

**Besta Yotamu
Elizabeth Ngongonda
Steve Banda**

**PROJECT LOCATION: Mkanda
in Mchinji District**

**PROJECT TITLE:
Reducing School Dropout Due
to Child Labour**

MALAWI TEAM PROJECT REPORT 2009 – 2010



**SIDA/LUND UNIVERSITY
ADVANCED
INTERNATIONAL
TRAINING PROGRAMME
ON CHILD RIGHTS,
CLASSROOM AND
SCHOOL MANAGEMENT**

ACNOWLEDGEMENTS

This report is as a result of a project entitled “Reducing School Dropout Due to Child Labour” which our team comprising Besta Yotamu Katemula, Elizabeth Ngongonda and Steve Banda, carried out in Mkanda area in Mchinji district, Malawi. The project was in partial fulfillment of an Advanced Diploma Course provided by Lund University Commissioned Education in Sweden with sponsorship from Swedish International Development Agency (SIDA).

Our team is indebted first to Dr Ulf Leo, our supervisor, for his tireless effort in providing sound advice and direction without which this project could not have reached fruition. In the same vein we would like to acknowledge the valuable contribution by Lund University Commissioned Education mentors (lecturers) who provided the theoretical background to the project through intensive training courses held in Lund, Sweden and Addis Ababa/Hawassa, Ethiopia in October, 2009 and March, 2010 respectively.

Secondly we would like to recognize all stakeholders in Malawi who played a part in the project. These are: - Fellow Change Agents, TA Mkanda, Head Teachers and members of staff of Mkanda Primary School, Mkanda Community Day Secondary School and Mkanda Secondary School, all child rights clubs and patrons from the three schools, Mkanda Youth Club, PTA members of the three schools in Mkanda, Mother Group of Mkanda Secondary School, Central West Educational Division Office, Malawi Human Rights Commission and UNICEF.

Finally we are grateful to our families for their unwavering support throughout the project.

COVER PAGE

From left to right: Steve Banda, Elizabeth Ngongonda, Dr Ulf Leo and Besta Yotamu Katemula

TABLE OF CONTENTS

Acknowledgements.....	2
Local background	4
Formulation of the problem	4
Implementation of the project.....	5
Pilot Project.....	7
Full Implementation of the project.....	14
Evaluation/ Assessment of the results of the project.....	17
Conclusion.....	19
Appendix.....	20

1. Local Background

Since Malawi's ratification of the Convention of the Rights of the Child in 1991 the country has faced a lot of challenges in the implementation of the convention. Child labour is one of such challenges. This problem is more prevalent among would-be school going children due to a number of factors some of which are poverty, cultural beliefs and lack of knowledge of child rights.

In recent years, the Malawi government in collaboration with other stakeholders has been in the forefront in sensitising the public on the importance of child rights with particular emphasis on right to education, provision and protection. However, of late there is a growing concern from some non-governmental organisations on the existence of child labour in the country which has contributed to the increase in school dropout. This observation has ignited debate among concerned parties as to whether the assertion is true or not.

Equally concerned about the problem, as Child Rights Change Agents in Malawi, we carried out a project to establish the extent of child labour and what effects it has on the right to education, provision and protection of the child.

2. Formulation of the Problem

(i) Aim of the Project

The aim of the project in Mkanda area in Mchinji district was to provide an opportunity to the general public and pupils to know their rights and be able to claim them as right holders each time their rights are abused. As a result of this project the area will experience a reduction in child labour, consequently leading to a decrease in school dropout among children in the area.

(ii) Specific Objectives

At the end of the project the following specific objectives are expected to be achieved:-

- Reduced absenteeism in schools around Mkanda area.
- Children in the area will be able to positively and actively participate in school activities.
- Reduction of school dropout.
- Children in Mkanda area will be able to know their rights and claim them once abused.
- The community of Mkanda will be able to offer full support to children's activities both at school and outside school environment in order to safeguard the rights of children in the area.

