integrating gender

gender matters

achieving results

# The Safe Schools Program
# Malawi Assessment Report
## October 25th – November 5th, 2004

December 22, 2004

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*The WID IQC contract is funded by the Office of Women in Development, Bureau for Economic Growth, Agriculture, and Trade, U.S. Agency for International Development*

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**Acknowledgements**

The Safe Schools Program team would like to thank the wonderful staff at the U.S. Agency for International Development (USAID)/Malawi Mission for inviting us and facilitating a complex and demanding trip and schedule, including their assistance with advance planning and local travel arrangements. The USAID/Malawi Mission was very helpful in scheduling meetings with key representatives from the Ministries of Education and Human Resource Development, the Ministry of Gender, Youth and Community Services, the Ministry of Justice, Non-governmental organizations, and several USAID contractors. The Team would like to especially thank Joan Woods for scheduling appointments, recommending organizations to speak with, arranging transportation, and responding to the requests and needs of the Team throughout the trip. In addition, the Team would like to thank Roger Yochelson, the Mission Director, and Bill Mvalo and the other members of the USAID/Malawi Education division for their interest and assistance in the Safe Schools Program. The Team would also like to thank the marvelous students at the Chayamba, Kasungu, and Davie Education Secondary Schools for their openness and willingness to talk to us about difficult and sensitive subjects that affect their daily lives. Finally, the Team would like to thank our Cognizant Technical Officer, Julie Hanson Swanson of USAID's Office of Women in Development (WID), who accompanied us on this trip and conducted interviews, offered technical advice, and was an altogether invaluable part of the team.

## Acronyms

| | |
|---|---|
| AIDS | Acquired Immune Deficiency Syndrome |
| BCC | Behavior Change Communication |
| CARER | Centre for Advice, Research and Education on Rights |
| CBO | Community-based Organization |
| CEDAW | Convention on the Elimination of All Forms of Discrimination against Women |
| CERT | Centre for Educational Research and Training |
| CEYCA | Centre for Youth and Children Affairs |
| CRC | Convention of the Rights of the Child |
| CREECOM | Creative Centre for Community Mobilization |
| DFID | Department for International Development |
| EGAT | Bureau of Economic Growth, Agriculture and Trade |
| EFA | Education for All |
| FPE | Free Primary Education |
| GABLE | Girls' Attainment in Basic Literacy and Education |
| GBV | Gender-based Violence |
| GDP | Gross Domestic Product |
| GOM | Government of Malawi |
| HIV | Human Immuno-deficiency Virus |
| ICCL | Irish Council for Civil Liberties |
| ICCPR | International Covenant on Civil and Political Rights |
| MASSAJ | Malawi Safety, Security and Access to Justice Programs |
| MESA | Malawi Education Support Activity |
| MHRRC | Malawi Human Rights Resource Center |
| MOEHRD | Ministry of Education and Human Resource Development |
| MOGYCS | Ministry of Gender, Youth and Community Services |
| MOHP | Ministry of Health and Population |
| MOJ | Ministry of Justice |
| NAC | National AIDS Commission |
| NER | Net Enrollment Rate |
| NGO | Non-governmental Organization |
| NGP | National Gender Policy |
| NICE | National Institute for Civic Education |
| OVC | Orphans and Other Vulnerable Children |
| PRA | Participatory Rural Appraisal |
| PSI | Population Services International |
| PTA | Parent Teacher Association |
| RBA | Rights Based Approach |

| | |
|---|---|
| RH | Reproductive Health |
| SADC | Southern Africa Development Community |
| SAW | Society for the Advancement of Women |
| SMC | School Management Committee |
| SOW | Scope of Work |
| SRGBV | School-related gender-based violence |
| SSP | Safe Schools Program |
| TOT | Training of Trainers |
| TSC | Teaching Service Commission |
| TTC | Teacher Training College |
| TUM | Teacher's Union of Malawi |
| UNAIDS | United Nations Program on HIV/AIDS |
| UNDP | United Nations Development Program |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UNFPA | United Nations Population Fund |
| UNICEF | United Nations International Children's Fund |
| USAID | U.S. Agency for International Development |
| WID | Office of Women in Development |
| WLS | Women Lawyers Society |
| WLSA | Women and Law in Southern Africa Research Trust |

## Executive Summary

From October 25 to November 5, 2004, a three-person team from the Washington, D.C.-based Safe Schools Program (SSP) traveled to Malawi to conduct a school-related gender-based violence (SRGBV) assessment. The Safe Schools Team was comprised of two DevTech Systems, Inc. employees: SSP Team Leader Maryce Ramsey, Gender and Education Advisor Wendy Rimer, and one World Education employee - Qualitative Researcher Ji Sun Lee. Accompanying the SSP Team for part of the assessment was the U.S. Agency for International Development (USAID) Economic Growth, Agriculture, and Trade/Office of Women in Development (EGAT/WID) Cognizant Technical Officer Julie Hanson Swanson.

### Objectives

The overall objectives of this first exploratory trip were to:

- Assess existing programs for their ability to address SRGBV;
- Understand the nature of SRGBV in Malawi; and
- Identify individuals and organizations from the key informant interviews to serve as local partners.

### Methodology

Over the course of the visit, the Team collected data, reports, and materials, conducted open-ended interviews, and semi-structured focus groups with key stakeholders recommended by the USAID Mission and/or other informants. The Team examined programs/organizations and structures at multiple levels: national, institutional, community, and the individual, interviewing institutions/organizations such as the Ministry of Education and Human Resource Development (MOEHRD), USAID partners, other international donors and organizations, local Non-governmental Organizations (NGOs), and community level organizations (e.g., Parent Teacher Associations [PTAs]) to identify:

(a) Types of gender-based violence;
(b) Issues and gaps;
(c) Promising programs/organizations; and
(d) Recommendations.

### The SSP's Strategic Approach

The purpose of the SSP is to create gender safe environments for all girls and boys that promote gender-equitable relationships and reduce SRGBV resulting in improved educational outcomes and reduced negative health outcomes.

Five key principles that guide the SSP's programming:

1. Take a social mobilization approach working at multiple levels: national, institutional, community and individual;
2. Address the three areas of the SSP SRGBV activities: prevention, reporting and response;
3. Take a gendered approach working with men and boys not only as perpetrators but also as potential victims as well as partners;

4. Have at least minimal support services in place before encouraging victims to come forward; and
5. Build on existing programs.

**Issues and Recommendations**

In Section IV A, the Team provides a summarization of general issues and recommendations as reported by NGO staff, USAID implementing partners of the Malawi Education Support Activity (MESA), Malawian educational personnel, and local schoolteachers, parents and students. The Team augmented these issues and recommendations based on the global literature on best practices. After analyzing the data and the general recommendations found in Section IV. A., the Team identified eight priority issues and recommendations that are proposed as the SSP's pilot program in Malawi. Guided by the SSP's key principles for programming as mentioned in Section I. D., the priority issues and recommendations were selected that address gaps at multiple levels: national, institutional, community and individual; and that address SRGBV in three areas of programming including prevention, reporting and response. In each of these three areas of programming, the Team also identified key organizations that could serve as potential partners. The recommendations are overlaid on the SSP's integrated model for addressing SRGBV in the table on the following page.

*Geographic recommendation:*

The SSP proposes to leverage the USAID/Malawi investments in MESA communities that are now committed to improving educational quality and gender equality thereby increasing the chances of success in addressing the sensitive and complex issue of SRGBV. It would be difficult to introduce sensitive issues such as GBV in schools where little school/community collaboration and trust exists and where parents and community leaders have not been sensitized to the benefits of girls' education and committed to achieving gender equality. In addition, Safe Schools has approximately three years to develop a pilot program and to show results. By leveraging the knowledge and capacity gained in the MESA/GABLE schools and communities, this will also help to develop and implement an effective model for addressing SRGBV within this timeframe.

**Next Steps**

The SSP Team will work with the USAID/Malawi team and EGAT/WID to develop a work plan for the SSP in Malawi based on the recommendations included in this report. The work plan will outline major areas of work, geographic focus, and provide a timeline for the first six months of implementation.

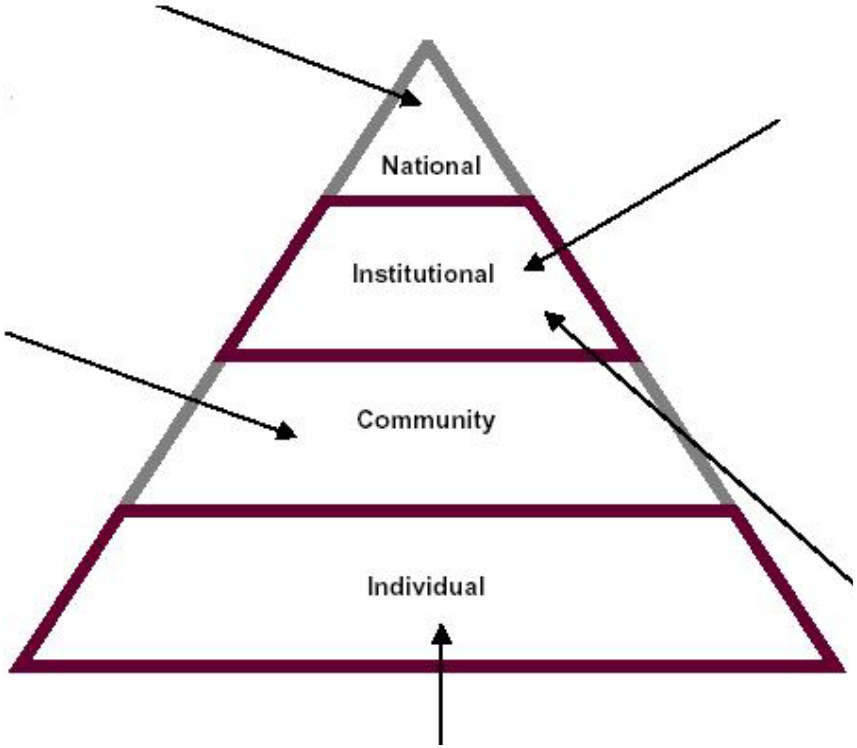
# SSP's Proposed Pilot Program

## National level recommendations

- Commission the development of a national baseline on policies and implementation procedures that impact SRGBV matters.
- Form a National Advocates Network to raise awareness and promote advocacy at all levels for prevention, reporting, and response to SRGBV.

## Community level recommendation

- Provide communities the results of PLA and baseline survey on SRGBV in their schools to to serve as the basis for the development of a Community SRGBV Action Plan. The SSP will provide support for the implementation and monitoring of the Action Plan. Activities could include:
  - Strengthen and train PTAs and school management committees to serve as the link between parents, communities and schools on the issue of SRGBV.
  - training for parents and community members on SRGBV;
  - working with local leaders to improve the informal/traditional justice system;
  - working with traditional initiation counselors to develop alternative initiation ceremonies
  - creating a community-based response committee for victims of violence.




## Individual level recommendation

- Reach children with rights, gender, violence prevention, sexual and reproductive health, and life skills programming in a holistic, systematic, on-going basis through combinations of the following: radio, theatre for development, school curricula, clubs, after school programs, assemblies.

## Institutional level recommendations

- Strengthen the Code of Conduct to include language that specifies types of violations, disciplinary actions, and reporting procedures. Provide training on code of conduct (what it means and procedures for reporting violations) for pre-service and in-service teachers, school administrators, District Education Managers, and officials in the TSC.

- Provide institutional support services at the school level for victims of violence such as trained counselors. Provide training in counseling and reporting and ensure that all teachers and counselors are knowledgeable of the appropriate action to take in cases of abuse.

- Identify and map potential partners and create a referral mechanism to external support services through NGOs for victims of violence. Create a referral services directory that is distributed to schools and the community.

- Strengthen existing and new curricula in order to integrate SRGBV related topics such as rights, gender, sexual and reproductive health, etc. into existing life skills curricula and other curricula.

# I. Framing the Issue

## A. Global Context of School-Related Gender-Based Violence

The international community, at the April 2000 World Education Forum in Dakar, committed to achieving gender parity by 2005. The EFA goal of gender equality is to be achieved in 2015, with a focus on ensuring girls' full and equal access to and achievement of a good quality, basic education (UNESCO, 2003). The Millennium Development Goals were also established in 2000 and "while achieving all eight of the goals is critical to development, two are considered to be central to all others – universal education and gender equality/empowering women" (UNDP, 2003, p. 6-7). It is widely acknowledged that investing in girls' education is a strategy that fulfills the rights of all children to a quality education and contributes to all other development goals. After decades of commitments such as EFA, the goals of ensuring gender parity, gender equality, quality education for every child, and successful achievement and completion have not been reached, and girls continue to be systematically left behind.

In order to achieve quality education and gender equality, schools must become places children want to attend, and safe spaces where they can receive a relevant and meaningful education. Gender-based violence in schools is a problem affecting school quality in many countries and it receives little attention, yet threatens to erase hard-won gains.

> *School-related gender-based violence in developing countries takes place in a context of gender inequality and specific cultural beliefs and attitudes about gender roles, especially those concerning male and female sexuality, a pattern of economic inequality, and in some instances significant political unrest and violent conflict. This context is critical to a fuller understanding of the health and educational implications and consequences of gender violence in schools. (USAID, 2003, p. iii)*

USAID's Office of Women in Development (WID) commissioned a literature review on SRGBV in developing countries to collect evidence of the prevalence of SRGBV and address patterns of economic inequality, cultural beliefs about sex and sexuality, adolescent sexual activity, consequences of SRGBV on health and educational outcomes and programmatic and policy responses to address SRGBV. The literature review findings indicate that addressing SRGBV requires a holistic, multi-faceted approach that must involve stakeholders at multiple levels including the schools, teacher training programs, the community, and policy maker and practitioners at the ministerial level. The literature review also provides key recommendations for action at each level.

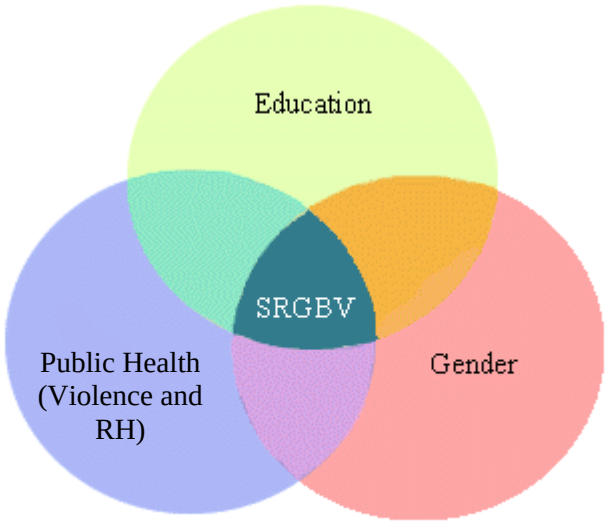
SRGBV is a frontier issue that demands research and programmatic interventions that directly address the impact of GBV on educational and health outcomes. Efforts to reduce SRGBV and its impact on education and health are imperative in order to achieve the Education for All goal of gender parity and gender equality in primary and secondary education.

The concepts of gender equity, educational quality, and school safety are not only factors for improving education and health outcomes, but are also vital human rights issues that international conventions and national legal systems view as necessary for the continual

development of a nation. In all the major international conventions and declarations, such as the Convention on the Elimination of all forms of Discrimination Against Women (CEDAW), the International Covenant on Civil and Political Rights (ICCPR), the Convention on the Rights of the Child (CRC), and the Beijing Declaration and Plan of Action of the Fourth World Conference, the right to gender equality, the right to an education, and the right to bodily integrity are guaranteed to all citizens of a nation. Being a USAID funded project dedicated to improving the lives of children, these international conventions become normative frames of reference for the design and implementation of program activities. In following a rights based approach, it is imperative that the SSP assist national governments, as signatories to these international conventions, fulfill their legal duty to provide systems and policies that ensure compliance and realization of these ideals.

## B. Defining School-Related Gender-Based Violence

The Safe Schools Program's definition of school-related GBV is based on the intersection of three important areas: education, gender and public health (limited here to reproductive health and violence.) The Venn diagram below helps to visualize and define these three areas of intersection and by doing so distinguish what does and does not constitute SRGBV.




Before understanding how these three areas intersect, it is important to first define each one alone.

***Education*** encompasses the entire educational system including the school as a physical structure and as a systemic culture. It includes the role of teachers, pupils and administrators within the school as well as all the policy, procedures, and curricula.

***Gender*** is a system of values that shapes the relationships between individuals of the same or different sexes, between individuals and society and between individuals and power. Gender relationships and roles are not only a set of values that are transmitted (across generations and

cohorts) but are also a historical-social construction that affects as well is affected by social practices and the unconscious (Stromquist, 1995, p. 428).

***Public Health*** is defined as the organized efforts of society to protect, promote and restore people's health (Institute for International Medical Education, 2004). For SSP, the realm of public health has been limited to reproductive health and violence as public health issues. WHO defines **violence** as "The intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development or deprivation… that compromise the well-being of individuals, families and communities" (PAHO/WHO, 2002, p. 10-12). "**Reproductive health** is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity, in all matters relating to the reproductive system and its functions and processes" (International Conference on Population and Development, 1994, Sec. A).

It is in the overlaps between any two of these spheres that we begin to move closer to SRGBV. For example, gender and education come together with gender influencing the behaviors of both the learner and educator. Teachers may have certain expectations about the behavior and abilities of both boys and girls based on gender stereotypes. A teacher's actions in the classroom may maintain and reinforce traditional and expected gender differences. When a teacher uses words such as "Of course you can't answer that math question. You're just a stupid girl." to enforce gender stereotypes then the realm of SRGBV has been breached in the form of psychological abuse.

The school environment and social interactions also influence learning outcomes. Poorly trained, hostile and absent teachers impact both boy and girl learners. Decrepit school infrastructure, broken or missing furniture and lack of materials discourage boys and girls alike. But school infrastructure that disproportionately affects one sex - such as lack of toilets causing girls to go to the bush where they are exposed to harassment by boys, teachers and others - is SRGBV. The same holds true for a hostile teacher whose behavior and actions target only boys or only girls - this also rises to the level of SRGBV.

***Gender and violence and reproductive health*** can coalesce with a pernicious synergy. It is in the area of gender and reproductive health that we see how closely related gender relations and human sexuality are. Together they affect "the ability of men and women to achieve and maintain sexual health and manage their reproductive lives. Equal relationships between men and women in sexual relations and reproduction, including full respect for the physical integrity of the human body; require mutual respect and the willingness to accept responsibility for the consequences of sexual behavior. Responsible sexual behavior, sensitivity and equity in gender relations, particularly when instilled during the formative years, enhance and promote respectful and harmonious relationships between men and women" (ICPD, 1994, Sec. D).

Gender, overlapped with violence, can produce sexual violence – a sex act completed or attempted against a victim's will or when a victim is unable to consent due to age, illness, disability, or the influence of alcohol or other drugs. It may involve actual or threatened physical force, use of guns or other weapons, coercion, intimidation or pressure. The intersection of sexual violence and gender includes rape, incest, sexual harassment, domestic violence, violence

between intimate partners, gay bashing and date rape (Canadian Centre for Missing Children, 2004). Gender, violence and reproductive health can come together in the form of GBV affecting the ability of individuals to achieve their reproductive intentions and can result in numerous negative reproductive health outcomes such as mistimed or unintended pregnancies, increased maternal, fetal and infant mortality and morbidity and STIs and HIV/AIDS. Power imbalances between a male and a female are sharply enhanced when combined with the power imbalance between a teacher and a student, an adult and a child.

When sexual violence moves into the educational setting, it yields SRGBV in the form of sexual harassment, sexual assault and rape by fellow students and teachers resulting in all of the negative reproductive health outcomes detailed above combined with negative education outcomes.

***Education and reproductive health*** overlap in several ways. The educational system is the setting where sexual relationships are often formed by adolescents. Educational outcomes such as enrollment, retention and completion are severely impacted by unintended pregnancies, STIs and HIV/AIDS - negative reproductive health outcomes resulting from these relationships. On the positive side, the educational system offers the perfect opportunity to reach adolescents with needed information and services. ***Education and violence*** yield school violence viewed as a policy term reflecting societal values that schools should be a special place of refuge and nurturance for youth. Acts of violence threaten school security and are, in fact, attacking core values of the existing social system. School violence can take many forms including gang and drug related fights, individual fights, Columbine type shootings, etc. Columbine itself could be viewed as a result of a form of SRGBV - the constant bullying of boys that fall outside the defined norms for masculinity.

