

MALE TEACHER SEXUAL ABUSE OF THE GIRL CHILD IN THE SCHOOL CONTEXT :

A case study of primary schools in Chiradzulu District



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ABBREVIATIONS

DACC:	District Aids Coordinating Committee >
DAPP:	Development Aid From People to People>
DEM:	District Education Manager >
DHO:	District Health Officer >
DSWO:	District Social Welfare Officer >
DYO:	District Youth Officer >
CBO:	Community Based Organisation >
CILIC:	Civil Liberties Committee >
CRECOM:	Creative Community Mobilisation >
EWRAPM:	Early Warning Reporting and Preventive Measures at grassroot >
GVH:	Group Village Headman >
IEC:	Information Education Communication Material >
IGA:	Income Generating Activities >
MCP:	Malawi Congress Party >
NGO:	Non Governmental Organisation >
PEA:	Primary Education Advisor >
PPM:	People's Progressive Movement >
PTA:	Parents' Teachers' Association >
STI:	Sexual Transmitted Infections >
T/A:	Traditional Authority >
UDF:	United Democratic Front >

FOREWORD

DAPP implements a number of projects whose objectives are either of empowerment, capacity building or of poverty reduction in nature. The Child Rights Clubs were initiated to address imbalances and encourage social behavior that contribute to the development process.

DAPP conducted life skills training in 31 primary Schools in Chiradzulu District with an aim of encouraging young people to adopt social behavior that would enhance self-esteem and enable them face life challenges positively.

It was in this context that issues of male teacher seduction and sexual harassment of the girl child and the female students were reported by pupils themselves in these clubs. The state controlled area radio even continued to report these incidences. DAPP solicited funding from Commonwealth Education Fund to find out issues related to this female student abuse in the schools of Chiradzulu District.

DAPP commissioned Civil Liberties Committee to conduct a survey with the view of finding out and establishing the extent of Human Rights violation by teachers in the form of harassment and sexual exploitation of the female student.

The purpose of this study was to find out the extent of this form of girl child abuse and come up with community-based interventions.

It is pleasing to report that at the time of the field study the DEM had initiated his own independent investigations into these allegations in our schools.

The task was a challenge to the consultant because the task is sensitive. A mini evaluation of DAPP funded programs including the Child Rights Clubs was implied. Design of the questionnaire was further complicated so as to enable communities to come up with interventions, possible causes of female student seduction. Sexual harassment had to be identified by the communities themselves. This involved review of secondary data; and in some cases where there were gaps or the quality of the data was questionable such data was collected.

Government departmental heads were also interviewed and were key informants.

The report simply highlights major issues and makes recommendation for intervention not only by DAPP but for government major bilateral and multilateral donors who may be interested to promote access to basic quality education for girls in Chiradzulu district.

This report intends to widen scope of NGOs and CBOs and use some of the report findings for the project design and implementation.

It should be made clear that the information given to the researcher will not be used for any other purpose and is for DAPP alone. This has been made clear in order to protect informants and not to violate research ethics.

Emmie Chanika (Mrs.)

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The following cannot go unmentioned; teachers of Nsoni, Namaka, UDF governor for Chiradzulu District (Mr. Ackim Ntaja), Area Chairman of the MCP and members of PPM who gave valuable suggestions for recommendations.

Religious leaders and traditional leaders deserve to be acknowledged for making themselves available for the survey.

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T/A Ntchema, GVH Ntcheu, Elder Mabasa, Mrs Kumdete (Medicines san frontiers) deserve special mention.

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Social Researcher/ Chief Enumerator.
Dorothy Takomana.

EXECUTIVE SUMMARY

A survey was conducted to find out what appeared to be an increase of male teacher/ female student sexual relationships in the schools of Chiradzulu and to identify possible causes and recommend means of intervention not only DAPP but also relevant stakeholders.

The report identified gaps in the existing school administrative machinery, poor networking with social welfare departments as well as the factors that increased this tendency and why the community were ill equipped to effectively address the problem.

The main cause was seen to be untrained and unprincipled teachers who were not properly monitored by PEAs, PTAs, weak Malawi legislature to deter men for impregnating schools girls.

Certain cultural practices like initiation rites and the early marriages and loose marriages, general poverty, parental and community attitudes to the girl child encourage this malpractice to go almost unchecked.

Chiradzulu District has 85 primary Schools apart from DAPP's school feeding program, food security/ agro-forestry, IGAS, micro-credit programmers, vocational, Early childhood development, HIV/ AIDS/ home based care programs and basic health/ programs.

This report documents possible contributing factors and recommends community based responses. The DAPP Country Office needs to build up capacity and strengthen its existing working relationship with key development partners at all levels if it to plausibly continue to achieve its goals in the district. Efficient beneficiary targeting, total programs coordination and involvement of relevant stakeholders can have significant impact in the reduction of this unwelcome social behaviour in our schools.

This reports will enable DAPP sensitise all relevant stakeholders and design community based responses, intervention or programs to curb if not eliminate these incidences. These includes empowerment pf PTAs, school committees and design an EWRAPM while recommending a tougher legislature to make men and teachers responsible for impregnating school girls.

This report recognizes that DAPP has the potential and capacity to effectively bring change the attitudes of schoolteachers, students, guardians in Chiradzulu District

with the cooperation of local, regional and National Educational Authorities.

There are immense possibilities for interventions to the NGO and this report give it freedom to adapt those that are most cost effective. Such recommendations should be compatible to the existing programs or adopted to suit program objectives. The rest are for other relevant stakeholders.

DAPP Country Office is strongly recommended to identify funding and network with partners to revisit the terms of references that the communities came up with and to close the gaps that this report identified in their project implementation.

BACKGROUND TO RESEARCH

DAPP is a development and relief NGO that works in Chiradzulu District, the almost densely populated district in Malawi. It has a population of 235, 123 almost of whom 100, 000 are below 18 years of age and should be in school. Despite efforts by the various relevant stakeholders in the promotion of access to and completion of basic quality education there is still an increasing number of school dropouts as seen by the inspection of records at the District Education Manager's headquarters. DAPP initiated Child Rights Clubs in the district for basic human rights awareness.

It was in these clubs that there were almost unacceptable reports of teacher sexual abuse of the Girl Child in the district's primary schools. A survey was conducted to find out the extent of this allegation.

(observation recommendation)

A major observation is that the Child Rights Clubs are in the rudimentary stages and the programs should be expanded and refined and more modules need to be incorporated.

This reduced findings to gender based violence and violence of human rights of minors that is exacerbated by ignorance favoured by certain cultural beliefs and high illiteracy levels.

The sad fact is that most pupils lack role models within community and family. They abandon school early not necessarily because of poverty but due to lack of tangible benefits in the district except examples of illiterate colleagues who appear to be doing well (financially). For those who reach form two and form four there are no job

opportunities within the district or even outside the district.