3. Implementation of the Project

3.1. Defining the Task

Mkanda area is approximately 130 Kilometres to the west of Malawi's capital city, Lilongwe. It has some distinct features which make it different from an ideal school environment, the first being that it borders Zambia to the west and secondly the area is predominantly an agricultural area as it boasts of a number of tobacco farms. These two features make the area prone to child labour. Hence our task in the area was to reduce school dropout due to child labour.

3.2. Target groups of the project

a) Target areas: Traditional Authority Mkanda's area in Mchinji district.

b) Target groups: Parents, teachers, children, traditional leaders, religious leaders, political leaders and local NGOs

c) Stakeholders: Ministry of Education, Ministry of Women and Child Affairs, Ministry of Labour, UNICEF, Former Change Agents, Malawi Human Rights Commission and media organisations.

3.3. Limitations/ challenges

The following challenges were encountered in the course of the project:-

In the course of launching and implementation of our project plan the team encountered a number of challenges/ limitations as highlighted below:-

(a) Transport bottle necks

Mkanda, our project site, as indicated earlier on, is about 130 Kilometres from Lilongwe where the two Change Agents, Steve and Besta reside hence the two faced challenge in terms of transport. While citing this challenge special mention should be made of Malawi Human Rights Commission, who provided a vehicle and fuel for our launching programme in October, 2009. As for the other visits the Change Agents had to dip into their pockets to ensure that the activities were implemented.

(b) Inadequate Financial and material Resources

The team tried to source material resources mainly in the form of Information, Education and Communication (IEC) materials from some organisations but only got a positive response from Malawi Human Rights Commission and UNICEF which donated some to the Malawi Team. Due to time constraints the team only managed to submit a proposal for funding to UNICEF of which by the time of submitting this report there was no positive response.

(c) Perception by local citizenry in Mkanda

Prior to the launching and implementation of the project there was an apparent misconception from community members as they thought our project was a funded one. To this effect we faced some resistance from some members of the community as they wanted some allowances each time we convened a meeting. However, after several sensitization meetings within Mkanda, the community understood the project's concept much better and was eager to own it.

(d) Time limitation

It was quite taxing for team members to equally share their time between their offices and the project. However, the members managed to withstand the pressure.

3.4. Resources of the project

The resources of the project were in two categories as detailed below:-

- (a) Contributions by Change Agents - The three change agents namely Besta Yotamu Katemula, Elizabeth Ngongonda and Steve Banda contributed money towards the following items:-
 - (i) Fuel
 - (ii) Allowances for participants during Stakeholders training
 - (iii) Refreshments for participants during training of stakeholders
 - (iv) Stationery

- (b) Information, Education and Communication materials which comprised books, charts, posters, cloth, and Basic Fact Sheets. UNICEF and Malawi Human Rights Commission were the notable donors of IEC materials.

3.5. Work Plan and Time table

October,2009	Sensitisation meetings and official launch of the project	Preparation of Questionnaires
November,2009	Questionnaire administration	Data entry and analysis
December,2009	Report writing	Proposal writing and presentation
January,2010	In service training for Stakeholders	
February,2010	Follow up visit 1	Establishment of human rights clubs
March,2010	1 st Progress report	Follow Up seminar in Ethiopia
April, 2010	Follow up visit 2	
May, 2010	Follow up visit 3	
June - July, 2010	Follow up 4	Mentor's visit
August, 2010	End line survey	Data analysis and entry
September - October, 2010	Report Writing	Submission of first draft
October - November , 2010	Finalising report and submission	

4. PILOT PROJECT

4.1. Sensitisation Meetings

The Change Agents decided to engage different stakeholders in awareness and sensitisation meetings. The idea was to enlighten them on what the project was all about. We had to hold sensitisation meetings with the following stakeholders:-

- (i) Ministry of Education, through Division Manager of Central West Division.
- (ii) Head Teachers of Mkanda Primary School, Mkanda Community Day Secondary School and Mkanda Secondary School.
- (iii) Traditional Leaders led by Traditional Authority Mkanda.
- (iv) Mother Group - an organisation linked to FAWEMA (Forum for African Women Educationists in Malawi). Mother Group follows up and protects the girl child at school. It discusses with parents on the children who have dropped out of school and encourages the children to come back to school.
- (v) Parents and Teachers Association (PTA).
- (vi) Learners.
- (vii) Religious leaders.