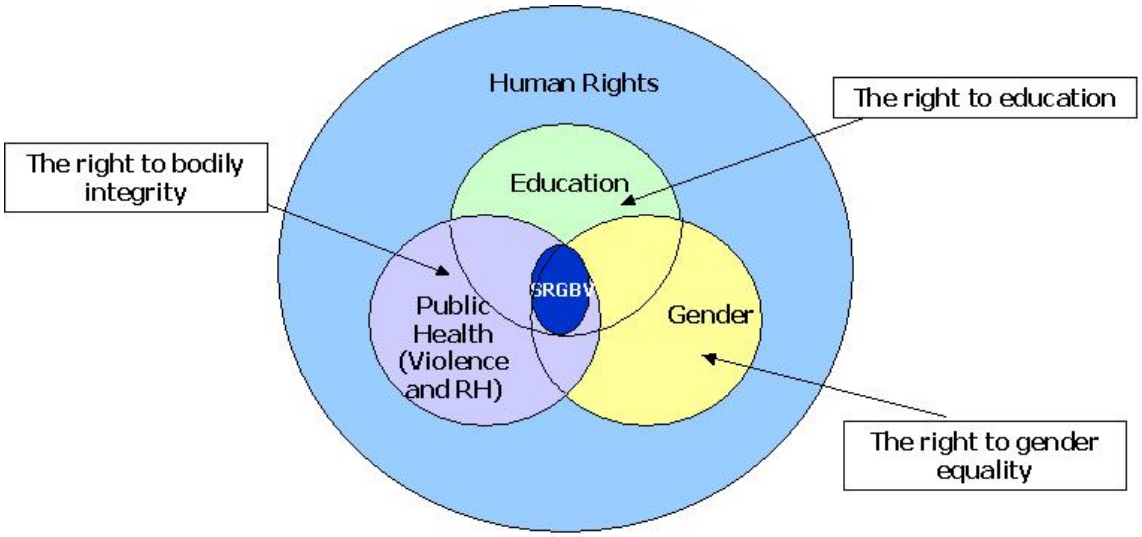
SSP's focus is at the center of the Venn diagram where education, gender and public health (violence & RH) come together in the form of **school-related gender-based violence:**

> *SRGBV is violence that is based on gendered norms for roles and relationships. It can be either physical, sexual or psychological or combinations of the three. It can take place in the school, on the school grounds, going to and from school or in school dormitories. SRGBV can be perpetrated by teachers, pupils or community members. Both girls and boys can be victims as well as perpetrators. Both educational and reproductive health outcomes are negatively affected by SRGBV.*

## C. Defining SRGBV as a Rights Issue

As defined above, school-related gender-based violence is an education, gender and public health issue. It is also, very clearly, a human rights issue. In the Venn diagram used to situate SRGBV in the intersection of these three sectors, it is apparent that all three sectors and, consequently, SRGBV itself, sit within the realm of human rights. Human rights are "the rights people are entitled to simply because they are human beings, irrespective of their citizenship, nationality, race, ethnicity, language, sex, sexuality, or abilities; human rights become enforceable when they are codified as conventions, covenants, or treaties, or as they become recognized as customary international law" (Glossary of Human Rights, 2004). It is possible to identify numerous rights

that are violated when SRGBV takes place. SSP has chosen to focus on one primary right per sector – the right to: gender equality, education and bodily integrity as illustrated below.




**1. Right to Gender Equality**

Discrimination against women violates the principles of equality and respect for human dignity, which stands as an obstacle to the participation of women, on equal terms with men, in the political, social, economic and cultural life of their countries. This gender-driven disparity hampers the growth and prosperity of the society and the family, and makes more difficult the full development of the potentialities of women in the service of their countries and of humanity. The Convention on the Elimination of all forms of Discrimination Against Women (CEDAW) calls on States that are a party to the agreement to "condemn discrimination against women in all its forms and to take steps to ensure the equality of men and women in the political, economic, social, cultural, civil or any other field" (CEDAW, 1989, Art. 1 and 2). Additionally, the International Covenant on Civil and Political Rights (ICCPR) further requires governments to "undertake to ensure the equal rights of men and women to the enjoyment of all civil and political rights set forth in the ICCPR" (ICCPR, 1976, Art. 3).

Most major human rights conventions contain a non-discrimination clause that requires each State Party to respect and ensure for all individuals within its territory and subject to its jurisdiction the rights recognized within such conventions, without distinction of any kind, including sex. The Convention on the Rights of the Child (CRC), the most widely ratified human rights convention in the world today, also offers significant protections to girls in many countries even in the absence of CEDAW or other human rights conventions. The CRC requires states to respect and ensure the rights of each child within their jurisdiction without discrimination of any kind, irrespective of the child's or either of his parents' or legal guardian's sex (CRC, 1989, Art. 2). Women's rights laws provide a detailed expression of rights aimed at achieving equality between men and women. However, these laws have to be applied in the early stages of life to achieve equality between boys and girls. Otherwise, the discriminatory and subordinate treatment of girls will lead to the subordinate treatment of women. Based on this understanding, Article 5 of CEDAW calls on States Parties to take steps to "modify the social

and cultural patterns of conduct of men and women, with a view to achieving the elimination of prejudice and customary and all other practices which are based on the idea of the inferiority or the superiority of either of the sexes."

**2. Right to Education**

The prejudices and discriminations based on gender and gendered norms of a society contribute to abuses suffered by millions of girls especially with regard to educational opportunities. For example, parental decisions place greater value on the education of sons often at the expense of daughters, leading in many parts of the world to a higher incidence of school age girls not being in school as compared to boys, clearly inhibiting the girls' right to education, as mandated by Article 10 of CEDAW. The Beijing Declaration and Plan of Action of the Fourth World Conference further affirmed that "all barriers must be eliminated to enable girls without exception to develop their full potential and skills through equal access to education and training, nutrition, physical and mental health care and related information" (Beijing Declaration and Platform for Action, 1995, Para. 272). In addition to CEDAW and the Beijing Plan of Action, the CRC also offers lifelong educational benefit protections to girls. States Parties to the CRC recognize "the right of the child to education" and are required to "make primary education compulsory and available free to all" and "to make general and vocational forms of secondary education available and accessible to every child" (CRC, 1989, Art. 28 [1]). All of these educational opportunities must be provided without discrimination on the basis of a child's sex.

**3. Bodily Integrity**

In the international legal arena, bodily integrity and security is defined as the right to life, non-subjugation to forced labor and slavery, the right to the security of one's person and the freedom from torture and cruel, inhuman, or degrading treatment or punishment. This definition was further expanded during an Irish Council for Civil Liberties (ICCL) Working Conference on Women's Rights as Human Rights in Dublin, Ireland. The strategies and analysis paper complied after the conference included in the definition of bodily integrity women's reproductive and sexual rights, women-centered health care, education as a way to celebrate women's bodies, and the breaking down of women's isolation. To ensure that such concepts are manifest within the law, Article 6 of the CRC sets forth the right to life for all children. States are required to ensure, for all children, the right to life, without discrimination based on the sex of the child. These general provisions can be used to protect girls from human rights abuses that specifically target girls such as female infanticide, forced female prostitution and other physical abuses. With specific respect to health issues, Article 24 of the CRC reads in part, "States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States Parties shall strive to ensure that no child is deprived of his or her right to access to such health care services" (CRC, 1989, Art. 24 [1]). The CRC was also the first legally binding international instrument to address the impact of traditional practices such as female genital mutilation and child marriage as a violation against the security of the female girl child. Article 24 (3) calls on States Parties to "take all effective and appropriate measures with a view to abolish traditional practices prejudicial to the health of children" (CRC, 1989, Art. 24 [3]).

**Taking a Rights-Based Approach to SRGBV**

Safe Schools will seek to promote and protect these rights by taking a rights based approach to the issue of SRGBV. According to the Office of the United Nations High Commissioner for Human Rights:

> "A rights-based approach to development is a conceptual framework for the process of human development that is normatively based on international human rights standards and operationally directed to promoting and protecting human rights. Essentially, a rights-based approach integrates the norms, standards and principles of the international human rights system into the plans, policies and processes of development. The norms and standards are those contained in the wealth of international treaties and declarations. The principles include equality and equity, accountability, empowerment and participation. A rights-based approach to development includes the following elements:
>
> - Express linkage to rights;
> - Accountability;
> - Empowerment;
> - Participation; and
> - Non-discrimination and attention to vulnerable groups" (UNHCHR, 2004).

In keeping with these elements, Safe Schools has clearly identified the rights addressed through this program and explicitly states its objective of meeting these rights. "In a rights-based approach, human rights determine the relationship between individuals and groups with valid claims (rights-holders) and State and non-state actors with correlative obligations (duty-bearers). It identifies *rights-holders* (and their entitlements) and corresponding *duty-bearers* (and their obligations) and works towards strengthening the capacities of rights-holders to make their claims and duty-bearers to meet their obligations" (Symington, 2002). Safe Schools will work to improve the accountability of the duty-bearers – the governmental institutions such as the Ministry of Education, for example - in each of the three countries to meet their obligation to deliver a child's rights. Through work at the school level, we will empower children to know and claim their rights. The importance of increasing the capacity of both the duty-bearer and rights-holder is reflected in the Safe Schools Results Framework discussed in section E below. At every level, Safe Schools will seek the full participation of those affected, especially children. And lastly, but most importantly, the Safe Schools Program seeks to address and empower that most vulnerable of groups – children.

## D. The SSP's Strategic Approach to Address SRGBV

In response to the need to address the frontier issue of SRGBV, USAID's Women in Development Office awarded a three-year contract, through an Indefinite Quantity Contract to DevTech Systems, Inc. to implement the Safe Schools Program. Through this task order, DevTech Systems, Inc. will carry out pilot activities in USAID-assisted countries that include Ethiopia, Ghana and Malawi as well as additional countries, possibly in Latin America and/or Asia. The purpose of the SSP is to create gender safe environments for all girls and boys that

promote gender-equitable relationships and reduce SRGBV resulting in improved educational outcomes and reduced negative health outcomes.

*The SSP's Strategic Approach:*

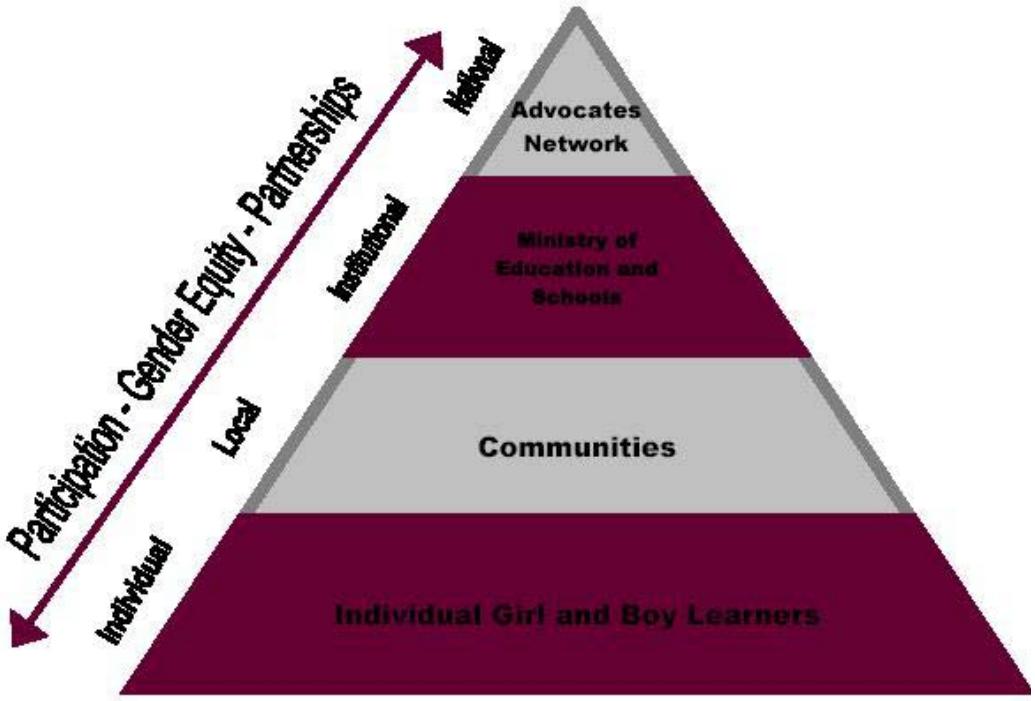
Five key principles that guide the SSP's programming:

1. Take a social mobilization approach and work at multiple levels: national, institutional, community and individual;
2. Address the three areas of the SSP's SRGBV activities: prevention, reporting and response;
3. Integrate a gendered approach and work with men and boys, not only as perpetrators, but also as potential victims as well as partners;
4. Ensure that at least minimal support services are in place before encouraging victims to come forward; and
5. Build on existing programs.

**1. Social Mobilization**

Based on global evidence, it is clear that to achieve safe schools for every child, change is required at many levels: individual, local, institutional and national. The SSP proposes to take a social mobilization approach, defined as "involving planned actions and processes to reach, influence and involve all relevant segments of society across all sectors from the national to the community level in order to create an enabling environment and effect positive behavior and social change" (CEDPA, 2000).

The Safe Schools Program's social mobilization approach is illustrated in the Integrated Model for Addressing GBV in schools.




Integrated Model for Addressing School-related GBV

Adapted from PAHO (2003) *Violence Against Women: The Health Sector Responds*

Through this social mobilization approach depicted in the pyramid, the SSP will work in partnership utilizing participatory methods at the individual level with learners; at the community level with parents, PTAs and School Management Committees (SMCs); at the institutional level with the Ministry of Education and schools; and, at the national level with an advocates network. The SSP will be developed a model that provides a package of recommended strategies and interventions to address SRGBV at the various levels. The SSP will work closely with local stakeholders and partners in each country to identify effective programs related to SRGBV and build on these existing programs introducing interventions to address the gaps according to the SSP integrated model for addressing SRGBV.

While the Integrated Model places the individual girl or boy child at the base of the model, another way of framing the issue is in the form of an ecological model with the individual boy or girl child in the center. Surrounding her or him are the layers of her/his life that in total make up her/his *enabling environment for behavior change,* including (relationship with parents and family members, the role of the community (peers, role models, clergy, etc.) and school (peers, teachers, headmaster) and, finally, the impact of society on the formation of norms.

**2. Address the Three Areas of the SSP SRGBV Activities:** *Prevention, Reporting and Response*

Virtually all of the international and domestic literature on SRGBV recommends the same thing: the necessity of a holistic, multi-sectoral and multi-level response. Violence is an issue with many roots and causes: poverty, unequal power relations, gender inequality and discrimination to name a few. The impact of the violence is also great with lowered educational achievement, enrollment and retention as well as negative health outcomes such as pregnancy, sexually transmitted infections and HIV/AIDS. To achieve this imperatively holistic, multi-sectoral and multi-level response, three areas of programming must be developed:

- *Prevention programs* including training for students, parents, communities and teachers; and redefining gender relations and norms of masculinity and femininity that put children at risk;
- *Response networks* including services and referral systems for psychological counseling, medical support and services and legal aid for victims and their families; and
- *Reporting systems* including policies, procedures and personnel from the policy level down through the schools to the local communities and police.

**3. Establish Support Services First**

The SSP has an ethical responsibility to establish systems of referral and support before encouraging either boy or girl victims of school-related gender-based violence to come forward. As noted by the International Planned Parenthood Federation, "Researchers, policy-makers and health workers working with survivors of GBV may, in order to raise awareness of GBV, unintentionally increase the risk of violence experienced by women. Without sensitivity and attention to confidentiality and safety of the individual, survivors of violence may be put in both physical and psychological danger" (IPPF, 1998, Section 1.4). While the information and insights gained from individual examples of experiences with GBV are critical for planning purposes they also bring with them an ethical obligation to provide support services to the victims of SRGBV. Clearly, Safe Schools will not be able to provide the range of medical, psychological and/or legal services that a victim of SRGBV might need. The SSP may only focus on providing psychological support and counseling in the schools. However, in keeping with the desire to build on what exists, the SSP will partner with organizations that do provide comprehensive response and support services to which victims can be referred.

**4. Take a Gendered Approach: Working with Men and Boys**

In addition to working at multiple levels to provide comprehensive prevention, response and reporting systems, a multi-leveled, holistic response is needed for creating an enabling environment for positive behavior change. This behavior change will address not only norms for femininity but for masculinity as well. The SSP is more closely examining the *gender* aspect of GBV by trying to understand how gender roles and relationships between women and men or boys and girls and the societal structures that support them may contribute to GBV. Global data clearly shows that the preponderance of GBV is committed by boys/men against girls/women. The SSP is <u>not</u> suggesting that work be done with boys *instead of* girls but *in addition to* working with girls (Instituto Promundo, 2004). Ultimately, as noted in the literature review "while girls are subjected to gender violence more frequently, often in severe forms and with more severe consequences, boys are also vulnerable" (USAID EGAT/WID, 2003).

While it may be understood and readily accepted that notions of femininity put girls at risk by emphasizing a norm of passivity for girls, there is less understanding about risks to boys from notions of masculinity that may emphasize, for example, a norm of aggressiveness or hyper-sexuality.

Research in Brazil, for example, "suggests that gender-based violence is often part of the 'sexual' or 'gender scripts' in which dating and domestic violence are viewed as justifiable by men" (Instituto Promundo and Instituto NOOS, 2004). Gendered notions of what is normal and masculine can harm boys. Boys may engage in sexual activity before they are ready or engage in risky behaviors such as sexual activity with multiple partners or unprotected acts of intercourse, in order to fulfill societal norms for masculinity. "Studies from around the world find that young men often view sexual initiation as a way to prove that they are 'real men' and to have status in the male peer group" (Marsiglio, 1998).

In addition, the norms for what are masculine can be enforced by acts of bullying by other boys, taking the form of either psychological or physical abuse. Further, boys may be subject to higher rates of physical abuse (excluding sexual abuse) in the home than that of girls (Instituto Promundo and Instituto NOOS, 2004). So this project will look not just at gendered norms for girls but for boys as well and how these norms affect GBV and the development of healthy relationships.

Global recommendations on the need to work with men and boys are clear:

> *Male and female pupils need to be encouraged to develop greater understanding and more constructive and consensual relationships, and to discuss gender roles and gender identity openly; boys need to be encouraged to take on less aggressive roles and to ensure that they are not always portrayed as the oppressor (which risks alienating them further) (Leach, 2003).*
>
> *…eliminating gender violence needs the involvement of boys and men (including in an educational context male pupils and male teachers), who must be encouraged to engage in an analysis of power in gender relations in both the private and public arenas, to reflect on changing their own behavior, and to offer themselves as positive role models and mentors for others. At the same time, it is clear that mobilizing men to work towards gender equity will only be successful if men see benefits to themselves as well as to women (Leach, 2003).*
>
> *Addressing power imbalances between men and women is central to preventing gender violence, and this process must begin in schools. Successful efforts must include both boys and girls. The lives of girls/women and boys/men are intimately interwoven, and working only with girls is, at best, only half a solution. Framing the issue in the polarizing language of girls versus boys, victims versus perpetrators, only exacerbates an already difficult situation and masks the complexity of the dynamics of gender and power. Education is not a zero sum game. Working with girls and boys – sometimes together and sometimes separately depending on the social context – is the only way to implement*

> *approaches that can truly reshape the construction of gender roles. This transformative approach (Gupta 2001) is key to long-term success (USAID - 2003).*

The SSP proposes to look at boys and men not simply as perpetrators of violence or as strategies for improving girls' lives, but, rather, as partners with girls and subjects of rights.

**5. Build on Existing Programs**

The SSP will build on what already exists - without "reinventing the wheel," - with a particular emphasis on current USAID priorities and programs. By using the social mobilization model, the SSP is clearly seeking to change not only individual behavior, but also to effect a change in the enabling environment. While this requires a greater initial time investment, it yields sustainable change in the long term. The SSP will shorten the time needed by identifying and partnering with existing programs in the same or related fields. The end result of this synergistic programming will be an outcome greater than the sum of its parts as well as one that is less expensive, yet more sustainable programming.

## E. Safe Schools Results Framework

The Safe Schools Results Framework shows Safe Schools' contribution to both the Agency's educational as well as human rights goals. For the complete Results Framework, see Appendix A. Both social mobilization and rights based approaches are reflected in the results framework. For example, each level of the social mobilization model - national, institutional, community and individual - has a corresponding Intermediate Result. SSP will monitor the application of a human rights approach in terms of both progress and results, using the principle of progressive realization reflected in our results framework. Progressive steps will be taken over the five years of the project to guarantee the rights of children to education, gender equality and bodily integrity.

SSP's first strategic objective – to develop and have in place prevention, reporting and response systems – measures progress in terms of capacity building of the duty bearers to meet the rights of the child. The longer-term strategic objective – SRGBV reduced – reflects results in terms of the rights holders (the individual child) demonstrating the self-efficacy to claim their rights to education, gender equality and bodily integrity resulting in a reduction of SRGBV. Effectively, the capacity of the duty bearers to meet their obligation and the rights holders to claim their rights will be enhanced.

In this case, the duty bearers of priority focus are the MOE and the community members. SSP will be building their capacity to provide a safe environment so all children can claim their education, protect the bodily integrity of each child, and to address issues that impede gender equality. In terms of the MOE, SPP is specifically building their capacity by strengthening the Code of Conduct, the reporting system, the referral and response system and the capacity of teachers in each of these areas as well as in the area of gender-equitable teaching. For community members, the Program is building their capacity to recognize SRGBV, respond to it, report it and monitor their efforts. Fellow students are also duty bearers in that they have a responsibility to refrain from violating fellow students' rights through the commission of SRGBV. They also have the responsibility to report, refer and manage conflict when they see a

student being victimized. SSP will work to build the capacity of all students to recognize SRGBV, report perpetrators, refer victims of violence, manage conflict as well as understand that it is unacceptable for them to commit violence.

