in most cases the punishment was not proportional to the offence committed.

On whether corporal punishment being one of the punitive measures pupils are subjected to or not:

Most children stated that corporal punishment was part of the measures that the school takes to punish offenders and it is administered by the teachers (in most cases), the head teachers, class monitors and school prefects

The following were cited as some of the reasons why pupils come to school late:

Late preparation at home because of household chores, sharing bathrooms, food not prepared in time, heavy rainfall, long distances and at times unsafe paths to school, waking up late, some walk slowly and play along the road to school, sexual harassment by some males, watching TV/video till late night,

On whether teachers also come late to school:

Half the respondents stated that teachers also report to school late. Reasons why teachers report late to school: long distances, sick relatives and negligence (laissez-faire attitude)

On rating of involvement of class monitors and school prefects in school activities:

Prefects and class monitors were rarely involved. Refer to table 1

On the rating of parents/guardians involvement in school activities:

Most students stated that parents are said to be moderately involved. Refer to table 2

The following were cited as occasions when parents have to come to school to be involved in educational issues:

During end of school year closing ceremony, when they are required to mould bricks for the school/ discuss issues of school development, pupil discipline, planting of a school woodlot, contribute money for terminal tests, children's welfare.

On the rating of pupil and teacher absenteeism: Teachers low, pupils moderate

On occurrence of incidences when cultural activities disturb activities of the school:

Most of the pupils stated that there are cultural activities that at times disturb the activities of the schools. Initiation, Masked dancers, wedding, installation of chief

Some pupils drop out during the school year, the following reasons were cited:

Irresponsible parents, being involved in small scale business, some are lazy and have negative attitude towards education, early marriages, teenage pregnancy, working on estates

On whether lack of school facilities could contribute towards school drop out or not:

Few stated that lack of some facilities and infrastructure could lead to school drop out.

The following were examples of the school facilities whose absence /lack of it could lead to school drop out:

Shortage of toilets, portable water, shortage of books, teachers, lack of classroom blocks, chairs and desks

The following were cited as organizations, departments and people who could assist in the promotion of child rights:

The police, Head teacher, Chiefs, UNICEF, Court, the Ombudsman, Member of Parliament

On presence of clubs and societies in the school where issues of child rights are discussed:

Most of the respondents stated that these are available such as Edzi Toto, Bible Club, Health Club, Youth Club, and Girl Guides.

On presence of club patrons during meetings:

Most students stated that patrons are present during the meetings

On how they would wish to contribute towards the promotion of child rights in schools:

Encourage friends at the school to join clubs where their rights are discussed; encourage friends to observe school rules

On rating of commitment of head teachers, teachers, class monitors and school prefects, parents and guardians in promoting rights of the child: All were not committed. Refer to table 3

On any other comments:

Teachers must desist from using abusive language in class; parents should not stop pupils from going to school and get married; the head teachers should stop selling notebooks and textbooks.

5.2 TEACHER QUESTIONNAIRE

The Child rights carrier subjects cited were Life Skills, General Studies and Social Studies and main sources of information Child rights education were the radio, TV and school. The child rights that they are aware of are the right to education, to be protected, to play, to privacy, to life, to religion

The following were cited as examples of violation of Child rights by

(i) Teachers:

Whipping pupils in class, sending pupils home when late and for not being in uniform, insulting pupils, administering punishment while others are learning

(ii) Pupils:

Fighting one another, bullying, insulting one another, being laughed at in class when one fails to give the rights answer

(iii) Parents:

Whipping them, being told to stay at home to do some household chores, forcing them to marry/get married, sending them to the markets during school hours, being harsh to children

Incidences considered as infringing upon rights of the child at

(i) Schools:

Being punished while other pupils are learning

(ii) Homes:

Whipping by parents, forced early marriages, household chores at the expense of study time

What is done when rights of the child are violated:

Report to head teacher, talk to the pupils

On whether the teachers are doing enough to defend the rights of the child when they discover that the rights of the child are being violated:

Most of the teachers stated that they are somehow doing something in promoting child rights like talking to the pupils and parents, counseling the pupils

On whether the teachers and head teachers are ready to assist in promoting the rights of the child especially when they are being violated:

Most of them stated that the head teachers and teachers are somehow ready and willing to assist.

On how child rights are being promoted in schools by :

(i) Teachers

Teaching Child rights through Life Skills Education and Social and Development Studies, enforcing school rules and regulations

(ii) Pupil:

Practicing what they have learnt

(iii) Parents

Encouraging children to go to school

On whether punishment is administered or not:

All the teachers stated that punishment is administered at the schools by teachers, head teachers, deputy head teacher, school prefects and monitors.

The following offences were cited as warranting punishment at the schools:

Late coming, absenteeism, use of abusive and obscene words and stealing

The following were cited as forms of punishments that pupils are subjected to:

Planting and watering flowers, uprooting grass and trees, mopping toilets, sweeping the classrooms, digging pit latrines, pruning trees, sent back home, ferrying bricks, picking litter around the school premises

On the time when punishment is administered:

Most teachers stated that punishment is administered after classes. A few said it is administered during lessons

On corporal punishment being one of the punitive measures pupils are subjected to:

Many teachers stated that corporal punishment was not part of the punitive measures that offenders are subjected to

On reasons as to why pupils come late, the following were cited:

Waking up late, they have to do a lot of household chores before starting off for school, watching video shows till late; others play on their way, long distances and negligent parents

On whether teachers come to school late or not:

Many teachers stated that teachers do not come to school late.

The following were cited as reasons why teachers come late:

They come from long distances since the school does not have adequate teacher's houses.

The involvement of class monitors and school prefects in planning of school activities, settling disputes amongst pupils, dissemination of information of new policies and promotion of student's welfare in school was rated very low. Refer to table 4

Many teachers stated that parents/guardians were often involved in school activities.

Examples of occasions when they are involved were: when called for Parent Teacher Association (PTA) meetings, End of school year ceremony), School Development Projects

The overall rating of pupil absenteeism was moderate while teacher absenteeism was rated low.

Most of the respondents stated that there are cultural activities that at times disturb the activities of the schools. The following were cited as examples: initiation ceremonies, masked dancers

Some pupils drop out during the school year, the following reasons that were cited:

Irresponsible parents, small scale business, negative attitude towards education, early marriages, teenage pregnancy, and working on estates (child labour)

Some teachers stated that lack of some facilities and infrastructure could lead to school drop out.

Reasons:

Learning in the open ground: pupils feel uncomfortable and when it rains classes end up abruptly, pupils not attentive because of passersby

Ineffective learning due to lack of teaching and learning resources,

Understaffing makes pupils to stay in class without learning,

The following were examples of the school facilities whose absence /lack of it could lead to school drop out:

Shortage of toilets, lack of portable water, shortage of books and teachers, lack of classroom blocks and desks

The following were cited as organizations, departments and people who could assist in the promotion of child rights: The police, Head teacher, Chiefs, UNICEF, Courts, The Ombudsman, and Members of Parliament

On presence of clubs and societies in the school where issues of child rights are discussed: many teachers stated that these are available and these included Edzi Toto, Health Clubs, Youth Club, and Girl Guides, Environmental Education Club.