4.2. Official Launch

The official launch of the project took place in October, 2009. At this function a number of activities were performed which included drama, poetry recital and choral presentations by students from schools within Mkanda area. The schools in attendance were Mkanda Secondary School, Mkanda Community Day Secondary School and Mkanda Primary School. Also in attendance were Traditional Authority Mkanda, Parents and Teachers Association (PTA) members for Mkanda Secondary School and religious leaders from the area. The function coincided with the official presentation of cash donation from pupils in Sweden who had to contribute money through personal contributions to Mkanda Secondary School for the girls' hostel project. Presenting the donation to the school was Ms Mercy Manyungwa, 2008 Change Agent who officially handed over the donation to TA Mkanda. The chief received it on behalf of the school and the community. Key note addresses at the launch were made as follows:-

- **Ms Mercy Manyungwa - Representing 2008 Change Agents**

As a representative of batch 8 of SIDA CRC programme, her role was to sum up the impact their project on "Reducing Drop out due to pregnancy" had on Mkanda community. The highlight of her presentation was the handing over of cash donation from interested students in Sweden through personal contributions towards completion of the girls' hostels which would go a long way in militating against girls dropping out due to pregnancies.

- **TA Mkanda - Representing Mkanda Community**

As a figure of authority in the area the Traditional Authority oversees the functions of village headmen/women. He was invited to address the participants to show the community's appreciation of the two projects carried in the area by batches 8 and 11. The presence of the chief was to drum up support for the new project which was being launched at this function on "Reducing School Dropout due to Child Labour"

- **Ms Besta Yotamu - Representing 2009 Change Agents**

Representing batch 11 members her speech centred on selling the new project to the community by emphasizing on continuity from the previous project.

4.3. Baseline Survey

A follow up activity to the launch of the project was conduction of a baseline survey targeting students, head teachers and teachers. Three sets of questionnaires were administered to pupils, teachers and stakeholders respectively. This activity took place in October, 2009 followed by data analysis and report writing activities which were done between November 2009 and January, 2010.

(a) Background of the Survey

Since 2003, Lund University Commissioned Education has been conducting an International Training course in Child Rights, Classroom and School Management with funding from The Swedish International Development Agency (SIDA). Each year 60 participants from developing countries take part in the training. So far more than 300 participants have been trained from countries all over the world. Each training session, comprising 30 participants, is called a batch and so far 13 batches have undergone this type of training translating to 390 participants so far trained. Our team participated in batch 11. The overall objective of the course is to enhance the right to relevant education to all –an education that empowers the poor and excluded parts of the population to participate as active and informed citizen in all aspects of development. The targeted people in this course come from the education sector and NGOs advocating for children’s rights. Twice a year, a team of three people are selected from ten countries to participate in the training. Malawi, through different participants, has been participating in the training each year. In 2009, a team of three people comprising Ms Besta Yotamu, Ms Elizabeth Ngongonda and Mr. Steve Banda attended one such training session held in Lund, Sweden from 21 September-9 October 2009 with a follow up seminar in Ethiopia in March, 2010. After the training in Lund Sweden, the Malawi team planned to work on a project in Mkanda area located in Mchinji district, Central region of Malawi. The team planned to intervene in the absenteeism and school dropouts in the area due to child labour and other factors. In March, 2010 the team presented a progress report of the project during a seminar which was held in Addis Ababa and Hawassa in Ethiopia. After the Ethiopia Seminar the team’s mentor Ulf Leo visited Malawi in June – July, 2010 to inspect and monitor the project.

(b) A Brief Literature Review on Child Labour

- **Definition of Child Labour**

Conventionally, child labour refers to all young people engaged in harmful employment, whether they are school aged or older (**UNICEF WEBSITE**), while the Malawi Government Policy considers as child labour any economic activity that employs a child of less than 16 years old (**2003 MALAWI NATIONAL STATISTICS REPORT**). Combining these two definitions, child labour can be defined as any activity that exploits a child, prevents a child from attending school that negatively

affects the health, social, cultural, psychological, moral, religious and related dimensions of the child's upbringing.