For the rights holders, in this instance the children, SSP will build their capacity in terms of their self-efficacy to claim their rights to education, gender equality and bodily integrity. In addition, SSP will take a transformational approach to building the life skills of the children; children will be assisted to see that they are the product and the producers of their social norms and values.

## II. Scope of Work and Methodology

### A. Scope of Work

The primary objective of the trip was to begin understanding the nature of school-related gender-based violence in the Malawian context. In order to achieve this, a Scope of Work (SOW) was prepared by the Safe Schools Program (SSP) team through discussions and collaboration with the USAID/Malawi Mission (see Appendix B for complete SOW). The main objectives of the trip were to:

- Assess existing programs for their ability to address SRGBV;
- Understand the nature of SRGBV in Malawi; and
- Identify individuals and organizations from the key informant interviews to serve as local partners.

All of the activities outlined in the SOW were completed while in Malawi. At the final debrief, the Team presented preliminary recommendations to the Mission, based on information collected from the interviews and focus groups, on possible entry points for the Safe Schools Program. Upon returning from Malawi, the SSP team conducted a more comprehensive analysis of the data collected and prioritized issues and recommendations in keeping with the SSP's strategic approach.

### B. Methodology

The Safe Schools team collected data, reports and materials and administered open-ended interviews and semi-structured focus groups to identify:

(a) Types of school-related gender-based violence;
(b) Issues and gaps;
(c) Promising programs/organizations; and
(d) Recommendations.

The team developed interview protocols for the different stakeholders (i.e., NGOs, ministry officials, etc) and in meetings with these stakeholders, a Team member provided a brief overview of the SSP. At the field level, the team focused on community elders, teachers, PTA members, School Management Committee (SMC) members, and studentst, as these key individuals possessed valuable perspectives on the issue of SRGBV.

The Team met with 30 organizations/stakeholders including six schools (three primary and three secondary) and one teacher-training college in Lilongwe. The Team also interviewed representatives from the Ministry of Education and Human Resource Development (MOEHRD), the Ministry of Health and Population (MOHP), the Ministry of Gender, Youth & Community Services (MOGYCS), school Head Masters and teachers, PTAs, SMCs, Human Rights Clubs, USAID implementing partners and NGOs working on a range of related issues from girls' education to human rights, HIV/AIDS, and reproductive health (see Appendix C for list of contacts).

In order to collect background information on current Mission programs as well as to gather a historical overview of institutional programs within the Malawian context, the SSP Team held an exploratory meeting with the USAID education team and the HIV/AIDS Senior Advisor. USAID/Malawi was responding to the Government of Malawi's (GOM) plans to improve education by implementing programs that provided active girls' education campaigns, strategies to improve classroom teaching, technical assistance to strengthen teacher training colleges (TTCs), approaches for incorporating HIV/AIDS into the curriculum and community mobilization trainings to empower groups such as PTAs and SMCs.

The SSP Team was divided into smaller groups for meetings with local and international NGOs, MOEHRD, MOHP and MOGYCS officials as well as other stakeholders. Using the social mobilization model as a frame of reference, the Team continually assessed whether the existing programs could either address or potentially address SRGBV at the national, institutional, community and individual student levels. The Team then created matrices to organize the different types of information that were collected. The programmatic overview (page 29) provides general information regarding scope of programs conducted, regions covered, and on-going activities. Interview notes were entered into the programmatic overview matrix based on the potential of the existing activities to address SRGBV through prevention, reporting, and response activities.

After five days of interviewing in Lilongwe, the Team headed to Zomba for visits with USAID-supported schools and to Blantyre to meet with additional NGOs. Through interviews and/or meetings with PTAs, SMCs, teachers, and school-related NGOs, the Team evaluated the programs being implemented in schools, the meaning of SRGBV in that particular school, and the possible approaches to addressing SRGBV. The interviews yielded different types of SRGBV, which were recorded into a matrix that classifies them into psychological, physical, and sexual abuse (see pages 24-27). Schools that were visited are included in the programmatic overview matrices found in Section III. C (see Appendix D for the interview questions).

# III. Findings

## A. The Context and Problem in Malawi

### 1. Background

Malawi is a small (approximately the size of Pennsylvania), narrow and land-locked country in southeastern Africa. The most recent population census conducted in 1998 reported an estimated

9.84 million people with an average annual population growth of 1.9 percent since the 1987 census (USAID/Malawi, 2000). The country is divided into three regions (Northern, Central and Southern) that in turn are divided into 28 administrative districts. Malawi has a predominantly agricultural economy and 86 percent of its population lives in rural areas. Its per capita gross domestic product (GDP) in 2003 was estimated at less than $160, down from $166 in 2001 (USAID, 2004). In 1994, the country became a multi-party state and adopted a strategy to eradicate poverty. Since then, the government has introduced free primary school education, a free market economy, a bill of rights and a parliament with three main parties (ORC Macro, 2003).

The political, economic and social development of Malawi is impeded by its landlocked status, dependence on a single cash crop (tobacco) for the bulk of export earnings, poor incentives for foreign and domestic investment, a strong legacy of authoritarian leadership, high population growth rate and low levels of education (USAID, 2004). The adult literacy rate is approximately 40 percent and the average years of schooling of adults is 3.2 years (World Bank EdStats, 2000). There is a high prevalence of HIV/AIDS and the life expectancy at birth is under 40 years. The infant mortality rate (104 per 1,000 live births) and the child malnutrition rate (49 percent) are among the highest in Africa (USAID, 2004).

USAID/Malawi is assisting the Government of Malawi (GOM) to address the social and environmental challenges facing the country including improving the health system, containing the HIV/AIDS pandemic and increasing the quality of basic education. USAID's education program supports the Government of Malawi in the following areas: 1) improving teacher professional skills and classroom practices; 2) providing technical assistance to mitigate the impact of HIV/AIDS in the education sector; and 3) supporting the implementation of a policy investment framework for the education sector. Current USAID AIDS and Family Health programs support: 1) improving reproductive health services; 2) reducing new HIV/AIDS infections; 3) improving and expanding HIV/AIDS services; 4) mitigating the impact of HIV/AIDS; and 5) strengthening child health, infectious diseases and health systems (USAID, 2004).

## 2. Education

Malawi's education system faces many constraints that include: limited and unequal access to educational opportunity; declining educational quality; a school curriculum that does not effectively address individual and societal needs; poor planning and management capacity; and inadequate financing. In 1994, when the government implemented its new Free Primary Education (FPE) initiative, student enrollment jumped from 1.9 million in 1993 to 3.2 million. The result was a decline in the quality of education and an increase in the inefficiencies of the education system. The system was particularly hard hit by this sudden expansion because the GOM had not sufficiently expanded the capacity of the system in terms of more teachers, schools/classrooms and/or learning materials. The teacher shortage persists today with 50 percent of primary teachers unqualified to teach, thus impacting educational outcomes such as achievement, persistence, and drop out (MOEHRD, 2001).

While the FPE policy greatly increased access to education, the primary net enrollment rate (NER) is only 81 percent (of children ages 6-13) and the gross enrollment rate is 115 percent

indicating high repetition rate and late enrollment (ORC Macro, 2003). Declining quality of education is reflected in the high repetition and drop out rates with 26 percent of students at the primary level in 2001 repeating the same standard in the 2002 school year. The drop out rate across the primary level for that same year was eight percent (ORC Macro, 2003). Girls' primary level enrollment in 2000 was estimated at 48.9 percent indicating a small gender gap in enrollment (World Bank EdStats, 2000). However, UNICEF reports indicate that drop out rates for girls are higher than those for boys. As many as 22 percent of primary school age girls are not in school and 60 percent of those enrolled do not attend school regularly (AllAfrica, 2004). The GOM's goal is to increase the NER in all districts to 95 percent by 2015 (MOEHRD, 2001). Finally, access to secondary level education is limited and the GOM is aiming to increase enrollments from 18 percent - for the relevant age cohort - to 30 percent by 2015 (MOEHRD, 2001).

### 3. Reproductive Health

In 2000, the fertility rate in Malawi was approximately 6.3 percent and the contraceptive prevalence rate was 26.1 percent of women ages 15-49 (USAID Africa Bureau and Global Bureau for Health, 2002) while 61.7 percent of women (ages 20-24) gave birth before age 20 (PHNIP, 20002). Anecdotal evidence from interviews revealed that in 49 clinics where post abortion care is offered, the majority of cases were adolescents. Emergency contraception is offered in 47 health clinics and approximately 75 percent of it is provided for adolescents, the majority of which are rape cases. In general, Malawi's health services are hampered by the fact that 54 percent of the population lives more than 5km away from a health facility and the system suffers from a severe shortage of health personnel including a 40 percent vacancy of posts in the MOHP (USAID/Malawi, 2000). The Division of Nursing Services within the MOHP initiated a school health program, but the program has been impeded by a severe nursing shortage and lack of funding to implement the program countrywide. Three district teams (one per region) were formed and school nurses were sensitized to provide information at schools on pregnancy, family planning, and HIV/AIDS. However, they met resistance from PTAs when they tried to distribute condoms and to provide information on family planning at the schools. The primary and secondary school curriculum on sex education has been developed, but for the most part, it is not being taught nor are teachers adequately trained to deliver it effectively. Most teachers, much like parents and other adults, are uncomfortable discussing issues related to reproductive health such as risky behavior, condom use and HIV/AIDS.

### 4. HIV and AIDS

At the end of 2003, the National AIDS Commission (NAC) estimated that approximately 14.4 percent of the adult population between the ages of 15 and 49 were HIV positive. This prevalence rate translates into approximately 900,000 adults that are infected with HIV with 1 out of every 10 Malawians infected with the virus (NAC, 2004). Young women are particularly vulnerable as evidenced by the nearly 70 percent of new infections in young adults in 2001 occurring in women (MOEHRD, 2004). HIV and AIDS is also a major contributor to the increasingly high number of orphans. In 2003 there were 650,000 orphans and the number will increase by an estimated 65,000 each year in the coming decade, bringing the total number to over 1 million by 2010 (MOEHRD, 2004).

Children and youth, especially females, are a particularly vulnerable group given the high HIV infection rates in that group. The education sector must play a role in prevention and in mitigating the impact of HIV/AIDS. Although HIV and AIDS education has been infused into the primary and secondary school curriculum since the late 1980s, a study in 2000 found that there were no noticeable improvements in knowledge about HIV and AIDS among primary school students mainly because teachers were not using the materials (MOEHRD, 2004). According to NAC, youth are engaging in sexual behavior at a young age and first sexual intercourse occurs around the age of 15 and as early as 12 or 13. Because of knowledge gaps on issues of HIV/AIDS and low self-risk perception, youth are engaging in behaviors and practices that put them at risk for HIV infection and sexually transmitted infections (NAC, 2004). For example, students have reservations about condom usage, yet they have multiple partners and the tradition of sugar daddies with young girls continues. The MOEHRD has developed a new HIV and AIDS education sector intervention plan that presents a comprehensive agenda for action, but without outlining costs or available funding. Consequently, it is not clear whether the MOEHRD will be able to successfully implement the plan.

**5. Status of Women**

The 1995 Malawi Constitution enshrines gender equality in the national principles. Despite the government's efforts to address women's concerns as well as gender issues in the development process, gender imbalances still exist in every sector. For example, the education level of women is lower, with an estimated adult female illiteracy rate of 71 percent while that of men is 52 percent (MOGYCS, 2000). There are strong cultural and traditional practices that cause the disparities between men and women in power sharing, participation and control over decision-making processes, placing women in subordinate positions and infringing on their rights (MOGYCS, 2000). There is limited knowledge amongst both women and men about their rights and there is limited capacity of law enforcement and judicial institutions to uphold and protect the rights of women.

**6. Gender-based Violence**

Information on GBV is not readily available in Malawi, however, studies in the education sector and on women's legal rights reveal social, economic and legal factors that contribute to GBV. A study on violence against women conducted in five districts by Women and Law in Southern Africa Research Trust (WLSA) reported that 86-90 percent of GBV took the form of domestic violence including coerced sex, economic deprivation, mental torture and freedom denial. Property dispossession against widows is also considered violence against women (Bisika, Munthali, and Konyani, 2004). Unfortunately, most young people, especially young women, do not report sexual violence or rape. In certain cases, the victim is even discouraged from reporting by either relatives or members of the community (NAC, 2004).

Gender-based violence, especially violence against women, has been recognized by the Malawi Government as a severe impediment to poverty reduction (MOGYCS, 2002). The GOM endorsed a National Gender Policy (NGP) in 2000 that provided a mandate for the MOGYCS to spearhead the formulation, implementation, coordination and monitoring and evaluation of the NGP and ensuring mainstreaming in priority areas for achieving gender equality (e.g., in education and training and reproductive health). While the MOGYCS coordinates on GBV at the political level, the Malawi Human Rights Resources Centre (MHRRC) has a mandate to

facilitate inter-agency cooperation through the Network Against GBV (MOGYCS, 2002). Under the leadership of the MHRRC, this GBV Network prepared the "Elimination of Gender Based Violence Strategic Plan, 2002-2005" that was then integrated into the MOGYCS's National Strategy to Combat Gender-based Violence (2002-2006). The National Strategy includes important long-term objectives including improving access to justice for victims of violence and providing services for victims and perpetrators. It is uncertain, however, whether the strategic plans developed by the MHRRC and the MOGYCS have the requisite funding to implement the programs countrywide.

## B. Overview of SRGBV in Malawi

The interviews and focus groups conducted by the Team in Lilongwe, Zomba, Blantyre, and Kasungu generated discussions that provided a preliminary picture of school-related gender-based violence in the Malawian context. Through the interview and focus group sessions, the Team understood the perspectives of the MOEHRD, MOHP, teachers and head teachers, PTA members, local chiefs as well as international and local organizations working in the fields of education, human rights, gender, law and health. Participants described situations constituting psychological, sexual and physical harm to female students and, to a much lesser degree, male students. Their examples of SRGBV were based on first-hand knowledge of cases of abuse as well as participants' general impressions of schools throughout the country (see Table 1 pages 24-27 for summary examples of SRGBV).

### 1. Psychological Abuse

***Psychological Abuse Affecting Girls***

The Team heard that psychological abuse for girls occurs in the home, the community as well as in the school and is inflicted by parents, community members, classmates and teachers. Psychological abuse falls into two categories that are inter-related: abuse that demoralizes girls causing them to feel like they are "less than"; and abuse that results from girls being disproportionately impacted by poverty whether at home and/or because of insufficient school infrastructure.

Demoralizing psychological abuse starts in the home, is reinforced in the community and continues in the classroom. Participants often stated that parents place a lesser value on girls and, therefore, they invest less in girls' futures especially if parents perceive their daughters as belonging to the family of the future husband. Furthermore while still in her parents' home, a girl is seen as a "little mother" with a myriad of responsibilities that impact her ability to fully participate in school. Socially imposed initiation ceremonies at the community level emphasize the sexual roles of children, sexually initiating them into adulthood at an early age; before they are ready or able to handle this new role. These types of abuse carry an inherent message that girls are of less value than boys and have no future other than their socially constructed and limiting roles as mothers, wives and sexual objects.

Interviewees gave numerous examples of abuse that happens within the school, both of a non-sexual and a sexual nature. Girls being bullied by boys is perceived as both normal and acceptable. Teachers' attitudes towards and treatment of girls in the classroom differs from that for boys. They use negative language towards girls, yet do not consider this to be abusive. Girls

are considered less bright than boys and, consequently, expectations for them are less. Finally, the lack of female teachers, especially in rural areas, reinforces the notion that "girls don't go anywhere," creating a sense of hopelessness and low self-esteem among girl students.

Verbal sexual abuse by peers and teachers further demoralizes girls and impacts their schoolwork. Because boys touch girls inappropriately in the classroom before teachers arrive, girls choose to come late to class and are frequently punished by the teacher for their tardiness. Girls may be afraid to perform well in school since it may give the impression that their accomplishments are due to a sexual relationship with their teachers. Even a girl's physical development can be used against her. A saying in Malawi is "a girl who develops breasts early is having sex." Girls face pressure from both peers and teachers to have sex while boys feel pressured to be men so they attempt to force girls to have sex. Teachers, on the other hand, may manipulate girls into having sex by threatening their grades or through constant verbal harassment. Some parents push their daughters into sexual relationships with teachers because they see teachers as desirable marriage partners. Ultimately, this systematic sexual harassment in both the home and the school places girls in a terrible conundrum. Refusing a teacher's advances may result in humiliation in the classroom, but succumbing to a teacher's advances can lead to teasing and mocking by male peers. It also makes girls more vulnerable to sexual advances from those same male peers. And, all the while, the girl is afraid that her parents will find out.

Pregnancy resulting from sexual intercourse with a teacher or male peer yields a whole new range of abuse. Although Malawi has a national policy that allows girls to return to school after pregnancy, there remains a real stigma attached to student pregnancy. Girls are subjected to harassment and obscene language by teachers and boys in the school, effectively hindering girls' efforts to return to school after giving birth. Preventing girls from resuming their schooling after a pregnancy exacerbates the cycle of poverty by denying girls their rightful opportunity to build a better future for themselves and their children.

Although few in Malawi are untouched by poverty and its effects, girls appear to suffer disproportionately both inside and outside the classroom. Most of the schools in Malawi lack the appropriate infrastructure to support students (e.g., latrines, running water and chairs and desks). The infrastructural deficiencies impact boys and girls differently. In the absence of toilets, boys avail themselves of the bush, but girls are reluctant to do so for fear of being seen. A lack of running water as well as toilets prevents girls from coming to school when they are menstruating since they are unable to keep themselves clean. Girls' school uniforms are comprised of skirts or dresses. Girls are reluctant to come to class or to participate fully when the school has no chairs and the students have to sit on the floor. Standing up to respond to questions from the teachers allows their male peers to see up their uniforms. Outside of the classroom, the impact of poverty on girls is more pernicious and potentially deadly. Parents may sell their daughters in order to pay their debts.

***Psychological Abuse Affecting Boys***

An important caveat to any discussion of SRGBV as *experienced* by boys rather than as *perpetrated* by boys is that few think of SRGBV as something that boys can experience. As in other countries, the Team heard little about boys' experiences and mainly about boys as perpetrators. Even when people talked about instances where boys experienced SRGBV it was

not stated as such. The experience of boys in relation to SRGBV will need to be further explored as the program progresses.

The most common form of psychological abuse reported for boys is that of bullying. The term "bullying" refers to everything from playful teasing to incidences that border on criminal behavior. It can be verbal or physical and can be carried out by both peers and teachers. Older boys may prey on younger boys and even go so far as to steal their food. Teachers may insult poorly performing male students or verbally harass a boy who is dating a girl that the teacher is interested in. Bullying by fellow students was reported to be especially severe in boarding schools where students are cut off from their parents and feel unable to get help from their teachers. Interviewees who talked about bullying thought it quite commonplace and most viewed it as a natural part of boys growing up.

***Psychological Abuse Affecting Both Boys and Girls***

Boys as well as girls are subjected to abuse both in their communities and their schools. Within their communities, gender scripting and culturally assigned roles are very limiting and harmful to both boys and girls, defining and requiring girls to be "weak" and boys to be "strong." This socially constructed framework of male-female relationships reinforces the roles of men as aggressive/perpetrators and women as victims. Parents, for their part, may withhold support to their children by refusing them food, school fees or other necessities constituting what one informant referred to as economic abuse. Parents may also expose their children to sexual activity in the home that is traumatic for them to witness.

Participants frequently portrayed schools as hostile and authoritarian environments where the head teacher rules and teachers abuse their power over students. One parent asked why teachers could not bring "the spirit of love" into their classrooms rather than making the classroom an oppressive place. Teachers mock students in the classroom encouraging, through their example, bullying by peers. Students feel that they are unfairly treated by teachers and that their rights are violated. Teachers, for their part, are often untrained and lack proper understanding of children and their differing abilities; they may punish children with disabilities because they assume that the child is refusing to read or is not listening when, in fact, the child cannot see or hear well. In some schools children are not allowed to play. This oppressive atmosphere makes for "unhappy schools," as one interviewee described it.

**2. Sexual Abuse**

***Sexual Abuse Affecting Girls***

Girls in Malawi experience a wide range of sexual abuse resulting in multiple negative outcomes. In a country with a high HIV/AIDS prevalence rate, sexual abuse of girls can easily result in extended and severe illness and eventual death. Sexual abuse of girls can be perpetrated by peers, parents, community members and/or teachers. In talking about SRGBV, the Team was reminded on numerous occasions that parents and families themselves could be perpetrators. The Team heard about incest committed by fathers, stepfathers, uncles and brothers. In one instance, the Team heard about the rape of a niece by her new stepfather. The mother chose to protect the new husband rather than the child. Today the stepfather and mother are dead from AIDS and the niece is infected.