Most discouraging is the fact that most of the communities have not initiated the recommendations instituted by CRECCOM in order to curb this social phenomenon.

It was during the implementation of these programs that it was discovered that "girl child rights" and general human rights were not known to project beneficiaries.

DAPP consequently initiated basic human rights programs in primary school. HIV/AIDS prevention, life skills were taught to primary school pupils. Parents and schoolheads were not involved. Issues of male teacher sexual abuse of the female student especially the girl child came to light. In normal monitoring it kept on resurfacing to the extent that the girls did not know where to report and how to gather evidence as well as to find out if the reported incidences were not isolated cases.

INTRODUCTION

Chiradzulu District has 85 primary institutions apart from DAPP's school feeding program food security / agro-forestry, APIP, IGAS, micro-credit programs, vocational, early childhood HIV/AIDS home based care programs and basic health/ programs.

An evaluation of a few DAPP Programmes including the Child Rights Clubs was carried out. This report identified certain shortfalls in the existing school administration and DAPP program implementation, as some of the factors that increased this tendency and the reason why communities were all equipped to effectively address the problem attributed to certain cultural practices and community attitudes to the girl child that encouraged this malpractice.

The Child Rights Clubs are in the rudimentary stages and the programs should be expanded and refined to incorporate most of the report findings. A general recommendation is that Human Rights modules should be made and the existing be modules expanded to look into issues that contribute to poor academic performance and contributing to school drop out especially among girls. National efforts should be made to make Chiradzulu District an economic hub which can generate jobs within the district.

The sad fact is that most pupils lack role models within community and immediate family cycle and consequently abandon school at an early age not necessary because of poverty but because they see no tangible benefits of continuing with school within district context or immediate family.

The school Child Rights Programs could try upgrading the programs and introducing peer models especially for girls and give the programs much publicity on local FM stations. Another notable aspect is that a number of teachers saw the Childs Rights Clubs as eroding their authority.

Most households are female headed and these women are engaged in petty trading usually away from home. This leaves school children unattended and this leads to often drug/ alcohol abuse and indulging premarital sex. Having questionable sexual relationships is one of the copying mechanisms for young women and the schoolgirls seem to imitate their peers and treat these acts as what the society expects to be normal behaviour.

TABLE 1: SUMMARY OF SITES WHERE QUESTIONNAIRES WERE MINISTERED

NAME OF SCHOOL	SAMPLE	SAMPLE %	NO OF BOYS nm	NO OF GIRLS nf
GOLEKA	200	85	80	120
CHIKOWA	100	55	40	60
MZEDI	100	67	40	60
PIRIMITI	100	42	40	60
PIM	100	37	40	60
MAFE	100	46	40	60
MAIWA	50	40	20	30
MASALANI	50	37	20	30
PHINDA	100	51	40	60
NAMAKA	60	32	20	40
NAMADZI	100	35	40	60
NSONI	160	100	60	100
CHINGOMA	50	68	20	30
NAMITAMBO	120	37	40	80
THOMBOWE	50	40	20	30
THUMBWE	100	49	40	60
KALIMACHOKA	50	36	20	30
NGULUDI BOYS/GIRLS	150	78	60	90
MONTFORT	120	39	40	80
CHANZA	100	47	40	60
MALABVI	100	54	40	60
KANJE	50	36	20	30
CHAWE	100	40	40	60
ST MICHAELS	100	49	40	60
CHINGALA	100	55	40	60
MBOMBWE	100	60	40	60
CHIKANGULU	50	-	20	30
MAERA	100	-	40	60
CHISITU	50	-	20	30
CHIKWIRIRA	100	-	40	60
MULINDE	100	-	40	60
CHIGOTI	50	-	20	30

Sample % of School enrolment for standard 5 to 8 / puberty ages of 12 - above

Number of boys questionnaire = nm 1160
 Number of girls questionnaire = nf 1680
 tn = 2840 = nm + nf

PROBLEM STATEMENT / HYPOTHESIS UNDER STUDY & JUSTIFICATION

The study was a result of complaints and reports from both boys and girls that teachers threaten, force or entices girls to have sexual relationships with them. This study with a team of 7 enumerators was set and given a task to find out the following

- (1) The extent of this practice in Chiradzuluprimary Schools
- (2) Possible causes of these "affairs" relationship and breach of professional ethics by teachers and social attitudes.
"if young male teacher seduces the girl, she thinks that relationship will eventually end up in marriage, teachers having a high status in this overpopulated impoverished the district"

SUMMARY OF POSSIBLE CAUSES

The Rural School Setting:- (Situation Summary)

- 1 The teacher or school head is often seen as having absolute authority.
- 2 Many girls mentioned police as source sexual abuse assistance and few to parents, but none mentioned hospital or welfare offices or human rights or gender adiocate groups.
- 3 Disciplinary action is often arbitrary administered by teachers so girls are often more frightened than the boys of being punished, this makes them prone to abuse.
- 4 Girls are least likely to do well in class than boys that why they allow to be given academic favours especially in Science subjects.
- 5 Parental authority is eroded by absentee parents, lack of human rights knowledge, responsibilities and peer pressure.
- 6 Proliferation of pornographic unlicensed video houses that show violent and sex and some uncensored western films.
- 7 High incidence of drug / alcohol, Indian Hemp use and poor law enforcement and lack of civic education on the dangers of these issues.
- 8 A societal culture in which sex is hardly discussed at home or in church but at initiation ceremonies, while

T/Vs and films show the opposite taking two extremes of silence and openness.

- 9 "Loose marriages", extra marital affairs are easily tolerated or even justified just like slavery in old times while current law on impregnating a school girl does not make men responsible/ enforceable for dumping a school girl.

WHY THE STUDY WAS CONDUCTED (JUSTIFICATION)

- 1 Sexual harassment is against human rights and ones dignity.
- 2 This unbecoming behaviour by teachers is a cause of school drop out,
- 3 Pregnancies among girls and possibly can encourage the spread of HIV/AIDS.
- 4 While DAPP, CRECCOM through Gable SMC and Government are trying to increase girl's enrolment in schools, this undesirable social out come is exactly doing the opposite.
- 5 Teachers are contravening the law of this land as gazetted in the laws of Malawi and not much has been done as unlike **medical people who loose their certificates for medical mal practice** as the legislature is weak on perpetrators.
- 6 DAPP has various programmes that affects poverty and ignorance and these latest developments could cancel gains made by some donors such as DFID, World Bank, British High Commissioner, CRECCOM, DAPP and NGOs.