UNICEF defines child labour as work that exceeds a minimum number of hours, depending on the age of a child and on the type of work. Such work is considered harmful to the child and should therefore be eliminated.

Ages 5-11: At least one hour of economic work or 28 hours of domestic work per week.

Ages 12-14: At least 14 hours of economic work or 28 hours of domestic work per week.

Ages 15-17: At least 43 hours of economic or domestic work per week.

- **ILO's Definition of child labour (International Labour Organization)**

Not all work done by children should be classified as child labour that is to be targeted for elimination. Children's or adolescents' participation in work that does not affect their health and personal development or interfere with their schooling, is generally regarded as being something positive. This includes activities such as helping their parents around the home, assisting in a family business or earning pocket money outside school hours and during school holidays. These kinds of activities contribute to children's development and to the welfare of their families; they provide them with skills and experience, and help to prepare them to be productive members of society during their adult life.

The term "child labour" is often defined as work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development.

It refers to work that:

- is mentally, physically, socially or morally dangerous and harmful to children; and
- interferes with their schooling by:
 - depriving them of the opportunity to attend school;
 - obliging them to leave school prematurely; or
 - requiring them to attempt to combine school attendance with excessively long and heavy work.

- **Forms of Child Labour**

According to the 1999 International Labour Organisation Convention, forms of child labour include slavery, servitude and forced labour which includes forced recruitment for use in armed conflicts, commercial sexual exploitation (prostitution and pornography), illicit activities and hazardous work that jeopardizes the lives, health or morals of those involved.

- **Reasons why Children work**

There are many reasons why children work. Poverty is one of the major causes of child labour as families that are poor force or expect their children to work and earn some money for their families. Apart from poverty other reasons include, family breakdown, HIV/AIDS, attitude to girls, discrimination against minority groups, inadequate laws and because they are cheap and obedient.

- **Child labour in Malawi**

Although Malawi ratified the 1989 UN Convention on the rights of the child, the 1973 International Labour Organization Convention 138 and the International Labour Convention 182, child labour still exists in Malawi. According to the 2003 report by the Malawi National Statistics Office child labour forms in the country include working in the agricultural estates (e.g. tobacco and stitching, tea picking) fishing in the lake, prostitution, street kid activities and pornography. Since the start of child rights campaign in the 2000's, hundreds of children have been rescued from tobacco estates in some districts in Malawi including Mchinji district.

(d) Sample and Sampling Procedures/Participants in the Project

The targeted respondents for this survey were learners and teachers from Mkanda Secondary School, Mkanda Community Day Secondary School, Mkanda Primary School and Community representatives which included parents, Parents and Teachers Association (PTA) members and local leaders. 30 learners (boys and girls) from each of the above mentioned schools were selected randomly, 20 teachers from the three schools and 10 community representatives were also selected for the survey. In total, over hundred and twenty (120) respondents participated in the survey.

(e) Methodology

In this survey, a questionnaire was the only tool that was used due to time and resource limitations. There were three types of these questionnaires. Learners had their own questionnaire and the same with the teachers and the community leaders. However, most of the questions were about finding out similar things except for the teachers where there was a part on teaching methodology.

4.3.1. Findings from the Baseline Survey

The findings include the areas stated namely; frequency of school attendance, types of labour done by children in Mkanda area, reasons why children work and recommendations.

Frequency of School Attendance - *how many students are never in school? What does this tell you?*

The findings in this area are that an average of 85% learner respondents attend school four or five times a week while the remaining percentage (15%) attend school three or two times a week. However, it was also found out that these learners spend more time on household work and other forms of work than school work after classes. Table below show these findings.

Most of the learners said after school they can work for six hours without resting or doing school work.

Reasons why Learners Drop out of School

According to the findings, most of the learner respondents from primary school indicated that employment is the main cause of school dropout followed by pregnancy and poverty, while at the CDSS and Secondary School, most of the respondents indicated that pregnancy is the main cause of school dropout followed by employment and poverty.