Poverty combined with a low value of girls causes families to further harm or put their daughters in harm's way. Parents will send a daughter to her teacher's house at night to take him vegetables knowing that the teacher will force the child to have sex. The parents hope that either the teacher will marry their daughter or they be financially compensated for the service. In one region in Malawi, the Team heard about "fish for sex" where parents send their young daughters to the local lake to buy fish, knowing that their daughters will be pressured into sex by the fishermen but hoping that their daughters may bring more fish home. The feminization of poverty in Malawi and the growing number of female and child-headed households has resulted in increased prostitution among girls for money, food or necessary goods. Some girls opt to make alliances with "Sugar Daddies" in order to pay for necessities, although the degree of coercion is difficult to discern.

Early marriage also exposes girls to sexual abuse and dangerous reproductive health consequences. In some areas in Malawi, girls are married at birth and sent off to join their husband's family when they are quite young. Girls as young as eleven are married off and there were even reports of pregnancies in girls as young as nine. Although the legal age of marriage is fifteen, the law can be easily circumvented by parental consent. In fact, the parental consent loophole essentially negates the law, since most nine to twelve year-old girls enter marriages that have been arranged by their parents.

Some communities in Malawi, in addition to sanctioning early marriage, have two types of sexual abuse of girls that are unique among the three countries that Safe Schools has assessed. The first occurs during initiation ceremonies for young boys and girls. As part of this initiation, parents arrange for a male member of the community to have unprotected sex with their daughter. In fact, each community seems to relegate this initiation for the community's girls in the community to a particular man. Girls as young as seven, eight and nine are sexually initiated into what one interviewee called a "false adulthood." In one instance, it was reported that a girl of nine refused the initiation and, so her parents held her down while she was raped by the community member. Apart from the deep psychological scars such an experience imprints on a young girl, it also significantly increases her risk of HIV infection and unintended pregnancy.

The second form of sexual practice is sex with spirits or an animal. The spirit/animal is actually a large constructed shape (much like the Trojan horse) and male community members hide in it and, at night, they gang rape women and girls whom they find on the streets of their community. Girls are also unsafe traveling to and from school, with reported instances of rape happening both before and after school, committed by men and boys in the community.

Within schools, girls have sexual relationships with peers and teachers that all exist on a continuum of coercion. Sexual relationships with teachers range from outright rape, to coercion with threats and humiliation, to transactional sex exchanged for grades or money. The degree of consent in any of these arrangements is highly suspect. If not actively pushing their daughter into a relationship with a teacher, parents may willingly accept payment after the fact. Girls do not fare much better with their peers. Sexual interactions with male peers run the gamut from rape to touching of breasts and pinching bottoms. Girls in boarding schools are especially vulnerable, with some choosing not to study so as to be safely in their rooms by 6:30.

***Sexual Abuse Affecting Boys***
Reporting on the sexual abuse of boys was scant. A few people mentioned sexual abuse of boys by female teachers but none could actually name a case. Since evidence of such incidences are lacking, this appears to be more of an urban legend or myth. More common were reports that boys feel pressured into being sexually active before they are prepared and ready. They end up frequenting prostitutes and having multiple girlfriends as a result of peer pressure rather than choice.

***Sexual Abuse Affecting Both Boys and Girls***
Interviewees reported that as part of initiation, children as young as seven are taught "bedroom things" and then told to practice what they have learned, otherwise they will die. As part of this initiation, girls are raped while boys are pressured to have sex. There were reports of male children asking for help because they did not feel ready for sex and did not feel comfortable with what they were being told to do. This sudden sexualization of male-female relationships usually occurs around standard 4/5 and forever changes the interactions between girls and boys.

Interviewees reported a great deal of sexual activity in schools, although the actual numbers are not known. Nevertheless, given the high prevalence of HIV/AIDS in Malawi, sexual activity, whether coerced or consensual, is potentially dangerous for children. Whether affected or infected, HIV/AIDS impacts the lives of children either through their own actions or others. AIDS orphans are especially vulnerable to being trafficked into the sex trade.

**3. Physical Abuse**

***Physical Abuse Affecting Girls***
The main type of physical abuse of girls reported was that of a disproportionate work burden both in and out of schools. Girls' roles as little mothers in the home forces them to bear responsibility for younger siblings and numerous household chores. They are also called on to carry out similar household type chores in the school. Work at home can keep girls from school altogether or, at best, impede their progress if they do attend. Homework becomes a luxury that girls do not have time for causing them to fall behind in school and reinforcing the stereotype that girls are dumb and cannot do well in school. The consequence is that girls drop out because they feel they have no future, completing the vicious cycle.

***Physical Abuse Affecting Boys***
Among boys, the bulk of physical abuse is that of fighting with one another for a variety of reasons: bigger boys abusing younger ones; religious or ethnic prejudices; or boys acting out what they have seen in the movies. While teachers use corporal punishment as a form of disciplining both boys and girls, interviewees reported that boys are whipped more often and are given harder physical punishments than girls.

***Physical Abuse Affecting Both Boys and Girls***
Bullying is a problem that both boys and girls face in school and the most common forms of bullying are boys bullying other boys and boys bullying girls. The situation appears to be graver

in private schools. All forms of physical abuse are exacerbated by the unsafe and poor conditions in boarding facilities.

Corporal punishment, although officially banned in Malawi, is not uncommon. The primary form of corporal punishment is extensive physical labor. Examples given were of children being forced to dig holes for a week, digging pit latrines and cleaning out rubbish pits. In one school, corporal punishment was "institutionalized" with teachers beating children regularly and threatening them with expulsion if they reported the beating

Malawi's economy is dependent on agriculture that provides the most employment but due to a mono-season rainfall, there is a period of significant unemployment and as a result hunger. This hungry season in Malawi necessitates children to labor for the survival of the family. Many children engage in heavy and/or extremely dangerous work impacting their health and keeping them away from school.

## TABLE 1:EXAMPLES OF SRGBV

| Examples of "School-related Gender-based violence" as heard in interviews in Malawi | | | |
|---|---|---|---|
| | Girls | Boys | Both |
| **Psychological Abuse** | • Communities and families emphasize traditional gender roles. In the family, the girl is seen as a "mother" and has many responsibilities that keep her from her schoolwork.<br>• Boys find out about what has happened to girls at the initiation ceremony and tease the girls.<br>• Lack of running water at school and no latrine facilities are very problematic for girls during menstruation. They are too embarrassed to come to school since they cannot keep themselves clean.<br>• Lack of toilets affects girls more than boys. They are stared at and teased by the boys who are able to use alternatives to toilets.<br>• Teachers make sexual innuendos towards girls.<br>• Girls are sold to pay off the family's debt.<br>• Girls are considered less bright than boys.<br>• Girls who have to sit on the floors in school are embarrassed to participate because they are exposed when they stand to answer questions.<br>• In rural areas there are few female teachers and the absence of role models reinforces the notion that "girls don't go anywhere" resulting in hopelessness.<br>• The value of girls in rural areas is lower than that of boys so families invest in boys because they believe that girls belong to someone else (the family that they marry into).<br>• If a girl refuses sex with a teacher then the teacher mocks the girl to humiliate her in class.<br>• If a girl refuses a teacher's advances, she is humiliated in class. But if she submits to his advances and her male peers find out, she is subjected to mocking and teasing at school.<br>• Girls are stigmatized, insulted, and harassed if they become pregnant and remain in school or are readmitted.<br>• Material resources provided by the teacher may be used to manipulate the girl.<br>• Teachers tell older girls that they should drop out and get married. | • Bullying is very common. It is condoned and viewed as just part of life.<br>• Insults<br>• Teasing<br>• Some instances of bullying rise to the level of criminal behavior.<br>• Psychological and physical abuse of boy by teacher who is interested in the boy's girlfriend.<br>• Boys experience bullying especially in boarding schools where the child is afraid to tell teachers what is happening. The boys may write to their parents instead.<br>• Teachers ignore students' complaints about bullying. They see it as natural.<br>• Female teachers sometimes mock older boys. | • Teachers are very harsh to both boys and girls. They have not been trained to understand that children have differing abilities. They punish children with disabilities because they assume that they can't read or aren't listening when the fact is that the children can't hear or see well.<br>• Teachers do not allow children to play at school.<br>• "Unhappy" schools with oppressive atmospheres<br>• Exposed to sexual acts in the home<br>• The classroom is so authoritative and oppressive that it drives the students away.<br>• Students can receive harsh punishment for no good reason.<br>• Gender scripting and cultural roles of society are very harmful, boys are required to be strong and girls to be weak. |

## TABLE 1:EXAMPLES OF SRGBV

| Examples of "School-related Gender-based violence" as heard in interviews in Malawi | | | |
|---|---|---|---|
| | Girls | Boys | Both |
| **Sexual Abuse** | • Initiation ceremonies, where an older man has unprotected sex with the initiate to prove that she is ready for womanhood. Potential outcomes are pregnancy, STIs and HIV/AIDS. The girl is not supposed to know who slept with her. Girls drop out of school because of this.<br>• Girl who refused the initiation ceremony was tied to the bed by her parents and raped by the man her parents arranged.<br>• Teachers take advantage of girls. There are many pregnancies. These involve much older men and great age differences. This is statutory rape but not acknowledged as such.<br>• Boys touch girls' bottoms and pinch their breasts.<br>• Girls as young as 11 get married in rural parts of Malawi. Although the legal age of marriage is 15, it is possible to marry at a younger age if you have parental consent. Since the parents themselves arrange the marriages, the consent is a given.<br>• Due to the feminization of poverty and the growing number of female and child headed households; many girls get only 1 meal a day. Because they are seen as property by their families, they are encouraged to go out and make money by prostituting themselves.<br>• Incest<br>• Rape by teachers<br>• Sexual relationships with teachers that may be encouraged by parents.<br>• Myth of having sex with a virgin as a cure for HIV/AIDS leads to the rape of younger and younger girls.<br>• In some areas, there is a practice of marrying girls at birth and sending the to their husbands' family at a young age. Girls as young as 9 years old have given birth.<br>• Parents are so poor that they will take money if their daughter is raped by a teacher instead of pressing charges.<br>• Girls are humiliated into relationships with teachers.<br>• Teachers exchange sex for grades.<br>• Male students force girls into sex.<br>• Parents may send a girl child to take vegetables to a male teacher knowing that she will be molested.<br>• Rape by group of village men who are dressed in an animal costume. Girls declare they have had sex with "spirits."<br>• Girls feel unsafe outside of their rooms in the boarding facilities at night. There are no electric lights in their rooms to study but they must be in their rooms before 6:30 pm to avoid being harassed.<br>• Married men ("Sugar Daddies") give money and goods to girls in exchange for sex. | • Sometimes hear about boys being sexually molested.<br>• The culture requires that boys become sexually aggressive and active at a very young age. | • Children as young as 7 are taught "bedroom things" and told to go out and practice. They are also warned "You'll die if you don't practice."<br>• Peers and even parents can sexually molest children.<br>• HIV/AIDS orphans go to live with their relatives and are very vulnerable to family members.<br>• Boys and girls are presumed to have sexual relationships by grades 4 and 5. |

## TABLE 1:EXAMPLES OF SRGBV

| Examples of "School-related Gender-based violence" as heard in interviews in Malawi | | | |
|---|---|---|---|
| | Girls | Boys | Both |
| **Physical Abuse** | • It is normal for girls to do most of the physical labor. This starts at home and continues in school. Girls arrive at school tired from having done all of the chores at home and then have to do more chores at school.<br>• Some schools only have one water tap. When there is a break, all of the children rush to the tap and the girls get pushed away.<br>• Teachers often use violence when a girl refuses sexual advances | • Although corporal punishment affects both boys and girls, boys seem to receive harsher punishments.<br>• Corporal punishment is outlawed but still given to boys, especially whipping.<br>• Boys tend to fight amongst themselves for a variety of reasons including along ethnic and religious lines. | • Corporal punishment: Although the law has banned it, corporal punishment is still meted out harshly. Examples include a girl being made to dig holes for one week and cleaning out a rubbish pit without gloves or boots.<br>• Disciplining other people's children. A child is seen as belonging to the community. A child can be abused by those outside of the family and the family can't say much about it.<br>• Hunger at home.<br>• Child labor keeps children from school and can be extremely dangerous.<br>• In one school, corporal punishment has been institutionalized. Teachers beat the children regularly and then threaten the children that if they tell, they will be thrown out of school.<br>• Physical conditions of boarding facilities are not safe because they are crowded and are high risk.<br>• The children fight over food and water. |

As the team moves forward in identifying communities for work and delving deeper into the scope and breadth of SRGBV as experienced by students within those communities, it can be seen from the previous pages that more research needs to be done to identify SRGBV as experienced by boys. It is unclear what the role of boys as perpetrators and *especially as victims* of school-related gender-based violence in Malawi is. The Team heard much more about SRGBV as experienced by girls than by boys. There are numerous possibilities as to why that is. Perhaps boys do not experience SRGBV. Yet we know that boys do experience SRGBV in other countries. There are more likely explanations. The notion of SRGBV as being something boys can experience and not just perpetrate is very new; therefore, when asked about boys, many responded with their role as perpetrator. And, finally, although parents and teachers spoke about experiences of boys that are quite likely to be examples of SRGBV, they did not frame them as such. It is in relation to boys that we most often heard about bullying.

As the SSP moves further in defining school-related GBV in Malawi by talking with students, it will be important to carefully craft questions to better understand the types of violence that boys face in schools, as well as their role in perpetrating violence against both girls and other boys. In general, the Team will need to carefully consider the needs of boys and how best to meet those at all levels of programming. It will be important to develop programs for boys that help them to redefine notions of masculinity that can put themselves and others at harm.

## C. Programmatic Overview

In order to comprehensively address the issue of SRGBV and follow the key principles that guide the SSP's programming, the Team proposes three areas for program implementation: prevention, response, and reporting activities. While there are a few organizations that have programs to support female victims of violence such as the Society for Advancement of Women, People Serving Girls At Risk, Women Lawyers Society, and Youth Net/YONECO, there are no organizations to the Team's knowledge that are currently implementing programs directly addressing SRGBV. The majority of the organizations that the SSP spoke with do not have programming in either SRGBV or domestic violence, but offer programs in fields that are related to or are of interest to those working in SRGBV: children's rights, girls' education and empowerment, HIV/AIDS prevention, and gender.

The following table provides a summary of the activities of interest that each local and international NGO or governmental institution offers. This programming is classified according to three areas of SRGBV programming that they fall under. It is important to note that with the exception of the few organizations mentioned above, programs are classified based on their ***potential*** to offer programming in one of the SRGBV areas.

It is evident from this programmatic overview that all of the organizations have current programs or experience and therefore the potential to provide some type of prevention activity through various kinds of training and provision of curricula for various stakeholders such as community leaders, teachers, children, police, and judges. There are fewer organizations however, that have current programs or the potential to provide assistance to victims in the areas of reporting and response to incidences of SRGBV. Those organizations mentioned above have response activities to provide support services for victims such as free legal advice, counseling, etc. There is a gap however, in reporting activities that enable victims to come forward and access support

services. Plan International is initiating training on child abuse for Child Protection Officers and will start a children's court where students who have been sensitized and trained about their rights can go to report violations. This program has the potential to address the underreporting of SRGBV and to provide a response to victims of violence.

The Team recognizes the need to follow-up with some of the organizations listed in the overview to gather more information on the potential for integrating prevention, reporting and responses activities into their on-going activities. The Team has incorporated the need for follow up with organizations in Section VI.

## PROGRAMMATIC OVERVIEW TABLE

| NAME OF ORGANIZATION | Types of Program | | | LOCATION | DESCRIPTION |
|---|---|---|---|---|---|
| | Prevention | Reporting | Response | | |
| **GOVERNMENT MINISTRIES AND AGENCIES** | | | | | |
| **Ministry of Education and Human Resource Development (MOEHRD)** | X | X | X | Lilongwe | • Planning to mainstream gender throughout the educational system by strengthening the curriculum and Life Skills, training teachers, strengthening human rights policies, and instituting an Education Management Information System (EMIS) sensitive to HIV/AIDS.<br>• Reviewing human rights policies related to HIV/AIDS including serious sanctions for teachers who impregnate students in coordination with the revision of the Education Act. The HIV/AIDS & Education Technical Advisor will develop a policy on sexual harassment.<br>• Initiating a counseling and guidance program that will train teachers to serve as guidance counselors and also include career counseling. |
| **Ministry of Gender, Youth and Community Services (MOGYS)** | X | | | Lilongwe | • Reviewing the Penal Code to include the issue of defilement. The issue of GBV is not dealt with holistically to include economic and psychological violence.<br>• Drafting the Domestic Violence Bill with the MOJ, addressing incest, is a very important bill in regards to HIV/AIDS.<br>• Developed a National Action Plan looking broadly at the areas of poverty, violence against women, the girl child, and peace. The MOEHRD participated and developed projects such as making the curriculum gender-appropriate.<br>• Developed a National Gender Policy for Education and Training, Reproductive Health, Food and Nutrition Security, Natural Resources and Environmental Management, and Governance and Human Rights.<br>• Focused on capacity building in gender analysis. GBV is one of the important aspects of gender mainstreaming.<br>• Conducted a study with the Southern Africa Development Community (SADC) on violence against women and children.<br>• Developed a National Strategy on GBV in conjunction with the Malawi Human Rights Resource Centre for the education system as well as other areas and has been merged with the SADC regional plan. |
| **Ministry of Health and Population (MOHP)**<br><br>**Division of Nursing Services** | X | | X | Based in Lilongwe and works countrywide.<br>Division of Nursing Services works in three districts, one in each region. | • Provides health services at the district level including hospitals, health centers with nurses, midwives, Licensed Practitioners of Nursing, and health posts that are mobile clinics for family planning and vaccinations.<br>• Provide health information (e.g., HIV/AIDS prevention) through three district teams. The teams interact with the PTAs to see what they can do to promote a healthy school environment.<br>• Provides curriculum for health workers containing information on sexual violence. |

## PROGRAMMATIC OVERVIEW TABLE

| NAME OF ORGANIZATION | Types of Program | | | LOCATION | DESCRIPTION |
|---|---|---|---|---|---|
| | Prevention | Reporting | Response | | |
| **Ministry of Youth, Sports and Culture (MOYSC)** | X | | | Based in Lilongwe. The projects described are implemented in four districts across the three regions. | • Implementing the Meeting Development and Participation Rights Project in collaboration with UNFPA and UNICEF that addresses issues facing adolescent girls such as low education attainment, dropping out, and sexual violence. Includes training teachers in terms of updating/orienting them on the Code of Conduct as well as gender and the issue of student – teacher relationships. Facilitates discussion with head teachers and teachers on issues affecting the girls and ways to tackle these issues. |
| **Ministry of Justice (MOJ)** | | | X | Lilongwe | • Under the Malawi Public Service Regulations, the MOEHRD staff and teachers are disciplined through a process of interdiction. Undertaken through the administration with a disciplinary hearing. For teachers, the head teacher takes up the issue and is responsible for investigating. The administrative and judicial system both have bearing on one another. |
| **National AIDS Commission** | X | | | Based in Lilongwe with sentinel sites across the country. | • Trained 20,000 teachers through MOEHRD on HIV/AIDS education. Another group of 20,000 teachers will be trained through teacher development centers and the support from Action Aid, DFID and UNICEF. |
| **National Youth Council (NYC)**<br><br>**Affiliate of the MOYSE** | | | | Lilongwe | • Mobilizes support for the clubs such as equipment for the livelihood groups, capacity building such as project management, youth exchanges, etc.<br>• Established through an act of Parliament to encourage youth participation. The NYC mostly works with out-of-school youth and have different kinds of clubs with many being livelihood clubs such as tailoring and crop propagation, but also HIV/AIDS and girls' education clubs. |
| **SCHOOLS AND SCHOOL ORGANIZATIONS** | | | | | |
| **Lilongwe Teacher Training College** | X | | | Lilongwe | • Train teachers who are already teaching (making the "unqualified" teacher become "qualified) as part of the Malawi Integrated In-service Teacher Education Program.<br>• Train teachers and extracurricular peer educators on an HIV/AIDS component that includes information on prevalence, risks, prevention, behavior change, care and support, and stigma and discrimination.<br>• Incorporated gender into the course (e.g., teacher practices—how they treat male and female learners). |
| **Kabwabwa Primary School** | X | X | X | Lilongwe | • Implementation of the new life skills curriculum has not occurred yet, but is in the planning stage, however this new curriculum doe not include teacher development.<br>• Formed many different types of clubs including an AIDS club, condolence club, etc.<br>• Integrates the topic of human development and puberty into the science curriculum. |