Teachers are in attendance whenever members of the clubs and societies are meeting

On how they would wish to contribute towards the promotion of child rights in schools:
Most teachers stated they would encourage the teaching of rights of the child in schools

Most teachers rated head teachers and teachers as being very committed, class monitors and prefects, parents/guardians as somehow committed in promoting child rights

Lack of teaching materials, lack of teachers' guides, charts, were cited as major problems during lesson preparation

Other problems included difficult words in the resource books, misinterpretation of ones rights

The participatory methods that teachers usually use when teaching issues of child rights are Group work, Discussion, Role play

Group work was cited as the participatory method that teachers find difficult to use when teaching issues of child rights

Many teachers stated that they enjoy teaching issues of child rights because pupils character / behaviour/ conduct is reformed

The suggestions put forward to improve the teaching of Child rights were:

Holding workshops and INSETs/ refresher courses for teachers

5.3 HEAD TEACHER QUESTIONNAIRE

Issues of child rights were mainly covered in Life skills Education, General Studies and Social Studies. The main sources of issues on child rights were school, radio and TV. All the head teachers are aware of child rights and these included right to education, expression, life, religion, to be protected, play

Examples of abuse of child rights in schools by:

(i) Teachers

Sending them home when late, disproportional punishment, not marking pupils work, insulting pupils, teachers being too emotional with pupils , abandoning classes, failure of some teachers to find suitable punishments for pupils, poor teaching

(ii) Pupils:

Teasing, fighting one another in the infant classes

(iii) Parents:

Whipping, forced them to stay at home to do some household chores, sending them to school without food, Child neglect

On what the heads do when rights of the child are violated:

Talk to teachers and pupils, talk to the parents during PTA meetings, counseling them

On whether the school is doing a lot in defending the rights of the child when they discover that their rights are being violated:

Most of them stated they are trying their best in promoting child rights in schools.

On why they are they are not promoting the rights of the child at this school:

Lack of training in child rights and books on Child rights

On whether other teachers are ready to assist in promoting rights of the child in school especially when they are being violated:

Most heads that the teachers and head teachers are somehow ready and willing to assist.

On how rights of a child are being promoted by:

(i) Teachers:

By teaching the pupils, enforcing good relationships in school, discouraging corporal punishment

(ii) Pupils:

Joining clubs where their rights are discussed

(iii) Parents:

Sending children to school, providing them with their needs, teaching them good manners

On whether punishment is administered or not:

All the head teachers stated that punishment is administered in the schools and it is administered by teachers and head teachers. The offences for which pupils are punished are reporting late ,making noise, fighting, truancy, use of abusing words, not tucking in shirts and blouses, not doing home work

Some of the forms of punishments the pupils are subjected to are:

Reprimand, picking litter around the school premises, cutting grass, mopping, corporal punishment. The punishment is administered after classes, at times during classes and when the offence is committed

Most heads stated that the punishment is proportional to the offence committed while some said that it is not proportional.

Not proportional because sometimes some pupils are punished the whole day , some teachers give punishment according to the way they feel and not in relation to the offence.

Many heads stated that corporal punishment was part of the punitive measures that pupils are subjected to. Corporal punishment is administered by teachers and at times by the head teachers.

On why pupils come to school late, the following were cited as the reasons:

Lack of interest by some parents, waking up late, long distances, watching TV/video till late night

On whether teachers too reporting late for classes:

Some heads stated that teachers report late and the reasons were:

Long distances since the school does not have adequate teachers houses, they are happy when they quarrel with the head teacher, not committed, don't take pride in their career, negligence, poor health/illness, other commitments

The level of involvement and commitment by prefect in various activities at the schools was generally very low

On involvement of parents in school activities:

Parents were involved in school activities.

Occasions when parents/guardians are involved in school activities are:

During PTA meetings, discuss issues of school development, to discuss Issues of pupil discipline and during Open days

Generally the pupils absented themselves more than the teachers. Pupil absenteeism rated moderate while teacher absenteeism rated low.

All the head teachers stated that there are occasions/incidences where cultural activities disturb school activities and these included:

Sometimes m asked dancers come to disturb lessons, during the installation of village headmen, wedding ceremonies, and initiation ceremonies

Some pupils drop out/leave school during the school year and the reasons for dropping out/ leaving school are:

Household chores, lack of books, pencils and clothes, forced early marriages, teenage pregnancies, lack of parental care, laziness, some boys work as tenants

On whether lack of school facilities and lack of teaching and learning materials

could contribute towards pupils dropping out of school: Most heads said yes while a few said no

Example of school facilities and teaching and learning materials which might have

forced other pupils to drop out/leave school: Shortage of classroom blocks and toilets, lack of portable water

On knowledge of other organizations, departments and people who could assist in the promotion of child rights?

The police, FAWEMA, Ministry of Education, World Vision, UNICEF, Human rights commission, Courts, The Ombudsman, Women voice

On presence of clubs and societies in the school where issues of child rights /

Human rights are discussed: Most heads stated that these were available. Examples of some of the clubs are Edzi Toto, Bible Club, Wildlife, Sports clubs, Girl Guide. Most heads stated that teachers are always present during club meetings.

On how they would wish to contribute towards the promotion of child rights in Schools:

They would enforce observance of school rules and regulations and encourage fair treatment of pupils.

On whether the teaching of Child rights Education being on their supervision programmed?

Very few stated that implementation of child rights was not on their supervision schedule

On the availability of text books and other reference materials to assist the teaching and learning of Child rights Education:

All the heads stated that they do not have text books and other reference materials

On occasions where issues of child rights are shared and discussed:

During Staff meeting, PTA meetings, and during Assembly

The challenges that are being observed during the implementation of Convention on the rights of the Child are:

Lack of training in child rights, lack of reference materials, misinterpretation of the rights by both pupils and teachers, shortage of teachers

On the type of support which head teachers give to the teachers in relation child rights Education: Most of them stated that they give little support and this included reminding teachers not to give corporal punishment

On the impact of child rights Education on attitude and behaviour of:

(i) Pupils:

Misunderstanding of rights. However there has been moderate positive change in the observance of their rights

(ii) Teachers:

Failure to change mind set. Slight improvement.

(iii) Community

Most of them are not very much concerned in promoting rights of the child. Only few are concerned

On what they would recommend in order to improve the implementation of Child rights Education in schools: Train teachers in Child rights

Any other comments you would like to make on Rights of the Child:

Provide reference materials on child rights

5.4 PARENT QUESTIONNAIRE

Most of them stated that they had ever heard about child rights and the main sources of the information on child rights were radio, friends, church, children, Women NGO(Women Voice),TV. The child rights they were aware of were right to education, to expression, to life, to religion, to a name, to be protected, to play

On examples of violation of child rights by:

(i) Teachers:

Whipping pupils, sending them home, castigating slow learners, sending girls to do household chores at their houses

(ii) Pupils:

Teasing, fighting one another, insulting one another, disturbing each other, harassing each other, calling each other names

(iii) Examples of violation of child rights by parents:

Forcing them to stay at home to do some household chores

Incidences considered as infringing upon child rights:

(i) School

Being whipped at school, given punishment which is disproportional to the offence committed, forcing them to work at teachers' houses, teachers' sexual relationships with pupils

(ii) Home:

Being given a lot of work, forced to stop schooling for piece work, forced early marriage.

On what they do when they discover that rights of the child have been violated:

Hold discuss with fellow parents, report to head teacher

On whether they are courageous enough to say that the rights of their children are being violated:

Many parents stated that they are not courageous enough to say so.