WHY DAPP NEEDS FUNDING TO MODIFY & CONTINUE PROGRAMME

- 1 Very few organisations or women rights organisations have ever had effective and continous and specific programs in Chiradzulu. DAPP came up with a Child Rights Programme to target the district which has almost 100, 000 people of school going. Some DAPP projects target under five in pre-schools (children houses), Tropical Agriculture, Business Administration, Building Construction and some in Youth Programmes.
- 2 The increasing crime, poverty, high disease prevalence especially HIV/AIDS, food insecurity, issues of soil degradation, pollution are being targeted on narrow

scope. DAPP tackles issues of unemployment and general orphan issues that are being targeted from angles of IGA Business Training as well as a massive second hand clothe distribution.

SUMMARY OF SITUATION IN SCHOOLS

- 1 Most young male teachers are not fully trained and inexperienced thus have negative attitude.
- 2 Large number of what appears to be autonomous schools where PEA hardly supervise the school and weak school heads.
- 3 In effective and un-fuctional school committees who can not effectively handle "the problem".
- 4 A large ratio of male to female teachers especially very remote schools
- 5 High rates of dropout and absenteeism by pupils especially in rainy season.
- 6 Food shortage-pupils trade or work in nearby townships as house girls
- 7 Fishing for young boys close to streams, dams also increasing absenteeism.
- 8 Funerals- as the culture are forced to stay home to mind the home or attend to young siblings (a problem being made worse by HIV/AIDS).
- 9 Low motivation due to inadequate teaching materials for both teachers and pupils.
- 10 Bullying by older boys as the reaction to development where secondary students are within reach and appear to be competitors
- 11 Male teachers seen as protectors for some girls.
- 12 Arbitrary punishments inflicted by the male teachers to pupils especially to girls thereby forcing girls to seek moral support from them, who wants sexual favours in return.
- 13 Poor school structures, including lack of toilets or falling down of structures (not conducive to the learning) environment of the students.

SUMMARY OF CAUSES / FINDINGS

Secondary data indicated a high level of STIs among the same age group and girls to be more than five times vulnerable than boys. The study revealed that the cause of this unwelcome behaviour of male teachers with female pupils is more complex and requires in depth studies and effective community and law of intervention.

RESEARCH OBJECTIVES & EXPECTED RESEARCH OUT PUTS

The survey intends to advocate for change in altitude of stakeholders and lobby for change of legislation.

The purpose of the study was to:-

- 1 Find out extent of female student sexual molestation by the male teachers
- 2 Document survey report as basis for planning interventions
- 3 Evaluate the impact pf child rights clubs and basic DAPP programmes in Chiradzulu
- 4 To assist DAPP to develop logical interventions that can positively and effectively reduce incidences of abuse girls in school
- 5 To create a community based response to cases of abuse where they are able to process legal redress for sexual abuse of girls
- 6 To create an effective multi sectoral response to prevent issues of abuse.
- 7 To formally alert the ministry of education on this possible attitudes by their teachers and negative developments in their schools and discourage pupil's sexual relationship with teachers as these erodes educational goals for Malawi.

METHODOLOGY AND QUESTIONNAIRE DESIGN

Several modules were used to collect data for this study such as primary data in a form of a social survey. Selected key informant and secondary data, focus group discussions and appreciative enquiries.

The study combined several modules and the task was a challenge since it implied an evaluation of the Child Rights Clubs. Time and finances were major constraints. Questionnaires were prepared for patrons of these clubs who were among the teaching staff and review Secondary Data included:

- 1 Review District Development Plan
 - 2 Social surveys reviews
 - 3 List poverty / Vulnerability indicators a
- Interview with community leaders, police, open discussions and site visits were done

SUMMARY OF TOOLS USED

Participatory rural appraisals
Random sample questionnaire
Gender mainstreaming tools/ Use of gender disaggregated data.
Focus group discussions
Social economic data
Evaluation reports
Appreciation enquires

DATA ANALYSIS & SUMMARY OF RESEARCH FINDINGS

Part of questionnaire were to found out what conditions encourage this type of behaviour and molestation of female pupils.

SUMMARY OF FACTORS

A certain suspected teacher in Chiradzulu was young and a bachelor. He is suspected to have had 14 girl friends from pupils at one school.

A questionnaire came with data that correlated to these allegations.

The DEM was informed and he promised to make an independent enquiry of his own.

A high ratio of more male to female teachers in remote schools encouraged these incidences and made them common. Could female teachers be given more powers in the disciplinary committees.

A questionnaire given to over 800 pupils indicated that girls were more comfortable with a female teacher.

Parent Teacher Associations and school committee often do not meet and are not supervised by PEA or DEM due either funding gaps or laxity towards duties.

Many sexual offences by teachers to female pupils are hushed up by parents or staff meetings. Often the committee members or parents are not that literate or confident to follow the issues while the action taken by the ministry is slow. This problem kept resurfacing at more than 5 schools.

In adequate teachers and especially female teachers in most remote areas, death of other teachers (since 1994 to

date Chiradzulu District has lost almost a quarter of its teaching staff- DEO registry Office) and underpaid teachers prefer to get jobs in private schools.

DATA from 13 school heads out of 30 schools indicated that they have heard/ handled cases of a fellow teacher impregnating a female student and that generally such cases are on the increase.

Male school head teachers were more open than young male teachers on this issue and some young male teachers almost wanted to stop the survey or wanted to be in the classroom to influence pupils responses. This indicated that they could be the guilty ones or wanted to protect colleagues.

The DYO and DSWO said they have never handled any rape cases and are not generally involved which means no counselling of the victims is done.

The police have initiated sexual abuse victim modules but have these been introduced at Village / Community level

ATTITUDES

- "Zikachitika zoterezi timangokambirana kuti mzanthuyo asinthe khalidwe koma nthawi zina amakhala atagwirizana ndi makolo a mwanayo kuti azamukwatira or adzimithandiza" (When such incidences arise, we just discuss as human beings to encourage our friend to change his behaviour but sometimes the issue is resolved when the teacher pledges to marry the girl in the future)

FINDINGS

- (1) It was discovered during this survey that the district departments are aware of some of these issues and where and how to seek help on issues of sexual abuse (over 80 % of girls responded that they can report to the parents or the police)
- (2) Girls preferred female teachers -
- (3) Male teachers seem to contribute to sexual harassment especially on the grounds providing academic favours

especially in Science subjects. Over 35% of pupils gave these reasons:

“amafuna adzikhoza mayeso

- (i) (ii) Poverty
- (iii) Uhule
- a) Std 8
- b) Nkalasi
- c) Masamu
- d) Adziwapatsa makope”