## PROGRAMMATIC OVERVIEW TABLE

| NAME OF ORGANIZATION | Types of Program | | | LOCATION | DESCRIPTION |
|---|---|---|---|---|---|
| | Prevention | Reporting | Response | | |
| **Magwero Primary School** | X | X | X | Lilongwe | • Encouraging boys and girls to study together, play together, and help each other all the time seems to have been an effective approach.<br>• Reduced the amount of teasing now that students are suspended if caught teasing others. |
| **Likwenu Primary School** | X | X | X | Near Zomba MESA School | • Encourages parents and community members to contribute to projects and holds joint meetings between the SMC, PTA and village heads.<br>• PTA/SMC monitors and encourages student attendance by frequenting student hang-outs and returning them to school. They also ask parents directly to send their children back to school.<br>• PTA/SMC received training through MESA on their roles and responsibilities.<br>• PTA/SMC notifies parents and teachers regarding school relationships that they find out about, and then punish the students involved.<br>• Assisted in gathering materials and resources (such as food and clothing) for students so that they will come to school through the MESA program.<br>• Started a Human Rights club, so as to learn more about rights and conduct extra activities to supplement the regular curriculum.<br>• Participated in training by CRECCOM, District Development Fund, and the Social Action Fund. |
| **Davie Education Foundation Private Secondary School Human Rights Club** | X | X | X | Kasungu | • Sensitizes the community about human rights and gender issues.<br>• Discusses issues of democracy, youth leadership, youth praise, and short stories. Also discuss issues of rape, girls dressing more modestly, and boys refraining from immoral behavior.<br>• Refers people to CARER if they think a right has been violated. They would like to refer people to other human rights organizations as well.<br>• Created Human Rights Clubs wherever there was capacity. The schools have self selected themselves to create these clubs. |
| **Chayamba Secondary School Public School Human Rights Clubs** | X | X | X | Kasungu | • Discusses human rights, gender and violence (especially violence against women), and gender links to the underdevelopment of Malawi.<br>• Performed dramas to educate the community about various issues such as girls and violence. Have written poems and short stories as well and placed them on the bulletin board in the school. If a right has been violated, they can speak with a teacher and create joint decisions. |

## PROGRAMMATIC OVERVIEW TABLE

| NAME OF ORGANIZATION | Types of Program | | | LOCATION | DESCRIPTION |
|---|---|---|---|---|---|
| | Prevention | Reporting | Response | | |
| **Kusungu Secondary School Public School**<br><br>**NICE-supported Human Rights School Clubs** | X | X | X | Kasungu | • Teach and discuss human rights, the challenges that students face, and what they can do to overcome challenges.<br>• Works with NICE and other organizations that provide support by holding discussions with the Clubs on topics such as human rights.<br>• Share knowledge about gender and violence, violence against women, discrimination, and how gender and other issues impact the development of Malawi through dramas, poetry, short stories, and notices/posters that they place on the notice board in the school.<br>• Change the behavior and methods of the school by teaching awareness of human rights violation against girls, reenrolling girls who were suspended due to pregnancy, and preventing reenrolled female students from experiencing abuse.<br>• Act as a response system if a student has their rights violated. They would speak with that person about the violation, speak with a teacher to ask for help, and go to Malawi CARER and discuss the violation with them.<br>• Organized debates about human rights and encouraged people about their rights. |
| **INTERNATIONAL DONORS AND NGOs** | | | | | |
| **USAID/ Malawi Education division**<br><br>**Malawi Education Support Activity (MESA)**<br>Implemented by American Institutes for Research in partnership with Save the Children, CRECCOM, and Malawi Institute of Education | X | | | Mzimba South, Kasungu, Machinga, Phalombe | • Funds the MESA Project as the overall strategy and prime mechanism used by USAID to improve education in Malawi. The goal of MESA is to improve the effectiveness of schools leading to greater pupil outcomes. More effective schools will lead to higher pupil persistence, lower repetition, fewer dropouts and increased pupil learning. Activities include:<br>o Consolidating the best practices learned from past USAID education projects such as the Quality Education through the Supporting Teaching project, the Social Mobilization Campaign for Educational Quality project, and the Improving Education Quality project.<br>o Improving teachers' professional skills in content knowledge (e.g., civics education, HIV/AIDS awareness, life skills education) and instructional practices (e.g., continuous assessment, classroom management, etc.).<br>o Training field education and community development officials in community sensitization/mobilization techniques.<br>o Facilitating the production and distribution of teaching/learning resources in schools.<br>o Making School Management Committees (SMCs) and parent teacher associations (PTAs) more functional. |

**PROGRAMMATIC OVERVIEW TABLE**

| NAME OF ORGANIZATION | Types of Program | | | LOCATION | DESCRIPTION |
|---|---|---|---|---|---|
| | Prevention | Reporting | Response | | |
| **USAID/ Malawi Health, Population, and Nutrition division** | X | X | X | Lilongwe | • Funds health programs in Reproductive Health including:<br>o Post Abortion Care (PAC),<br>o Emergency Contraception (EC),<br>o Infection prevention in clinical settings,<br>o Family planning (FP)<br>o Logistics for drug delivery including contraceptives and STI drugs.<br>• Funds programs in child health carried out in eight districts with a focus on reducing malaria in under-five year old children and pregnant women. Red Cross implements the community component<br>• Funds HIV/AIDS programs including:<br>o The Policy Project, which is involved in drafting an HIV/AIDS policy that will include GBV and vulnerabilities. The Policy Project also works in collaboration with the Malawi Safety, Security, and Access to Justice (MASSAJ) program to sensitize communities, train judges on gender and rights, and strengthen GBV protection in existing legislation.<br>o PSI programs including YouthAlert which goes to every secondary school and talks with kids about sex and their reproductive health and provides condoms to sexually active young men.<br>o JHU/CCP's Behavior Change Communication programs focused on high-risk groups and the recently conducted Behavioral Surveillance Survey that contains data about teachers' relationships with students.<br>o FHI programs with children and orphans on gender issues such as girls' responsibilities for care giving , girls' education, and home-based care.<br>o Save the Children US program improving PWLA access to services. |
| **Department for International Development (DFID)** | X | X | X | Based in Lilongwe. Works in all regions. | • Supports various methods to reduce GBV including supporting the MOGYS, the MASSAJ program, the Donor Action Group on Gender in UNDP, and WILSA (which has also been a strong NGO working in the GBV network).<br>• Implemented the School Improvement Plans through Care Malawi. Received anecdotal evidence about how widespread GBV is.<br>• Completed food security- related gender assessment. |

## PROGRAMMATIC OVERVIEW TABLE

| NAME OF ORGANIZATION | Types of Program | | | LOCATION | DESCRIPTION |
|---|---|---|---|---|---|
| | Prevention | Reporting | Response | | |
| **UNICEF** | X | | | Based in Lilongwe | • Provide services for abused children such as the Children's Home (CHISOMO) in Blantyre.<br>• Working with the MOEHRD on child's rights and infusing rights (CRC and CEDAW) into the curriculum. Trains teachers on child's rights in collaboration with the National Curriculum Institute as well as promoting child-centered learning.<br>• Working with UNFPA on child's rights through the end of secondary education.<br>• Collaborating with DFID on providing in-service teacher training and teacher training manuals. The life skills curriculum is being implemented in schools.<br>• Working on HIV/AIDS education for teachers with Action Aid and doing joint research on violence against girls.<br>• Mobilized communities to counter traditional beliefs that are obstacles for girls.<br>• Provided teacher training that emphasized child-centered and gender-sensitive teaching. Formed girls' clubs. Sensitized SMCs to girls' education. |
| **Plan International** | X | X | | Kasungu, Lilongwe, Mzimbi | • Sensitized the community regarding children's rights.<br>• Plan to begin training for Child Protection Officers and collecting data at the district level regarding child abuse.<br>• Trained 50 traditional authorities (including teachers and headmasters) on CRC and CEDAW and ten of those formed Rights of the Child Committees in their communities.<br>• Forged links with the District Social Welfare Officers and developed a district level child protection policy.<br>• Formed school-based human rights committees in which children are trained and sensitized on different themes regarding rights. Planning to start a children's court as there is a high level of child-on-child abuse.<br>• Trained peer educators (18-30 yrs old) to use Life Skills manual developed by the MOEHRD/MOHP/UNICEF.<br>• Assisted in lobbying for draft bills on child labor, increase in the age of marriage, and birth registration. |

## PROGRAMMATIC OVERVIEW TABLE

| NAME OF ORGANIZATION | Types of Program | | | LOCATION | DESCRIPTION |
|---|---|---|---|---|---|
| | Prevention | Reporting | Response | | |
| **JHPIEGO, an affiliate of Johns Hopkins University** | X | X | X | Lilongwe | • Runs 49 clinics where Post Abortion Care is offered and the majority of cases are adolescents.<br>• Offers Emergency Contraception (EC) in 47 health facilities and approximately 75% go to adolescents of which most are rape cases.<br>• Works with International Planned Parenthood Federation affiliate, Family Planning of Malawi, that has peer educators that target adolescents through youth friendly clinics.<br>• Working with other groups on the development of Guidelines of Managing Victims of Sexual Assault. It includes offering EC, STI, and anti-retroviral prophylactics. After the assault kit is performed, they then hand the results over to the victim.<br>• Worked on Adolescent Strategy with UNFPA and other donors. |
| **CARE Malawi** | X | X | | Lilongwe | • Strengthens the capacity of civil society through training in governance, management skills, community participation, and operations such as research, proposal writing, and project design.<br>• Advocates to improve the management of the MOEHRD including budget monitoring and policy gaps in HIV/AIDS and education.<br>• Developed a National Strategy for Community Participation in Primary School Management in collaboration with the MOEHRD.<br>• Conducted a study on HIV/AIDS and a number of gender issues on GBV came out including how to address sexual abuse.<br>• Designed and implemented the Basic Education and HIV/AIDS Project which has multiple components including awareness of children's rights and teachers' professional development, including rights and the Code of Conduct. Partners in this activity include TUM, CEYCA, and the Malawi Schools Parent Association.<br>• Founded the Rights Based Approach Synergy Network, along with Oxfam and DFID, to support NGOs that use a rights based approach and can train field staff. |
| **Population Services International (PSI/Malawi)**<br><br>**Youth Alert project** | X | | | | • Improves the sexual and reproductive health of 10-20 year olds. Key objectives are to increase risk perception, reduce the number of sexual partners, increase the age of sexual debut, increase consistent condom use, and promote abstinence.<br>• Produces radio program with listeners clubs that are focused on quality and getting young people to listen.<br>• Works with 40 community-based organizations (CBOs) on peer education and provides training and curriculum.<br>• Training 1000 teachers on a facilitators guide to use with the life skills magazine.<br>• Implemented program in 1000 secondary schools. |

## PROGRAMMATIC OVERVIEW TABLE

| NAME OF ORGANIZATION | Types of Program | | | LOCATION | DESCRIPTION |
|---|---|---|---|---|---|
| | Prevention | Reporting | Response | | |
| **LOCAL NGOs** | | | | | |
| **Centre for Advice, Research, and Education on rights (CARER)** | X | X | X | Located in Lilongwe, Kasungu, and possibly two other regions. | • Sensitize communities on human rights such as the right to education and the responsibility to be educated. Also conducts sensitization through clubs for out-of-school youth and the community.<br>• Raise awareness of rights and on knowledge of what to do if rights are violated.<br>• Runs legal clinics that provide assistance to individuals who come there when there has been a human rights violation. |
| **Creative Centre for Community Mobilization (CRECCOM)** | X | X | X | Based in Zomba and implements programs in all three regions. | • Produces and distributes newsletters, radio, television, calendars, and T-shirts in order to mobilize others where the project is not being implemented.<br>• Conducts advocacy at the national level regarding the government budget for education. Informs policymakers of findings and holds on-going meetings.<br>• Links up with various stakeholders in order to refer people in communities to various organizations.<br>• Launched a girls' education program in collaboration with Creative Associates International, Inc. CRECCOM implemented the social mobilization campaign to work with the community on the issue.<br>• Conducted a KAP study to understand cultural practices and attitudes towards girls' education in grades S1-S8.<br>• Tested the social mobilization model into other programs besides education including: an HIV/AIDS pilot, a child labor project, and a civic involvement project. |
| **Centre for Youth and Children Affairs (CEYCA)** | X | | | Based in Lilongwe and implements projects in central region. | • Focuses on students and out-of-school youth with an emphasis on youth participation and on the protection of the rights of children and youth.<br>• Established democracy clubs as an extra-curricular activity and identified leadership and trained leaders. Selected and trained teachers and head teachers who voluntarily participated with clubs. Identified issues that affect young people, developed modules on these issues, and prepared training modules. Held discussions during training modules that included issues of gender and HIV/AIDS.<br>• Established and built capacity of clubs through training modules and set up libraries to provide publications on human rights that teachers can use to help clarify issues. |

## PROGRAMMATIC OVERVIEW TABLE

| NAME OF ORGANIZATION | Types of Program | | | LOCATION | DESCRIPTION |
|---|---|---|---|---|---|
| | Prevention | Reporting | Response | | |
| **Centre for Educational Research and Training (CERT)**<br><br>**Center for Social Research, University of Malawi** | X | | | Based in Zomba, where their research was also conducted. | • Conducted research on gender and education at the primary, secondary and the tertiary level. Research included establishing the nature of abuse using PRA workshops, school mapping to identify places students felt safe and unsafe, and working with communities to address strategies.<br>• Produced a report on girls' education and one of the findings in this study were incidences of SRGBV. Produced another report on out-of-school youth that showed severe corporal punishment as one factor for students dropping out of school. |
| **Malawian Human Rights Resource Center (MHRRC)** | X | X | X | Based in Lilongwe and works in all regions. | • Working with other organizations in capacity building, training, documentation, research, and networking in the region.<br>• Mandated to work on GBV activities with the government and to coordinate a network for GBV in order to advocate on behalf of the voiceless. The MOGYCS, the police, classification board (censorship), the justice branch, and 30 other NGOs are part of the network.<br>• Developed a GBV strategic plan and created a final document in 2000. The government will incorporate the GBV document to create a national strategy on violence against women.<br>• Included in the GBV strategy: the formation and training of GBV committees in communities, a Victim's Support Unit in every police station, managing information systems both in the MOGYS and the MHRRC, and access to justice delivery.<br>• Conducted two different baselines on GBV.<br>• Presented a joint proposal to do advocacy activities on the 16 Days of Activism and distribute messages through a press conference. |
| **National Institute for Civic Education (NICE)** | X | X | | Based in Kasungu | • Promotes civic education and democracy. The main thematic areas are: gender, food security, human rights, HIV/AIDS, and good governance.<br>• Developed school clubs as a response to initial community sensitization on human rights. These clubs can request assistance in terms of training on a variety of issues that are provided by the community-based educators. Refers them to other organizations that may be able to provide the support they are requesting. The clubs organize debates on human rights. |

## PROGRAMMATIC OVERVIEW TABLE

| NAME OF ORGANIZATION | Types of Program | | | LOCATION | DESCRIPTION |
|---|---|---|---|---|---|
| | Prevention | Reporting | Response | | |
| **People Serving Girls at Risk** | X | X | X | Based in Blantyre and works in secondary schools in and around Blantyre. | • Holds a one- year contract with USAID to survey victims of sexual exploitation, exploitation of children, trafficking, and how to prevent children from falling into this trap. Aspects include developing a national stakeholder meeting, a strategy, and a policy.<br>• Assists with a radio program called "The Girl Child" that airs once a week on JOY Radio, a station created by the former head of state. Children share their awareness and knowledge regarding education, child labor, trafficking, GBV, or any issue targeting and interesting to children.<br>• Discusses, with students, life planning skills, gender relationships, the rights of the child, relationships between teacher and student and pupil to pupil, life planning skills, and also provides counseling.<br>• Raises awareness about the Code of Conduct issue and wants it to apply to all teachers, whether they are in government or private schools. They have developed their own Code of Conduct for their organization.<br>• Planned activities for Nov. 19th, World Day for Prevention of Child Abuse. |
| **Public Affairs Committee** | | | | Based in Lilongwe | • Addresses GBV through the Gender Officer, who will go to South Africa and Kenya to receive some training on GBV.<br>• Implemented the Malawi Project on Policy Reform that involved community policing to control incidences of violence.<br>• Developed a proposal focused on GBV to work with 30 key religious leaders and train them on GBV issues and awareness. In addition, they will work with religious leaders at the district level and in total will train 330 people. |

## PROGRAMMATIC OVERVIEW TABLE

| NAME OF ORGANIZATION | Types of Program | | | LOCATION | DESCRIPTION |
|---|---|---|---|---|---|
| | Prevention | Reporting | Response | | |
| **Society for Advancement of Women (SAW)** | X | X | X | Lilongwe | • Trains volunteers that focus on awareness campaigns and the legal rights of women in the constitution. They empower women to claim their rights.<br>• Carries out civic education by training drama groups and singers. They also carry out public debates.<br>• Conducts a media campaign at the national level. SAW carries out the 16 Days of Activism throughout the country and have radio and TV programs.<br>• Provides legal advice to help women report instances of abuse. They have lawyers take the cases to court and then subcontract with other lawyers.<br>• Provide services to victims of sexual assault including establishing a women's shelter in Lilongwe. They also provide counseling for both the victim and perpetrators.<br>• Integrated HIV/AIDS and GBV, linking them through the issue of vulnerability and women's disproportionate care for the sick.<br>• Conducted three years of awareness activities on GBV.<br>• Conducted research on traditional practices and the vulnerability of girl children due to initiation ceremonies. |
| **Teacher's Union of Malawi (TUM)** | X | X | | Based in Lilongwe | • Works with the MOEHRD on projects such as training teachers on prevention and how to share information with others, as well as to transmit knowledge to students; providing certification upon completion of training courses; conducting a baseline survey and training on HIV prevention; working on: leadership and gender issues and children's rights; addressing child abuse; and orienting teachers to the Code of Conduct.<br>• Works with Women's Voices on gender issues, gender and education, addressing child labor, HIV/AIDS, and capacity building for women.<br>• Working to develop a Code of Conduct and has involved stakeholders including the MOEHRD, Teaching Service Commission, and the Civil Society for Quality Basic Education (that represents NGOs working on education).<br>• Provides Training of Teachers (TOTs) for teachers who complete action plans that commits them to train other teachers at their own school and nearby schools. |

## PROGRAMMATIC OVERVIEW TABLE

| NAME OF ORGANIZATION | Types of Program | | | LOCATION | DESCRIPTION |
|---|---|---|---|---|---|
| | Prevention | Reporting | Response | | |
| **Women and Law in Southern Africa Research Trust (WLSA)** | X | X | X | Based in Limbe, near Blantyre | • Conducts research that supports action taken to improve the legal position of women by educating women about their legal and human rights, providing legal advice, questioning and challenging the law, as well as instigating campaigns for changes in the law.<br>• Implements programs that provide information, documentation and dissemination, lobbying and advocacy for policy and legal transformation, legal advice and services, and training and education on women's rights and human rights.<br>• Initiating research on the national level on "Sexual Violence and its Impact on Women's Vulnerability to HIV Transmission in Malawi." This pilot will look at vulnerability of girls in regards to commercial sex work. The study will also investigate vulnerability between teachers and students and between students.<br>• Provided training to increase capacity of the judicial system for people in the formal structure (e.g., Magistrate, clerks, judges) and informal structures at the district level (e.g., District Commissioner, Chiefs, officers).<br>• Designed a course using a rights-based approach to public service delivery involving gender analysis, GBV, inheritance, etc.<br>• Developed a training workshop on advocacy and legal rights at several schools last year that was filmed and broadcast by a local television station.<br>• Developed a Domestic Violence bill to address violence against women as a national issue.<br>• Conducted qualitative research involving PRA. |
| **Women Lawyers Society (WLS)** | | | X | Lilongwe | • Provides free legal services to women and children. They only help men when they can see that his case is causing hardship for the women and children around him. They address issues of inheritance and women and children in prison. Women are most often referred to the WLS by the courts. |

## PROGRAMMATIC OVERVIEW TABLE

| NAME OF ORGANIZATION | Types of Program | | | LOCATION | DESCRIPTION |
|---|---|---|---|---|---|
| | Prevention | Reporting | Response | | |
| **Youth Net: YONECO**<br><br>**Empowering Young Girls Project** | X | | X | Based in Zomba. Works in schools in and around Zomba. | • Implements programs including school-based and out-of-school youth programs, gender programs teaching women's empowerment for girls and CSWs, guidance and counseling, and HIV/AIDS care and prevention.<br>• Looks at GBV in gender programs concentrating on vulnerable people and their access to resources as well as their reproductive rights, especially in regards to CSWs.<br>• Works with both students and out-of-school youth through a girl empowerment project. They also have a back-to-school campaign.<br>• Provides orientation for community groups, teachers, parents, religious leaders, and community leaders concerning the rights of girls as well as boys. Sensitizes the whole community concerning gender through traveling theater.<br>• Provides Life Skills training in communities, targeting girls' issues to build their self-esteem and develop life skills to handle problems. Issues and skills discussed include childcare and nutrition, negotiation, decision-making, value for life, and self-esteem.<br>• Implements a program that gives teachers basic skills in counseling to deal with issues that students face. They have also trained parents to be community-based counselors and develop an action plan during training.<br>• Completed a baseline in Zomba of why girls would drop out of school. |

# IV. Issues and Recommendations

In Section A below, the Team provides a summary of the general issues and recommendations as reported by individuals interviewed including Ministry officials, NGO staff, head teachers, teachers, parents and USAID implementing partners (American Institutes for Research implementing MESA, Save the Children, CRECCOM, and the Malawi Institute of Education). The Team augmented these issues and recommendations based on global literature on best practices. At each of the national, institutional, community and individual levels, there is a description of the issues and recommendations.