Community and teacher respondents also indicated that pregnancy, employment and poverty are the main causes why children drop out of school. Apart from these, other reasons that were mentioned include lack of parental care, lack of guidance and encouragement. It was also found out that when these learners drop out of school, they either get married (especially girls) or indulge in various forms of child labour.

Types of Employment/Work

From the results presented, it can be said that farm work is the main type of employment for children in the area, followed by household work and cattle herding. It was also found out that most of these children are paid less than K200 (\$1) a month. It was also found out that most of these children start working at the age of 10.

Awareness of Child Rights and laws that protect children

The findings in this area are that an average of 60% of the learner respondents has the knowledge on child rights including the laws that protect children from various abuses.

This shows that 40% of these are not aware of their rights which, is a big number. Although a good number showed awareness, they said they do not know how the

laws can protect them (the procedures to be followed). The results also showed that 57% of the community respondents have been trained before by other organizations on child right and they are aware of Malawi's laws that protect children. This shows that there is still a good number (43%) who are not aware of child rights. All the teacher respondents said they are aware of child rights through training by government or organizations and through teaching some subjects. However, the teachers indicated that their knowledge of child rights is limited.

4.3.2. Summary of results

With the above results, it can be said that at the time of the baseline survey children in Mkanda were prone to child labour and other abuses. There was, therefore, a lot of work to be done in the area to address issues on child rights and abuses. In summary the following issues came out from the survey:-

- (i) More pupils drop out of school due to child labour at primary school as compared to those dropping out in secondary school.
- (ii) The most prevalent form of child labour in Mkanda area is Farm work. This is so because the area is popular for tobacco growing and there are quite a number of commercial tobacco estates in the area. Most children in the area are attracted to work in the estates.
- (iii) The common forms of child labour in TA Mkanda's area include:-
 - Estate/farm work
 - Street work
 - Prostitution
 - Sales persons
 - Household work
 - Cattle herding
- (iv) The most common causes of school dropout in Mkanda are:-
 - Child labour
 - Pregnancies
 - Poverty
 - Lack of parental care
 - Lack of guidance and encouragement

(c) Recommendations

All the three groups that were interviewed in the survey recommended the following as ways of reducing child labour and other child abuses in the area to improve the quality of education.

- Bursaries for poor learners
- Introduction of tough/stiff laws for perpetrators of child labour
- Sensitization to community
- Mobilizing dropouts to come back school.

5.0. FULL IMPLEMENTATION OF THE PROJECT

5.1. Training of Stakeholders

The Change Agents organised a human rights and child rights sensitisation workshop for different stakeholders in Mkanda area. We targeted 15 participants who included traditional leaders, religious leaders, members of Parents and Teachers Association, Mother Group members and teachers. As a way empowering them the participants were given Information, Education and Communication (IEC) materials to assist them carry out public awareness campaigns on child rights. These materials were sourced from Malawi Human Rights Commission. The Change Agents had to pay for their transport and accommodation to the venue of the meeting and contributed \$80 to cater for refreshments and lunch for the 15 participants who attended the training. The content which was covered at this training session is as below:-

(i) **Introduction to Human Rights and Responsibilities - Besta Yotamu Katemula**

The topic covered areas such as:-

- general definition of human rights
- categories of rights

(ii) **Introduction to Child Rights - Steve Banda**

Areas covered included:-

- definition of a child
- child abuses and how to protect a child from abuses

(iii) **Child rights and responsibilities - Besta Yotamu Katemula**

This topic dwelt much on examples of child rights and responsibilities.

(iv) **Introduction to Child Protection - Steve Banda**

The session covered definition of child protection, creating a protective environment and things which interfere with the protective environment of a child which include child labour, trafficking, sexual abuse/exploitation among several others. Participants discussed ways of enhancing a child's protective environment.

(v) Child protection issues - Elizabeth Ngongonda

Participants discussed ways and means of providing a protective environment to the following vulnerable groups of children:-

- Orphans and other vulnerable children
- Children in conflict with the law
- Children living on/in the streets
- those prone to child labour
- Children with disabilities
- Child witnesses of Crime
- Refugee Children

(vi) Introduction to Child abuse - Elizabeth Ngongonda

The presentation emphasized much on various forms of abuses as outlined below and what interventions should the community carry out.