Reasons

They are afraid that their children will be sent away from school

Afraid to be mistreated by others

On readiness and willingness of school management to assist when rights of the child are being violated:

Most parents stated that School Management Committees(SMC) are not willing, while few parents said SMC is somehow willing

"...School management committee at times not helpful at all and very corrupt..."
(Patsankhondo School)

On readiness and willingness of the community to assist when rights of the child are being violated:

Many parents stated that the community is not willing; few said the community is somehow willing to assist

On how rights of the child are being promoted by:

(i) Teachers

By punishing those who have violated our rights, some teachers are teaching well

(ii) Pupils:

Working hard at school, respecting teachers, reporting to authorities when a child is behaving immorally with a teacher,

(iii) Parents:

Encouraging children to go to school, giving them food

On whether punishment is administered or not,

All the respondent stated that punishment is administered at the school by teachers, head teachers, class monitors. The offences for which pupils are punished are: being late, making noise in class, fighting, truancy, absenteeism, use of abusive words, rudeness to teachers, not

wearing school uniform, teasing and bullying, knocking off earlier, failure to bring working tools

The forms of punishment pupils are subjected to:

Whipping by teachers, watering flowers, uprooting grass and trees, mopping toilets, sweeping the classrooms, cutting grass, digging pit latrines, sent back home, expelled from school, picking litter around the school premises,

Punishment is administered during lessons and after classes

Most parents stated that the pupils were subjected to punitive measures that were not proportional to the offence committed and had the following reasons for saying so:

Not proportional because sometimes they are punished the whole day and that teachers give punishment according to the way they feel.

Most parents stated that corporal punishment was part of the punitive measures that pupils are subjected to and is administered by the teachers and the head teachers.

On reasons why pupils come to school late:

Waking up late and long distances

Most parents stated that teachers also report late and some of the reasons why teachers' report late are long distances , illness, drinking heavily the previous day, negligence.

The pupils were rarely involved in planning of school activities, settling of disputes amongst pupils, dissemination of information on new policies and promotion of student's welfare in the school.

Parents and guardians were somehow involved in school activities especially during school development activities

On occasions when they are involved in issues at the school:

During end of school year ceremony, when they come to mould bricks for the school/ school development, pupil discipline, contribute money for terminal tests. Refer to table 5.

On rating of absenteeism amongst teachers, pupils:

Both teachers and pupils rated moderate but was worse on market days

They stated that there are occasions when school activities get disturbed by cultural activities and these included: masked dancers come to disturb lessons, wedding ceremonies, initiation ceremonies

Some pupils drop out/leave school during the school year and some of the reasons for dropping out/ leaving school were:

Early marriages, teenage pregnancies, poverty, peer pressure, lack of interest/no role models, cruel teachers

Most parents feel that lack of school facilities and infrastructure contribute to school drop

Reasons:

Lack of exercise books, shortage of classroom blocks especially during the rainy season, some pupils have nobody to buy them school items

Those who said no, feel that the pupils are just lazy while others feel they are old enough to marry.

Examples of school facilities and teaching and learning materials which might have forced other pupils to drop out/leave school:

Shortage of toilets, safe and clean, teachers and lack of classroom blocks

Some of the other organizations, departments and people which can assist the promotion of human rights:

The police, FAWEMA, Ministry of Education, World Vision, UNICEF, Human rights commission, Court, The Ombudsman, Women voice

Many parents stated that pupils participated in clubs and societies at their schools
Some of the clubs which they were aware of are Edzi toto, bible club, Girl Guide

On the availability of patrons when pupils meet:

Most parents stated that teachers are always available while a few stated that sometimes teachers are not available.

On how they wish to contribute towards the promotion of child rights in Schools

Parents and teachers to meet regularly, encourage pupils to go to school

On levels of commitment:

Most parents stated that the head teachers were committed, the teachers were somehow committed, class monitors and prefects were somehow committed. Some parents were not aware of the rights of the child and could not comment on their commitment.

On any other comments on CRC

Punishments should be administered after classes, government should provide the necessary supplies to schools

5.5 PEA QUESTIONNAIRE

Most of them have not been oriented to child rights education although they seem to be aware of some of the rights of the child.

On whether teachers are interested in teaching Child rights education, most of them stated that teachers have often asked them reference books on human rights which they find to be relatively new on the school curriculum.

They have not observed any challenges in the implementation of child rights education in schools because they have not taken any initiative to observe. They have not observed any good practices in the teaching of child rights education. They also stated that there are no books on child rights as such pupils don't have access to these books.

PEAs could not comment on incidences of child abuse in schools in their zones despite the fact that it was evident from parents and pupils that there were several incidences of abuse of child rights for example pupils sent away for over three week on trivial issues, pupils whipped heavily and teachers behaving immorally with pupils.

It was reported that the PEAs office has not handled cases of abuse of child rights. PEAs expressed interest to be exposed more on issues of child rights to enable them monitor the implementation of the convention on the rights of children.

5.6 DEM's QUESTIONNAIRE

They stated that they are able to know that human rights issues are taught in schools from the many requests they get on books on human rights from the schools.

On the percentage of primary schools in their district are teaching child rights carrier subjects Education

They could not clearly state the percentage but were quick to point out since issues of human rights are covered in Social Studies, General Studies and Life Skills .

Comment on the incidences of abuse of child rights in schools in their district:

The incidences are there but in most cases they are not reported

On how are incidences of abuse of child rights in schools their district are reported:

Some are reported through Primary Education Advisor, through head teachers, parents, and anonymous letters

How often do you get reports of incidences of abuse of child rights:

Could not comment on frequency but are many at the beginning of the term and school calendar

The most common forms of abuses reported are corporal punishment, heavy punishment, unreported expulsion from school, pupils being sent away for failure to pay school development fund and other overhead costs (contributions), teachers falling in love with pupils, child neglect, teachers abandoning classes, sit-ins.

The main groups of people (culprits) who are reported to be violating are the teachers, pupils themselves and members of the community including parents and guardians

How does your office handle cases of abuse of child rights in schools in your district reported:

Some are handled at district level; others have to be referred to Ministry Headquarters and to courts.

Why do you think incidences of child abuse would negatively affect the quality of education of the child and the social economic development in general of this country:

When there are a lot of incidences of child abuse, schools no longer become conducive learning environments and this lead to high drop out and as leaders of tomorrow, pupils are therefore not prepared for challenging jobs in the world of competition.

How would they wish to contribute towards the promotion of child rights in schools?

Make sure teaching materials on child rights reach schools

Participate in advocacy meetings aimed at promoting the implementation of the rights of the child. Cases on violation of child rights are concluded in time. issues of child rights are discussed at many forums where teachers/educators meet and are discussed during meetings with parents and other stakeholders

Comment on the availability of books for pupils and Teachers on issues of child rights, human rights.

Very few books are available for teachers. Issues of child rights are relatively new and there is need to orient teachers on issues of human rights

What other comments do you have on the teaching of human rights and child rights issues in schools:

Issues of child rights should be tackled by all the stakeholders and not just the Ministry of Education

5.7 Analysis

The Study carried out in the six schools has uncovered incidences of violation of child rights both at school and home.