After analyzing the data and the general recommendations found in Section IV A, the Team identified priority issues and recommendations that are proposed in Section IV B as the SSP's pilot program in Malawi. These priority issues were selected for a variety of reasons: those most suited to the SSP's mission and scope; those issues most often identified by interviewees; those that meet global recommendations for school-related GBV programs; and those best suited to provide a holistic response.

## A. General Issues and Recommendations

### 1. National Level

#### a. Non-implementation of Existing Laws and Policies

The Republic of Malawi has enacted useful and equitable policies and laws founded upon the virtues of government by the people, human rights and dignity, gender equality, and personal freedom. As a result, the Constitution contains statues that entitle all persons to a right to education (§25), to equal access to the law (§41), and to a right to full development under the law (§30). However, in the villages and communities within Malawi, human dignity, gender equality, and education are not social norms that are understood and practiced with systematic regularity. Government agencies do not actively seek violations of policies within the various levels of society as evidenced by two clear examples that emerged from the different organizations that the SSP Team interviewed. First is the Public Service Regulations for all civil servants. This administrative law exists without much authority or enforcement capability, and there is great confusion as to its application, especially regarding educational professionals. Second is the review process that the Education Act is currently undergoing. It is unclear as to who is responsible for rewriting this law, how the process began, and what sectors need to be sought out for input. Many of these laws embody admirable ideals, but in practice, the procedures for service provision mandated by these policies need to be improved and strengthened and written processes, a plan of implementation and a formal review process to revisit all laws need to be developed.

***Recommendations:***

- Create processes and mechanisms that are accessible and demarcated to the public so that the public may utilize these laws to attain the goals of development as envisioned by the Constitution.
- Proactively provide services to the public and monitor the effectiveness of existing laws.

**b. Ambiguity of Laws**

One of the strengths, as well as weaknesses, of the laws in Malawi stems from the ambiguity of the language used. While the uncertainty allows for flexibility in interpretation, it also allows for misuse and situational analysis rather than the rule of law. Information collected from interviews and focus groups revealed that many Malawians are unaware that certain categories and actions within the school fall under the Public Service Regulations' interdiction process. Although the law supposedly applies to all teachers, it has only been applied to government-sponsored teachers and not private school teachers. A clearer understanding of when the process of interdiction begins, and what actions within the Code of Conduct automatically activate interdiction is also needed. Triggering the interdiction process cannot be subjective, but instead needs to be a matter of law. Additionally, greater clarity on the standing and the requirements of appeal within the interdiction process need to be defined, since who has the right and/or authority to bring a case forward remains vague. Whether the head teacher of the school or someone from the District Commission office is responsible for starting the interdiction process has not been stipulated by law, nor have the mechanisms of appeal been formalized, thereby creating confusion and inactivity among school personnel, students, and parents. Along with providing usable processes within the educational system, Code of Conduct violations need to be viewed as a crime not only against individual persons, but also as a crime against the MOEHRD and the national government, confirming the gravity of ethical violations especially conduct harmful to students.

***Recommendations:***

- Expand the notion of "civil servant" to include all teachers and school personnel, both public and private, to increase the jurisdiction of the Public Service Regulations.
- Create a legislative link/ "trigger" between the Code of Conduct and the process of interdiction within the Public Service Regulations.
- Clearly articulate and define terms for the interdiction process in relation to standing and appeal procedures.

**c. Decentralization**

Although decentralization is the official state policy, the MOEHRD has not yet fully decentralized its services. The various District Commission Offices are required to wait for the central MOEHRD in Lilongwe to grant permission before the district offices can begin to investigate offenses among teachers and staff. The District Commission is also not authorized to discharge or suspend alleged educational personnel, allowing perpetrators to remain at the school while perhaps continuing to inflict harm. Similarly, the District Commission does not have the ability to hire new teachers based on community and school needs.

***Recommendations:***

- Devolve and delegate power to the districts so that they may handle issues of investigation, as well as hiring and removal of staff in an efficient and effective manner.
- Weigh the interests of the communities in relation to the needs of the central government to ensure systematic standards within the schools. The necessity for efficiency and standardization are not mutually exclusive and a process can be devised to consider both goals equally.

**d. Creation of New Laws and Policies**

One of the major gaps in Malawi, at the national level, is the nonexistence of certain laws and policies that are essential for the development of the country as delineated in the Constitution. No national policy exists on school- related gender-based violence (SRGBV). Even though the Domestic Violence bill is slowly moving though Parliament, the focus of the bill is on adult women and intimate partner abuse, and not necessarily on children. When speaking of women's rights, the rights of the child must not be forgotten. There are distinctions between the rights of women and the rights of children, a difference recognized internationally by the creation of two separate conventions: The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW); and the Convention on the Rights of the Child (CRC).

The Constitution of Malawi stipulates that children are assured the same rights as adults in terms of access to education and issues of discrimination. However, the actual language within the Constitution does not separate the child from the family, especially from the parental unit. In order to be able to protect the child, the state needs to be a vested party and to recognize the child as a lone entity and as a citizen of the state regardless of familial ties. For example, §22 (7) and (8) of the Constitution pertain to the Marriage Consent Law affirming that "for persons between the age of 15 and 18 years a marriage shall only be entered into with the consent of the parents or guardians," and that the state only "discourages" marriages under the age of 15. This language assumes that parents always act with the best interest of their child in mind. And yet, as articulated by various interviewees, it is clear that parents' behaviors do not always result in the best outcomes for their children.

From meetings with numerous NGOs it is also obvious that there are no linkages between the various public services available. There are no set procedures between legal, medical and counseling services to provide for and assist victims of violence. The organization JHPEIGO is currently working with local NGOs and government agencies to develop a protocol for medical personnel in treating victims of sexual assault and rape. The draft copy of this protocol does not mention legal and/or counseling services for victims and the protocol does not distinguish between children and adult victims. After completing an examination, medical professionals are not mandated to report the case to legal authorities or counseling services. Regardless of the age or the relation of the perpetrator to the victim, the protocol's only directive stipulates that the medical examiner provide a copy of the report to the victim or to the victim's legal guardian.

Finally, harmful traditional practices continue to occur throughout the many communities of Malawi. §13 of the Constitution states that "the State shall actively promote the welfare and development of the people of Malawi by progressively adopting and implementing policies and legislation aimed at achieving the following goals," with subsection (h) maintaining that for children the state shall "encourage and promote conditions conducive to the full development of healthy, productive, and responsible members of society." However, many of the cultural initiation rights practiced among the various ethnic groups in Malawi clearly breach this policy and, in fact, promote unhealthy and violent relationships within society. Some of the rites conducted within these ritual ceremonies are not only harmful, but are clear criminal violations of the penal code.

***Recommendations:***

- Create national urgency centering on issues of SRGBV. The development of a national policy by the government will bring attention to the issues, delineating the gravity of the situation and its detrimental effects on society. This national policy can be easily established by adding issues of SRGBV into the Gender-Based Violence Strategy already created by the Malawi Human Rights Resource Center.
- Identify the child, by law, as a protected state entity. It is dangerous for the state to assume that the family and/or parent unit will protect the interests of the child. The policy "best interest of the child" should become a set of procedures and a mechanism provided by the state to protect children from everyone, including their parents and even themselves.
- Develop legislative linkages of public services in order to carry out the policies of protection for all the peoples of Malawi. Public services need to be in continual communication on the issues surrounding a community so as to provide effective and superior service.
- Outlaw harmful traditional practices. It is insufficient for the government to merely state that any law or custom not in accordance with the Constitution be considered unlawful. The state has to enforce its law and develop and pass new legislation based on the changing needs of the country. Laws need to be passed and implemented that outlaw traditional practices that are harmful as well as criminal to children. Laws alone are not sufficient, but must be coupled with social mobilization in order to achieve sustained behavioral change.

**2. Institutional Level**

**a. Lack of Awareness and Enforcement of the Code of Conduct**

Given that fifty percent of primary teachers in government schools are unqualified, it is likely that these teachers have never received training on professional ethics or the teachers' code of conduct. In Teacher Training Colleges, ethics and professional standards of conduct have not been stressed and teachers need knowledge and skills to help them work effectively with students and parents. Some teachers abuse their power and ignore their roles and responsibilities as outlined in the code of conduct. The Team heard several anecdotal references to incidences of teacher – student sexual relations and other types of sexual and physical abuse of students. The code of conduct prohibits such behavior, however, appropriate disciplinary measures are not taken in many cases. There appears to be little adherence to a reporting system for violations of the code of conduct with teachers not being held accountable for the offenses.

Clearly, there is a gap between the existence of the code of conduct and the implementation of that code within the educational system. The MOEHRD appears to lack the institutional capacity to enforce the existing code of conduct or the political will to take action. When a violation occurs, the process of interdiction is lengthy and often times ineffective due to various factors. Since the MOEHRD is not decentralized, violations are referred to the central level of the MOEHRD for investigation. Lack of coordination and institutional linkages between the SMCs, the District Education Office, and the MOEHRD create limited accountability and, often, violations never reach the MOEHRD. It was reported that the District Education Office has little

political will to enforce the code of conduct since it does not have the authority to hire or fire teachers. PTAs, SMCs and other school authorities lack awareness of their own roles and responsibilities leading cases to be resolved through informal agreements that do not necessarily bring justice to the victim.

Currently, a new code of conduct is being drafted, but the process of revision, the institution responsible for the revision and its completion date remain unclear. However, various stakeholders are involved in the process including the MOEHRD, the Teaching Service Commission, the Teachers Union of Malawi (TUM), and the Civil Society for Quality Basic Education, and CARE Malawi. CARE Malawi's role in the process is to ensure that various stakeholders, including teachers, students and the community are consulted. TUM is responsible for holding teacher consultations on revising the code of conduct and has produced a draft copy that does not include reporting procedures for violations. What is unclear is whether this is the official version of the code of conduct given that a separate draft is being circulated by the Teaching Service Commission (TSC) titled, "Statement of Professional Ethics and Code of Conduct." This latter document is a comprehensive guide for qualified and unqualified teachers and includes disciplinary actions for acts of misconduct to be carried out by school officials. Similar to other policies in Malawi, the TSC's code of conduct is well articulated. The challenge will be implementing the policy at the district, school and community levels once the new code of conduct is passed by Parliament.

***Recommendations:***

- Ensure that the revised code of conduct explicitly outlines what constitutes a violation, disciplinary actions and reporting procedures in order to guarantee enforcement and accountability.
- Train teachers on the code of conduct both in pre and in-service teacher training (e.g., as part of the course on Ethics) to promote prevention and the ethical responsibility to report and respond to incidences of SRGBV.
- Train school administrators, District Education Managers and officials in the Teaching Service Commission on roles and responsibilities according to the code of conduct to ensure reporting and response to violations, particularly cases of SRGBV.

### b. Inadequate Teacher Development, Deployment and Supply

There are numerous issues in the education sector related to teacher development, deployment and supply that can negatively impact students (e.g., SRGBV) and lead to negative outcomes (e.g., repetition, drop out, etc.). Introduction of the FPE in 1994 resulted in a dramatic increase in student enrollment and the education system to date has not adequately addressed the teacher supply required to satisfy the demand. Currently, up to 50 percent of teachers in government schools are untrained. The government, as stated in the Policy & Investment Framework, plans to reduce this percentage to 10 percent by 2012 (MOEHRD, 2001). Due to inadequate teacher supply, primary schools have a high teacher/student ratio with an average rate of 56.3 students per teacher (World Bank, 2003). This average is even higher in particular districts due to various factors such as teacher absenteeism and illness due to HIV/AIDS. Given this reality, it is very difficult for teachers to provide students with a quality education and, at the same time, be able to monitor students and identify harassment, bullying or sexual abuse problems that they might face on the way to and from or at school.

Gender imbalances in the teacher labor force (at the levels of supply, provision and deployment) are greatest is rural schools where the majority of teachers are male because of inadequate housing, unsafe or harsh conditions for single female teachers and a host of other constraints. Therefore, incentives need to be introduced to recruit more women as primary school teachers. This gender imbalance of the teaching force teachers can put female students at greater risk for SRGBV in a school environment where gender norms are determined by a male-dominated staff and where there are few or no female teachers to support girls' concerns. In this type of environment, it is easy to perpetuate psychological abuse that demoralizes girls and limits their participation and achievement in school. Furthermore, cases of sexual violence perpetrated by male teachers and students against female students go unreported because the victim lacks support to challenge a teacher's authority as well as the gender norms that discriminate against the girl child (e.g., pregnancy that leads to drop out). Teachers that commit such abuses are usually not dismissed but merely transferred to another post if any action is taken at all.

***Recommendations:***

- Ensure that teachers who commit SRGBV and violate the code of conduct are punished accordingly.
- Train unqualified and qualified teachers to raise awareness of SRGBV and change their attitudes and behaviors to promote prevention, reporting and response to SRGBV.
- Form committees (e.g., "Safe School Committee"), involving teachers (both male and female), students and parents, especially in rural schools, to address problems related to SRGBV that girls and boys face.

**c. Insufficient Curricula and Training Related to Prevention of SRGBV**

Gender inequality, human rights, violence prevention, sexuality, reproductive health, values clarification, life options, HIV/AIDS and life skills need to be addressed in the curriculum for the prevention of SRGBV. There are several initiatives to introduce new curricula on some of these important topics. A new Social Studies/Civic Education curriculum is being introduced in a phased approach in S1-S8 that contains components on gender, human rights, abuse of power and life skills (e.g., conflict resolution). The MOEHRD has a new Strategic Plan for HIV and AIDS Intervention in the Malawi Education Sector that aims to integrate HIV/AIDS across the curricula, but it is currently unfunded. Life skills and HIV/AIDS education curricula are being introduced for pre-service and in-service teacher training. Through support from USAID and DFID, a new curriculum will be integrated into all six Teacher Training Colleges (TTCs) and UNICEF/UNFPA are supporting a new curriculum, supposedly linked to the curriculum being introduced into the TTCs, that is being implemented in S4 and phased into additional grades. It is unclear whether these new curricula on life skills and HIV/AIDS are similar to each other in content and how quickly and to what extent the curriculum and training for in-service teachers will be scaled up. These new curricula should be evaluated to determine whether issues of SRGBV including psychological, physical and sexual violence are being addressed.

According to teachers in a school visited by the Team in Lilongwe, new curricula are introduced without providing in-service teacher training. Teachers observed that they are expected to teach sexuality and reproductive health education, but are uncomfortable teaching such sensitive topics (e.g., explaining puberty to children). Part of the problem is that teachers lack training in

participatory methodologies and gender equitable teaching strategies to ensure effective teaching and learning. TUM is supporting a program to train teachers on HIV prevention using a cascade training model that aims to train at least one teacher per educational zone (Malawi has 325 educational zones). There are, however, inherent limitations when using a cascade model if the goal is to change the attitudes and behaviors of teachers especially around a traditionally taboo subject like HIV/AIDS. The USAID-supported MESA program provides an effective approach to introducing the new Social Studies/Civic Education curriculum that involves continuous professional development and monitoring of its implementation.

***Recommendations:***

- **Curricula:**
  - Integrate gender equality into the primary through secondary curricula where it is not already embedded.
  - Strengthen the new Social Studies/Civics Education curriculum by incorporating SRGBV as a crosscutting issue.
  - Link and infuse SRGBV into the life skills and HIV/AIDS curricula as well as into the MOEHRD Strategic Plan for HIV and AIDS Intervention in the Malawi Education Sector.

- **Teacher Training:**
  - Ensure that teachers receive continuous professional development and monitoring on the implementation of new curricula that integrates issues of SRGBV (e.g., gender equality, human rights, and violence prevention).
  - Ensure that teacher trainees in TTCs are trained on SRGBV through curricula on life skills and HIV/AIDS education and the code of conduct.
  - Provide teachers with the methods as well as the tools (e.g., materials, brochures, videos, etc.) on SRGBV to use in the classroom and in clubs.
  - Provide pre-service and in-service teacher training on participatory teaching methodologies and strategies to promote gender equity in the classroom.

**d. Lack of Institutional Response to SRGBV:**

The MOERHD has limited institutional capacity to provide a response to victims of SRGBV. The system lacks school counselors, school health personnel or social workers in primary and secondary schools who can provide medical or counseling services for children and youth victims of SRGBV. There appears to be a countrywide shortage of trained psychologists and counselors to whom victims can be referred to for psychosocial support.

The draft National Plan of Action for Orphans and Other Vulnerable Children (OVC) 2004-2009 is a multi-sectoral initiative that involves multiple ministries (including the MOEHRD), NGOs and CBOs. It is well funded with a budget of approximately $80M and addresses areas related to the prevention, reporting and response to SRGBV. One of the National Plan of Action's objectives is to improve OVC's access to quality education, and a related activity involves training teachers and other district level managers and advisors in counseling and guidance. Another objective of the Plan is to ensure that OVCs are protected from abuse and exploitation through the following activities:

- Organizing multi-sectoral trainings for professionals and para-professionals (teachers, judiciary, police, social workers, civil society service providers) on child abuse and children's rights.
- Identifying and establishing a referral mechanism related to child abuse.
- Establishing a multi-sectoral reporting and referral mechanism at community and district levels in cases of abuse and exploitation of children.
- Developing leaflets with information on referral mechanisms that are distributed to schools, social and health centers, and PTAs.
- Providing victims of abuse, violence, exploitation or trafficking with appropriate services such as counseling, medical care, safe houses, support for reintegration into schools family life and society.

One of the principles of SSP is to build on existing programs and not duplicate efforts, therefore, it would be beneficial to collaborate with the MOEHRD in developing their institutional capacity to address child abuse through the activities delineated above. Certain of these activities can be strengthened. For example, the referral mechanism in the National Plan does not mention providing legal services to victims of abuse. SSP can assist by helping to strengthen and expand the establishment of reporting and referral mechanisms in SSP pilot schools and ensuring that teachers, head teachers and school/community partners are trained on how to respond to cases of SRGBV, abuse and exploitation. If there are gaps in implementation of these activities, specifically in pilot school and communities where SSP is in place, SSP can, at the very least, ensure that counseling services are provided to SRGBV victims.

***Recommendations:***

- Link to, strengthen, and expand upon activities outlined in the National Plan of Action for OVC that provide support services to victims of SRGBV through multi-sectoral reporting and referral mechanisms.
- Support and expand National Plan of Action for OVC activities in SSP pilot schools that provide training for teachers in counseling and guidance for victims of abuse, violence and exploitation.
- Train key stakeholders at the school/community level including head teachers, parents, PTA, SMC, and community elders on how to recognize, prevent, report, and respond to incidences of SRGBV.
- Train counselors on the ethical responsibility to report incidences of SRGBV.

**3. Community Level**

**a. Lack of Awareness, Prevention and Reporting of SRGBV by Community and Parents**

Within the community and among parents there seems to be a real lack of understanding about what constitutes abuse and the consequences of that abuse. Either abuse is not recognized as such, but seen as part of everyday life, or parents are resigned to the fact of abuse since they feel powerless to do anything about it. Bullying, initiation, early marriage, corporal punishment, liaisons with teachers, child labor and harassment are, at the least, warily accepted within communities. Most of these practices are accepted with statements of "it has always been this way" or "I was bullied when I was a child. When you are older it is your turn to bully."

There appears to be a disconnect in parents' and communities' minds between these abuses and their long chain of negative consequences. As numerous interviewees pointed out, parents should not always be seen as protectors, but may be perpetrators of abuse themselves. Many claim that the violence in schools actually has its roots in the home. Parents may push a daughter into a liaison with a teacher, maybe going so far as to set her up to be raped by sending her to a teacher's home late at night with vegetables. It would seem that parents do not envision the different possible outcomes of these actions including pregnancy, HIV/AIDS infection, teasing and harassment in school and/or withdrawal from school.

Sexuality is key to any person's identity, however, it is an area where the girl-child has little or no say. Parents play a critical role in the harmful gender scripting of their children. It is parents that arrange for early marriage and charge their daughters with household and child rearing responsibilities rather than schoolwork. The early sexualization of children, through initiation rites for girls and by encouraging young boys to engage in sex, are practices that continue with the complicity of parents if not their active participation. Perhaps driven by poverty, parents trade on their daughters' sexuality to improve the family's economic outlook, as evidenced by the "fish for sex" and "sugar daddy" trends.

Within communities and families, when harmful things do happen to children, there is often little sympathy and the children may be blamed for their situation. Girls that are sexually harassed or raped in school may be told that it is their fault because they dress too enticingly or invite abuse by how they sit. Although girls have relatively little control over when, where, how and with whom they have sex, if they get pregnant they bear the burden and humiliation alone. Even a girl who has been raped by a student or teacher faces social ostracism alone. The boy who committed the rape or impregnated her is not expelled from school while she faces public humiliation and insults, driving her away from the school. The teacher that impregnates a student faces no retaliation except perhaps a payment to the girl's family. Even some of the local NGOs that were interviewed used the language of blame when discussing girls. One NGO recounted the story of a young girl who had to turn to prostitution because of economic hardship. The girl was humiliated and traumatized by her experience, but rather than seeing the child as a victim, the NGO made reference to the girl "repenting" her ways.