- Sexual abuse
- Physical abuse
- Emotional abuse
- Child neglect

(vii) Role of duty bearers on child protection - Besta Yotamu

The topic focused on what roles should various duty bearers play to ensure that children receive maximum protection from different forms of abuses. Some of the duty bearers include:-

- Government
- District Assemblies
- Chiefs
- Police
- Community and family
- Community Child Protection Workers

(viii) Community Capacity Development and Child protection - Steve Banda

Some of the following issues were discussed as methods of building capacity in child protection at community level:-

- Community dialogue

- Networking for child protection
- Advocacy for child protection
- Gender and child protection
- Child participation

5.2. Formation and monitoring of Child Rights Clubs in Schools

This activity, which took place after the pilot project (baseline survey), was intended to provide pupils with a forum for interaction in all the three schools in Mkanda. The patrons for the three schools clubs would be able to pass on the knowledge gained through the Stakeholders training to pupils in their respective schools. The change agents visited and monitored the activities of the clubs in May,2010 where among other things each club was given Information, Education and Communication materials to be used during their club meetings. These IEC materials were carrying child rights and human rights messages.

5.3. Mentor's visit and activities

Batch 11 's mentor Ulf Leo visited Malawi from 27th June to 2nd July,2010 to assess the progress of the project. During the visit a number of activities were lined which included:-

- (i) School visits where lessons were observed. The schools visited were Mkanda Primary school, Mkanda Community Day Secondary School and Mkanda Secondary School. All these three schools are at Mkanda in Mchinji district. The team also visited and observed lessons at Elizabeth's new school in Lilongwe district. The name of the school is Kawale Community Day Secondary School.
- (ii) Child rights clubs monitoring at the three schools in Mkanda.
- (iii) Meeting with with Head teachers, PTA members, local leaders including TA Mkanda and learners.
- (iv) Feedback meeting with batch 11 mentor Ulf Leo held at Lakeside Hotel in Senga Bay, Salima .

- (v) Meeting with all Change Agents in Malawi, held at Sun Bird Capital Hotel, Lilongwe .

6.0. EVALUATION/ ASSESSMENT OF THE RESULTS OF THE PROJECT

The project in Mkanda covered a period of over one year as it ran from October, 2009 (when it was launched) to November, 2010 (project report writing, submission of first draft and final report). In order to come up with a fair evaluation and assessment of the project we used various methodologies as follows:-

6.1. Follow up visits

As a way of evaluating and assessing the impact of the project in Mkanda area our team made five visits to the area. In the course of our visits the following successes were observed as a direct result of the project:-

- (i) Parents are now able to talk about child rights and are knowledgeable about different forms of child abuses and how to address them. Through our meeting with parents they reported that they were now able to report any form of child abuse to chiefs, Community Based Organisations (CBOs) and Police Victim Support Units.
- (ii) Parents and Teachers Association (PTA) members and local leaders are keen on attendance of children to school. Members of Mother Group told us that their group makes follow up for all those children who absent themselves from school as a way of encouraging them to return to school.
- (iii) Children are now able to claim their rights once abused. For example, a child reported to Elizabeth and other teachers that his parents were forcing him to work in the tobacco estates in order to fend for the family. After talking to the parents there was change in the parents attitude and the child returned to school.
- (iv) Learners are now eager to participate in various activities to express their rights such as songs, drama, poetry and dances. All these activities carry child rights messages.

- (v) The three schools at Mkanda each has a vibrant Child Rights Club. (See attached pictures). In addition there is good working relationship between Child Rights Clubs and other Mkanda Youth Organisations. The established child rights clubs in the schools have enough IEC materials which were donated to them by Change Agents. The clubs are able to meet regularly.