Both teachers and pupils acknowledge the fact that At home, girls are subjected to more household chores than boys before the start off to school and immediately they return from schools. Consequently these children go to school late, don't concentrate. Young children and girls are attached along the way to school. Even in the homes, some of the children are subjected to violent behaviour of parents. Some are denied food and whipped for refusing to perform household chores. Girls and older children are forced to stay at home and look after siblings and sick relatives and some girls are forced to marry despite the many campaigns on the importance of educating the girl child.

While at school they are also subjected to all forms punishments which at times are not proportional to the offence committed. Worse still the punishments are administered when others are learning. Teachers who are supposed to be agents of change are at times in the forefront in violating pupils' rights. Some of them report for classes late, some don't teach at all despite being present in the schools and some insult pupils by calling them names and administer corporal punishment which is not acceptable in Malawi. Adolescent girls are particularly vulnerable to sexual abuse and harassment by older male pupils and male teachers. Some schools perpetuate and reinforce gender stereo-typing and allow violent behaviour and abuse to go unchecked

Despite tuition being free in some cases pupils have to pay other overhead cost such as examination fees, school development fund and sometimes pupils are sent back home for unspecified period of time for failure to pay some of these overhead costs. In this hostile atmosphere, pupils especially girls, rarely report cases of abuse, citing distrust for teachers and school authorities and fear that they themselves will be blamed.

Despite the presence of monitorial and school prefect system, the pupils are rarely consulted during the planning of school activities. Parents were reported to be involved in school activities but mostly when they are required to contribute towards school development activities and when their children have been involved in discipline case.

In some cases, communities' responses to reports of abuse are kept under the carpet, with teachers and parents colluding to suppress the problem. It was also evident from the study that in some instances the reported cases are suppressed not only by teachers and head teachers but also in higher offices such as the Zonal, District and Division.

It was also evident from the study that lack of school infrastructures such as classroom blocks, toilets, teaching and learning materials and fewer teachers make the learning environment not child friendly. Some of the few available resources are positively skewed towards senior pupils. For example, lessons for infant classes being conducted in the open air and classes

ending up earlier during the rainy season. School furniture is only available in the senior classes.

It was also evident from the study that there are many organizations which are working on rights of the child but their work seems not to be well coordinated and concentrated in few areas and yet there are many areas which ought to be reached. Teachers too need some training and orientation on issues of child rights to enable them teach, embrace the CRC practice. They also need other resources to enable them deploy the participatory teaching methodologies.

It was also evident that CRC could be better embraced if all the stakeholders (parents, teachers, pupils) clearly understood their rights, responsibilities and roles. There should be collaboration amongst all these stakeholders to ensure provision, participation and protection.

5.7 Summary of findings

1. According to the Laws of Malawi, Corporal Punishment is not allowed. Teachers' responses were that corporal punishment is not administered while pupils' and parents responses showed that it is still being implemented.
2. There is knowledge gap on child rights amongst teachers and the Primary Education Advisors
3. Teaching strategies that are being used to teach child rights are teacher centred
4. Cases/incidences of violation of child rights are concealed at all levels and where they are reported, it takes to be concluded.
5. School management committees are not empowered hence fail to make decisions/take action
6. There is knowledge gap between urban and rural areas. Pupils in urban areas seem to know more about child rights issues than those from the rural areas
7. There is generally lack of reference books on child rights in the schools
8. The main sources of information on child rights were the radio and the pupils themselves
9. Some teachers do not teach Life Skills Education which is one of the carrier subjects of child rights issues
10. Although there seem to be several NGOs working on child /human rights, there seem to be no proper coordination amongst these and they seem not have penetrated the rural areas
11. Schools are expected to be the main source of information on child rights but are not promoting child rights issues at all
12. The child parliament is not given chance in the media(radio, newspaper and TV) to sensitise the public on issues concerning child rights

5.8 Limitations

- i. Changes of Principal Secretary and his deputy and Director of Finance and Administration affected administration of questionnaires as these had pledged support
- ii. Lack of appreciation by our immediate bosses to spare us more time to concentrate of the project
- iii. Time constraint because of official assignments/ engagements
- iv. Lack of knowledge on good governance, human rights at various levels
- v. Child rights issues expose weaknesses in administration head teachers, District Education offices and Ministry Head quarters
- vi. For a long time, the country was under the autocratic rule where everybody observed

the four corner stones: unity, loyalty, obedience and discipline. This makes people including pupils not to question those in authority

- vii. Teachers are slow in taking up their responsibility as agents of change
- viii. We could not start our project immediately because schools were on holiday, school calendar, academic year began in January, 2007

5.9 way forward

- i. Use existing structures in the Ministry (monthly management meetings) to brief Management about the extent of child abuse in schools and suggested way forward
- ii. Meetings with pupils, teachers, parents, head teachers from the schools involved in the survey(April, 2007)
- iii. Brief all the primary school education advisors on the survey results and way forward May-July.

On – going after the project

- iv. Incorporate issues of CRC in the school administration handbook, school inspectors handbook and safety in our school handbooks
- v. Review on going activities/programmes to adequately incorporate issues of child rights e.g. Joyful learning, Safe Schools/child friendly, School Health and Nutrition, Child Parliament, National Strategy on Community participation where PTAs and School Management Committees are being trained, mentorship handbook where topic on human rights has been incorporated
- vi. Strengthen the relationships with line Ministries(Justice, Gender & Child Development, labour, Sports & Culture, Health) and partners in Human Rights, Sexual Reproductive Health & HIV/AIDS

6.0 Conclusion and recommendations

The results of the survey conducted using the data collected through questionnaires show that incidences of child abuse are still very common in Malawian primary schools. The responsibility of the team is now to disseminate the results to all stake holders so that a conducive environment is created for all learners in the Malawian schools. Human Rights is an area where a lot is being said but not much is being done. These issues should be tackled by all the stake holders and not just the Ministry of Education, Science and Technology. Our task is to bring change as change agents in Malawi.

From the study , it is evident that incidences of violation of child rights is common in schools and homes. Girls are subjected to more household chores than boys before the start off to school and immediately they return from schools. Consequently these children go to school late, don't concentrate. While at school they are also subjected to all forms punishments which at times are not proportional to the offence committed. Worse still the punishments are administered when others are learning.

Teachers who are supposed to be agents of change are at times in the forefront in violating pupils' rights. Some of them report for classes late, some don't teach at all despite being present in the schools and some insult pupils by calling them names and administer corporal punishment which is not acceptable in the Constitution of the Republic of Malawi. Adolescent girls are particularly vulnerable to sexual abuse and harassment by older male pupils and male

teachers. In some schools perpetuate and reinforce gender stereo-typing and allow violent behaviour and abuse to go unchecked. Young children and girls are attached along the way to school. Even in the homes, some of the children are subjected to violent behaviour of parents. Some are denied food and whipped for refusing to perform household chores. Girls and older children are forced to stay at home and look after siblings and sick relatives and some girls are forced to marry despite the many campaigns on the importance of educating the girl child.

At school, some of the pupils are also subjected to hostile atmosphere by fellow children and teachers. Young children are bullied and ridiculed by older children. At times children are forced to work at teachers' houses as punishment. Pupil/ teacher contact period is reduced by frequent pupil/ teacher absenteeism, teachers reporting late for classes and some cultural activities disrupting school activities.

Despite tuition being free in some cases pupils have to pay other overhead cost such as examination fees, school development fund and sometimes pupils are sent back home for unspecified period of time for failure to pay some of these overhead costs. In this hostile atmosphere, pupils especially girls, rarely report cases of abuse, citing distrust for teachers and school authorities and fear that they themselves will be blamed.