Not all parents are complicit in their child's abuse. Some suffer silently because they are unsure about what can be done or where to go for help. Others try to fashion some response for their child and their family. There are two ways of looking at a girl who has been impregnated by a teacher. One way is that the parents pushed their daughter towards the teacher in hopes of either getting her married or attaining a financial settlement from the teacher. But in some instances, girls have been humiliated and coerced into a relationship with the teacher and her parents are unaware of the situation until and only if she becomes pregnant. The Team heard that some girls feared incurring the disapproval of their parents if their relationship with a teacher became known. The Team also heard that talking about sex with one's parents is taboo in Malawi. So parents do not intervene because they want relationship to continue but because they are unaware until she becomes pregnant. Under these circumstances, once parents become aware of their daughter's pregnancy, they try and seek a solution that will benefit their daughter and family. They may ask the local chief or the head teacher for assistance. Sometimes, the teacher is forced to provide financial support for the girl and baby. Although this may not be a good solution, it is

the best that parents can hope for and the best that they can get for their daughter and grandchild. Ultimately, parents are rarely encouraged to press charges and most of them simply do not know what to do and neither does the community or the school.

One group that could be the link between parents and the school would be the PTA or the School Management Committee (SMC). Throughout Africa, basic education programs have worked to mobilize these groups and to train them on their role within the schools and community. Over time, these groups have been empowered to take on more active roles in the management of their local schools. The Malawi Education Support Activity (MESA) and the Girls' Attainment in Basic Literacy and Education (GABLE) programs worked extensively on mobilizing communities, but the Team still heard that parents are disconnected from the schools. Parents are not aware of school activities and this is acceptable to them since parents think the school should be in charge and they are unsure about their role in the school. It is important to note that as a result of GABLE, 98 percent of schools have functioning PTAs. So the issue may be more nuanced than parents simply being disconnected from schools in general. Conceivably, they are disconnected to schools on this issue of SRGBV. In the schools visited, PTAs and management committees were functioning and could talk about their roles and responsibilities, but most of their discussion surrounded infrastructure support in the school. As it pertains to SRGBV, the Team heard about the lack of understanding of the committee's roles in terms of reporting abuse and protecting children. School committees were unaware of procedures for reporting teachers, particularly when the violator was the head teacher or the head teacher was actively protecting the perpetrator.

***Recommendations:***

- Encourage parents to talk with their children about sex and its consequences.
- Work with parents to be able to identify all kinds of abuse, how to report it and where they can go to seek help.
- Work with parents, communities, teachers and students to share information to form a better picture of what each group thinks is happening and what can be done about it.
- Strengthen and train PTAs and school management committees to serve as the link between parents, communities and schools on the issue of SRGBV. Facilitating information exchange between the family and the school is crucial for influencing and protecting the girl child. A successful example is the Creative Centre for Community Mobilization's (CRECCOM) approach. They provided training to the school committee which then, in turn, worked with some parents to report a teacher that had impregnated two students. This approach should be systematized and scaled up.
- Use community mobilization to reach all segments of the community and educate people on rights. CRECCOM has done excellent work in this area through both GABLE and MESA, through a Development Theatre that could prove a very appropriate method for reflecting back to the community the sensitive issues of what constitutes abuse, the types of abuse occurring in their community and that impact that abuse has on the lives of children in the community. Since there is a real reluctance on the part of the community to acknowledge and talk about this issue, the data collection aspect of the theatre would have to be very targeted to accurately and productively raise this issue.
- Take a rights-based approach (RBA) since RBA is more empowering and addresses the belief that abuse is normal and people are powerless to take action. This recommendation

should be combined with all of the recommendations above. Whether working with PTAs, school management committees, and parents or reaching all these groups through community mobilization, program implementation will be more effective if based on a RBA. Operationalizing the RBA at the field level, to move it from international conventions to actual practice, is key to this approach's success. Participation, inclusiveness, non-discrimination, obligation and accountability must be broken down into practical concepts that are culturally useful for communities.

**b. Lack of Support Services for Victims of SRGBV Within the Community**

It is evident from the initial assessment that there are major gaps in the overall systems of support and response to victims of violence in Malawi. There is no "safety net" or community support for vulnerable children. The government has limited institutional capacity within the legal system, law enforcement and medical and social services to provide even the most basic support such as counseling and medical attention. Within the health system, the closest health facility to most communities is the health post, unstaffed except for special health events such as immunization or family planning days. Working with UNICEF, the MOH is implementing school health programs but in only three regions and they are focused primarily on carrying out physicals for young children. Access to emergency contraception (EC) and anti-retrovirals is limited. There is no dedicated EC product. The MOEHRD does not retain Guidance Counselors at the primary school level. The police do have Victim Counseling Units at the District level, but most have been trained to work with women not children. There are District Social Welfare Officers, but the system suffers from an absence of linkages between the police, social welfare and medical services and there is no psychological support. Within communities, traditional elders and chiefs are usually called upon to deal with the issues of abuse of children either by teachers or others, but none have been trained on how to advise and respond appropriately. The generally established course of action is a payment from the teacher to the parents.

On the NGO side, there are a few organizations offering some support services. Plan International has started Rights of the Child Committee and offers a paralegal program. UNICEF has started Mothers' Groups where children can go for help. The Society for Advancement of Women (SAW) offers legal advice, has lawyers that take victims through the legal process, provides counseling to victims and perpetrators of violence and has a shelter. Most SAW programs are primarily aimed at women victims of domestic abuse. The Women and Law in Southern Africa research Trust (WLSA) offers legal advice and legal rights training, again primarily for women. Few organizations offer support or response services for child victims of SRGBV and fewer still do so at the community level.

Given the religious nature of Malawian society, a child might expect to turn to religious institutions such as churches and mosques. However, several people spoke to the Team about a disconnect between the belief system of the family, the school and religious institutions. There is a need to better understand the position and role of the faith sector in terms of the connection between the belief system of the family, school and religious institutions. There is an apparent disconnect between what the church believes in and their lack of intervention on behalf of children.

***Recommendations:***

- Improve and use informal processes of justice. Work with traditional elders and chiefs to improve their knowledge of SRGBV and to outline a process to effectively deal with perpetrators and victims as well as to link victims to support.
- Provide support services to victims of violence through NGOs. This entails a mapping of existing support services (those that exist for SRGBV and those that could be modified to respond to SRGBV) and the creation of a referral system.
- Provide training and sensitization to service providers (e.g., medical community, law enforcement, legal services, and social work) on SRGBV and how to respond to victims.
- Create a community-based response committee such as the Mothers' Groups or Children's Rights Committees that provide a safe place for a child to seek help within the community. This can serve as a child's first point of contact with the referral system.
- Reach out to the faith based community and work with them to take on SRGBV as a faith issue. Train religious personnel on the issue and the role that the faith community can play.

**4. Individual Level**

Boys and girls lack self-efficacy to confront potential perpetrators of violence, give voice to their rights, and report abuse when they have been victimized.

> *Self-efficacy is the belief in one's capabilities to organize and execute the sources of action required to manage prospective situations. Self-efficacy influences the choices we make, the effort we put forth, how long we persist when we confront obstacles, and how we feel (Bandura, 1986).*

Children in Malawi experience a range of impediments to achieving self-efficacy in relation to protecting themselves from SRGBV. They are subjected to harmful gender scripting and traditional practices and are unaware of what constitutes abuse or believe that they deserve it. They do not know that they have rights or are unable to give voice to those rights and make a claim on them. They do not know where to turn for help when they need it and they have few opportunities to be able to build healthy relationships with their peers, parents and teachers.

*Children are subjected to very harmful gender scripting.*
Roles and responsibilities are proscribed by traditional norms. Girls are valued less than boys and are aware of this. By far, the most damaging form of gender scripting is the initiation ceremony. Children are prematurely exposed to sex and sexuality and taught that their masculinity and femininity is based on their sexual activity. This is especially dangerous given that 60 percent of the HIV/AIDS cases are in children aged 15-24 years and 60 percent of those are in girls. These initiation ceremonies give children a sense of false adulthood and, therefore, they think that they can begin to have sexual relations. Children may be told that they will die if they do not go out and have sex. For girls, their sexual initiation is usually traumatic and the experience can also be traumatic for boys since are encouraged to have sex but most are too immature to understand or engage in sex.

In addition to the potential negative reproductive health outcomes of unintended pregnancy, sexually transmitted infections (STIs) and HIV/AIDS infections and psychological trauma related to initiations, there is a subtler and more lasting life long change in the way these boys and girls interact with each other that extends into their adulthood. Many noted that it is at about the time of initiations that the relationship between boys and girls changes. Prior to Standard 4, boys and girls see each other as playmates and often play together happily. But after initiation, boys become more aggressive to their former playmates and girls must regard their former friends with unease and a sense of distrust if they are to protect themselves. This acts as a barrier to the formation of healthy relationships based on trust. Relationships are no longer about being friends but are about sex.

*Children are unaware that they have rights*.
Defense mechanisms such as denial are deeply rooted and SRGBV is so normative that the girls and boys who are victims do not think that they have been abused. Because their lives have been so scripted and they have internalized the abuse, most children do not understand that their lives can be different and that they have a *choice* in what happens to them. Girls and boys also lack the necessary skills to plan for a different future or to seek help when they need it. Until children understand what constitutes abuse they cannot seek help. And if they are ready to seek help, there is no place to turn or no one to go to.

*Children cannot give voice to their rights*.
There are groups that work with children on their rights. Some children were able to talk about their rights. However, these programs do not extend to empowering children with the ability to claim their rights. Most rights seem to remain in the realm of abstract concepts. Some programs viewed rights programming as a way to keep children from misbehaving. Rights, especially those related to SRGBV, were not acted on. Children were unaware of response and reporting systems. They were aware that they were not able to claim their rights and asked for assistance in the form of books, materials, training and activities and asked if human rights organizations could act as their patrons. These groups wanted to reach out to other civil society organizations and to involve their communities and teachers but were unsure about how to do so.

*Children have few opportunities to build healthy relationships with their peers, parents or teachers*.
Interactions between boys and girls change dramatically after initiation. Some clubs and programs are able to provide opportunities but these are not widely available to all children. Most children do not turn to their parents for help, although they would like to be able to talk to their parents about sex for example. Talking to one's parents about issues of sex and sexuality is taboo and makes parents uncomfortable. Discussing initiation in public is taboo. Most girls are unable to go to their parents when they are being pressured for sex by boys or teachers. They only turn to their parents once they are unable to hide a pregnancy. Schools are very hierarchical and relationships with teachers are authoritarian or marred by sexual violence or harassment. Although teachers are supposed to teach students about maturity and growth in their classes, most teachers have not been trained on how to teach it and are embarrassed by the subject matter.

***Recommendations:***
Programs for children need to:

- Reach both boys and girls.
- Train students on what types of behaviors are inappropriate and unacceptable by adults/peers in regards to physical, sexual and psychological abuse.
- Assist children to move from knowing rights to claiming their rights. Provide training, activities, materials and link clubs to outside Human Rights groups. Help Human Rights clubs plan for reaching into the school and community with their activities.
- Reach children with rights and gender programming in a holistic, systematic, on-going basis through combinations of the following: radio, theatre for development, life skills through either in or out of school curricula, clubs, after school programs, assemblies.
- Provide practical information on sexual development and sexuality in schools. Pilot the PSI Youth Alert Program in primary schools but with an emphasis on SRGBV and protection and link it to HIV/AIDS.
- Organize peer mediation programs. Peer mediation programs can be very empowering for the youth that are involved and have been highly effective in the US.
- Work with traditional initiation counselors to develop alternative initiation ceremonies that convey community values without harming children.

## B. Proposed Safe Schools Program

Guided by the SSP's key principles for programming as mentioned in Section I. C., priority issues and recommendations were selected that address: gaps at the national, institutional, community and individual levels; and SRGBV in three areas of programming including prevention, reporting and response. The Team has also provided a summary of the key organizations that could be potential partners with the SSP based on their promising programs in the three areas of prevention, reporting and response. The SSP's proposed pilot program is outlined below according to the three areas of programming and the recommendations are also overlaid on the SSP's integrated model for addressing SRGBV (see page 59).

### 1. The SSP Advocates Network: Ensuring a holistic approach and implementation of prevention, reporting, and response activities to SRGBV.

One of the initial activities envisioned by the SSP is the creation of a national baseline on the policies and procedures currently in existence. The SSP will commission a local organization to outline existing policies and implementation procedures that impact SRGBV issues. Many of the issues and recommendations identified at the national level, guided by the national baseline as well as from this assessment as seen in Section A, will be implemented through the formation of a National Advocates Network. This network of key stakeholders and government officials will raise awareness and promote advocacy at all levels for the prevention, reporting and response towards SRGBV. In following the recommendations outlined previously, the network will prioritize issues in developing and executing an action plan that will include in addition to general sensitization, creating a sense of urgency, drafting legislation and lobbying decision makers and parliamentarians toward policies that combat and respond to issues of SRGBV. This network will assist in the capacity of the national government to create and provide legal and social frameworks that will ensure and impart rights and protections as demanded by the people.

*Potential Partners*
Currently in Malawi, a few organizations already exist combating a narrow range of issues that could participate in the Advocates Network. Some organizations' programs focus only on prevention, while others may also address reporting and responses to SRGBV. These organizations include: The Malawi Human Rights Resource Center, The Women's Lawyer Group of the Malawi Lawyers Association, and Women in Law Southern Africa. The Programmatic Overview in section III. C. provides information on these organizations' programs.

**2. Development of Community Action Plans: Ensuring Participation and Ownership**
The SSP plans on carrying out Participatory Rural Appraisal (PRA) activities in all intervention and control schools for the purpose of identifying: how boys and girls experience SRGBV in all of its forms - psychological, physical and sexual; how they talk about it; and where they turn for assistance. Based on these PRAs, the SSP Team will develop and administer baseline survey in each school to capture knowledge, attitudes and behaviors related to abuse as well as incidents of abuse. Data from the PRAs and baseline will be shared with communities to determine how they would like to respond. The SSP will provide support to the communities to develop, implement and monitor their Community SRGBV Action Plans. Desired actions could include prevention, reporting and response activities. Relevant partners will be identified once community level activities take shape within the action plans.

**3. The Three Areas of Programming**
Through multiple types of programming, all community members, teachers, parents and students will be taught how to recognize SRGBV, stop it, report it and seek help.

**a. Prevention**
To address the lack of awareness and prevention of SRGBV within educational institutions and by the communities, parents, and students, the Team proposes that the Safe Schools Program:

- Provide initial training for the whole school staff on SRGBV to understand and be able to screen students for types of SRGBV including sexual, physical, and psychological violence.
- Train teachers in participatory pedagogy and gender equitable teaching methodologies to foster positive and healthy relationships among boys and girls and students and adults for the prevention of SRGBV.
- Introduce teacher trainees in the TTCs to SRGBV and gender equality as integrated into the pre-service teacher education curricula (e.g., course on Ethics).
- Help strengthen existing and new curricula in order to integrate SRGBV and gender equality into life skills and HIV/AIDS curriculum, Social Studies/Civics Education and other curricula.
- Strengthen and train PTAs and SMCs to serve as the link between parents, communities and schools on the issues of SRGBV.
- Reach children with rights and gender programming in a holistic, systematic, on-going basis through combinations of the following: radio, theatre for development, life skills through either in or out of school curricula., clubs, after school programs and assemblies.

- Provide practical information on sexual development and sexuality in the schools such as the Youth Alert program.
- Work with traditional initiation counselors to develop alternative initiation ceremonies that convey community values without harming children.

*Potential Partners*
The Team could collaborate with some of the following organizations that are already implementing promising prevention programs in Malawi that can be adapted for SSP pilot schools and communities: MESA, CRECCOM, CARE, and PSI (Youth Alert).

**b. Reporting**
To address the lack of awareness and procedures for implementing the code of conduct in educational institutions that results in underreporting of cases of SRGBV, the Team proposes that the Safe Schools Program:

- Strengthen the code of conduct to include language that specifies types of violations, disciplinary actions and reporting procedures.
- Train teachers (both pre-service and in-service), school administrators, District Education Managers and officials in the TSC training on the implementation of the code of conduct (what it is, what it means and how to report violations).
- Collaborate with the MOEHRD to enhance the reporting system to ensure enforcement, so that teachers and others who commit SRGBV and violate the code of conduct are punished accordingly.
- Work with traditional and informal processes of justice to improve their knowledge of SRGBV and to outline a process to effectively deal with perpetrators and victims as well as to link victims to support.

*Potential Partners*
The Team could collaborate with the following organizations that have some institutional capacity and/or programs related to reporting of human rights abuses that could be adapted for reporting SRGBV and implemented in SSP schools: the People Serving Girls at Risk and the National Institute for Civic Education and Women and Law in Southern Africa Research Trust.

**c. Response**
To address the lack of support services for victims of SRGBV within the educational institutions and the community, the Team proposes that the Safe Schools Program:

- Provide training in counseling for victims of abuse. SSP will attempt to link up with existing activities or provide training where there is none to ensure that trained counselors are available for victims in pilot SSP schools.
- Commission a local organization to identify and map potential partners at the national level and in communities where pilot schools are located.
- Develop a referral services directory that can be distributed to schools and the community.

- Provide small grants to strengthen existing programs that can be extended to provide support services to victims of SRGBV, ensuring that a referral mechanism not only exists, but also provides the needed services and support to victims.
- Create a community based response committee.

***Potential Partners***

The Team could collaborate with the following organizations that have some institutional capacity to help create a referral system and linkages to community services for victims of SRGBV: the Women and Law in Southern Africa Research Trust (WSLA) and the Malawi Human Rights Resource Centre.

**d. Pilot Schools**

The pilot program will be conducted in a total of 40 schools in identified regions of Malawi, as negotiated with the USAID Mission. The self-selected schools will derive from the schools participating in the USAID MESA program. A baseline will be performed for each school with PRA/PLA activities, conducted within the communities and schools to inform the baseline instruments. These 40 schools will be randomly assigned into four groups of ten schools each. One group will be designated the control group. The next group will receive teacher interventions that will include activities that address gender-equitable teaching techniques, participatory pedagogy, communities of practice and leadership and administration training. Another group will be assigned student interventions that will focus on the development and implementation of a life skills curriculum aimed at enhancing individual and peer group self-efficacy so as to better identify, report and respond to instances of SRGBV. And finally, the last group will receive both teacher and student interventions. All schools within the pilot program will be impacted by the activities conducted at the national, institutional, and community levels. From this program design, the SSP will be able to measure the impact of each intervention as well as the entire program in relation to no interventions taken in reducing SRGBV in schools.

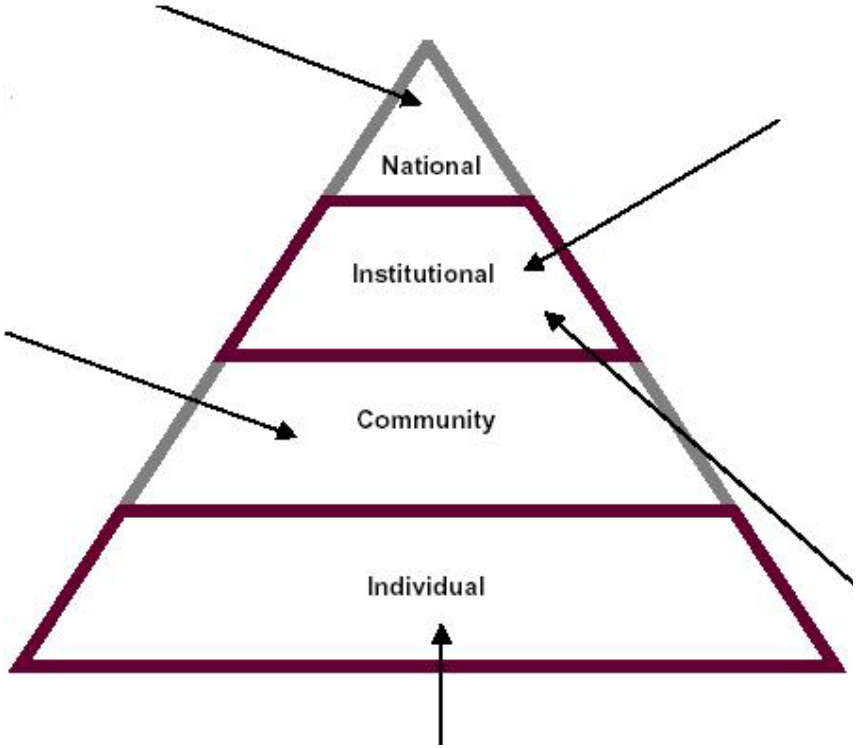
# SSP's Proposed Pilot Program

## National level recommendations

- Commission the development of a national baseline on policies and implementation procedures that impact SRGBV matters.
- Form a National Advocates Network to raise awareness and promote advocacy at all levels for prevention, reporting, and response to SRGBV.