- (4) The community does not have effective sexual abuse response so girls cited screaming, report to parents who themselves had little capacity to cope with sexual abuse.
- (5) Crime, fights and sexual relationship among pupils is high and on the increase. Indiscipline is high and need to be addressed seriously. Both parents and teachers agreed that these cases were high and seriously need to be addressed and a major recommendation is to change name of Clubs as teachers were anti-clubs as they were seen to erode their authority.
- (6) Patrons of clubs all seem to favour clubs because of the sports component but needed to incorporate programs into school curriculum
- (7) Girls were not patronising clubs due to chores at home and timing and DAPP need to make more girl friendly within the centres i.e Cookery, house crafts and library as reading sharpens their minds. Could DAPP xxxx a PRA to motivate improve attendance.
- (8) The district assembly is losing a lot of revenue by not having proper produce and trading infrastructure in the district. At the moment such cannot be left to private sector or alternatively mechanisms need to be put in place to encourage the private sector to venture into such enterprise.
- (9) The issue of teachers forced students to enter into sexual relationship has so much increased that almost the local radio stations has broadcasted similar allegations on the state controlled radio station. The findings reports seemed to agree with survey

findings at the same school of alleged sexual abuse of the girl child by male teachers

BASIC SOCIAL INDICATORS FOR THE GIRL CHILD IN CHIRADZULU THAT APPEARED TO INFLUENCE GIRLS TO ENTER INTO SEXUAL RELATIONSHIP WITH TEACHERS

Chiradzulu district is the most densely populated district in Malawi

There is stiff competition for scarce resources including land. More than 56 % of the households were female-headed according to survey estimate.

Chiradzulu district has a pupil enrolment of 37, 075 girls and 38, 654 boys from a population of 234, 000 and 15, 000 almost orphans. In short the girl child or te female students/ pupils are exposed to the following:-

1. Food shortage due to:
 - 1.1 Unemployment/ underemployment of both parents
 - 1.2 Inadequate farmland and lack of agroinputs over more than 70% of households do not have food to last them a year.
2. The girl is exposed to a lot of pressure as follow
 - 1.3 House chores before/ after school.
 - 1.4 Forced to supplement family income, perform casual labour to find their own necessities e.g soap, sanitary towels, food and clothes
3. Parents or guardians who are illiterate
 - 1.5 Do not follow up/ attend to homework.
 - 1.6 Do not attend committee meetings
 - 1.7 Parents are school dropouts themselves or are always away from home
 - 1.8 Mothers who are burdened with chores

- 1.9 Do not enjoy appreciate direct benefits of education
4. Per Urban Cultural
- 1.1 Girls are forced not to finish up school and are dropping out of school to give away to sivilings
 - 1.2 Girls are given more chores at home than (boys on average).
 - 1.3 Girls have less time to study than boys due to more house chores
 - 1.4 Girls has no gender confidence to report the male teacher
 - 1.5 The girl high probability of incurring punishments
 - 1.6 The girl has less time to study and complete assignments
 - 1.7 Girls are subject to bullying and threats by the male/student/male teachers so enter into such relationship by fear.

Causes of School drop out to early marriages and unplanned Pregnancies.

Most households are female headed or almost married women are engaged in petty trading away from home, which leaves school children unattended, and this leads to often drug/ alcohol abuse and indulging premarital sex.

Female Parents/ General Guardians/Community/Girls view or actions that contribute to girl drop out:-

- 1 Girls need not continue/ complete school
- 2 Sending them in townships for domestic labour
- 3 Living girls to supplement income/ "wakula uwona chochita, aliyense ndi mkazi", "uyendere yako".
- 4 More chores to girls than boys thus little time to study and more absenteeism thereafter needing favours from teachers
- 5 Parents do not act promptly on reported issues of sexual abuse as the evidence is not enough to punish teachers without the intervention of human rights organisations.
- 6 The head teacher is often isolated; any means improving feedback from staff PTA, School Committee - Youth Reps, Class Monitors and anonymous to back up information

ATTITUDE TO GIRLS AND EDUCATION

From a questionnaire of 500 respondents (youth aged 11-21 the main reason for girls dropping out of school was early marriages/ pregnancies/poverty/laziness/initiation)

Out of 200 guardians/ parents questioned met at random and these were women only one had reached secondary school level.

Boys seemed to be preferred/ favoured by guardians to complete school than girls. The girls are given more household chores than boys, the common being child rearing, firewood fetching and cooking and guard the home whilst the elders have gone to the funerals

The District Social Welfare Officer commented that in Mikolongwe a certain girl reported to her that parents were forcing her to marry a "well to do man by village standards so that the whole can be assisted or can benefit

Attitude of male teachers, certain teachers were reported to be telling slightly over 16 to 19 girls to go and get married because they were big and not very bright in class.

I quote "Wakula ulibe nzeru ukangokwatiwa"

The report is no doubt confirmed and established that it is indeed almost "normal" practice to have sexual relationship with female pupils as young as 15 or even younger, despite threats of potential interdiction by the National Education authorities. These practices occur and are increasing because parents, fellow teachers and even the girls themselves feel helpless to curb this behaviour. The evidence is often treated as not enough to enable abused girls seek legal redress unless only in cases of pregnancies. The abject poverty makes the girls easily seducible. The judicial system is also in question whether it can handle this with shortage of magistrate lack of Legal Aid.

The study established that this behaviour has reached above normal level. Most discouraging is the fact that the community has no copying mechanism despite an awareness campaign by CRECCOM.

TABLE 2: GENERAL DATA ON QUESTIONNAIRE

QUESTION	FEMALE	MALE
- Free time	Less	More (boys have more freetime)
- Source of HIVAids information		
- Has boy/girl friend	34%	82% boys more open
- Has had sexual relationship	25%	40%
- Social economical data for a sexual partner	37% Male other than pupil	69% usually pupil sexual partner
- Knows a person who has a Boy/girl friend	28%	71% boys more open
- Immediate guardian who supplements income	58% Parents*	69% Parents
-Source of general needs/other	67% Parents *	36% Parents
-If can receive gifts from such relationship	70% Boys*	73% Girls*
- Knows person who receive gifts from where	62% Males*	41% Females
-Vocation/ career choice	45% Nurse, Teacher*	56% Driver, Carpenter*
-Ever initiated YNW	97.2% Yes	80% Yes
- Views of initiation both good and bad	Age (11-15) 68% Good, 5% awaiting	72% Good <1% awaiting
- Why friend peer enter into sexual relationship with a teacher	28% for exams assistance, 45% poverty, 15% attitude	Soap etc 54%, Exam 38%
- Most likely to drop out of school	78%*	62%*
Causes of dropouts B & G	45% Poverty & 25% Early Pregnancies, 17% Laziness	Poverty 24% & 13% Crime Syndicates, 28% Early Marriage, 7% Trading
- Any clubs at school	90% Do not participate in EDZI TOTO Clubs* 30 Schools	87% Participate in EDZI TOTO Clubs
Free with teachers Male/Female	100% yes to Females	100% yes to Males
- Wish after completion of School	48% Nurses & Teachers, 2%	59% Drivers & Carpenter, 3% Teachers

	Others	
- Boy/Girl forced to have sex	77%	35% and proud of it
- What to do if raped	84% Parents, 21% Police, 89% Scream	48% Use a condom 27% Proud of it
- If partner forced to have sexual act	80% Ending relationship 76% Telling Parents 6% Others	63% use a condom 42% Proud of it
- Closest relative completing school	44%	60%

Nf= Number of Female/ Girls sample questionnaire analysed

Nm= Number of Males/ Boys

Population from 33 Schools

Data test was used to establish if there is indeed child abuse and for this an only boys questionnaire was used where n was 33 the hypothesis was very strong it was positive < 0.5

The evidence was established from male and female teachers but was weak for male teachers was positive and a X was PTA committees but was again strong for women than males.