Despite the presence of monitorial and school prefect system, the pupils are rarely consulted during the planning of school activities. Parents were reported to be involved in school activities but mostly when they are required to contribute towards school development activities and when their children have been involved in discipline case.

In some cases, communities' responses to reports of abuse are kept under the carpet, with teachers and parents colluding to suppress the problem. It was also evident from the study that in some instances the reported cases are suppressed not only by teachers and head teachers but also in higher offices such as the Zonal, District and Division.

It was also evident from the study that lack of school infrastructures such as classroom blocks, toilets, teaching and learning materials and fewer teachers make the learning environment not child friendly. Some of the few available resources are positively skewed towards senior pupils. For example, lessons for infant classes being conducted in the open air and classes ending up earlier during the rainy season. School furniture is only available in the senior classes.

It was also evident from the study that there are many organizations which are working on rights of the child but their work seem not to be well coordinated and concentrated in few areas and yet there are many areas which ought to be reached. Teachers too need some training and orientation on issues of child rights to enable them teach, embrace the CRC practice. They also need other resources to enable them deploy the participatory teaching methodologies.

It was also evident that CRC could be better embraced if all the stakeholders (parents, teachers, pupils) clearly understood their rights, responsibilities and roles. There should be collaboration amongst all these stakeholders to ensure provision, participation and protection.

Recommendations

To Ministry of Education

1. Intensify child rights advocacy at all levels

2. Train more teachers so that shortage of teachers is minimised
3. Ensure availability of teaching and learning materials in schools including those on child rights

To the District Education Manager

1. Intensify child rights advocacy at district level
2. Ensure equitable distribution of teachers in the district
3. Follow up on disciplinary cases involving pupils and teachers
4. Support in- service courses for teachers in the district
5. Should have special interest on administration of punishment, teacher preparedness, general conduct of pupils and teachers, various fees that school charge(overhead costs) in his/her district

To the Primary Education Advisor

1. Intensify child rights advocacy at zonal level
2. organise in-service courses on child rights at zonal level
3. regularly supervise teachers in schools
4. follow up on incidences of child abuse
5. Should have special interest on administration of punishment, teacher preparedness, general conduct of pupils and teachers, various fees that school charge(overhead costs) in his/her zone

To NGOs(Non Governmental Organisations)

1. Assist government in addressing some of the exclusionary factors that affect children
2. Assist in child rights advocacy
3. Assist in building capacity of school management committees
4. assist in providing school facilities
5. Assist in funding INSETS/workshops where issues of child rights and child friendly schools are discussed

To the head teachers

1. Reinforce code of conduct for both teachers and children
2. Enforce school rules and regulations
3. Discipline committees should regularly meet and oversee the administration of punishment in schools
4. Ensure that appropriate punishment is administered and after classes
5. Create a safe space for all children
6. Ensure that children are aware of their rights and responsibilities
7. Encourage pupils to participate in co-curricula activities
8. Ensure that teachers are being supervised by sectional heads
9. involve students in decision making and planning of school activities
10. Arrange for school based INSETS where issues of child rights can be discussed

To teachers

1. Teaching should be learner centred
2. No stereotyping of children
3. Avoid discrimination
4. Prepare for all lessons and be in class on time
5. create a safe space for all children

To the community(parents/guardians)

1. Strengthen the school /community linkages and partners so incidences of child abuse both in schools and homes are reduced
2. All stakeholders in education should work together in order to minimise the effects of exclusionary factors in school that affect children among which are poverty, long distances to schools, abuse in school and homes, orphanhood, child labour, cultural factors, gender stereotyping, availability of school facilities
3. The families and schools should work together to contribute towards achievement of children
4. Communities should support children from child headed families
5. Communities should ensure safety of children as they walk to and from school
6. No stereo typing of children.
7. Parents should provide the basic needs of children such as breakfast

7.0 REFERENCES

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APPENDICES

i. Instruments

INSTRUMENT 1: FOCUS GROUP DISCUSSION GUIDE FOR PUPILS

SECTION A: DEMOGRAPHIC DATA

- 1 School:.....2. Standard:.....
- 2 Zone: 4. District:.....
- 5) Division: 6.Number of pupils in the group:
- 7. Age range: Youngest: Oldest:
- 8 Facilitator: 9. Designation of facilitator:
- 10.Date:

SECTION B: FOCUS GROUP DISCUSSION QUESTIONS

11. (a) Have you ever heard of child rights ?

Number saying Yes in FGD	
Number saying No in FGD	

(b) From where ? (tick and indicate number if the FGD saying so)

Source	Number
At School	
In Class	
During Assembly	
From the radio	
On TV	
Church	
Mosque	
From Friends	
Other Sources (specify)	

- 12. What are some of the rights which you are aware of?
.....
- 13. What are examples of violation of Child rights by:
 - a. The teachers:.....
 - b. The pupils.....
 - c. Parents (Guardians)
- 14. What incidences would you consider as infringing upon your rights in the school?.....
What incidences would you consider as infringing upon your rights at home?
.....
- 16. Where do you go when you see that your rights have been violated?
.....
- 17. Do you think you are courageous enough to say that your rights are being violated?

.....
18. If no, why are you afraid to say so?.....

19. Do you think your teacher is ready to assist you when your rights are being Violated ?

	Ready	Somehow ready	Not willing
Teacher readiness			

20. Do you think your Head teacher is ready and willing to assist you when your rights are being violated ?

	Ready & willing	Somehow	Not willing
Head teacher readiness			

21. How are Rights of the Child being promoted in School by:

The teachers:

b. The pupils

c. Parents (Guardians)

22.(a) Is punishment administered at this school?

Number saying Yes in FGD	
Number saying No in FGD	

(b). Who administers the Punishment?

.....
(c) What are some of the offences for being punished

23.(a) What forms of punishment are the pupils subjected to?

.....
(b). When is punishment administered?(During lessons or after school hours)

.....
24. In your opinion/views do you feel the punishment proportional to the offence?

(Yes/No)

Number saying Yes in FGD	
Number saying No in FGD	

Reasons for your answer (s)

Yes:.....

No:.....

25. Is Corporal punishment part of the punitive measures that the school takes to punish offenders? (Yes/No)

Number saying Yes in FGD	
Number saying No in FGD	

26. Who administers the corporal punishment.

.....
27. (a) Why do pupils come to school late?

.....
(b). Do teachers also come late? (Yes/No)

Number saying Yes in FGD	
--------------------------	--

Number saying No in FGD	
-------------------------	--

Why?.....

28. (a) How would you rate the involvement of class monitors and school prefects in the following activities:

	High	Moderate	Low
Planning of school activities			
Settling of disputes amongst pupils			
Dissemination of information on new policies			
Promotion of Students welfare in school			

(b) How often are your parents/guardians involved in school activities?

	Very often	Rarely	Not at all
Parents/Guardians' involvement			

(c) Can you mention occasions when parents have to come to school to be involved in Educational issues?.....

29. How would you rate the levels of absenteeism amongst teachers, pupils etc

	Very high	Moderate	Low
Pupil			
Teacher			

30. (a) Are there incidences where cultural activities disturb the activities of the schools? Yes/No

(b).What are examples of these incidences ?.....

31. Some pupils drop out/leave school during the school year. What do you think are the reasons for dropping out/ leaving school?.....