6.2. Endline Survey

This activity was conducted in August,2010 soon after our mentor's visit. During the endline survey the same sampling procedure which was used during the baseline survey was applied (number of respondents). However, two methodologies were used which are questionnaire and observation. With the questionnaire, it was given to selected respondents which comprised learners, teachers, parents/PTA and local leaders. On observation, the headteachers' records were used to determine if any change has taken place since the project started. Below are the findings of the results from the endline survey.

a) Findings from the endline survey questionnaire

The results of the endline survey through this method showed that there is change to some extent in the area. The following are some of the results which show that people are aware of children's rights.:

- Learners were able to mention at least three rights of children.
- Teachers, parents and local leaders were able to mention at least three rights of children.
- Teachers mentioned that a number of children reported to them when their rights were violated.
- Teachers and parents were able to explain the channel for reporting cases of child abuse.
- More than half of the learners said they would report to village headman, headteacher, teacher, parents, police or social welfare officers if someone abused them.

- Many learners said their parents now give them more time to concentrate on school work.
- Teachers do not punish pupils during lesson time.
- Corporal punishment which was being practised in the area despite being abolished by government has now been completely stopped. This is so because all stakeholders are aware of child rights.

b) School Records

After enquiring from the headteachers and form teachers from all the three schools, it was discovered that absenteeism and school drop out still exist but not as high as it was in the past. It was also discovered that some children who dropped out of school last year due to various reasons have been re admitted after school teachers and the PTA followed them up in their homes. Great commendation goes to all stakeholders to this project who have been instrumental in fighting child labour in the area.

7. Conclusion

Despite the challenges which our team faced in the course of the project, it can be said that the project has been a success as most of the objectives have been achieved. Although absenteeism and school dropout still exist in the three schools, there is hope that the community surrounding these schools will continue addressing these challenges as they understand that the project was/is not for our own good but theirs. The community in Mkanda has been empowered, through our project, to fight child labour and all other forms of child abuses. It is hoped that the area will register great success in the promotion of education. A well informed community will be eager to take part in developmental activities in the area. What is most pleasing to note is that as a result of the project the child in Mkanda is now in the forefront in the actualisation of its rights. This is evident from school pupils participation in child rights clubs activities in their respective schools. (See attached pictures of club activities from Mkanda schools).

Appendix

Learners Questionnaire

Name of School

.....
.....

District.....

.....

Class.....

.....

1. How often do you attend classes in a week?

.....
.....
.....
.....

2. What problems be it at school or home prevent you from attending school?

.....
.....
.....
.....

3. How much time per day do you spend doing house hold chores and how much time is allocated for school work/ studies at home?.....

.....
.....
.....

4. Have you ever dropped at school or do you know any person in your class or village who has dropped out of school?. Please name them.....

.....
.....
.....

5. If yes, what was the reason for your dropping out?(Tick the appropriate answer below).

- a. illness
- b. poverty
- c. cultural beliefs
- d. employment
- e. pregnancy

6. If the answer is (d) what type of work / labour were you involved in?.....

.....

7. How much were you getting per month?.....

8. At what age did you start working?.....

9. What problems do you face which affect your school attendance?
 a) at home.....

 b) with fellow students

 c) with teachers and administration.....

10. Have you ever had any training on human rights or child rights by any organisation? If yes, name the organisation

11. Are you aware of any laws which are aimed at protecting children in Malawi?.....

12. What can you recommend to government for school drop out due to child labour to reduce in your area?.....

13. Which subject teacher do you like most and why?
 14. Which teaching method does your teacher/s use?
 15. Which teaching method do you like most?

Head Teachers and Teachers Questionnaire

1. Do pupils in Mkanda area and at your school specifically know some of their rights?

.....
.....
.....
.....

2. If yes, what mechanisms does the school use to let the pupils know their rights?

.....
.....
.....
.....

3. Does your school have a child rights club?.....

4. If yes, what activities do pupils do in the club and what challenges does the club face?

.....
.....
.....
.....

5.If your school does not have a child rights club what are the reasons for not having one?.....

.....
.....
.....

6...Have you ever had cases of pupils dropping out of school to seek employment?.....

7...If , yes can you cite specific examples.....

.....
.....
.....

8..What reasons were these pupils giving for them to leave school and seek employment?