Contributing Factors

School heads attributed this to short term poorer training of the current teacher training system as not coming up with teachers of a positive moral fibre and character.

Laziness and absenteeism contributed to this behaviour. In general teachers who were unethical or incompetent, lazy or not properly supervised increased the tendency to above expected levels.

Over 70% pupils from over 400 pupils responded that reasons for male teacher/ female student relationship were due to students late coming, laziness and absenteeism, lack of reading materials, studying and lesson preparation on both girls and teachers.

Demotivators for teachers included late payment of salaries and poor housing allowances and poor salaries.

There a lot of unemployment due to lack of commercial farms (like Thyolo or Mulanje districts with similar population)

Focus group discussions indicated the following:-

- (1) Closure of many companies that employ unskilled labour e.g. DWS, PORTLAND, Import and Export, Malawi Railways. Most labours commuted from Chiradzulu.
- (2) Family sizes are reasonably larger than average and often with dependants such as orphans, extended families.
- (3) The daily household needs are almost unaffordable for the average villagers. Paraffin, candle, sugar, firewood, and milling fees and clothing, soap being causes of misery for the average villager and much worse for the girl child. Most girls fend for themselves and provision of these by the teacher or even a K50 is enough to seduce a school-girl.
- (4) The children from an early age supplement household income inform of "ganyu" casual labour in fields, brick making, sand collecting firewood collection and going to the market to expect to be hired for petty rewards.

A head master Mr. Sapuwa of Goleka primary School provided information said often on market days senior classrooms are almost empty.

Mr. Phiri a senior Officer in the DEM officer "quote" had during her inspections met school girls at the market absent/ abandoning from school, one was even selling (illicit moonshine) homed brewed (kachasu) which she said brought more income compared to farm produce.

This led to survey team leader to report to the DEM for further investigations as the new developments were beyond the scope of this survey.

School dropout rate for girls in Chiradzulu is alarming high.

There was no significant decrease of STI's according to DATA as well as DAPP clinic despite World Bank funded youth friendly clinics at the district headquarters and this might imply that HIV messages were not being heard or followed or not being disseminated or there were cultural barriers to implementation

Promotion of literacy and education through school support programme School-feeding programmes is one of core component of DAPP. Allegation that teachers are a cause of school drop out for girls in Chiradzulu was a cause of concern for DAPP.

The drop out by male teacher impregnating female pupil students and all forms of sexual harassments unwanted pregnancies according to UNICEF/ Convention on the Rights of the Child it is a human rights abuse.

Heard remarks - "Mbuzi imadya pomwe ayimangirira" take relevant action especially when designing intervention.

The HIV/AIDS prevalence rate for the district and the whole Southern Region enabled DAPP to implement HIV/AIDS prevention and Home Based Care programmes as a core programme and Child Rights in the remote schools that were not accessible to urban youth NGOs.

When the issue of female student/ child abuse was mentioned frequently by girls during its monitoring visits the programme managers decided to approach CEF for funding to find out the cause, establish the extent and recommend intervention/ programmes that are community based in order to reduce/ eliminate those incidence.

Responsibilities Between Boys & Girls

From 33 Schools Where DAPP has clubs & 3 Where DAPP does not operate Child Rights Clubs

TABLE 3 No: Girls No : Boys Total

1.1 Leisure	172	328	500
1.2 Study	296	360	656
1.3 Chores	190	140	330

Raw figures but still indicated that girls had less leisure, these were interviewed separately from questionnaire

TABLE 4: SOURCE OF AID MESSAGE

	n= 1200	n= 800	
	GIRLS	BOYS	TOTAL
Wireless	260	240	1000
DAPP Child rights clubs	309	691	800
Peer	91	59	200
School Aids TOTO	340	712	102
Other	41	19	60
Initiation	5	11	30

Interviews by raw figures can be interpreted to mean that DAPP to intensify Child Rights Clubs

TABLE 5: Illiteracy was high out of 200 women interviewed below the age of 35 almost all of them did not go as far as secondary school.

INITIATION	MALE	FEMALE	TOTAL
Teachers	Against = 120 For = 10	Against = 64 For = 34	N = 150
Initiation Leaders	Against = 1 For = 9	Against = 0 For = 4	N = 14
Traditional Leaders	Against = 0 For = 6	Against = 0 For = 3	N = 9
Religious Leaders	Against = 11 For = 9	Against = 4 For = 25	N = 49
School Heads	Against = 28 For = 2	Against = 0 For = 3	N = 33
Medical Practitioners	Against = 4 For = 0	Against = 9 For = 2	N = 15

Teachers cited initiation as major contribution to school dropout

Pupils and traditional leaders strongly favoured it.

However, over 36% of total pupil N = 2000 did not favour it and reasons being it allegedly encouraged promiscuity as well as school drop outs.

Low figure was favouring it however cited culture and weak reasons such as funeral rites, politeness both students and teachers reported high undisciplined for both the initiated and un initiated pupils.

Ten pupils cited the gifts at the ceremony as major inducements and one traditional leader who chose unanimously said he and the chief made money from the institution.

A major recommendation from religious leaders was that they had their own modified rites since they considered the latter as too vulgar and un Christian.

The pupils who were not in favour cited the same reasons

A major recommendation is to review this rite

5. Peri-urban Cultural

5.1 Proliferation of pornographic unlicensed video houses that show violence and sex.

5.2 High incidence of drug/ alcohol, Indian hemp use.

5.3 Pro boys/ men culture that Girls are less favoured to finish school

5.4 Drop out of schools to give way to male siblings.

5.5 Girls are given more chores at home than boys on average.

5.6 Girls have no gender confidence to report the male teacher

5.7 Girls have less time to study than boys

5.8 The girl has a high probability of incurring punishments.

5.9 Has less time to study and complete assignments.

5.10 Subject to bullying and threats by the male/ student or teacher

Table 6: Illustrating basic social indicators that influence girls to enter into sexual relationship with teachers.

GIRLS	Chores 165 More	Needs food, Soap, sanitary 110 Find own needs	Sample Lateness, drop not Punishment Absenteeis m 40	%
BOYS	35%	Find own need	60	

The School Setting

1 Basically the female pupils as taught by a male teacher; the tendency is for male teachers to be given to teach a senior primary school classes.