32. Do you think lack of school facilities and lack of teaching and learning materials have contributed towards pupils dropping out of school?

Number of pupils saying Yes	
Number of Pupils saying No	

Reasons for your answer(s)

Yes:.....

No:.....

33. What are example of these school facilities and teaching and learning materials which might have forced other pupils to drop out/leave school?

34. Who are the other organizations, departments and people who you think can assist the promotion of human rights?.....

35. Are there clubs and societies in the school where issues of child rights / human rights are discussed?.....

36. If yes what are these clubs and societies?.....
37. Is the patron available when the meetings and activities take place?
38. How would you wish to contribute towards the promotion of child rights in Schools?
.....
39. How would you rate the level of commitment in promoting rights of the child in your school by the following groups of people:

	Very Committed	Committed	Somehow	Not committed
Head teacher				
Teachers				
Class monitors				
Prefects				
Parents/Guardians				

40. Any other comments you would like to make on Rights of the Child
.....

INSTRUMENT 2: TEACHER INTERVIEW

SECTION A: DEMOGRAPHIC DATA

- 1 School:..... 2.Zone:.....3.District:.....
4. Division:.....5.Sex of teacher: Female/ Male
- 6.Qualification of teacher: T2.....T3.....Other (Specify).....
- Number on roll: Boys:.....Girls.....
8. Number present: Boys:.....Girls.....
9. Age range: Youngest:.....Oldest.....
10. Observer/interviewer:.....11.Designation of observer/interviewer:.....
12. Date:.....

SECTION B: FOCUS GROUP DISCUSSION QUESTIONS

- 13.(a) What are Child rights carrier subjects that you teach ?.....
- (b) What could be other sources of information on Child rights education ? (tick and indicate number if the FGD saying so)

Source	Number
At School	
In Class	
During Assembly	

From the radio	
On TV	
Church	
Mosque	
From Friends	
Other Sources (specify)	

14. What are some of the rights of the child which you are aware of?.....

15. What are examples of violation of Child rights by:

- b. The teachers:
- c. The pupils
- c. Parents (Guardians)

What recent incidences would you consider as infringing upon rights of the child at this school?.....

What incidences would you consider as infringing upon rights of the child in their homes?.....

18. What do you do when you see that rights of the child have been violated?
.....

19. Do you think you are doing a lot in defending the rights of the child when you discover that their rights are being violated?.....

20. If no, why are you not promoting the rights of the child at your school?.....

21. Do you think other teachers are ready to assist in promoting rights of the child
In school especially when they are being violated?.....

	Ready	Somehow ready	Not willing
Teachers readiness			

22. Do you think your Head teacher is ready and willing to assist in promoting the rights of the child especially when they are being violated ?

	Ready & willing	Somehow	Not willing
Head teacher readiness			

23. How are Rights of the Child being promoted in School by:

- The teachers:
- c. The pupils
- c. Parents (Guardians)

24.(a) Is punishment administered at this school? Yes/No
(b). Who administers the Punishment?.....

(c) What are some of the offences for being punished ?.....

25.(a) What forms of punishment are the pupils subjected to?.....

(b). When is punishment administered?(During lessons or after school hours).....

26. In your opinion/views do you feel the punishment proportional to the offence?

(Yes/No)

Reasons for your answer (s)

Yes:.....

No:.....

27. Is Corporal punishment part of the punitive measures that the school takes to punish offenders? (Yes/No)

28. Who administers the corporal punishment.....

29. (a) Why do pupils come to school late?.....

(b). Do teachers also come late? (Yes/No)

Why?.....

30. (a) How would you rate the involvement of class monitors and school prefects in the following activities:

	High	Moderate	Low
Planning of school activities			
Settling of disputes amongst pupils			
Dissemination of information on new policies			
Promotion of Students welfare in school			

(b) How often are the parents/guardians involved in school activities?

	Very often	rarely	Not at all
Parents/Guardians' involvement			

(c) Can you mention occasions when parents have to come to school to be involved in Educational issues?.....

31. How would you rate the levels of absenteeism amongst teachers, pupils etc

	Very high	Moderate	Low
Pupil			
Teacher			

32. (a) Are there incidences where cultural activities disturb the activities of the schools? Yes/No

(b). What are examples of these incidences ?.....

33. Some pupils drop out/leave school during the school year. What do you think are the reasons for dropping out/ leaving school?.....

34. Do you think lack of school facilities and lack of teaching and learning materials have contributed towards pupils dropping out of school?

Reasons for your answer(s)

Yes:.....

No:.....

35. What are example of these school facilities and teaching and learning materials which might have forced other pupils to drop out/leave school?

36. Which are the other organizations, departments and people who you think can assist in the promotion of child rights?.....

37. Are there clubs and societies in the school where issues of child rights / human rights are discussed?.....

38. If yes what are these clubs and societies?

39. Is the patron available when the meetings and activities take place?

 40. How would you wish to contribute towards the promotion of child rights in Schools?

41. How would you rate the level of commitment in promoting rights of the child in your school by the following groups of people:

	Very Committed	committed	Somehow	Not committed
Head teacher				
Teachers				
Class monitors				
Prefects				
Parents/Guardians				

SECTION C: TEACHING OF CHILD RIGHTS CARRIER SUBJECTS

42. What problems, if any, do you face in teaching Child rights as regards:
 a Lesson preparation?.....
 b Teaching and learning resources?.....
 c Content.....
 d Teaching and learning activities?.....
 e Pupils' attitude towards CRC carrier subjects?.....
 f Instructional materials?.....
 g Time allocation?.....
 h Language?.....
43. Which participatory methods do you normally use when teaching issues of child right Education?.....
44. Which of the participatory methods do you find difficult to use when teaching issues of Child rights Education?.....
45. a For how long have you been teaching issues of child/human rights?.....
 b Do you enjoy teaching child rights Education?.....
 c Give reasons for your answer to 28 (b).....
46. What suggestions do you have for improving the teaching and learning of child rights/human rights issues?.....
47. a Were you trained in human and child rights Education? Yes No
 b By who?.....
 c How many times?.....
 d How long was the training?.....
48. Do you get supervised in human rights/ child rights carrier subjects by:
 a the headteacher?.....
 b section head?.....
 c primary education advisor (pea)?.....
49. What help do you get in the teaching of human rights/ child rights Education from:
 a. the headteacher?.....
 b. other teachers?.....
 c. other education officials?.....
 d. community?.....
 e. others (specify).....
50. What behavioural changes, if any, have you noted in the learners since you started teaching human /child rights Education?.....

51. Any other comments you would like to make on Rights of the Child :

INSTRUMENT 3: PRIMARY SCHOOL HEADTEACHER QUESTIONNAIRE

SECTION A: DEMOGRAPHIC DATA

1. School:.....2.Address:.....
3. Zone:4.District:.....5.Division.....

1. Proprietor (please tick one):

<input type="checkbox"/>	Government
<input type="checkbox"/>	Religious agency (specify type of religious agency)
<input type="checkbox"/>	Private (specify name of proprietor)

2. Type of institution (please tick one):

<input type="checkbox"/>	Girls only
<input type="checkbox"/>	Boys only
<input type="checkbox"/>	Co-education

3. Sex of headteacher:

M	<input type="checkbox"/>	F	<input type="checkbox"/>
---	--------------------------	---	--------------------------

4. Age of headteacher:

5. Experience:

- a. Year qualified as teacher:
- b. Number of years as teacher:
- c. Number of years as headteacher

6. Qualifications (please tick where appropriate):

a. Academic

JCF	<input type="checkbox"/>
-----	--------------------------

MSCE	<input type="checkbox"/>
------	--------------------------

Other (specify):

b. Professional

T2	<input type="checkbox"/>
----	--------------------------

T3	<input type="checkbox"/>
----	--------------------------

M.I.E./BU	<input type="checkbox"/>
-----------	--------------------------

MSSSP	<input type="checkbox"/>
-------	--------------------------

Tick as many as applicable.