.....
.....
.....
.....

9.. What role does the school play in case a pupil drops out of school due to child labour?

.....
.....
.....
.....

10. What has been the drop out rate for the past five years due to :

(a) Child

labour.....

...

(b) Other

factors.....

..

11. Apart from child labour what other factors lead to school drop out?.....

.....
.....
.....

12. How do you think the community and government can assist in reducing school drop out due to child labour in your area?.....

.....
.....
.....

13. How do you think students learn best?

14. .To you which teaching method is the most effective to the learners and why?

15. Which teaching method do you use most and why?

16. How do you think the CRC can be implemented in Malawian School?

17. How can the rights based approach to education be applied in your school?

18. How does the teaching method affect the quality of education?

Endline Survey Questionnaire (Administered to pupils,parents and teachers)

1.Mention any five child rigfhts which you know.....
.....
.....

2. Do you know of any child from your your school, village, or community whose rights have recently been abused? If yes, what action did you take?.....
.....
.....

3. To whom do you report child rights abuses once they occur in your school, village or community?.....
.....
.....

4. What steps do you take whenever you are reporting child rights abuses in your area?.....
.....
.....

5. **(This question should be answered by learners only)**How do you compare the time given to you for studies at home from the time when this project was being launched in your area and at this moment?.....
.....
.....

6. Do you see any change in the way pupils are treated in your school at this moment as compared to the time when the project was just being launched in your area/school?.....
.....
.....

7. **(For teachers and parents only)** What is the best way to punish a learner/ child?.....
.....
.....

Tables 1 - 4 Findings from Base line Survey

Table 1

SCHOOL	MORE TIME FOR SCHOOL AFTER SCHOOL HOURS	MORE TIME FOR WORK AFTER SCHOOL HOURS
Mkanda Secondary School	17	63
Mkanda Community Secondary School	25	75
Mkanda Primary School	31	69

Tables 2, 3 and 4 below show the findings from the learners on the type of work (employment) that children from Mkanda area do.

Table 2: Mkanda Primary School

TYPE OF EMPLOYMENT/WORK	PERCENTAGE
Farm work	50
Street work	30
Prostitution	10
Sales person	5
Household work	5

Table 3: Mkanda Secondary School

TYPES OF EMPLOYMENT/WORK	PERCENTAGE
Herding cattle	40
Farm work	40
House hold work	20

Table 4: Mkanda CDSS

TYPES OF EMPLOYMENT	PERCENTAGE
Farm work	55
Household work	25
Street work	20

PICTORIAL FOCUS OF CHILD RIGHTS CLUBS AND PTA ACTIVITIES IN MKANDA PRIMARY, COMMUNITY DAY AND SECONDARY SCHOOLS. SOME PICTURES ARE FOR KAWALE SECONDARY SCHOOL IN LILONGWE.



Mkanda Primary School choir singing while hoisting a 'STOP CHILD LABOUR' placard



Mkanda Primary School Child Rights Club Members



Mkanda Community Day Secondary School



Mkanda Community Day Secondary School



Part of the audience during Mentor's visit at Mkanda Secondary School



Mkanda Secondary School – representatives from PTA and Mother's group



Kawale Community Day Secondary School pupils in a group discussion



Kawale Community Day Secondary School pupils in a group discussion



Part of the audience during the launch of the project



launch of the project



launch of the project



launch of the project

REFERENCES

Oster A.(eds) CITIZENSHIP AND DEMOCRACY IN SCHOOLS: Diversity, identity, equality, 2000 Tretham Books

UNICEF: IMPLEMENTATION HANDBOOK FOR THE CONVENTION ON THE RIGHTS OF THE CHILD (3rd ed), 2007, Geneva, Switzerland

Verhellen E., CONVENTION ON THE RIGHTS OF THE CHILD, 2000, Antherp-Apeldom

Wickenbeg P., Flink A., Leo U., Rasmusson B., Stenelo R., Yebio B.,(eds) TAKING CHILD RIGHTS SERIOUSLY: Reflections on five years of an International Training Programme, 2009,Lund