2 Almost all school heads are male and isolated cases are their female deputies with disciplinary committees of mainly male teachers

3 The new teacher training program enrolled young teachers that are almost the same age as some over-aged female students.

4 The girl knows definitely she has little chance of making it to secondary school due to:

- Financial restraints
- Mental ability

And this makes her think that if a young male teacher seduces her, that relationship will eventually end up in marriage.

1 The Rural School Setting

2 The teacher or school head is often seen having absolute authority.

3 All girls mentioned police as source of assistance and few to parents. Disciplinary action is often arbitrary administered by teachers so girls are often more frightened than the boys of being punished.

4 Girls are least likely to do well than boys in class that is why they allow to be given academic favours.

5 THE VILLAGE/ SOCIAL SCHOOL CULTURE

6 Almost everybody has a girlfriend or every girl has a boy friend.

7 The male teacher is seen as a better source of power, money influence than fellow pupil of opposite sex.

8 Parents and fellow teachers often are aware of such relationships but they pretend that they do not know.

9 The school committee often comprises the very same members and the school heads and some staff heavily influence these bodies that they are powerless or mainly rubber stamps.

10 The district has a female teacher shortage and most girls responded that they were comfortable with female teachers

11 The district has a high illiteracy rate especially women and by STD 6-8 the girl or pupil has already out learned the parent or guardian.

12 The girl is faced/ meets a lot of sexist jokes/ taunts from male teachers, school male and the boys from the near by community day secondary school and often lacks confidence. The extra attention from the male teacher is a relief and "morale" booster.

13 Proliferation of prom sanity sexual behaviour and increase of boy/girl pupil's affairs that often parents society ignore consequences.

14 THE INITIATION CEREMONIES

15 Often these rites only emphasize on girl social/ sexual roles in the traditional sense that school takes secondary role.

16 It often disturbs school curriculum

- 17 School teachers appeared to criticize it as contributing to inserted sexual behaviour and school drop out, foul language and impudence among students.
- 18 A lot of pupils and parents appeared to favour it 76% male/ female, 86% and 98% of all parents to favour it.
- 19 Some of the issues discussed are not for young adolescents to who are not mature enough to make proper life skill decisions.

20 SOCIAL/ HOUSE SETTING

- (1) Food shortage due to:
 - 1 Unemployment/ underemployment of the parents.
 - 2 In adequate farmland and lack of agro input cover 70% of households do not have food to last a year.
- (2) The girl is exposed to a lot of pressure
 - 1 House chores before/ after school
 - 2 Forced to supplement family income, perform casual Labour to find own necessities
 - 3 Most girls sleep in separate houses with parents making it very easy to go out for sex and this is usually unchecked. Most of the mothers know it but would rather keep it silent in the face of the father.
 - 4 Issues sex, marriage and major decisions involving girls the parental responsibility of the father to set house principles. Ndi za e eni wake a mbumba.
- (3) Parents or guardians who are illiterate
 - 1 Do not follow up/ attend to homework.
 - 2 Never attend meetings
 - 3 Parents are school dropouts themselves or are always away from home.
 - 4 Mothers who are burdened with chores
 - 5 Fathers who are absent working away from home.

SOCIAL ALTITUDE TO SEX/ MARRIAGE

Increased of Incidences of marital violence

Proliferation of premarital sex among pupils, most teachers and school heads (over 85%) questioned respondent that parents had to be called on some issues to talk to parents on pupils sexual behaviour.

This gives loopholes to teachers to seduce the girls, the girls seems to see the teacher as a better " match than fellow pupils"

` amayenda ndi aphunzitsi kuti atchuke or amafuna atakhala akazi aphunzitsi or uhule basi".

At least 60 respondent out of 100 gave this reason.

A Questionnaire whose respondents were religious leaders indicated that often all marriages are more or less cohabiting: "Timalandira zotha itha"

The respondent for young women from ages 19-37 indicated that all their marriages were a result of pregnancies. This was compared in as compared in Elangeni Mzimba where out of 10 respondent no one had a child out of wedlock or without paying lobola or going through church familiarities.

URBAN INFLUENCE

Chiradzulu is in the peri- urban and there are rest houses where casual sex is practiced, the research team observed such incidences

A certain head pointed out that the video houses were also to blame for pornography material

PSYCHOLOGICAL / SOCIAL FACTORS

(The girl child as a sex symbol)

INITIATION CEREMONIES

Though there was no time to investigate but DAPP staff confirmed that there at least "2 houses" where girls even young women go to be taught sexual skills on how to satisfy a man " psychologically these can make the girl child feel superior and wanted.

The initiation ceremonies such to contribute as 40% of almost 200 respondents boys and girls of 11-21 discouraged found " chinamwali as of no or little use if not negative because " chimaphunzitsa kutukwana" Atsikana opita kuchinamwali amasiya sukulu chifukwa cha mimba"

"Amati ukasase fumbi"

There is an institution of mild female genital mutilation whose belief (contrary to medical proof) that it enhances sexual pleasure or performances.

Young girls after being taught and practiced these feel , they are able to please a man and a teacher id seen as to enhance their femininity or sexual appeal , they seem to gain confidence.

Though the aim of this study is not to be appraise the girl child.

In over 60% from the sample of 200 said it is good and the reason being

About 20% gave no reason

About 30% timaphunzira mwambo wa makolo

About 10% ulemu

About 2% mwambo wa maliro

Close inspection revealed that all the teachers and child has a had relative who had gone through initiation

Another questionnaire to teachers revealed that indiscipline was common and disrespect especially among the initiated.

I quote " Palibe kusiyana pakati pa wovinidwa ndi wosabvinidwa".

CAUSES /CONTRIBUTOR

GENERAL BREAKDOWN OF MORALS

All is church leaders agreed that sexual offences in church were common.

ATTITUDE TO CASUAL SEX

An inspection of STI records with the youth desk officer at the Ministry of Health indicated that STIs were higher than ever despite Youth friendly clinics a co-funded by the

world Bank. Most boys said it was okay if a girl asked them to have sex; 50 males said a condom selected, more said no need for condom.

Table 7 Chiradzulu District Interdiction record.