Other (specify):

7. Type of teacher training programme attended (please tick where appropriate):

1 year	<input type="checkbox"/>
--------	--------------------------

2 year	<input type="checkbox"/>
--------	--------------------------

MASTEP	<input type="checkbox"/>
--------	--------------------------

MIITEP	<input type="checkbox"/>
--------	--------------------------

Other (specify):

8. Were you trained in child rights/human rights? Yes/No

SECTION B: AWARENESS ON CRC

11.(a) What are Child rights carrier subjects that are taught in this school ?

(b) What could be other sources of information on Child rights education ? (tick and indicate number if the FGD saying so)

Source	Number
At School	
In Class	
During Assembly	
From the radio	
On TV	
Church	
Mosque	
From Friends	
From parents	
Other Sources (specify)	

12. What are some of the rights of the child which you are aware of?.....

13. What are examples of violation of Child rights by:

c. The teachers:

d. The pupils

c. Parents (Guardians)

14. What recent incidences would you consider as infringing upon rights of the child at this school?.....

18. What incidences would you consider as infringing upon rights of the child in their homes?
.....

19. What do you do when you see that rights of the child have been violated?
.....

20. Do you think the school is doing a lot in defending the rights of the child when you discover that their rights are being violated?.....

21. If no, why are you not promoting the rights of the child at this school?.....

22. Do you think other teachers are ready to assist in promoting rights of the child

In school especially when they are being violated?

	Ready	Somehow ready	Not willing
Teachers readiness			

23. Do you think yourself as a head teacher are ready and willing to assist in promoting the rights of the child especially when they are being violated ?

	Very ready & willing	Somehow ready	Not willing
Head teacher readiness			

24. How are Rights of the Child being promoted in School by:

a. The teachers:

b. The pupils

c. Parents (Guardians)

25.(a) Is punishment administered at this school? Yes/No

(b). Who administers the Punishment?.....

- (c) What are some of the offences for being punished ?.....
- 26.(a) What forms of punishment are the pupils subjected to?.....
 (b). When is punishment administered?(During lessons or after school hours)

27. In your opinion/views do you feel the punishment proportional to the offence?
 (Yes/No)
 Reasons for your answer (s)
 Yes:.....
 No:.....
- 28.(a) Is Corporal punishment part of the punitive measures that the school takes to punish offenders? (Yes/No)
 (b) If yes, on what basis?.....
29. Who administers the corporal punishment.....
30. (a) Why do pupils come to school late?.....
 (b). Do teachers also come late? (Yes/No)
 Why?.....
31. (a) How would you rate the involvement of class monitors and school prefects in the following activities:

	High	Moderate	Low
Planning of school activities			
Settling of disputes amongst pupils			
Dissemination of information on new policies			
Promotion of Students welfare in school			

(b) How often are the parents/guardians involved in school activities?

	Very often	Rarely	Not at all
Parents/Guardians' involvement			

(c) Can you mention occasions when parents have to come to school to be involved in Educational issues?.....

32. How would you rate the levels of absenteeism amongst teachers, pupils etc

	Very high	Moderate	Low
Pupil			
Teacher			

33. (a) Are there incidences where cultural activities disturb the activities of the schools? Yes/No
 (b). What are examples of these incidences ?.....

34. Some pupils drop out/leave school during the school year. What do you think are the reasons for dropping out/ leaving school?.....

35. Do you think lack of school facilities and lack of teaching and learning materials have contributed towards pupils dropping out of school?

Reasons for your answer(s)
 Yes:.....
 No:.....

36. What are example of these school facilities and teaching and learning materials which might have forced other pupils to drop out/leave school?

37. Which are the other organizations, departments and people who you think can assist in the promotion of child rights?.....
38. Are there clubs and societies in the school where issues of child rights / human rights are discussed?.....
39. If yes what are these clubs and societies?
40. Is the patron available when the meetings and activities take place?
41. How would you wish to contribute towards the promotion of child rights in Schools?
.....
42. How would you rate the level of commitment in promoting rights of the child in your school by the following groups of people:

	Very Committed	Committed	Somehow	Not committed
Teachers				
Class monitors				
Prefects				
Parents/Guardians				

SECTION C: IMPLEMENTATION OF CHILD RIGHTS EDUCATION IN SCHOOLS

43. Is the teaching of Child rights Education on your supervision programme?
Yes/No
44. Are text books and other reference materials available to assist the teaching and learning of Child rights Education?
45. At what other forums are issues of child rights discussed in your school?:
.....
46. What are the challenges that you have observed in the implementation child rights carrier subjects in your school?:
47. What type of support do you give to the teachers in relation child rights Education?
.....
48. What type of support do you get from others in relation to child rights Education?
.....
49. What other support do you feel you need in relation to child rights Education?
.....
50. What is the impact of child rights Education in your school on the following:
a. Pupils' attitude and behaviour?:
- b. Teachers' attitude and behaviour?:
51. What is the community's attitude towards teaching of child rights Education?
.....

SECTION D: RECOMMENDATIONS AND GENERAL COMMENTS

52. What would you recommend in order to improve the implementation of Child rights Education in schools?.....
53. What other general comments do you have on implementation of child rights in schools?.....
54. Any other comments you would like to make on Rights of the Child:

INSTRUMENT 4: FOCUS GROUP DISCUSSION GUIDE FOR COMMUNITY (PARENT/GUARDIANS AND LEADERS)

SECTION A: DEMOGRAPHIC DATA

- 1 Date:2. Facilitator:
- 2 Number of participants: Females: Males:
- 3 Name of School:5. Zone:6.District:
- 4 Division:

SECTION B: FOCUS GROUP DISCUSSION QUESTIONS

8. (a) Have you ever heard of child rights ?

Number saying Yes in FGD	
Number saying No in FGD	

(b) From where ? (tick and indicate number if the FGD saying so)

Source	Number
At School	
In Class	
During Assembly	
From the radio	
On TV	
Church	
Mosque	
From Friends	
From pupils	
Other Sources (specify)	

- 9. What are some of the rights of the child which you are aware of?.....
- 10. What are examples of violation of Child rights by:
 - a. The teachers:.....
 - b. The pupils.....
 - c. Parents (Guardians).....
- 11. What incidences would you consider as infringing upon rights of children in the school?.....
- 12. What incidences would you consider as infringing upon rights of children in homes ?
.....
- 13. What do you discover the rights of children have been violated?
.....
- 14. Do you think you are courageous enough to say that rights of children are being violated?
.....

If no, why are you afraid to say so?.....

Do you think the school management is ready to assist when rights of children are being violated ?