## Community level recommendation

- Provide communities the results of PLA and baseline survey on SRGBV in their schools to to serve as the basis for the development of a Community SRGBV Action Plan. The SSP will provide support for the implementation and monitoring of the Action Plan. Activities could include:
  - Strengthen and train PTAs and school management committees to serve as the link between parents, communities and schools on the issue of SRGBV.
  - training for parents and community members on SRGBV;
  - working with local leaders to improve the informal/traditional justice system;
  - working with traditional initiation counselors to develop alternative initiation ceremonies
  - creating a community-based response committee for victims of violence.




## Individual level recommendation

- Reach children with rights, gender, violence prevention, sexual and reproductive health, and life skills programming in a holistic, systematic, on-going basis through combinations of the following: radio, theatre for development, school curricula, clubs, after school programs, assemblies.

## Institutional level recommendations

- Strengthen the Code of Conduct to include language that specifies types of violations, disciplinary actions, and reporting procedures. Provide training on code of conduct (what it means and procedures for reporting violations) for pre-service and in-service teachers, school administrators, District Education Managers, and officials in the TSC.

- Provide institutional support services at the school level for victims of violence such as trained counselors. Provide training in counseling and reporting and ensure that all teachers and counselors are knowledgeable of the appropriate action to take in cases of abuse.

- Identify and map potential partners and create a referral mechanism to external support services through NGOs for victims of violence. Create a referral services directory that is distributed to schools and the community.

- Strengthen existing and new curricula in order to integrate SRGBV related topics such as rights, gender, sexual and reproductive health, etc. into existing life skills curricula and other curricula.

## V. Recommended Geographic Focus

The SSP proposes to leverage current and previous USAID investments in communities that improved educational quality and can now be used to increase the chances of success in addressing the sensitive and complex issue of SRGBV. USAID/Malawi, building upon its previous education project GABLE and is now implementing MESA through the American Institutes for Research in partnership with CRECCOM, Save the Children, and the Malawi Institute of Education. In working within communities and schools that were previously a part of the GABLE project, MESA is implementing the best practices learned from the Quality Education through the Supporting Teaching project, the Social Mobilization Campaign for Educational Quality project, and the Improving Education Quality project in order to achieve higher pupil persistence and increased pupil learning. Capacity building has been provided to the PTAs and SMCs that includes training in social mobilization, communication and school management. The PTAs and SMCs that the SSP spoke with had already devised programs to retain students, mitigate the drop out rate and decrease tardiness among students.

Clearly from interviews conducted at the MESA participating schools, these schools and communties are committed to improving the educational quality and, as previously through GABLE, the gender equality of the services provided to their children. They have successfully completed the initial steps of community mobilization, PTA activation and working within the school on some girls' education issues. For Safe Schools, it would be difficult to introduce sensitive issues such as GBV in schools where little school/community collaboration and trust exists, and where parents and community leaders have not been sensitized to the benefits of girls' education and are not committed to achieving gender equality. Safe Schools proposes to follow on the good work of GABLE and work with commuites to successfully address the violence that continues to impede the educational progress of Malawian girls. Furthermore, Safe Schools can effectively complement the work of MESA in community mobilization and improving educational quality especially as it relates to gender equity in the classroom.

Safe Schools has approximately three years to develop a pilot program and to show results. Leveraging the knowledge and experience gained through GABLE and MESA schools and communities, will also help in developing and implementing an effective model for addressing SRGBV within this timeframe. Given that MESA is being implemented within one district in the North, one district in the Central region, and two districts in the Southern region, the Safe Schools Team will work with the Mission to determine a geographic focus while keeping in mind the pilot nature of this program, budget constraints and travel concerns.

## VI. Next Steps

The SSP team will work with USAID/Malawi and USAID/WID to develop a work plan for the SSP in Malawi based on the recommendations delineated within this report. The work plan will outline major areas of focus for SSP activities, identify the geographic focus, and provide a timeline for the first year of implementation.

On the second trip proposed for January/February, the SSP team will:

1. Develop a work plan with the Mission for the first year of implementation in Malawi based on the recommendations from the programmatic assessment.

2. Set up an office in order to begin implementing activities.

3. Hire local staff including a Country Coordinator, a Facilitator, and a Financial/ Administrative Officer.

4. Follow-up with organizations and key individuals and meet with additional relevant organizations that could serve as partners.
    - Follow up with the organizations that were identified as having promising programs that can be integrated and adapted to address SRGBV.
    - Review more closely the activities and materials developed by these promising programs to determine how to build upon existing resources, and to integrate SRGBV into these programs, incorporating certain materials that have proven to be effective.
    - Obtain key documents mentioned by relevant organizations.

5. Meet with recommended organizations or individuals with whom the SSP did not have a chance to meet with on the first trip to determine whether they are relevant partners or could be a part of the Advocates Network. These organizations recommended include:

    1. FAWEMA
    2. Women's Voice
    3. Center for Alternatives (for Victimized Women and Children)
    4. Eye of the Child
    5. Law Commission
    6. ActionAid

6. Begin to identify pilot communities.

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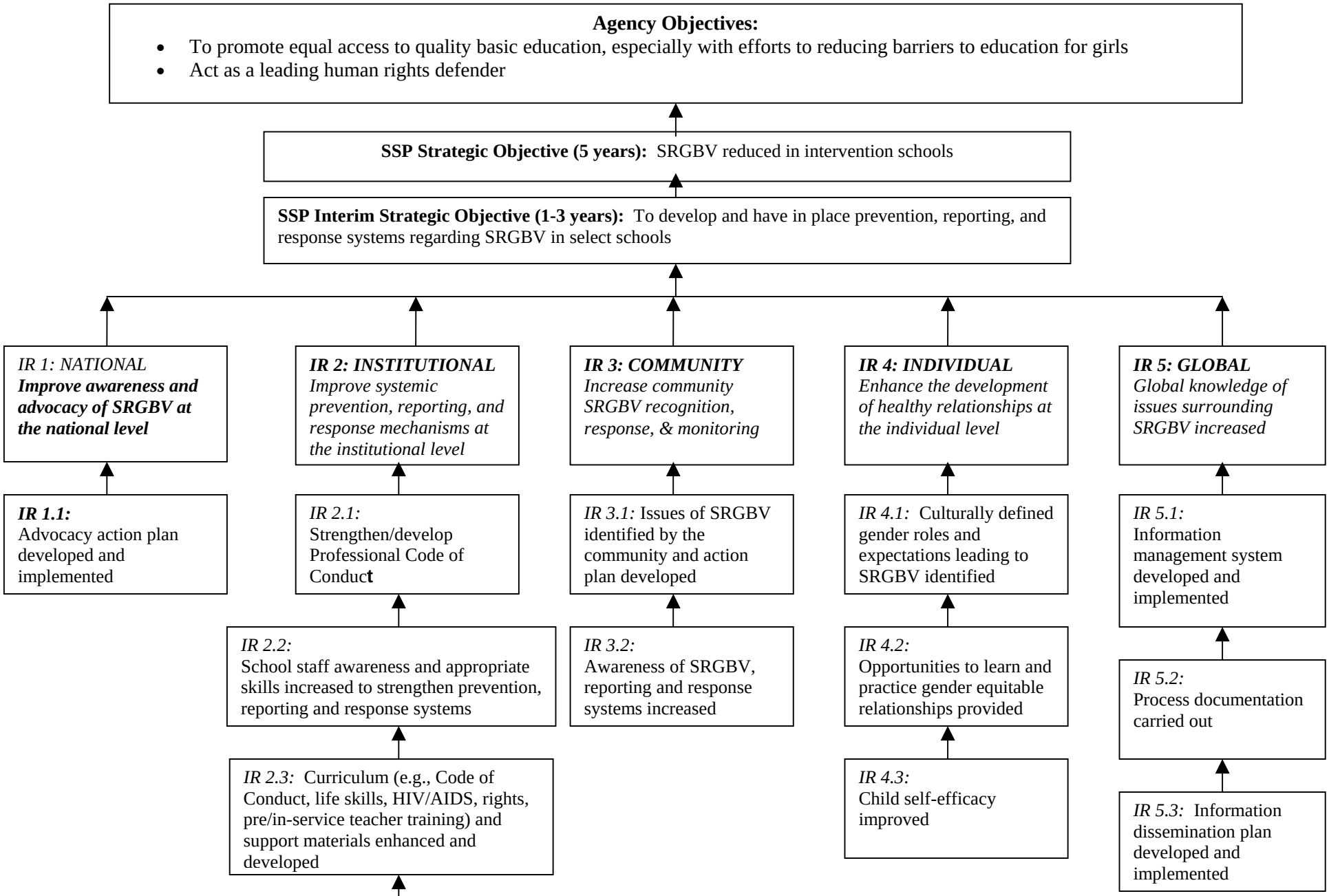
## Appendix A: Results Framework



## Appendix B: Scope of Work

### Malawi School-Related School-Related Gender-Based Violence (SRGBV) Assessment October 25 - November 5, 2004.

The Safe Schools Program (SSO) is a three-year contract awarded by the U. S. Agency for International Development, Office of Women in Development through an indefinite quantity contract to DevTech Systems, Inc. The purpose of the SSP is to create gender safe environments for all girls and boys that promote gender equitable relationships and reduce school-related gender-based violence (SRGBV) resulting in improved educational outcomes and reduced negative health outcomes. The Safe Schools Program (SSP) will work in partnership at multiple levels to protect children from psychological, physical and sexual harm by promoting healthy relationships based on rights, responsibility and respect for self and others.

**Overall Objective:**
The overall objectives of the initial trip is to:

- Assess existing programs for their ability to address school-related gender-based violence (SRGBV);
- Gain understanding of the nature of SRGBV in Malawi; and
- Identify individuals and organizations from the key informant interviews to serve as local partners.

The team will conduct open-ended, in-depth interviews over the two-week period with key informants who have been recommended by the USAID Mission and/or other informants. Further, the team will examine programs and structures at multiple levels: national, institutional (MOEHRD, schools), community and the individual level. The team will seek to identify existing programs and structures to build on or complement rather than create new ones.

**Safe Schools Team Draft Itinerary October 25-November 5, 2004**

1. Meet with USAID: (October 25): Discuss with USAID their experiences, objectives of SSP, and identify potential partners and entry points. Brainstorm for meeting with representatives from the Ministry of Education, Science and Technology and the Ministry of Health and Population.

2. Meeting with Ministry officials (October 26): SSP team will provide introduction/overview and seeks to learn from the Ministry representatives about the problem of SRGBV and how it is being addressed at the national and institutional level.

3. Key informant interviews: (Oct. 26-29) Conduct interviews with key informants in Lilongwe from the Ministries (Education, Science and Technology and the Ministry of Health and Population), USAID partners, other international donors and organizations, and local NGOs such as CRECCOM to inform the team of the programs that exist as well as to investigate, when possible, the extent of the problem of SRGBV and how people are addressing it. The team will begin to identify the gaps from the informants' perspective and possible entry points for SSP. In addition, the key informant interviews will serve to

identify experts in the fields of gender, GBV, human rights, health, education, law, media and private sectors who could be local partners and form the Advocates Network.

4. Key informant interviews in the field/school visits: (October 31- November 2): The SSP team will conduct interviews with key informants at local and community level organizations (e.g., schools, PTAs, Teacher training colleges) to inform the team of the kinds of programs that exist at the local level for boys and girls. The SSP team will identify the gaps from their perspective, promising programs and possible entry points for SSP, and if possible, will find out how SRGBV is manifested at the local level.

5. Return to capital and prepare for debrief (November 3): Regroup and prepare for debrief by sharing information obtained in field visits and evaluating current institutional response and promising programs at the national, institutional, community and individual level.

6. Debriefing at USAID Mission (November 4): Debrief for technical team to present initial findings. Hold additional meetings with key informants if necessary.

7. Depart November 5.

## Appendix C: Individuals Met With (By Institution)

### GOVERNMENT INSTITUTIONS

1. Ministry of Education and Human Resource Development (MOEHRD)
2. Ministry of Gender, Youth and Community Services (MOGYS)
3. Ministry of Health and Population, Division of Nursing (MOHP)
4. Ministry of Youth, Sports and Culture (MOYSC)
5. Ministry of Justice (MOJ)
6. National Aids Commission
7. National Youth Council

Within MOEHRD:

8. Lilongwe Teacher Training College
9. Kabwabwa Primary School in Lilongwe, Area 25
10. Magwero Primary School
11. Likwenu Primary School near Dumasi (MESA supported school)
12. Davie Education Foundation (private school) – Human Rights club
13. Chayamba Secondary School (public) – Human Rights club
14. Kasungu Secondary School (public) – Human Rights club

### INTERNATIONAL DONORS AND ORGANIZATIONS

15. USAID/Malawi: Education Team, HIV/AIDS Leader, MESA
16. USAID/Malawi: Health, Population & Nutrition division
17. Department for International Development (DFID)
18. United Nations International Children's Fund (UNICEF)
19. Plan International

20. JHPIEGO

21. Care Malawi

22. Population Services International (PSI)

**NATIONAL AND LOCAL NON-GOVERNMENTAL ORGANIZATIONS**

23. Centre for Advice, Research and Education on Rights (CARER)

24. Creative Center for Community Mobilization (CRECCOM)

25. Center for Youth and Children's Affairs (CEYCA)

26. Center for Educational Research and Training (CERT)

27. Malawi Human Rights Resource Center (MHRRC)

28. National Institute of Civic Education (NICE)

29. People Serving Girls at Risk

30. Public Affairs Committee

31. Society for Advancement of Women (SAW)

32. Teachers Union of Malawi (TUM)

33. Women and Law in Southern Africa Research Trust (WLSA)

34. Women's Lawyers Society (WLS)

35. YouthNet: YONECO

## Appendix D: Interview Protocols

### Illustrative Questions for In-Country Interviews
(with USAID and other international donor agencies)

Start with spiel of Safe Schools, emphasizing the different areas that we cover so that they know that our interest in programming is broad and covers rights, education, girls' education, gender work, programming with boys, reproductive health, life skills, and HIV/AIDS.

Purpose: To understand historical/current priorities; where invest funding; and justification (programs).

Make sure you get the full name and title of the people interviewed and the contact information for the organization (especially phone and e-mail address).

**USAID specific questions:**

- How is the Mission organized?
- The Mission expressed interest in this pilot. What motivated this?
- What programs/complement? Key partners, local NGOs etc.
- Current/future trends? Future RFAs/RFPs? Time?
- Recent assessments health/ed/HIV/AIDS/gender?
- Newspaper files on ed/health/gender/HIV/AIDS issues? Boys/girls programs?
- Curricula on E/H? Gender?
- Sex-disaggregated data?
- Specific questions

**Questions for UNICEF:**

- Funding priorities? Why?
- Complementary programs to the SSP?
- Programs health/ed/gender? Where? Purpose?
- Recent assessments health/ed/HIV/AIDS/gender? Boys/girls programs?
- Time period
- Sex-disaggregated data? reports?
- *Specific questions*

## Illustrative Questions for In-Country Interviews

Start with spiel of Safe Schools, emphasizing the different areas that we cover so that they know that our interest in programming is broad and covers rights, education, girls' education, gender work, programming with boys, reproductive health, life skills, and HIV/AIDS.

Make sure you get the full name and title of the people interviewed and the contact information for the organization (especially phone and e-mail address).

***Illustrative List of Questions for NGOs***
**Program Info:**

- Describe your organization's vision/mission and programs.
- Where do you get funding?
- Where do you work and implement programs/activities (regions/cities)?
- What age group(s) does your program work with?
- What kinds of people does your program serve, e.g., women, men, in-school youth, out-of-school youth, males, females, urban, rural, married, unmarried, etc?
- How is gender integrated into your program?
    - How do you work with girls/women?
    - How do you work with boys/men?
- Do you promote equitable participation and involvement of males and females in your programs? If so, do you face any challenges in reaching
    - young men?
    - young women?
- Which of your projects are working well?
- Are you facing challenges in any of your programs? If so, why?
- What are the key messages your program is trying to deliver? What communication channels do you use?
- What other NGOs do you collaborate with and in what way? Any networks?
- What government ministries do you collaborate with and in what way?
- What role and to what extent can parents, communities, churches, and schools play in assisting youth?
- What are some good programs that you know of which are working with parents, churches, schools, and communities?

- What materials (e.g., training materials), research, newspaper articles, newsletters, or reports has the organization published related to the issues of SRGBV that could be helpful for the SSP? (ask if can get a copy)

**SRGBV Info:**

- What do you think are the main challenges girls face in terms of SRGBV?
- What do you think are the main challenges boys face in terms of SRGBV?
- Are there national policies related to SRGBV (youth, rights, violence/GBV, reproductive youth and HIV prevention)? If so, do national policies have a strong influence on how local programs operate?

**Programmatic Response to SRGBV Info:**

- Are there any existing programs addressing or that could potentially address SRGBV?
- Are they effective?

**Issues/Gaps Info:**

- What do you think are the top three issues/gaps, priorities for boys and SRGBV programming?
- What do you think are the top three issues/gaps, priorities for girls and SRGBV programming?

**Recommendations:**

- What recommendations for the SSP do you have?
- Who else or what other organizations would you recommend that we speak with?
- Any recommended reading materials?

## Protocol for MOEHRD

**Organization:**
1. How is the Ministry of Education organized?
2. What areas are under the ministry's jurisdiction?
3. What studies/programs have the ministry conducted recently?
4. Which other ministries do you work closely with?

**Responsibilities:**
1. What are the duties of the Ministry??
2. What do you require from your principals/head teachers?
3. What do you require from your teachers?

**Curriculum:**
1. How is the curriculum developed?
2. Who decides what is included in the national curriculum?
3. What are the levels of communication with administrators, teachers, parents, and students?

**Philosophy/Purpose:**
1. What is the educational philosophy/mission of Malawi?
2. How was this philosophy developed? Rationale.
3. How is this philosophy disseminated?

**Education in Malawi:**
1. How is a location chosen to build/develop a school?
2. How are the schools organized?
3. Who hires the principals, teachers, and non-teaching staff?
4. What are the admissions policies for the schools?
5. What is the schedule for a primary student? Secondary students?
6. Is there a national discipline policy?
7. Is there a national code of conduct for Teachers/ Head Teachers/non teaching staff?
8. What types of training/professional development does the MOEHRD offer?
9. What is you interaction with teacher training colleges? How are they monitored?

**Violence Issues:**
1. Have there been reported incidences of violence within schools?
2. How has the ministry responded?

**Semi-structured Interview with**
**Parent Teacher Associations and SMC's (or the equivalent):**

**Program Info.:**

1. What is the overall role of the PTA/SMC and what are the general programs/activities carried out by the group?

2. Who are the members of the PTA/SMC? (Male to female ratio) How do you become a member of a PTA/SMC? Do you promote equitable participation and involvement of males and females on the PTA/SMC?

3. Where do you get your funding?

4. How is gender integrated into your program?
    a. How do you work with girls/women?
    b. How do you work with boys/men?

5. What type of training/capacity building have the PTAs/SMCs received through the BESO II Project (by World Learning)? What effect has this training had on their organization and on the school/community?

6. How does the PTA/SMC collaborate with the Girls Advisory Committee? Does a representative of the PTA/SMC sit on the Girls Advisory Committee?

7. How do you collaborate with the community and the school?

8. What are the most important issues and problems at the school that the PTA/SMC is concerned about and is trying to address?

9. If the PTA perceives something as a problem/issue, what role do they see themselves being able to play to address the issue?

10. What action can be taken by the community to address the issue?

11. What role and to what extent can parents, communities, churches, and schools play in assisting youth?

**SRGBV info:**

1. What do you think are the main challenges girls face in terms of SRGBV?

2. What do you think are the main challenges boys face in terms of SRGBV?

3. Are there policies at the local and school level related to SRGBV (violence/GBV, reproductive health and HIV prevention)?

**Programmatic Response to SRGBV info:**

1. Is the PTA/SMC working to address SRGBV?
2. How have they been effective in addressing it?

**Issues/Gaps Info**:

1. What do you think are the top three issues/gaps for boys and SRGBV programming?
2. What do you think are the top three issues/gaps for girls and SRGBV programming?

**Recommendations:**

1. What recommendations do you have for the Safe Schools Program to help address SRGBV?
2. Who else or what other organizations do you recommend that we speak with?

## Protocol for MOH

**Organization:**

1. How is the Ministry of Health organized?
2. What areas are under the ministry's jurisdiction?
3. What studies/programs have the ministry conducted recently?
4. Which other ministries do you work closely with? Esp. Education?

**Philosophy/Purpose:**

1. What is the mission of the Health Ministry in Malawi?
2. How was this philosophy developed? Rationale.
3. How is this philosophy disseminated?
4. What do you think are the main Public Health Issues facing Malawi today?
5. What are the main issues that you think will be a priority for the Health Ministry within the next 5/10 years?
6. What issues have you been tackling for the last 5/10 years?
    a. Studies conducted and data collected.

**Responsibilities:**

1. What are the duties of the Ministry?
2. How do you carry out those responsibilities?

**Health and the National Curriculum:**

1. Is there a RH/Sexuality component to the national curriculum?
2. What do you think is the intersection between public health and education?
3. What do you think students, teachers, parents, school officials know about RH and sexuality?
4. How do you think education/schooling effects public health?
5. How have the Health Ministry interacted with schools, TTC, educational institutions?