Year	Reasons for interdiction					
	Falce presentation Abscondment Impregnating a (No Certificate) school girl					
	Male	Female	Male	Female	Male	Female
1998		1	1		2	
2000			1		5	
2001			2			
2002	1		2		3	

SUMMARY OF FINDINGS

POLITICAL

Post democratic years has been teacher authority eroded and pupil discipline worsen

Misunderstanding of youth and personal freedom freedoms

-Increase in disciplinary issues Indian Hemp / Alcohol and-fighting among pupils - boy/girl teacher male/girl sexual relationship

ECONOMIC ENVIRONMENT

Chiradzulu is peri- urban so high dependency ratio over 60% Over 100000 below 21

- Unemployment, closure of many companies and statutory corporations has reduced district incomes from trading employment
- no employment opportunities but natural resources depleting such as brick making and sand dragging that employs young boys

SOCIAL

With ghetto characteristics peri - urban makes its girls more vulnerable to effects of rapid urbanization -such as

1. HIV/Aids
2. Crime, drug abuse
3. Sexual based violence

4. Poverty
5. An initiation ceremony whose main morale is sex in "sexual relationship context"

TOPOGRAPHY

- (1) High population density
- (2) Lack of arable land farming hilly area
- (3) Infertility soils and little crop diversification

CULTURAL

In Chiradzulu fathers of the kids do not have any authority over the kids marriage affairs but the uncle and aunt. This makes it difficult for households to talk of sex. With the kids. Quote "Eni ake a mbumba ndi amene amayenera kulankhula ndi adzukulu awo pankhani ngati zimenezi"

INTERPRETATION OF RESULTS AND CONCLUSION

Over 800 pupil from random sample of 2000 from 33 schools indicated that they knew of teachers who had relationships with girls within same school or nearby schools

Obviously there might be duplication

A control questionnaire was given to 100 (50 male and 50 female) male response was less than 40 % teachers in the same school and over 85 % indicated that they have heard of such incidences not necessarily in their schools.

It is worth inferring from these results that the allegation is true and the possible reasons for male low response

Is that the teachers want to protect themselves or colleagues, or that there is again duplication in the figures.

Incidentally the boy figure for such a questionnaire was higher than the girl. Boys (control 900) 95 % responded that they know of such behaviour.

Probably antagonism to teachers or because they both compete for the same girls

Another control questionnaire to school heads and 33 and 100 teachers of both sex revealed that there is a high

rate of promiscuity and sexual relationships among pupils.

This was a cause of punishments and cause of sending issues to PTA for forget counselling and parent guardian notification.

Girls out of 1200 responded less than 56% acknowledged knowledge of such relationships

This could again be due to fear or peer pressure because the time of study similar cases were being reported on radio.

Enumerators heard such comments as (tisawapeleke aphunzitsi) pupils amangidwa

It was recognized that District Education Managers and their treat symptoms or do a post mortem and that government circulars warning male teachers on this unbecoming conduct are not headed or taken seriously.

Parents, hampered by high illiteracy levels and poverty, complained that with private lawyers nowadays they might not only be humiliated but could lose cases. Short-term measures include awareness and training and increasing human rights training to youths especially girls and parents. Long-term solutions include macroeconomic and micro-economic interventions and training for transformation.

The survey results indicated that social, economic cultural education indicates for the girls child in Chiradzulu contributed to this behaviour.

RECOMMENDATIONS

DAPP could stimulate the increase of horticulture production through its existing projects, soft loans for irrigation as most of the women appeared to find vegetable production profitable. This would alleviate the food security crisis.

A major recommendation DAPP could also stimulate the increase of horticulture production through its existing projects, soft loans for irrigation as most of the women appeared to find vegetable production profitable.

A major recommendation is that DAPP link up with local and international benevolent / charitable organizations to assist extra vulnerable girl groups such as child headed households and school dropouts. Massive awareness campaigns should be directed at parents, guardians as well as the teachers themselves. This needs to be in built in existing structures to ensure sustainability.

Issues of teachers housing and de-motivators like late payment of salaries and indirectly suggested to assist teachers to be disciplined teaching force. This report recommends that government look into these issues and should have been reflected in the district development plan. This plan was also a recommendation by QIM reports

The school Child Rights programmes could try upgrading its programs and introducing peer models especially for girls and give the programs much publicity on local FM stations. Discipline, academic achievements and good behaviour rewards could be introduced.

Life skills education need to be taught to all pupils and the process of getting the subject to students need to be speed up.

DAPP may need to have human rights and gender focal point to liase closely with other players in that field.

DAPP extra maths clinics as afternoon lessons to continue be effective (assumption) parents willing to unburden girls with chores. Ngati munalephera kupitiliza sukulu mwayi ulipo ndi DAPP, encourage and enrol young mothers in skills, training of life skills.

Make available necessities such as sanitary towels soap, which caused girls to have relationship with teachers and increasing cross generation sex and implies that the spread of AIDS is on the rise.

Counselling to include female teachers a most open and likely to inflict less harsh punishments

The rest of the causes simply are" female and ugly faces of poverty" and requires political willpower and can be addressed at macroeconomic level. This report asks or encourages DAPP to partner and network with other NGO's and

refine its child rights Programs and mainstreaming gender and HIV/AIDS in its District Development Plan of 2002- 2005 to strongly and measurably address issues of girl school dropout, gender, HIV/AIDS and food security and unemployment. Make strong partnership with Donors and local NGOs, and call for support to most needy that is effective beneficially targeting.

Gender mainstreaming and recommend Human Rights/ Girl Child Programmes Youth Gender Officer/ Coordinator

Recommend funding to motivate girls/ female pupils to attend school

Cover all schools in the district with life skills education.

There's a need for specialized donors, government NGOs or major programs to tackle gender issues and human rights rural poverty for meaningful and measurable gains/ impact. These could provide income to middlemen and employment for traders in the district and the nearby townships of Blantyre and Limbe.

DAPP

1. Review DAPP Child Aid Children rights Clubs.
2. Child Rights needs more funding, provide project indicators of success.
3. Increase awareness in basic human rights.
4. HIV/AIDS prevention and life skills training to be intensified.
5. Recreation Clubs, trophies competitions dramas.
6. Modules not including rape/ sexual rights review of initiation.
7. Campaign and advocate for Parents not to burden pupils with chores especially girls.
8. Programmes to be introduced to parent/ traditional leaders.
9. Child Aid staff overworked and need effective transport to monitor the bulky activities that are in place and those that have been recommended to address level to create an EWARM

OTHER KEY ISSUES THAT DAPP MAY NEED TO LOOK INTO:-

ADULT LITERACY CLASS:-

Review Media IEC material to cater for rape parent altitude to chores and forcing girls to get married
To enhance abstinence from pre-marital sex (Posters boards billboard)

Despite the district being the most populous and mostly having female-headed households and being within reach of Blantyre. No women's human rights organization or a micro credit/ adult literacy providing NGOs has mainstreamed these issues r established a base in Chiradzulu.

There need to partner with specialized NGOs or major programs to tackle gender issues rural poverty if meaningful gains are to be made for measurable impact. This could provide income to middlemen and employment for traders in the district and the nearby townships of Blantyre and Limbe.