	Ready	Somehow ready	Not willing
School's readiness			

15. Do you think the community is ready and willing to assist you when your rights are being violated ?

	ready & willing	Somehow ready	Not willing
Community's readiness			

18. How are Rights of the Child being promoted in School by:

The teachers:

b. The pupils

c. Parents (Guardians)

19. (a) Is punishment administered at this school?

Number saying Yes in FGD	
Number saying No in FGD	

(b). Who administers the Punishment?.....

(c) What are some of the offences for being punished ?.....

20. (a) What forms of punishment are the pupils subjected to?.....

(b). When is punishment administered?(During lessons or after school hours)

21. In your opinion/views do you feel the punishment proportional to the offence?

(Yes/No)

Number saying Yes in FGD	
Number saying No in FGD	

Reasons for your answer (s)

Yes:.....

No:.....

22. Is Corporal punishment part of the punitive measures that the school takes to punish offenders? (Yes/No)

Number saying Yes in FGD	
Number saying No in FGD	

(b) If yes, what is the basis for administering corporal punishment?

.....

23. Who administers the corporal punishment.

24. (a) Why do pupils come to school late?.....

(b). Do teachers also come late? (Yes/No).....

Number saying Yes in FGD	
Number saying No in FGD	

Why?.....

25. (a) How would you rate the involvement of parents in the following activities:

	High	Moderate	Low
Planning of school activities			
Settling of disputes amongst pupils			
Dissemination of information on new policies			
Promotion of Students welfare in school			

(c) Can you mention occasions when parents have to come to school to be involved in Educational issues?.....

26. How would you rate the levels of absenteeism amongst teachers, pupils etc

	Very high	Moderate	Low
Pupil			
Teacher			

27. (a) Are there incidences where cultural activities disturb the activities of the schools? Yes/No

(b).What are examples of these incidences ?.....

28. Some pupils drop out/leave school during the school year. What do you think are the reasons for dropping out/ leaving school?.....

29. Do you think lack of school facilities and lack of teaching and learning materials have contributed towards pupils dropping out of school?

Number of pupils saying Yes	
Number of Pupils saying No	

Reasons for your answer(s)

Yes:.....

No:.....

30. What are example of these school facilities and teaching and learning materials which might have forced other pupils to drop out/leave school?

31. Who are the other organizations, departments and people who you think can assist the promotion of human rights?.....

32. Do your children participate in clubs and societies at the school where issues of child rights / human rights are discussed?.....

33. If yes, what are these clubs and societies?

34. Is the patron available when the meetings and activities take place?

35. How would you wish to contribute towards the promotion of child rights in Schools?

36. How would you rate the level of commitment in promoting rights of the child in your school by the following groups of people:

	Very Committed	Committed	Somehow	Not committed
Head teacher				
Teachers				
Class monitors				

Prefects				
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37. Any other comments you would like to make on Rights of the Child :

INSTRUMENT 5: PRIMARY EDUCATION ADVISOR

SECTION A: DEMOGRAPHIC DATA

- 1 Zone:2.Number of schools in the zone:
- 2 District:Division:Date:
- 3 Age:Sex:Designation:
- 4 Experience:
 - a. Year you qualified as a teacher:
 - b. Number of years you worked as a teacher:
 - c. Number of years you have worked as Advisor/Inspector:
- 5 Qualifications (tick where appropriate):

a. Academic:

JCE	<input type="checkbox"/>
-----	--------------------------

MSCE	<input type="checkbox"/>
------	--------------------------

Diploma	<input type="checkbox"/>
---------	--------------------------

Other (specify):

b. Professional (specify):

6 Type of teacher training programme attended (tick where appropriate):

2 Year	<input type="checkbox"/>
--------	--------------------------

1 Year	<input type="checkbox"/>
--------	--------------------------

MASTEP	<input type="checkbox"/>
--------	--------------------------

MIITEP	<input type="checkbox"/>
--------	--------------------------

IPTE	<input type="checkbox"/>
------	--------------------------

Other (specify):

SECTION B: IMPLEMENTATION OF CHILD RIGHTS EDUCATION

- 7 Which are the carrier subjects for child rights education in primary schools?.....
8. What inservice education and training have you done on issues of child rights/human rights?.....
9. Evidence of In service Education and Training (INSET) on Human rights/Child rights Education:

Dates	INSET description	No. of teachers involved

10. Record of school visits to supervise/monitor

Dates	Schools visited	No. of teachers supervised

11. What indicators are there to show that teachers are interested in teaching human rights and child rights issues?
12. What are the challenges you have observed in the implementation of child rights Education in the schools?.....
13. What good classroom and school practices have been observed in the teaching Child rights/human rights issues?.....
14. Comment on the availability of books for pupils and Teachers on issues of child rights, human

- rights.....
15. Comment on the accessibility of books on human rights/ child rights to pupils and teachers.....
 16. What other comments do you have on the teaching of human rights and child rights issues in schools?.....
 17. Comment on the incidences of abuse of child rights in schools in your zone?
.....
 18. How are incidences of abuse of child rights in schools in your zone reported?
.....
 19. How does your office handle cases of abuse of child rights in schools in your zone reported?
 20. How would you wish to contribute towards the promotion of child rights in schools?
.....

INSTRUMENT 6: DISTRICT EDUCATION MANAGERS QUESTIONNAIRE

SECTION A: DEMOGRAPHIC DATA

1. District: 2. Number of zones:
3. Number of Primary Education Advisors (PEAs) in the district:
8. Number of schools in the district: 9. Division:
9. Sex of DEM: Number of years as DEM:
10. Qualifications:
- a. Academic:
- b. Professional:
11. Number of years in the district as DEM:

SECTION B: IMPLEMENTATION OF LIFE SKILLS EDUCATION

12. Have you been oriented/trained Child rights Education?.....
13. How do you know if issues of child rights are taught in your schools?
.....
14. What percentage of primary schools in your district are teaching child rights carrier subjects Education?.....
15. How often do you get reports of incidences of abuse of child rights?.....
16. . What are common forms of child abuses that are reported?.....
17. . Who are the main groups of people (culprits) who are reported to be violating Child rights?
18. How does your office handle issues of child abuse reported in schools?.....
19. Why do you think incidences of child abuse would negatively affect the quality of education of the child and the social economic development in general of this country?.....
20. Why would you wish to contribute towards the promotion of child rights in schools?
.....

ii. Tables

Table 1: Participating Education Districts Statistics

District	No.of Schools in District	Heads	Pupils	Teachers	PEA	DEMs
Lilongwe (U)	52	2	96,799	2421	15	1
Lilongwe RE	188	1	149,759	1776	17	1
Lilongwe RW	223	1	160,547	2210	17	1
Salima	129	1	76,477	891	7	1
Mchinji	192	1	106,650	1505	12	1

Table 2: Participating Districts, head teachers, teachers,parents,PEAs and DEMs(survey sample)

District	No. of Schools	Heads	Pupils	Teachers	Parents	PEAs	DEMs
Lilongwe (U)	2	2	240	8	20	1	1
Lilongwe RE	1	1	80	8	10	1	1
Lilongwe RW	1	1	120	8	10	1	1
Salima	1	1	80	8	10	1	1
Mchinji	1	1	120	8	10	1	1

iii: Pictures on the official Launch of the Source book for Human rights and Democracy Education



Chairperson of Malawi Human Rights Commission, Mr. John Kapito



Honourable Olive Masanza, Deputy Minister of Education



Mr. Mcknight Kalanda, Director Basic Education