Streamline DAPP programmes for efficient beneficiary targeting Vulnerable girl child / trauma in youth modules

- 1 Resist terms of reference for youth clubs, patron & school monitors
- 2 The girl child school dropout as volunteer or in IGA child centres
- 3 Young mother, friendly schools - sec schools - DAPP senior primary to sec school
- 4 Institute youth friendly centres and discuss such issues

Work with relevant Stakeholders Dialogue / introduce other partners

- 1 PTA / School Committee
 - 2 Chiefs / Traditional initiation leader
 - 3 Relevant Youth NGO's for joint planning
 - 4 Dialogue with existing donor scout for new donors
 - 5 Seek funding to run programmes in all schools
- Identify Girl Child Issues and how to prevent /avoid sexual abuse and ways of seeking redress
- 1 Seek political assistance
 - 2 Relevant NGO's experienced in such sexual abuse /rape cases
 - 3 Gender balanced school disciplinary committee
 - 4 Parents/guardian change in altitude

- 5 Altitude to school and sex-provide role models as visitors to clubs
- 6 Initiation issue provide medium where issues that disadvantage the girl child are discussed at length/depth in these child rights committees and relevant forum

Review the male teacher scenario:

- 1 Silencing of the girl Child
- 2 Taking advantage of her
- 3 Parents inability to follow up issue
- 4 Financially morale and edvcationaly Vulnerable Parents
- 5 The school committee /PTA disciplinary committee concept
- 6 How can DAPP come in as a mediator trainer character building / teacher award (Zone) area trainings

HIV/AIDS Critical Indicators:

- 1 More unplanned pregnancies imply more HIV/Aids due to unplanned, unprotected sex
- 2 Young girls having babies implies long-term high district dependency ratio. Poverty concept burden to health services
- 3 HIV/Aids girls have little say in condom use, Could religious church, initiation parents traditional DAC/DAPP also encourage abstinence since girls has little on condom use. (choice of life and death for short term sexual / material benefits encouraged)
- 4 Sexual reproduction health as part of curriculum (could it be part of the curriculum)
Community school incentives for voluntary testing (VCT)

Sexual myths:

That sex is a physiological need for young girls

- 1 Church media DAPP sponsored radio programmes to stress how important it is to wait.

Summary of Sexual Abuse of Female Student / Pupil:

- 2 Multiparty era is seen to encourage laxity in discipline of both teachers and pupils
- 3 Proliferation of pornographic material encouraged sex (ref. Censorship Board)

- 4 The girl child not only abused by male teacher but also boys in school and petty traders and sometimes within family
- 5 Unplanned education phenomenon reported, CDSS close within the same yard as primary schools
- 6 Worsening poverty reference (Poverty alleviation monitoring report)
- 7 Increase of drug use of youth mainly boys (45%, why boys drop out of school and cause for undisciplined) reference (police reports interviews)

OTHER RECOMMENDATION TO DAPP

General DAPP

- 1 Guardian / women empowerment
- 2 Target or connect girl child headed family to benevolence bodies
- 3 Influence policy at DEC level
- 4 Identify, code for more resources or work with other partner NGO's Support School committee
- 5 Request / Organise for all relevant stakeholders to discuss issues that affect girl child and possible change in altitude of teachers and parents
- (1) Work with DEC to develop / create
 - 1 Sustainable business programmes for women (WID HORTICULTURE) e.g. fruit seedlings growing for girls in schools , ornamental plants ; e.g. environmental friendly brick making industry.
 - 2 Encourage other NGOs to have representatives in Chiradzulu and not to look at them as threats
 - 3 Be transparent and seek assistance from CBOs.
 - 4 Women friendly money/financing lending institutions (4 men reported that certain lending institutions encouraging prostitution due to weekly harsh payments.

Upgrading expanding of DAPP programme staff for:

- 1 Professional Project Implementation / Volunteer fundraising staff
- 2 In house project management gender issues / HIV/Aids training for volunteers
- 3 Capacity building

FIREWOOD / AGRO FORESTRY

- 1 Food security component
- 2 DAPP to have strategic nurseries rather than just give seed - include fruit trees grafting for orphans community girls social endowment - lemons ,
- 3 District is so deforested and many children has possible symptoms of micro-nutrients deficiency.

DISTRICT/ NATIONAL FOR THE DISTRICT DEVELOPMENT PLAN

Up grading the District head quarters, which does not even have a filling station proper shops decent accommodation for tourists, could be starting point.

Political leaders of Chiradzulu are being equally challenged: the ruling and emerging political parties should priotise the district as the effects of this poverty have serous repercussions in the urban centres of the country in terms increased crime, prostitution and unemployment and local child trafficking

It needs no further explaining that the private sector only works when there is a free market and perfect knowledge and it does not need a politician or an economist to see that that does not exist in most economic sectors of the Malawi economy let alone Chiradzulu.

The DAPP Child Aid program needs, capacity building to strengthen its working relationship with key development partners at district level if it is to be seen as to be serious and plausible in achieving its goals in the district. The issue of sexual abuse of the girl child being investigated needs to be addressed at all levels by all development partners at district and national level.

Build capacity of the Teacher development Centre and PEAs to effectively use them as appropriate model of handling issues at community convenience.

Major recommendations for DAPP and relevant stakeholders include efficient beneficiary targeting; setting project goal with measurable outputs, total programs coordination and involving relevant stakeholders can have significant impact in curbing this behaviour.

LEGAL :-

Sexist jokes within and out side school should be an offence punishable by law or traditional leaders.

Interdicted teachers also should be answerable to human rights commission or the judiciary while cooperation should be higher. Child maintenance should be pegged to cost of living

Teacher salaries must decrease to make it a worth while profession. Training for upgrading and grade promotions should be encouraged. Awards should be part of the seasonal awards and retirement should come in an earlier stage to make teaching attractive.

(Infact most have been employed by the private sector a much wage rate).

TABLE 8: Male & Female Teachers Questionnaire

NF= 100 MF= 60 for 33 schools

QUESTION	MALE			FEMALE		
Problems at Work	Salary Delays 100% Respondents			Respondents Salary Delays 100%		
Causes of Dropouts	42% Early Pregnancies, 54% Poverty, 16% Laziness			69% Poverty, 12% Early Pregnancies, 2% Laziness		
Ever Handled Disciplinary Issues for the Pupils	84% and were harsh to female pupils			42% Handled		
What Were the Issues	22% Fighting btw Males, 62% Theft, 47% Sexual relationships,			56% Sexual Relationships		
How did they handle them	Punishment 66% , call guardian 34% PTA report (2 raw cases dismissal)			Banish from class 18%, Call parent reported to head 78%		
Ever heard of a teacher to Students relationship	Yes = 48%	No = 46%	N/A = 6%	Y = 74%	N = 12%	N/A = 14%
How Many F-teacher to M-students	Y = 2%	> 90%	N/A = 8%	Y = 2%	N = 13%	N/A = 14%
How Many M-teacher to F-students	Y = 35%	N = 47%	N/A = 18%	Y = 72%	N = 18%	N/A = 10%
How were the issues handled	PTA told = 16~.%		Transferred = 18%	PTA told =22~.%		Transferred =21%
Why such relationships occur in schools	Poverty, Parents encourage			Poverty, Parents encourage		

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